

Ястребова Е. Б., Кравцова О. А.,
Крячков Д. А., Владыкина Л. Г.

КУРС
АНГЛИЙСКОГО ЯЗЫКА
ДЛЯ МЕЖДУНАРОДНИКОВ
И РЕГИОНОВЕДОВ

Уровень – бакалавриат

ЧАСТЬ I





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КОМПЕТЕНТНОСТНЫЙ ПОДХОД

УРОВЕНЬ В 1

1 ГОД ОБУЧЕНИЯ

УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА
В ДВУХ ЧАСТЯХ

ЧАСТЬ I

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Настоящее издание в двух частях предназначено в качестве базового учебника для студентов I курса факультетов международных отношений и регионоведения, владеющих английским языком на уровне Intermediate (A2). Учебник разработан на основе компетентностного подхода и обеспечивает взаимосвязанное развитие речевой, языковой, социокультурной и информационной компетенций студента. В результате работы по данному учебнику должен быть достигнут пороговый уровень коммуникативной компетенции (B1) по классификации Совета Европы.

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ПРЕДИСЛОВИЕ

Настоящий курс в двух частях предназначен для студентов-первокурсников, продолжающих изучать английский язык с уровня Intermediate / высокий Pre-Intermediate (уровня A2 по классификации Совета Европы) на факультетах международных отношений и регионоведения, а также межкультурной коммуникации; успешное прохождение курса предполагает достижение уровня B1.

Учебник написан на основе компетентного подхода, предполагающего в качестве конечной цели обучения иностранному языку на указанных факультетах формирование личности, обладающей компетентностью в сфере иноязычного общения на международном уровне. Такой подход определяет следующие цели курса:

1. Развитие языковой компетенции как совокупности языковых знаний, умений и навыков, соответствующих задачам общения на общие и профессионально ориентированные темы, и готовности овладеть ими и использовать для достижения целей общения.
2. Развитие речевой компетенции как совокупности речевых умений и навыков: чтения, аудирования, говорения и письменной речи и готовности их реализовывать в репродуктивной и продуктивной речевой деятельности в соответствии с коммуникативными задачами.
3. Развитие социокультурной компетенции как совокупности знаний культуры (в широком ее понимании): культуры своей страны, страны изучаемого языка и других стран мира; умения находить общее и видеть отличное от своей культуры; умения и готовности использовать эти знания в процессе общения на английском языке с представителями других культур; готовности принимать культурное разнообразие и признавать право на иной образ мысли и жизни, при этом отстаивая свою позицию, сохраняя чувство собственного достоинства и не унижая достоинства представителей иных культур.
4. Развитие информационной компетенции как совокупности знаний о современных источниках информации (бумажные и электронные словари и энциклопедии, интернет-ресурсы), умения и готовности работать с ними для извлечения, отбора и эффективного использования информации в учебно-познавательных целях.

Из этих целей вытекают конкретные учебные задачи:

- обеспечить закрепление и активизацию грамматического материала по темам, представленным в соответствующих разделах;
- расширить активный и пассивный словарный запас студентов по изучаемым темам;
- углубить знания об особенностях английской языковой системы (словообразование, употребление фразовых глаголов и часто встречающиеся свободные словосочетания) и развить умение их использовать;
- развить умения и навыки ознакомительного, просмотрового, поискового и аналитического чтения;
- развить произносительные навыки, в первую очередь, интонационно правильного оформления предложений разного типа;
- развить умения и навыки разных видов говорения, в том числе ведения беседы и дискуссии, выступления с сообщением;
- развить умения и навыки общения в официальной и неофициальной обстановке;
- расширить знания о странах изучаемого языка, культурном многообразии мира и месте в нем России;
- развить умения и навыки поиска и обработки информации лингвистического и иного плана с использованием традиционных и электронных носителей.

Наиболее важные воспитательные задачи курса:

- формирование гражданской позиции;
- формирование умений и навыков работы в команде;
- формирование качеств лидера.

Названные задачи определяют структуру учебника, который состоит из 6 глав и 12 уроков. Подразделение на главы основано на тематическом принципе, на уроки — на лексико-грамматическом. Каждая глава состоит из следующих разделов: Diagnostic Test, Speaking (включает речевые модели, речевой этикет, ситуации общения, в том числе ролевые игры), Reading, Reading and Speaking (тексты для чтения и дискуссии), Vocabulary List, Vocabulary Practice, Word Building, The Right Word in the Right Place (отдельные лексические и грамматические трудности, включая фразовые глаголы), Project Work (проектные задания двух видов: 1) на развитие языковой компетенции (Build up your Vocabulary) и 2) на развитие коммуникативной, социокультурной и информационной компетенций), Grammar (Ways to Speak about the Past, Ways to Speak about the Present, Ways to Speak about the Future, Comparison of Adjectives, Expressions of Quantity, Adverbs, Passives, Reported Speech, Infinitive, Complex Object, Modals), Check Yourself — вопросы и задания для самопроверки, Appendix, Supplement.

Текстовый материал учебника является аутентичным, современным и информативным, обеспечивая развитие общей эрудиции и культуры будущего специалиста; языковой материал (лексика и грамматика, произносительные модели) функционален, т.е. включает то, что необходимо с точки зрения будущей профессиональной деятельности; методы и способы организации учебно-познавательной деятельности, реализуемые в системе упражнений и заданий, развивают умения и навыки, а также личностные качества, которые обеспечивают готовность к их использованию.

КРАТКИЕ МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Диагностический тест в начале каждой главы позволяет преподавателю и каждому студенту определить, какому материалу уделить особое внимание, какие задания являются обязательными, а какие факультативными.

На развитие языковой компетенции студентов направлены разделы Vocabulary List, Vocabulary Practice, Word Building, the Right Word in the Right Place, Grammar и проектные задания Build up Your Vocabulary (активный словарь: общий и тематический). Проектные задания особенно важны, так как помимо языковой формируют информационную компетенцию (уроки 5, 8, 9–12) и умение работать в команде (уроки 9–12). Соотношение времени на аудиторном занятии и на самостоятельную работу составляет 30–40% к 60–70%. Грамматические разделы учебника снабжены большим количеством таблиц с примерами, что позволяет студентам при необходимости проработать материал самостоятельно. Разноуровневый характер заданий дает преподавателю возможность отобрать упражнения, соответствующие языковой подготовке студентов. В аудитории рекомендуется выполнять в первую очередь упражнения коммуникативной направленности (например, Work in pairs).

Развитие речевой компетенции происходит при работе над разделами Speaking, Reading, Reading and Speaking, Project Work и другими разделами в режиме спонтанного общения, направленного на решение учебных задач на аудиторном занятии. Развивать навыки быстрого чтения необходимо на занятиях. Работа над разделом Speaking — отработка интонационных и речевых моделей — проводится на занятиях (в среднем 25% времени каждого занятия). Парную работу и ролевые игры обязательно проводить на занятии. В учебнике предлагаются ролевые игры двух типов: 1) игры, где заданы и роли, и ситуации общения; 2) игры, где заданы только ситуации общения. Вариативность направлена на развитие навыков как подготовленной, так и неподготовленной диалогической речи. Этой же цели служат разделы Reading,

Pre-reading Questions, Discussion Questions and Discussion Points. Подготовленная и неподготовленная дискуссии занимают до 25 % аудиторного времени.

Особое место занимает раздел Project Work второго типа по теме каждой главы учебника (уроки 1, 2, 4, 7, 9, 10, 12), который обеспечивает взаимосвязанное развитие всех упомянутых компетенций и личностных качеств. Работа над этим разделом проводится как в аудитории, так и самостоятельно, в режиме командной и индивидуальной работы, с участием и без участия преподавателя. Аудиторное время отводится на организационный этап, (в случае задания для команды — 25% времени одного занятия) и на презентацию результатов (50% времени одного занятия.).

Раздел Check yourself в конце каждого урока содержит контрольные вопросы и формирует способность оценивать собственную деятельность по усвоению языкового материала.

Учебник обеспечивает большую гибкость учебного процесса за счет наличия выбора и у преподавателей, и у студентов по двум направлениям: выбора модулей в соответствии с особенностями конкретной аудитории в рамках действующего учебного плана и выбора траектории самостоятельной работы студента (для более сильных студентов во всех разделах предусмотрены задания повышенной трудности*).

Идея и разработка концепции учебника принадлежит Е. Б. Ястребовой.

Разделы Speaking, Reading and Speaking, Reading, Project Work и раздел Articles. написаны Е. Б. Ястребовой. Разделы Vocabulary List, Vocabulary Practice написаны Д. А. Крячковым и Л. Г. Владыкиной, Word Building написан Д. А. Крячковым, раздел The Right Word in the Right place — Д. А. Крячковым, О. А. Кравцовой, Л. Г. Владыкиной; разделы Diagnostic Test и Check yourself — О. А. Кравцовой. Раздел Grammar в уроках 1–8 написан О. А. Кравцовой (упражнения 32, 36, 39–42 в уроке 1, раздел Perfect Tenses в уроке 3 — Л. Г. Владыкиной), в уроках 9–12 написан Л. Г. Владыкиной.

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Авторы

* уровень 2 обозначен знаком 

CHAPTER 1

The Glorious Past

DIAGNOSTIC TEST 1

This test is to help the student and the teacher to decide which material in Chapter 1 to focus on (particularly when working outside the classroom.)

I. GRAMMAR: THE BASICS. CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. I was born in the same house as my mother; our family _____ there for generations.
a) lived b) had lived c) has lived d) was living
2. By that time Philadelphia _____ the second largest city in the British Empire.
a) became b) has become c) had become d) had been becoming
3. The English Channel is probably one of _____ stretches of water in the world.
a) more famous b) the more famous c) the most famous d) most famous
4. George isn't _____ he looks.
a) old as b) as old as c) older as d) as old than
5. John lives in _____ house. _____ house is small.
a) the/the b) a/a c) the/a d) a/the
6. Many of the passengers _____ when the accident occurred.
a) were sleeping b) had been sleeping c) slept d) had slept
7. _____ Mississippi River and _____ Gulf of Mexico form the backbone of _____ North America.
a) 0/0/0 b) the/the/the c) the/0/0 d) the/the/0
8. I hardly recognized Mike as I _____ him since we left school.
a) hadn't seen b) didn't see c) haven't seen d) hadn't been seeing
9. Queen Victoria _____ from 1837 to 1901.
a) was ruling b) had ruled c) had been ruling d) ruled
10. Do you have _____ milk?
a) some b) the c) any d) a
11. Helen is _____ her sister.
a) taller b) taller than c) as tall than d) more tall as
12. I felt cold as I _____ in the rain for hours.
a) had been walking b) was walking c) walked d) had walked
13. _____ people never left _____ village from one year to the next.
a) some/a b) the/a c) some/the d) the/some
14. Jane couldn't help me because she _____ on the phone.
a) was talking b) talked c) had been talking d) had talked
15. _____ Netherlands is often called _____ Holland.
a) the/0 b) 0/the c) the/the d) 0/0
16. Their team has lost all the matches; it is _____ team in the league.
a) the most successful b) more successful c) less successful d) the least successful
17. Would you like _____ more tea?
a) any b) some c) no d) something
18. He _____ lunch with us, then wrote a letter to his parents in New Zealand.
a) had b) has had c) had had d) was having
19. It was a good movie, _____ than I had expected.
a) as good b) better c) more better d) the best
20. I _____ with him twice before I realised who the man was.
a) had talked b) talked c) had been talking d) was talking

II. GRAMMAR: THE PARTICULARS.

CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. He declined an invitation to dinner, as the pain in his head _____ steadily worse throughout the day.
a) got b) was getting c) had got d) had been getting
2. It is _____ to buy the winning lottery ticket and lose it than to buy one of the losing tickets.
a) more bad b) much worse c) more worse d) much more worse
3. Geographically, _____ Northern Ireland is situated on _____ North West periphery of _____ United Kingdom and the European Union.
a) 0/0/the b) the/the/the c) 0/the/0 d) 0/the/the
4. By that time, he _____ that he wanted to teach at an arts college.
a) had known b) knew c) was known d) was knowing
5. _____ Lake Michigan is one of _____ five Great Lakes of _____ North America.
a) the/the/the b) the/the/0 c) 0/the/0 d) 0/the/the
6. Nothing is _____ a secret.
a) more exciting as b) as exciting as c) less exciting as d) as exciting than
7. By the time she was twenty, she _____ on Broadway.
a) had been singing b) had sung c) was singing d) sang
8. It was the first time they _____ farm animals.
a) had seen b) saw c) were seeing d) were seen
9. The Atwoods had to sell the house they _____ since 1968.
a) owned b) had owned c) were owned d) had been owning
10. As the company _____, manufacturing capabilities _____ more and more important.
a) was growing/became b) grew/became c) was growing/was becoming
d) grew/was becoming
11. There is still _____ good skiing to be found around _____ Alps.
a) a/0 b) the/the c) some/the d) any/0
12. No sooner had he got home _____ a royal letter arrived.
a) as b) when c) than d) that
13. Granger's party occupied a large table at the back. I recognized some of the people Granger _____.
a) was entertaining b) entertained c) had entertained d) had been entertaining
14. The firm makes _____ mobile games in the world.
a) easily silliest b) far sillier c) by far the silliest d) the most silliest
15. Kate T. Williamson, a writer and illustrator _____ a year in Japan.
a) had spent b) spent c) was spending d) had been spending
16. His lips were deep red in colour. He _____ blackberries.
a) was eating b) had eaten c) ate d) had been eating
17. Their aunt showed up unexpectedly while they _____ dinner.
a) were having b) had c) had been having d) had had
18. Internet dating is _____ previously thought.
a) a lot successful than b) much successful than c) a lot more successful as
d) a lot more successful than
19. _____ person who plays _____ cello is called _____ "cellist".
a) a/a/a b) the/the/a c) a/the/a d) the/a/the
20. He was really quite a talented pianist. He was _____ of a composer, too.
a) some b) something c) nothing d) anyway

III. CHOOSE THE ANSWER APPROPRIATE IN THE FOLLOWING SITUATIONS. MORE THAN ONE ANSWER IS POSSIBLE.

- A: Mr Brown, let me introduce Mr. McGregor.
B:
a) Hello! b) Hi! c) How do you do? d) How are you?
- A: Hello, Mr. Jones. How are you?
B:
a) I am fine. b) Fine, thanks. c) I am well, thank you. d) I feel bad, I am afraid.
- A: Can you pass me the sugar, please?
B:
a) Yes, please. b) Of course, I can. c) No, thank you. d) Here you are.
- A: Would you like some more cake?
B:
a) Yes, please. b) No, thanks. c) No, I am full. d) Not at all.
- A: Thank you for helping me with the essay.
B:
a) You are very welcome. b) Please. c) Here you are. d) Not at all.

IV. UNDERLINE THE CORRECT QUESTION

- a) When you last went to London?
b) When did you last go to London?
- a) What city was founded in 1147?
b) What of the two cities was founded in 1147?
- a) What did make the Indian chief change his mind?
b) What made the Indian chief change his mind?
- a) Who is redecorating your house?
b) Who are redecorating your house?
- a) Do anybody have a mobile?
b) Does anybody have a mobile?
- Who is it at the door?
- Who are the people at the door?
- Why they always think it's my fault?
- How much they borrowed?
- What's bothering you?

V. WRITE THE WORD FOR THE PEOPLE LIVING IN THESE COUNTRIES.

1. The USA _____
2. Great Britain _____
3. China _____
4. Scotland _____
5. France _____
6. The Netherlands _____
7. Switzerland _____
8. Norway _____
9. Spain _____
10. Denmark _____

VI. CHOOSE THE RIGHT SUFFIX TO FORM AN ADJECTIVE.
IN SOME CASES MORE THAN ONE ANSWER IS POSSIBLE.

1. danger
a) -able b) -ous c) -less d) -ish
2. sheep
a) -less b) -ful c) -ish d) -ical
3. blue
a) -ish b) -y c) -less d) -ary
4. parent
a) -ical b) -less c) -al d) -ish
5. economy
a) -ish b) -ous c) -ical d) -ic

VII. VOCABULARY: THE BASICS.

CHOOSE THE RIGHT WORD TO MAKE THE SENTENCE MEANINGFUL.

1. He was tired and had to make an _____ to listen to the lecturer. (attempt / effort)
2. A vast plain _____ up to the Black Sea. (stretched / declined)
3. A long-term aim is to preserve national _____. (union / unity)
4. It is _____ to serve green tea in most Chinese restaurants. (habitual / customary)
5. War _____ people from their families. (separates / divides)
6. They refuse to put any _____ to the document. (signature / significance)
7. He was a student of _____ ability. (ordinary / average)
8. They _____ at home for the next few days. (sat / stayed)
9. An _____ with Nokia would help solve the problem.
(agreement / argument)
10. He was the only _____ they had after the epidemic. (survivor / customer)
11. Napoleon did not expect the army _____ such a defeat. (to survive / to suffer)
12. How does one _____ starting one's own business? (go about / get down to)
13. Our idea was to _____ the project. (go with / go ahead with)
14. He _____ his father and was equally successful with the public.
(went after / took after)
15. If inflation is up, prices can't _____. (go down / go back)

VIII. VOCABULARY: THE PARTICULARS.

CHOOSE THE RIGHT ANSWER TO COMPLETE THE SENTENCES.

1. I guessed the answer _____ the first attempt.
a) from b) with c) at d) on
2. Business today consists _____ persuading crowds.
a) in b) of c) from d) out of
3. Young people have a great desire to feel independent _____ their families.
a) from b) with c) of d) off
4. They had to agree _____ the new demands of their partner.
a) on b) to c) about d) with
5. The property was divided equally _____ his wife and his three brothers.
a) among b) from c) between d) for
6. Banks may suffer _____ losses as a result of unfavourable exchange rates.
a) for b) from c) of d) 0
7. Half the class went _____ the flu.
a) down b) down with c) with d) off
8. Why did you go _____ your word?
a) away with b) down on c) to d) back on
9. Weeks went _____ but there was no news of the expedition.
a) 0 b) away c) through d) by
10. She _____ after the job with enthusiasm.
a) looked b) went c) fell d) came

IX. COMPLETE THE SENTENCES AS YOU SEE FIT.

1. Success is never _____ .
2. United we stand divided we _____ .
3. The road to hell is paved with _____ .
4. Custom is a second _____ .

TOTAL: 100

UNIT 1

ACROSS THE ENGLISH- SPEAKING WORLD

Compare:

- A: 'How are you?' ||
 B: I am fine, thank you. || And you?
- A: 'How are things?'
 B: 'Fine, thanks. || 'What about you?'
 A: 'Fine. / 'Not too bad.'



PAIRWORK

Make up dialogues suitable for the following situations:

- Bill Clinton and Hillary Rodham met in Yale law library: they were staring at each other until Hillary broke the silent flirtation and marched over to Bill.
Hillary:
Bill:
- At a diplomatic reception. The Russian ambassador introduces the new attaché, Boris Ivanov, to the guests, the British attaché, Mr. Hewitt-Packard and his wife Joanne, among them.
Russian Ambassador:
British Attaché:
- At a birthday party given by your friend. You are introduced to your former classmate.
 (use: we've met...)
- At a business lunch. Mr. Bean, a businessman interested in exporting snow from Alaska, meets a Russian official from the Ministry for Foreign Economic Relations Mr. Razin. Mr. Bean's business partner Ms. Shilova is to perform the introductions.
- On a blind date. Cynthia asked her friend Bunty along on her date with Eric. Eric said he'd bring a friend for Bunty. Bunty has met neither of the boys.
Cynthia:
Eric :
Malcom (Eric's friend):
Bunty:
- At Sheremetyevo airport. Natalia Gromova, an official from the Ministry of Culture, meets a UNESCO delegation (Ms. Seymour, head of the delegation, Ms. O'Connor, Mr. McPherson).

ПОЖАЛУЙСТА: PLEASE, THANK YOU, ETC.

Situation 1. (At the table): You are offered something. Your answer:

Yes, please. Or Thank you.
 'No, thank you.

Situation 2. (At the table, etc): You are asked to pass something. Your answer:

Here you are. (American: there you are).

Situation 3. Somebody says "thank you" for your service, etc. Your answer:

You are welcome. 'Don't mention it.

'That's all right. My pleasure.

'Not at all.

Practice saying the right thing.

- Hostess:** Would you like some tea/coffee/etc?
Have some fruit/cake/etc.
- Can you pass me the bread, please?
- Thank you for helping me with the essay.
- It worked just fine. Thanks a lot.
- Thank you very much (indeed). It helped a lot.
- Can you pass me the water, please?
- Can I have the newspaper, please?
- "Have some wine," said the March Hare. Alice looked all round the table, but there was nothing on it but tea. "I don't see any wine," she remarked. (from "Alice in Wonderland")
What was the polite answer expected of Alice?



SPEAKING 2 SAYING HELLO AND GOOD-BYE

FORMAL	Good morning / Morning. Good 'afternoon. Good evening / Evening.	Good- bye.
NEUTRAL	Hello, Jack / everybody.	Good night. Good luck. Have a nice / good day (evening, week-end, trip, etc.)
INFORMAL	Hi, Jane!	See you (later). Take care. Bye- bye. Bye.

USEFUL PHRASES:

Practise Saying Hello (with the falling tone).

- A:** Good morning, everybody!
B: Good morning, Ms. Black!
OR Morning, Ms. Black!
- A:** Good 'afternoon!
B: Good 'afternoon!

3. A: Good evening, ladies and gentlemen!
4. A: Hello, Kate!
B: Hello, Denis!
5. A: Hello, Dick, hello, Mark, hello, everybody!
B: Hello, Dolly!
6. A: Hi, John!
B: Hi, Chris!

Expand these dialogues adding *how are you?* and *nice to see you* phrases (see p. 16–17).

Model:

A: Hello, Tanya!

B: Hello, Peter! How are things?

A: Fine / good, thank you. And how are you?

B: Fine, thanks. I feel better now.

1.	A: Good afternoon, Mrs. Blake! B: Good afternoon, Mr. Jones!	5.	Addressing a fitness class Instructor: Good evening, ladies! Ladies: Instructor:
2.	A: Good morning, Miss Marple! B: Good morning, Roger!	6.	At the pub Customer: Hello, Jerry! Barman: Hello, Mr. B!
3.	A: Hello, Hillary! B: Hello, Olga!	7.	Breakfast at the host family Student: Good morning, Sally. Good morning Jake. Sally: Morning, Sasha. Jake: Hello.
4.	A: Good evening, Susan. Good evening, Paul. B: Good evening, George! C:	8.	At a football match A: Hi, Willy! B: Hi, Mike.

Practise saying good-bye (with the rising tone).

e.g.

Good-bye and good luck.

Bye (now). 'Take care.

A: Good-bye. 'Have a nice day.

B: Good-bye. You, too.

A: Bye for now. || I must be off.

B: See you. || 'Take care.

A: Good-bye, then.

B: Bye.

A: Good ↗ night.

B: ~ Night.

A: ↗ Night then. || 'See you to ↗ morrow.

B: ~ Night. || 'Take ↗ care!

Say good-bye in an appropriate way (fill in the gaps). If in doubt, consult Appendix.

At the airport

Host mother: Good-bye. _____.

Student: _____.

Leaving the party

Guest: Good bye. Thank you _____.

Hostess: _____.

After classes. Arranging to meet in the evening

A: Bye for now. Are you coming to the disco tonight?

B: I think so. Are you?

A: I guess I am.

B: _____.

A: _____.

At the end of a business meeting

A: Thank you for the lunch. It was delicious.

B: I am glad you enjoyed it. Hope to hear from you soon. _____.

A: _____.

A chance meeting with a former classmate at the railway station

A: It was nice to see you again. I guess it's time I got on the train. Good-bye.

B: _____.

After dinner at the host family

A: Thank you. The dinner was delicious. I think I'll go to bed early _____.

B: _____.



READING 1. MEET UNION JACK AND UNCLE SAM

PRE-READING QUESTION:

Who do you think Union Jack and Uncle Sam are?

Read the text to find the main information. Student A reads the text "Union Jack", student B — "Uncle Sam" (See Appendix). Tell your partner what your text is about.

Text 1. Union Jack

The British flag is called the "Union Jack", an expression that needs to be explained.

The term "Union Jack" possibly dates from Queen Anne's time (*reigned* 1702–1714), but its *origin* is uncertain. It may come from the "jack-et" of the English or Scottish soldiers. Another explanation links it to the name of James I in either its



Latin or French form *Jacobus* or *Jacques*. It was in his reign that Scotland joined England, and it was decided that the union should be represented *symbolically* by a new flag. As ‘jack’ once meant small, the name may be derived from a royal *decree* issued by Charles II that the flag should be flown only by ships of the Royal Navy as a *jack*, a small flag.



The “Union Jack” is made up of three different national symbols: the *cross* of St George (a red cross on a white ground), the cross of St Andrew (a diagonal white cross on a blue ground), and the cross of St Patrick (a diagonal red



cross on a white ground). The crosses are named after the *patron* saint of each country. St George is the patron saint of England; St Andrew is the patron saint of Scotland, and St Patrick is the patron saint of Ireland. The Welsh dragon does not appear on the flag because by the time the first Union Jack was created in 1606, Wales was already united with England.

At first the flag consisted only of St George’s and St Andrew’s crosses. In 1801, with the union of Ireland and Great Britain, it became necessary to *represent* Ireland in the flag, and so the cross of St Patrick was included thus creating the flag as we now have it.

The name “Union Jack” became official when it was approved in Parliament in 1908. It was stated that “the Union Jack should be regarded as the National flag*”.



* see the flags in colour in Supplement

1. **Guess the meaning of the words in italics from context; some words are explained in the text. Underlined words have similar English and Russian roots. Can you find other words of this kind in the text?**
2. **Now read your partner’s text to check what you have learnt from him/her.**



PROJECT WORK 1 NATIONS AND NATIONALITIES

When speaking about countries / continents / regions, their people, or culture besides the name of a particular place we very often need to know:

- the adjective used to describe its products, culture, history, etc.;
- the noun in the singular (в единственном числе) used for a person from this place;
- the word in the plural (во множественном числе) used for the nation as a whole or for a group of people of this nationality.

Your task is to find out

1. what these words are and how they are pronounced;
2. what patterns they follow;
3. what articles are used with these words;
4. if they are always capitalized.

Resources:

1. A Russian-English dictionary (e.g. Русско-английский словарь: Ок. 55000 слов. (под ред. Ахмановой О. С.). — М: Рус. яз., 1992).
2. An electronic dictionary (e.g. ABBY Lingvo 12 — многоязычный электронный словарь).
3. An on-line resource (e.g. www.multitrans.ru).
4. English-English dictionary (e.g. Oxford Advanced Learner’s Dictionary).
5. Cambridge Grammar of English. Ronald Carter & Michael McCarthy. Cambridge University Press, 2006.

STAGE 1. TEAM WORK

Work as a team of 3 or 4 students. Choose the head of your team. Decide how you are going to do the task, e.g. who is doing on-line research, who is working with a paper edition, etc. Set the time limit for each stage and the final deadline.

STAGE 2. INDIVIDUAL WORK

1. Find out the information on the "nationality" words for the countries from the box.

England Greece Germany Japan	Ireland The Netherlands Scotland Italy	Spain Sweden Vietnam Denmark	Russia Turkey the USA Wales
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2. Write down the adjectives for the following words and transcribe them paying attention to the changes in spelling and pronunciation.











- Norway —
- Wales —
- Israel —
- Spain —
- Italy —
- Iran —
- China —

STAGE 3. TEAM WORK. COMPARE YOUR FINDINGS AND COMPLETE THE TABLE

	COUNTRY	ADJECTIVE	PERSON	NATION
1	a) Australia	Australian	an Australian	the Australians
	b)			
	c)			
	d)			
	e)			
	f)			
2	a) China b) Switzerland	Chinese Swiss	a Chinese a Swiss	the Chinese the Swiss
	c)			
	d)			
3	a) Finland	Finnish	a Finn	the Finns
	b)			

	COUNTRY	ADJECTIVE	PERSON	NATION
3	c)			
	d)			
	e)			
4	a) Britain	British	a British person (Briton ²)	the British
	b) France	French	a Frenchman / Frenchwoman	the French
	c)			
	d)			
	e)			
	f)			
	g)			

STAGE 4. WHICH TEAM CAN DO IT FASTER? FILL IN THE GAPS WITH THE CORRECT NATIONALITY WORD (See the flags in colour in Supplement).

 France	This is the _____ flag.	 Greece	This is the _____ flag.
 the Netherlands	This is the _____ flag.	 Switzerland	This is the _____ flag.
 Portugal	This is the _____ flag.	 Denmark	This is the _____ flag.
 Sweden	This is the _____ flag.	 Norway	This is the _____ flag.
 Finland	This is the _____ flag.	 Belgium	This is the _____ flag.

² Briton is mostly used in newspaper headlines.



READING 2. A GLIMPSE INTO THE HISTORY OF THE UK

PRE-READING TASK: MAKE UP FACT FILE ON THE UK

What basic facts do you know (geographical situation, territory, population, political system, history, etc.)?

Now read the text to find more information to add to your file.

Text 1. The United Kingdom?

England, Scotland, Wales and Ireland were once customarily known as the British Isles. The phrase is still used as a geographical expression. But even as such the term must be used with caution. In fact, the people of these islands have seldom been united, politically or culturally. Efforts were made to unite them since the 12th century but they only came under the same monarch in 1603, and the complete political union, which was at last achieved in 1801, endured only for 120 years.

The first attempt at unity was made by the Norman king Edward I at the end of the 13th century. He succeeded in Wales where huge Norman castles were built and their lords guarded the frontier. Edward I emphasized his conquest of Wales by conferring the title of prince of Wales in 1301 on his eldest son. The title has been regularly given to the eldest son of the reigning monarch ever since. Norman colonization of Ireland, though, did not stretch far beyond Dublin and the coastal towns. In Scotland, Edward failed disastrously.

It was not till the reign of Elizabeth that Scotland was brought — and brought permanently — into the orbit of England. The Scottish dependence on England was achieved by diplomacy and was completed in 1603 by the succession of James VI, to the throne of England as James I.

In the same year the most formidable Irish rebellion was crushed; and James I as the ruler of the three kingdoms could style himself King of Great Britain. But it was a fragile union, and it disintegrated in the next reign.

The third attempt to unify all the three kingdoms was marked by the Act of Union with Scotland in 1707. This Act also illustrates the differences between English policy in Scotland and English policy in Ireland, which were the results of the revolutions of the 17th century. While the Act of Union with Scotland was being negotiated, the Irish House of Commons passed a resolution requesting a similar union, but the English government declined to consider it. The Union of Britain with Ireland came nearly a century later — in 1801. By that time the Irish Parliament was reluctant and the British government had to use wholesale bribery in order to achieve it.

Britain has never been a completely unitary state. It has never had under the same Crown one legislature, one established church, one law. The period from 1800 to 1922 is the period during which unity was most nearly achieved. Even so it was a fragile unity and cracks were not long in appearing. In 1921 a treaty was signed giving dominion status to Ireland with Ulster (Northern Ireland) remaining within the United Kingdom. Since 1922 the process of unification has been reversed. The greater part of Ireland is independent, and there are political parties which advocate separation and independence for Scotland and Wales.

Comprehension questions:

1. Why should one be careful when using the phrase “the British Isles”?
2. When was the first attempt at unity made? Was it successful?
3. What difficulties did the union with Ireland present?
4. Can Great Britain be described as a unitary state? Why?
5. What does the question mark in the title imply?

Text 2. The British Empire

PRE-READING QUESTIONS:

1. What is an empire? In what way is it different from other states?
Is there a second meaning of the word? (Give examples)
2. The world has witnessed the rise and fall of many empires. Can you name a few?
3. Think about the history of the Russian Empire. What facts do you remember?

Read the text about the British Empire and point out the stages in Britain's empire building.

At the beginning of the 20th century the British Empire covered more than one fifth of the land mass of the globe; it had interests on every sea, and was the largest empire the world had ever known. At that time London was the centre of the world, and children learned phrases which expressed in simple terms the "truths" which the British regarded as paramount: The sun never sets on the British Empire; India is the brightest jewel in the Imperial Crown; Britannia rules the waves.

The first stage in Britain's empire-building began in the reign of Elizabeth I. The colonies in Virginia and New England along the east coast of North America were central to the First British Empire. After the revolt of the thirteen original British colonies in 1776, the flag of the infant United States was raised, which is usually taken as marking the beginning of a second British Empire. Its foundations were laid in 1750–1850, during which Britain acquired India, Australia, Canada, New Zealand and other territories. The colonization of Australia and New Zealand and, later South Africa was mostly settling and cultivating unoccupied lands. In India, a high civilization more ancient than Europe, which became the centre-piece of the second British Empire, the situation was different. It demanded new diplomatic skills. The unwise treatment of Indian soldiers in British pay resulted in revolt in 1847 which quickly became a national movement against foreign rule.

It was India with its strong independence movement that eventually started the disintegration of the British Empire. After 1945 the Empire collapsed in a matter of 20 years, leaving a legacy of British-influenced institutions, (the British Commonwealth of Nations with Queen Elizabeth II as its head) and, in some cases, anti-British feelings.

INFERRING

When you read a text some details are not stated clearly but can be understood (inferred) from the other details which are stated.

1. What do the "truths" about the British Empire tell the reader?
2. How was colonization of India different from that of other territories?
3. How did this affect the future of the British Empire?



DISCUSSION QUESTIONS:

1. What relations prevail within the former empire? Why?
2. Is it inevitable that empires eventually collapse?
3. Looking back at ancient and recent history can you point out possible consequences of the disintegration of empires?



PROJECT WORK 2

HOW INDEPENDENT ARE SCOTLAND, WALES AND NORTHERN IRELAND WITHIN THE UK?

TASK 1

Find out the following

1. How are these parts represented in the British Parliament?
2. How much autonomy does the Scottish Parliament have?
3. What are the powers of the National Assembly in Wales and in Northern Ireland?
4. Is there the English Parliament?



TASK 2.

Make your conclusion and present it to the class in a 3–5 minute talk.

Resources:

- http://en.wikipedia.org/wiki/British_monarchy
- http://en.wikipedia.org/wiki/United_Kingdom
- http://en.wikipedia.org/wiki/Parliament_of_England
- <http://en.wikipedia.org/wiki/Scotland>
- http://en.wikipedia.org/wiki/National_Assembly_for_Wales
- http://en.wikipedia.org/wiki/Northern_Ireland_Assembly
- <http://lve.scola.ac-paris.fr/anglais/ukpoliticalsystem.php>
- http://www.britainusa.com/sections/index_nt1.asp?i=41010&d=12



VOCABULARY LIST

Ex. 1. Study the Vocabulary List and translate all the examples.

1.	customarily adv.	обычно, традиционно, как правило Customarily, students take two years to complete the Master's programme.
	customary , adj.	обычный, привычный It is customary to serve roast turkey at Thanksgiving. <i>На День благодарения принято подавать жареную индейку.</i>
	custom , n.	обычай; привычка age-long / local custom <i>древний / местный обычай</i> to follow / observe a custom <i>соблюдать обычай</i> Custom is a second nature. = <i>Привычка — вторая натура.</i>
	customer , n.	клиент, покупатель
2.	attempt , n.	попытка to make / to give up an attempt at the first / second / ... attempt an attempt to do / at doing smth an attempt at smth He made a weak attempt to justify / at justifying his behavior. an attempted revolution / crime / etc.

	attempt, v.	пробовать, пытаться to attempt smth / to do smth / doing smth Very few prisoners attempted to escape from Alcatraz.
3.	succeed, v.	достигать цели, преуспевать, иметь успех to succeed in life / one's career / doing smth If at first you don't succeed, try, try again ≅ <i>Терпение и труд все перетрут.</i>
	success, n.	успех, удача. to have / achieve success in (doing) smth great / considerable / little success Proper planning is the key to success. I've tried to stop smoking several times but without success. to be a success with smb This opera has always been a success with the public. <i>Эта опера всегда пользовалась успехом у широкого зрителя.</i> Success is never blamed. ≅ <i>Победителей не судят.</i>
	successful, adj.	успешный, удачный, имеющий успех They are successful in everything they do. a successful politician / lawyer / businessman / film / business / etc. Indians fought the settlers, but none of their tactics was successful.
4.	stretch, v.	1. растягивать(ся), вытягивать(ся), удлинять(ся) Jack stretched (out) his hand and caught the mosquito. Anna stretched on the bed, watching TV. to stretch one's legs <i>размять ноги, прогуляться</i> 2. простираться; продолжаться, длиться We were caught in a traffic jam that stretched as far as the eye could see. to stretch for miles to stretch from Dover to London to stretch back many / 20 / over 30 years / to the 1970s The commercial links between Britain and the Muslim world stretch back a very long time. <i>Торговые связи между Британией и мусульманским миром имеют очень долгую историю.</i>
	stretch, n.	участок, отрезок; промежуток времени There have been a lot of accidents on this stretch of the highway. During a stretch of many months, I tried many diets and many pills.
5.	decline, v.	1. уменьшаться, идти на убыль In summer, the number of customers declined from 150 to 50. The profits of the company have declined by 15 per cent. to decline in importance 2. приходить в упадок, ослабевать, чахнуть The fur industry has declined dramatically in the last ten years. declining morality / health 3. отказываться, отклонять to decline to do smth to decline an offer / an invitation Rob asked Chloe to the dance, but she declined the invitation.

	decline , n.	падение, спад After the revolution, the country has been in decline. to fall / go into decline <i>приходить в упадок</i> a significant / dramatic / gradual decline in sales / customers / prices /rate of unemployment, etc.
6.	unite , v.	соединять(ся), объединять (ся) People of all nationalities united to free their country. to unite against a common enemy
	united , adj.	1. соединенный, объединенный; общий to make a united effort <i>предпринимать общие / совместные усилия</i> the United Nations Organization, the United Kingdom, the United States of America. United we stand, divided we fall \cong <i>В единстве — сила.</i> 2. дружный united family
	union , n.	союз, объединение a political / economic union between neighboring countries Why did the colonists break their union with the British Empire?
	unity , n.	единство, сплоченность, согласие national unity <i>национальное единство</i> to achieve / destroy / preserve / restore unity between two nations Can unity among English-speaking countries ever be achieved? Before Myanmar became a British colony, its people had lived in unity with each other.
7.	separate , v. [ˈsepəˌreɪt]	1. отделять(ся), разъединять; We are separated by a long distance. Residents are asked to separate ordinary waste from materials that can be recycled. 2. разлучать; расставаться Among other things, the Red Cross connects families separated by war. Tom Cruise and Nicole Kidman decided to separate after more than ten years of marriage.
	separation , n.	1. отделение, разъединение Many nationalists believe that Quebec’s separation from the rest of Canada is very possible. 2. разлука, расставание a long separation
	separate , adj. [ˈsep(ə)rət]	отдельный, изолированный separate rooms / entrance / category After the incident, they went their separate ways and almost became enemies. — <i>После происшествия их пути разошлись, они стали почти врагами.</i>
	inseparable , adj.	неотделимый Dragons are an inseparable part of the Chinese culture. inseparable companion <i>неизменный спутник</i> inseparable union <i>неразрывный союз</i> inseparable friends <i>неразлучные друзья</i>

8.	effort , n.	усилие, попытка physical / mental effort big / brave / heroic / remarkable / (un)successful / fruitless effort joint effort(s) to make an effort to make every effort to do smth He spared no effort to learn languages. <i>Он не жалел сил на изучение языков.</i> to do smth with / without effort All students have put a lot of effort into the performance. <i>Все студенты вложили много сил в подготовку представления.</i> The police started using mobile cameras in an effort to catch speeding drivers.
	effortlessly , adv.	легко, без усилий
9.	sign , v.	подписывать (ся) to sign a document / a letter / an agreement / etc. to sign an agreement with smb
	sign , n.	признак, свидетельство to take smth as a sign of smth to show signs of worry / depression / etc. He showed no signs of anger. <i>Он никак не показывал, что сердится.</i> a sign of the times <i>примета времени</i>
	signature , n.	1. подпись to put one's signature to the document 2. подписание (документа) to bring papers for signature the signature of the treaty

VOCABULARY PRACTICE

Ex. 2. Fill in the gaps with the correct word. The first letter is given to help you.

- The old man took his c_____ place at the head of the table.
- At the concert, I was surprised that celebrities put so much e_____ into a show.
- He was a s_____ lawyer, but he decided to change careers at the age of 40 and become an artist.
- For kids, s_____ is important, and in a well-organised school children s_____ in gaining new knowledge and skills each day.
- With a history s_____ing back some 2,000 years Cologne ([kə'louɪn]) is one of Germany's oldest cities.
- The economy of the country has been harmed by periodic d_____s in oil prices.
- In 1900, Queen Victoria s_____ the document which u_____ six different colonies as the Federal Commonwealth of Australia.
- Here the footpath ended, so we had to walk along a s_____ of country road.
- In the late 1990s, there were still a lot of politicians against a u_____ Germany.
- Most children whose parents s_____ and divorce are of school age.
- Never s_____ a cheque before you use it.

12. If there is any word you don't understand, you should make an e_____ and think over in what meaning the word is used.
13. A pencil is made of two s_____ pieces of wood which are glued together.
14. When she failed to send a thank-you card, her friend took it as a s_____ of ingratitude (неблагодарность).
15. Read and re-read any documents you have to put your s_____ to.
16. Many teenagers begin to smoke in an a_____ to look more adult.

Ex. 3. Translate the following sentences paying special attention to the Active Vocabulary.

1. Marriage is a union between a man and a woman.
2. After the revolution, the economic growth of the country declined.
3. Americans are sure that for more than a century their country has spared no effort to defend and promote democracy around the world.
4. Charles looked at Mr. Taylerson with his customary disbelief.
5. Despite the government's effort to reach a compromise, the threat of a revolt remains.
6. For Beijing (Пекин), Tibet has been an inseparable part of China since the 13th century.
7. In 1215, King John of England was forced to sign the Magna Carta (Великая хартия вольностей), which gave the people certain rights.
8. I'm glad the festival was a success.
9. Every time you speak make an effort to sound happy.
10. Mobility is the sign of the times. In many organizations employees spend more time on airplanes than at the office.
11. Mountain areas show signs of global warming.
12. Preparation is the key to success in exams.
13. Susan spent £3,000 on driving lessons over four years before passing her test at the 29th attempt.
14. Some actors played so well that they succeeded in making everyone hate them.
15. Money separates more friends than it unites.
16. The 13th century in Europe was an era of stability and unity.
17. The criminals were arrested as they attempted to board the flight to Chicago.
18. The end of the Iran-Iraq war led to a decline in exports and to the bankruptcy of two major oil-exporting firms.
19. When the first Union Flag (Юнион флаг) was created in 1606, Wales was already united with England and was no longer a separate principality (княжество).
20. We stretched our legs by walking around the airport several times.

Ex. 4. Match a verb in A with a noun in B. Some words can form several collocations.

A	B
to achieve	an attempt
to make	success
to follow	into decline
to go	unity
to fall	a custom
to put	(an) effort
to restore	one's signature



Use these collocations in sentences of your own.

Ex. 5. For each noun given below find at least four words from the box that can go with it. Some words from the box can go into several groups. Can you continue the lists? Use the expressions in sentences of your own.

a recipe for according to to lead to at the first	big dramatic economic fruitless	gradual joint little local	of the empire on smb's life political the key to	weak to form to have age-long	to observe to spare no to create
--	--	-------------------------------------	---	--	--

union

effort

decline

custom

success

attempt

Ex. 6. Odd one out. Find in each set one word that does not go with the main one.

SUCCESSFUL: film, lawyer, business, escape, stretch

UNITED: party, nation, unity, family, effort

SEPARATE: file, decline, page, category, rooms

DECLINING: economy, signature, number of..., birth rate, health

INSEPARABLE: part, aspect, friends, stretch, feature



Ex. 7. Short story contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability)
3. grammatically correct sentences.

Ex. 8. Answer the following questions using the Active Vocabulary.

1. Can you name an unsuccessful candidate in the most recent election?
2. Do you agree that our educational system has fallen into decline?
3. How far back into your childhood do your memories stretch?
4. Are there any customs you find strange?
5. Why do you think the birth rate is on the decline in this country?
6. In what countries are there ethnic groups / regions that want to go their separate way?
7. Can you give any tips on how to succeed in exam taking?
8. Have you ever done anything into which you put 'superhuman' effort?
9. What arrangements do people customarily make in this country before they get married?
10. Have you ever attempted a dangerous sport?

DESCRIBING THE GEOGRAPHICAL LOCATION

- Ex. 9. a) Read and translate the passage paying special attention to the prepositions and adverbs.
 b) Look at the map of Great Britain (in Supplement) and find these places on the map.

The United Kingdom is a wonderful land with diverse scenery. Owing to its geographical position, the country has everything from sandy beaches on the southern coast to dramatic mountains in the North. The United Kingdom is located off the northwestern coast of Europe between the Atlantic Ocean and the North Sea. It is separated from the continent by the Strait of Dover and the English Channel, and from the Irish Republic by the Irish Sea and the St George's Channel; on land the UK borders on Ireland alone.

The capital and the largest city, London, is in the southeast, on the River Thames, England's longest river. Besides Great Britain, the biggest island, which is about 1,000 miles long from north to south, the United Kingdom contains a number of small islands. These include the Isle of Wight, which lies off England's southern coast; Anglesey, off the northwestern coast of Wales; the Hebrides archipelago to the west of Scotland, consisting of the Inner and the Outer Hebrides, and others.

Remember: in the north = на севере
 to the north (of) = к северу (от)
 north of = к северу (от)

- c) Find in the text the English equivalents of the following word combinations:

у южного побережья Англии	на юго-востоке
географическое положение	на южном побережье
границить с ...	с севера на юг
к западу от Шотландии	у северо-западного побережья

- d) Translate the following prepositional phrases.

на западном побережье	располагаться / находиться на севере
между скалами	к северу
к югу от острова	в Атлантическом океане
с запада на восток	у восточного побережья
на юге	на юго-востоке
вдоль горной цепи	



Ex. 10.

- a) Describe the geographical location of Russia using the words and phrases from A and place names from B. Use prepositions where necessary.

A.

along the southern border	to cover
Asian neighbours	to run ___ north ___ south
European neighbours ___ the northwest	to separate European and Asian Russia
___ east ___ west	to stretch
geographically separated ___ the rest of Russia	___ the east ___
___ the European part of the country	___ the west

B.

Asia
Azerbaijan
Belarus
China
Estonia
Europe
Georgia
Kaliningrad
Kazakhstan
Latvia

Lithuania
Mongolia
North Korea
Siberia
the Baltic
the Black Sea
the Caspian Sea
the Caucasus Mountains
the Ural Mountains (the Urals)
Ukraine

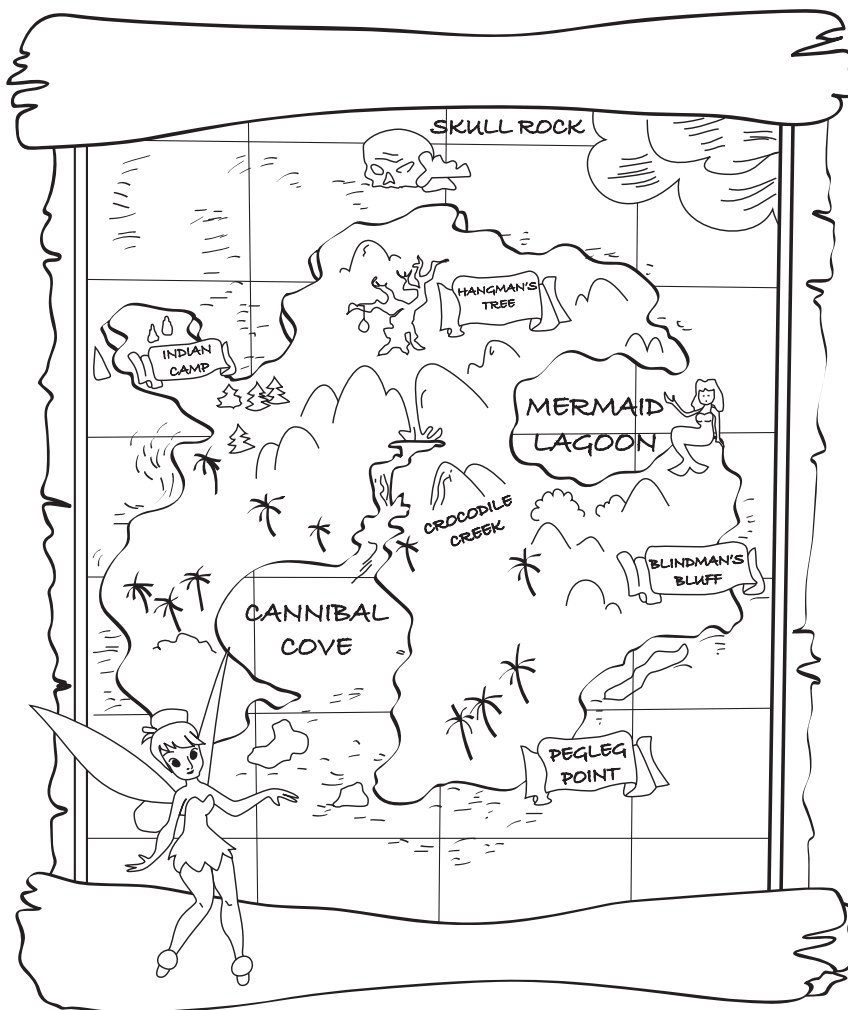
b) Describe the geographical location of some country and have your partner guess its name.

Ex. 11. Treasure hunt. Rules of the game.

Captain Hook (the teacher) has been caught by Peter Pan's gang (the students) who ask him questions to find out where he hid the treasures. Captain Hook is uncooperative and refuses to give the information the gang (the students) need. Using the map, ask as many yes / no questions as possible. Make use of prepositional phrases.

e.g.

1. Is the treasure / it on the island?
2. Have you hidden the trunk / the treasure / it in the south of the island?



Ex. 12. Translate the sentences using the Active Vocabulary.

1. В 80-е годы XX в.³ дефицит стал **приметой времени**.
2. В конце каждой страницы было оставлено место для **подписи** и даты.
3. Его шутки явно не имели **успеха**.
4. К трем годам он **без труда** считал до 100.
5. После войны экономика страны пришла в **упадок**.
6. Джексон снова **отклонил** приглашение на брифинг.
7. Как только она выздоровела, она решила вернуться к **привычной** жизни.
8. Решить эту проблему можно только **совместными усилиями**.
9. Ситуация была настолько серьезной, что Фрэнк даже не **пытался** шутить.
10. Философия **неотделима** (use cannot) от истории философии, их обязательно нужно изучать вместе.
11. Ревность (jealousy) — **неизменная** спутница любви.
12. Этот **участок** дороги будет закрыт для автомобилей из-за ремонтных работ.
13. Правительство готово приложить **все возможные усилия**, чтобы достичь прекращения огня (ceasefire).
14. Вы всегда соблюдаете **обычаи** других стран, когда путешествуете?
15. Мы должны создать **объединенный** фронт борьбы с терроризмом.
16. «Сохранение **единства** НАТО всегда было важным для его членов», заявила г- жа Майерс на брифинге.
17. В библиотеке существует **отдельный** зал для профессоров.
18. Мы приложим все **усилия**, чтобы сохранить **согласие** между народами нашей страны.
19. Брак — это неразрывный **союз** двух людей.

WORD BUILDING

Ex. 13. Group the following words from Text 1 (Reading 2) according to the part of speech. Which component of the word (the prefix, the root, or the suffix) shows its part of speech?

coastal colonization completely customarily national	diplomatic disintegrate disintegration effective English	expression geographical independence movement unify	nearly political politically advocate
--	--	---	--

Ex. 14. Forming adjectives. Analyze the following patterns. Form adjectives from the words below using the appropriate suffix and explain how the resulting adjective is connected with the original verb. Pay attention to the spelling changes.

Suggest what nouns these adjectives can go with.

Pattern 1	N. + -(ic)al	continental	connected with or belonging to a continent
Pattern 2	N. + -ish	a) English b) boyish	a) belonging to some nationality b) looking / behaving like a boy (typical of)

³ In English, Arabic numerals and not Roman numerals are used to refer to centuries, for example, the 21st century, the 20th century, etc.

Pattern 3	Adj. + -ish	greenish	slightly green (=not very)
Pattern 4	N. + -ous	famous dangerous	having fame causing danger

fury, tradition, ambition, child, geography, space, government, Dane, clown, glory, red, miracle, botany, book, ornament, yellow, ruin, alphabet, Britain

Ex. 15. Use the adjectives from Ex. 14 in the following sentences.

1. "Boys will be boys" is often used to speak about grown men who act in a _____ way.
2. After a _____ escape, Edmond Dantes transforms himself into the wealthy Count of Monte Cristo.
3. All the books on the shelf are arranged in _____ order.
4. By the 5th century, Rome had left most of its lands on the _____ Isles.
5. Gloria is an _____ person; she'll do anything to achieve success.
6. He thought Lizzy made a _____ mistake when she signed this three-year contract.
7. My parents were _____ when they found out I had spent all my money on slot machines (игровые автоматы).
8. Our library has a rich collection of ancient _____ atlases of the world.
9. Our restaurant offers _____ dishes from all over the world.
10. The kitchen in our new apartment is quite _____.



Ex. 16. What do we call such people? Form adjectives from the words in the box and match them with the corresponding description of people's behavior or appearance.

courage ~~sheep~~ clown style adventure self old envy child

e.g.: sheep + *ish* = sheepish → looking or feeling embarrassed / uncomfortable because you have done sth silly or wrong

- a) able to control fear in the face of danger; ready to go through thick and thin to achieve a goal;
- b) behaving in a way unsuitable for an adult;
- c) elegant and attractive;
- d) looking or behaving in a silly way;
- e) not caring about other people;
- f) not very young;
- g) unhappy because of the desire to have some quality or thing other people have;
- h) willing to take risks; enjoying being in new exciting situations

THE RIGHT WORD IN THE RIGHT PLACE

SOME, ANY, NO

Both SOME and ANY are used when the exact amount / number is not important or not known. Study the chart summarizing the use of SOME and ANY in affirmative (+), interrogative (?) and negative (—) sentences.

Ex. 17. Form derivatives of SOME, ANY, and NO using the words suggested.

one, where, how, time, way, thing, what, body

	SOME	ANY
+	<p>1. unspecified number / amount I bought (SOME) <u>tulips</u> (countable, pl.). = <i>Я купил <u>Х</u> тюльпаны.</i> He needs (SOME) help (uncountable). = <i>Ему нужна <u>Х</u> помощь.</i></p> <p>2. unknown object She is now living in SOME village on the Volga. — <i>Сейчас она живёт в <u>какой-то</u> деревне на Волге.</i></p>	<p>1. = EVERY (with a singular noun) = <i>всякий, какой угодно</i> Of course, you can take ANY disc you like! = <i>Ну конечно, ты можешь взять <u>любой</u> диск!</i></p> <p>2. after IF If you have ANY questions, ask John. = <i>Если будут <u>Х</u> (какие-нибудь) вопросы, обращайтесь к Джону.</i></p> <p>3. after words with a negative meaning: a. hardly, never, seldom, rarely, without There are hardly ANY mistakes in his test. = <i>У него в контрольной <u>почти нет</u> ошибок.</i> b. to refuse, to prevent, to forbid, etc. I refused to give ANY information. = <i>Я отказался предоставить <u>какую бы то ни было</u> информацию.</i></p>
?	<p>1. in offers, requests Would you like SOME more coffee? = <i>Хотите ещё <u>Х</u> кофе?</i></p> <p>2. when a positive answer is expected Have you got SOME work to do? = <i>Вам нужно сделать <u>Х</u> работу?</i></p>	<p>1. unspecified number / amount / object Have you ever met ANY famous people? = <i>Вы когда-нибудь встречали <u>Х</u> (каких-либо) знаменитых людей?</i></p>



Notes:

- In negative sentences ANY, not SOME, is used:
I don't have ANY plans for the weekend. = *У меня нет (никаких) планов на выходные.*
- NOT + ANY cannot be the subject of a sentence:
NO politician is ready to take responsibility (not ANY politician). =
Никакой (ни один) политик не готов взять на себя ответственность.
- NO is more emphatic than NOT.
He is NO fool (more emphatic than 'He is not a fool'). = *Он (вовсе) не дурак.*

Ex. 18. Discuss with your fellow students and your teacher which sentence is neutral and which sentence is more emphatic.

- Don't ask how it all happened. I know nothing.
 - Don't ask how it all happened. I don't know anything.

2. a. Tomlison knew nobody when he came to Brighton.
b. Tomlison didn't know anybody when he came to Brighton.
3. a. It was his first day off. He didn't do anything at all.
b. It was his first day off. He did nothing at all.
4. a. I don't see any reason why you should complain.
b. I see no reason why you should complain.

Ex. 19. Give an emphatic negative answer.

1. Did you buy anything at the sale?	(You spent the whole day there and were exhausted.)
2. Who helped you move house?	(You asked all your friends to give you a hand, but all of them refused for various reasons.)
3. So, you don't like champagne or wine. And you can't stand the smell of whisky. Then what do you say to a diet coke?	(You hate sweet sparkling drinks.)
4. Is there any chocolate left?	(Someone has eaten all the chocolate.)
5. Did he finally give the \$ 5,000 you asked him for?	(He refused to give you any money though he had promised to.)

Ex. 20. Analyze the sentences and answer the questions below.

a) No film is more interesting than a book.	BUT	a) None of <u>the / those / his</u> films is interesting.
b) Neither of the <u>two</u> friends speaks French.		b) None of my <u>group-mates</u> speaks French.
c) Somebody brought <u>their</u> dog to the party.		c) Someone <u>has</u> just called you.
d) Can <u>anyone of</u> you remember that day?		d) Does <u>anybody</u> remember that day?

- a. Can we use NO with *the / these / those / his / her, etc.* + a noun?
- b. What pattern is used in negative sentences about two objects? More than two objects?
- c. Do singular or plural pronouns go with somebody / someone / anybody / etc.?
- d. What derivatives of SOME, ANY, and NO can be followed by the preposition *of*?

Ex. 21. Cross out the incorrect variant.

1. No millionaire / not any millionaire has ever donated all his money to charity.
2. Anyone can find a job in Moscow if he tries / they try hard.
3. Hardly anybody of / anyone of my relatives knows anything about Jack the Sparrow.
4. Has / Have anyone changed the bulb in the bathroom?
5. None of those bouquets / No those bouquets was good enough for the occasion.
6. If anyone gets into trouble, he / they should call the consulate immediately.
7. None of the boys in our class / Neither of the boys in our class has ever been to the circus.
8. Judie, if anyone calls, just tell him / them to call back tomorrow.
9. None of / Neither of the two books gives thorough information on the problem.
10. Someone has lost his / their lottery ticket.

11. No book / not any book is perfect. Write it for one reader and another will complain that it's not for him / them.
12. None of my parents / neither of my parents has met my girlfriend yet.
13. Nobody declined the offer, did he / they?
14. Did anybody of / anyone of you switch on my computer when I was away?
15. None of their guests / Not any of their guests knew the newcomer.
16. Somebody who think / thinks logically are / is a nice contrast to the real world.
17. Neither of the Harry Potter movies / None of the Harry Potter movies has been as entertaining as the books — that's to be expected.

Ex. 22. Paraphrase the following sentences so as to use SOME, ANY, NO, their derivatives, NONE or NEITHER. Give several variants where possible.

1. The protesters haven't been arrested.
2. Have the flowers been watered?
3. I don't like this suit, and I don't like that one.
4. Cleo didn't know the people who came to the reception.
5. A passer-by dropped his wallet, and I found it.
6. The twins didn't want to come with us.
7. Do your family members resemble (напомянуть) the Simpsons?
8. To the best of my knowledge, our soldiers were not injured.
9. The school closes at 5:00 pm on school days and not a single student can be in the building after that time.

Ex. 23. Translate the following sentences paying attention to the set expressions with SOME / ANY / NO.

1. Den's brother **is something in** the Foreign Office.
2. I hope to **see something of you** over the coming months.
3. He **is something of a poet** and a favorite among the ladies.
4. The film's **no good**.
5. Is this new restaurant **any good**?
6. My brother **is no athlete**; in fact, he's terrible at sports.
7. I can hardly remember him, he's an **engineer or something**.
8. Hair loss has **something to do with** the level of certain hormones.
9. Yoga has **nothing to do with** religion.
10. When you visit someone, don't forget to bring **a little something for** the host.



Ex. 24. Translate the following sentences using the set expressions from Ex. 23.

1. Джордж Босс предпочитал постоянно жить в Лондоне, так как **занимал какой-то пост в** правительстве.
2. Ее перевод **никуда не годился** — в нем было полно ошибок.
3. Если Вы идете в гости, принято принести с собой **небольшой подарок**: бутылку вина — для мужчин, и коробку конфет или букет цветов для женщин.
4. Моя дочь **немного рисует**.
5. Он, **по-моему**, бизнесмен.
6. Канарские острова **не имеют никакого отношения** к канарейкам, название переводится как «Собачий остров».
7. Теперь когда (now that) они переехали в наш город, мы сможем **время от времени видеться**.
8. Этот диск будет интересен любому, кто **хоть как-то связан** с русским рэпом.



Ex. 25. React using *SOME, ANY, NO* or their derivatives. Add a sentence or two to make your answer more meaningful.

1. Do you know any good bars near here?
2. Oh, boy, what are we going to do if more people show up? We've run out of chairs!
3. What special equipment do I need to fix the roof?
4. Oh, I'm so thirsty!
5. Has any tourist ever come to this godforsaken hole?
6. Which of these wines do you like? (give a negative answer)
7. Do you have much homework to do?
8. Do you think anyone else will come? (give a negative answer)
9. Are you any relation to the President?
10. (student to teacher) Could we sit down and discuss my progress this semester? (start with: *I'm busy at the moment, but...*)
11. Are any of your friends interested in getting the job of a taxi driver?

PHRASAL VERBS

A phrasal verb is a combination of a verb + particle(s). The particle(s) changes the meaning of the verb. Phrasal verbs are used to make speech less formal.

PHRASAL VERB GO

Ex. 26. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying attention to the phrasal verb GO.

1. to go about smth / doing smth	How do I go about finding a job abroad?	
2. to go after smth	My uncle is a very strong-minded person. When he makes up his mind, he goes after his goal with the decisiveness of a tiger.	
3. to go against smth	Lying goes against my principles.	
4. to go ahead (with smth)	Go ahead! The construction of the new block of flats will go ahead despite numerous protests.	
5. to go back to	I can't believe Lucy has decided to go back to her husband! When they separated, she swore she'd never do it!	
6. to go back on	They couldn't depend on Ed; he always went back on his promises.	
7. to go by (smth)	Time goes by so quickly! We went by the Bolshoi Theater on our way to Red Square.	
8. to go down	Because of overproduction (перепроизводство), prices have gone down .	
9. to go down with	After falling through the ice, he went down with pneumonia.	

- a. слечь, свалиться (о заболевшем человеке)
- b. добиваться, преследовать кого-л. / что-л.

- c. возвращаться
- d. продолжать(ся), идти вперед
- e. приступать к чему-л.; начать делать что-л.
- f. спускаться, снижаться, падать
- g. идти против, противоречить
- h. нарушать, отказываться, предавать
- i. проходить (мимо)

Ex. 27. Recast the underlined parts so as to make them more natural. Use the phrasal verb GO.

1. Continue with your plans and have a party if you want to.
2. Hardly a month passes without one newspaper or another announcing the development of a computer with which at last you can communicate in ordinary English.
3. Her sister needed a good diet sheet and daily workouts, Mary Rose decided, and began advising her how to start doing it in the right way.
4. I can't understand why some people think that *Harry Potter* is in conflict with Christianity.
5. In a team where mutual respect exists, the leader will be trusted to make decisions, even if they are completely different from your views.
6. It was decided that despite weather conditions the festival would continue as planned.
7. Jeremy caught small pox; he was covered in spots and couldn't go to the disco.
8. She already knew how very bull-headed he could be when he was trying to get something he wanted.
9. The management of the corporation didn't keep their word to give the employees a salary increase.
10. Medbourne Roman town has been known since at least the 17th century.

Ex. 28. Translate the sentences using the appropriate phrasal verb.

1. **Идите**, не ждите меня. Я вас догоню.
2. Несколько студентов нашей группы **заболели** гриппом.
3. Летом ни одно воскресенье **не проходило** без футбольного матча.
4. Как мне **подключиться** к интернету?
5. Больной принял лекарство и температура начала **снижаться**.
6. Он скорее умрет, чем **предаст** друга (Use *He'd rather ... than...*).
7. **Проходил** день за днем, но дожди не прекращались.
8. Строительство завода **продолжалось** по плану (as planned).
9. Сью заработала достаточно денег; ей не придется **опять** работать.
10. Учителя в школе помогли Джону **добиваться** своей мечты.
11. Эта теория **противоречит** общепринятым взглядам на причины глобального потепления (causes of global warming).



Ex. 29. Make up a short story using as many phrasal verbs GO as possible.

Model:

I knew Sheila never **goes back on** her word as we **go back** a long way. All I can do now is **go about** routine business and wait. Sheila, my boss, **went down with** the flu two weeks ago when everything was ready to open a new office with me as the manager! We expected the sales would **go up** by the end of the month but they **went down** instead. They say time **goes by** quickly. They are wrong. At times it just crawls like a snail. I admire Sheila's business acumen (деловая хватка) and I can't **go against** her if she says to wait. After all, she always knows what she wants and **goes after** it like a pit-bull. But I wish she were back and said "Go ahead!"

GRAMMAR

WAYS TO SPEAK ABOUT THE PAST

THE BASICS

PAST SIMPLE	<i>I <u>read</u> a book yesterday.</i>	Вчера я читал книгу.	Факт
PAST CONTINUOUS	<i>I <u>was reading</u> a book when you called.</i>	Когда ты позвонил, я читал книгу.	Процесс
PAST PERFECT	<i>I realized I <u>had read</u> the book before.</i>	Я понял, что уже читал эту книгу .	Предшествование
PAST PERFECT CONTINUOUS	<i>I <u>had been reading</u> the book for two days when he asked me to return it.</i>	Я читал книгу два дня, когда он попросил вернуть ее.	Процесс + Предшествование

Ex. 30. Read the passage. Identify the tense forms of the underlined verbs and explain their use.

I remember clearly the day we bought our first car. When John pulled up in the Morris and gave two blasts of the horn, I was dressing our son Carl in the front room. I ran out and circled the car excitedly. We had been saving for years and we had finally found our perfect car. It was shining in the sunlight.

John took two weeks' holiday and we went down to Norfolk in the Morris. It was on that holiday that we first met Stephen and Val Marples. They were staying at the Holiday Inn and we had dinner in their hotel one night. We were sitting at the same table and took to each other (liked each other) at once. They had just bought a similar car, so we had lots to talk about.

Ex. 31. Match a sentence from each set in A with the Russian translation in B.

- A.
- When he went back into the living room, the girl had poured coffee for both of them.
 - When he went back into the living room, the girl poured coffee for both of them.
 - When Sam walked into the house, the telephone was ringing.
 - When Sam walked into the house, the telephone had been ringing.
 - Over the past decade, Tony had built up a network of representatives who supplied him with clients.
 - Over the past decade, Tony had been building up a network of representatives who supplied him with clients.
 - He underwent all kinds of tests yesterday.
 - He was undergoing all kinds of tests yesterday.
 - By the time he returned to the village, the sun had set.
 - By the time he returned to the village, the sun was setting.
 - He was shocked to see that Jane had been crying.
 - He was shocked to see that Jane was crying.
 - I had finished the work when my boss called me into his office.
 - I was finishing the work when my boss called me into his office.

- B. 1. Когда он вернулся в гостиную, девушка налила кофе им обоим.
 2. Когда Сэм зашел в дом, телефон надрывался (уже долго звонил).
 3. За последние десять лет Тони создал сеть своих представителей, которые поставляли ему клиентов.
 4. Вчера он проходил разного рода тестирование.
 5. К тому времени как он вернулся в деревню, солнце село.
 6. Он был поражен, когда увидел, что Джейн плакала.
 7. Я заканчивал работу, когда начальник вызвал меня в свой кабинет.
- C. Translate the rest of the sentences into Russian.

THE PARTICULARS

PAST SIMPLE

Законченное действие или состояние*	<i>S. Maugham's first novel appeared in 1897.</i> <i>Jane worked for the company for twenty years. She is retired now.</i> <i>In the late 19th century, Great Britain had a lot of colonies.</i>	Первый роман С. Моэма появился в 1897 году. Джейн проработала в этой компании двадцать лет. Сейчас она на пенсии. В конце XIX века Великобритания имела много колоний.
Ряд последовательных действий	<i>They finished breakfast and rose from the table.</i>	Они закончили завтрак и встали из-за стола.
Регулярные или повторяющиеся действия	<i>He travelled to Paris twelve times a year.</i>	Он ездил в Париж двенадцать раз в год.

* To describe **states** the following common verbs are used:

states of existence

be, exist, consist of, contain

mental states

think, realize, know, suppose, understand, doubt, expect, agree, remember

states of possessing

have, belong, include, own, possess

states of feeling or wanting

like, love, dislike, despise, hate, prefer, want, wish

states of perception

hear, feel, smell, taste, sound, look, seem, appear

The *state verbs* are NOT usually used in the **continuous** tenses.

TIME EXPRESSIONS ASSOCIATED WITH THE PAST SIMPLE

at 10 o'clock, in the morning / evening, at night
yesterday, the day before yesterday, the night before last
yesterday morning / afternoon / evening
last year / month / week / night
in 1990, in the 50s, in the 20th century
some years / months / days ago; the other day

Ex. 32. Group the sentences according to the use of the Past Simple:

- a. single completed action
- b. past action of some duration
- c. state
- d. repeated actions
- e. sequence of actions

1. I saw you on television last night.
2. At five o'clock they went to the restaurant car to have tea and chatted a little.
3. Benjamin Franklin served his country for fifty years as inventor, philosopher, statesman and diplomat.
4. Whenever I was in London I saw Ferdy.
5. Did you know much about her at that time?
6. John took up exercise when he was 16.
7. Breakfast consisted of porridge, half a cup of milk and a dry biscuit.
8. They had tea, they talked, and they drove home again.
9. They suffered for a long time due to the political instability in the country.
10. When did you last go out of the house?
11. Every year the Indians went far away, even one thousand miles, to hunt buffalo.
12. All his life Newton studied books on humanistic learning.
13. Everybody liked him for his kindness and generosity.
14. He reached inside his pocket and came out with a business card.
15. Every time the two little girls saw Colin they giggled.

Ex. 33. Work in pairs.

Student A reads Texts 1 and 3; Student B reads Texts 2 and 4.

A. Put the verbs in brackets in the Past Simple.

1. Why is a mess or confusion called a 'pretty kettle of fish'?

The Scots (know) how to throw a picnic. In the 18th century, the picnic season (start) at the beginning of the salmon ['sætmən] run (миграция лосося) each year. Salmon (be) plentiful, but they (not know) how to prepare the fish. They (cook) their catches in large kettles and (try) to eat their hot boiled salmon with their fingers. It (be) a mess.

The word "pretty" preceding "kettle of fish" has always been ironic.

2. Why is a book of maps called an atlas?

The Flemish geographer Mercator, a pioneer map maker, (publish) his first collection of maps in 1595. Mercator (draw) a figure of Atlas⁴, supporting the world on his shoulders on the title pages. He (not provide) any explanation for the drawing of Atlas. Although Mercator's opus (not be) the first published collection of maps, it (be) the first to be called an *atlas*. Mercator later (follow) with his most famous collection: Atlas; or a Geographic Description of the World.

3. The London 'bobby' (get) his name from a real Bobby?

Yes — Bobby, or rather, Sir Robert Peel, who (establish) the London Metropolitan Police in 1829. British police officers are still sometimes called *bobbies*, the short form of Robert. They (be) once also called *peelers*.

⁴ Atlas — in Greek mythology, one of the Titans (= the first gods who ruled the universe). After the titans were defeated by Zeus [zju:s], Atlas was forced to hold the sky on his shoulders forever.

4. Why is Scotland Yard in England?

The original Scotland Yard (be placed) on the site of the former palace where Scottish kings and queens (reside) when they (visit) England to conduct affairs of state or to pay tribute (отдать дань уважения) to English royalty. *Scotland Yard* (become) known as the name of the street as well as the palace.

Although the Criminal Investigation Department of the Metropolitan (London) Police later (move) to the Thames Embankment and then to the Victoria area of London, it still retains the name of its original site.

B. Ask each other questions on the texts.

PAST CONTINUOUS

<p>Действие в развитии в определенный момент или период в прошлом</p>	<p><i>At eleven o'clock, I was working in the garden.</i></p> <p><i>When I left school,* they were still arguing about whether they should allow calculators in exams.</i></p>	<p>В одиннадцать часов я работал в саду.</p> <p>Когда я окончил школу, всё ещё спорили о том, следует ли разрешить пользоваться калькулятором на экзаменах.</p>
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Note: The particular time or period of time in the past when a certain action was in progress can be indicated in the sentence with the help of another action expressed in the **Past Simple**.

TIME EXPRESSIONS ASSOCIATED WITH THE PAST CONTINUOUS

*at that time / moment
still
at 8 o'clock, from five
till seven*

Ex. 34. Make up sentences according to the model.

Model: The war / start; he work / on a farm. →
When the war started, he was working on a farm.

1. He / get home; his mother / watch children's cartoons.
2. They / arrive; Suzie / wait in the living room.
3. She / come back from the hospital; Marcus / still / sit at the kitchen table.
4. The Minister / return; a young stenographer / wait in his office.
5. The bell / ring; the students / still / sit in their seats.
6. The storm / break; he / write at his desk.
7. The lights / go out; they / surf the net.
8. The police / arrive; the young people / take things out of the shop.
9. Frank / open his eyes; she / study his face.
10. He / come to; they / throw cold water on him.

PAST CONTINUOUS vs PAST SIMPLE

Uses	Past Continuous	Past Simple
Describes a longer action which serves as a "background" for another action*	<i>Sam was shaving when the telephone rang.</i>	—
Describes a shorter action which happened in the middle of the longer action	—	<i>Sam was shaving when the telephone rang.</i>
Describes parallel actions (<i>while</i>)	<i>I was laying the table while she was cooking dinner.</i> (emphasizes duration)	<i>I laid the table while she cooked.</i> (states a fact)
Describes two actions that develop or change together (<i>as — no мере того как</i>)	—	<i>As demand grew, prices rose, what had cost £5 now cost £10.</i>
With time expressions such as <i>all day long, all that year, the whole morning, etc.</i>	<i>All that year he was studying hard for his final exam.</i> (emphasizes that the activity was happening at every moment during the specified period)	<i>I studied hard all weekend for a tough Physics test.</i> (states a fact)
Describes a completed activity	—	<i>I did a crossword puzzle while waiting.</i> (решил)
Describes an action in progress, at some time between its beginning and its end	<i>I was doing a crossword puzzle while waiting.</i> (решал)	—



Note:

* The "background" action can be introduced by *when, (just) as, while*:

Just as they were leaving (background) *she noticed* (main action) *some friends from school.*

While they were having dinner (background) *I went* (main action) *over to their table to chat.*

Ex. 35. Group the sentences according to the use of the Past Continuous:

- action in progress at a particular past time or specified period of time
- "background action"
- two parallel actions

- I met the Colonel's wife while I was waiting for my friend outside the church one sunny afternoon.
- While the water was heating, Mrs. Parker was sweeping the floor.
- At one o'clock this afternoon I was having lunch with a federal prosecutor named Renee Rogers.
- She came by just as I was packing up.
- While the Europeans were looking for a passage to Asia through the Arctic Ocean, the Russians were trying to find out if Siberia was linked to North America.
- When he turned up, I was writing in my diary.

7. All that year the golfer was playing at his very best.
8. While I was waiting in the car, Alan suddenly appeared at the window.
9. He was walking down Holloway Road while everyone else at school was eating their lunch.
10. At that time the nation as a whole was suffering from a period of deep depression.
11. Just as we were preparing to leave our boss entered the staff room.
12. It was a warm golden evening and a blackbird was singing in the trees behind the house.

Ex. 36. Say what you think the people were doing when the following happened:

Model: Helen cut her finger. →
I think Helen was cooking dinner when she cut her finger.

1. John's car broke down.
2. Alice lost her wallet.
3. Tom ran into a friend of his.
4. Mrs. Thompson broke a vase.
5. Jane and Sam quarrelled.
6. The Peregrines visited the British Museum.
7. The little girl got lost.
8. Mr. Parker learned the news.
9. Emily found the long lost photo.
10. Columbus discovered America.
11. They spent a week at one of Northern Ireland's most popular seaside resorts.
12. The kid fell off his bike.



Ex. 37. Put the verbs in brackets in the appropriate tense form.

Note:

Remember that the conjunction *as* can introduce a clause with a verb:

- in the **Past Simple** to describe two actions that develop or change together
- in the **Past Continuous** to describe a "background" action.

1. The family feared the worst. As the weeks (go) by Victor (grow) weaker.
2. As he (leave) the hotel he (pause) abruptly in the entrance.
3. As I (recover), Hannah, the housekeeper, (come) to sit with me, and (tell) me all about the family.
4. As she (become) more irritated with herself, she (become) sharper (резкий) with her companion.
5. Just as our romantic dinner (come) to a close, the kitchen door (flow) open.
6. The argument was continuous and as it (develop) both sides (change) their position.
7. As they (return), Joe (grow) quiet and thoughtful.
8. As the months (become) years she (can) no longer hide her feelings.
9. As she (grow) older her school-friends sometimes (express) envy at her adventurous lifestyle.
10. As years (pass) his enthusiasm for stamp collecting (increase).
11. Just as we (wait) for the lift, Elsie Ferguson — she's a friend of mine — (come) hurrying down the stairs.
12. As London (grow), its citizens (want) more freedom and less taxation.
13. As we (walk) through the open-air lobby on our way to the beach, we (draw) a lot of curious looks from the other guests at the resort.
14. As industry (grow), more and more water was needed for heating and cooling.

PAST PERFECT

<p>Действие или ряд действий, которые совершились:</p> <p>1. раньше другого действия в прошлом, выраженного формой Past Simple</p> <p>2. к определённому моменту в прошлом</p>	<p><i>When I called, he had already left.</i></p> <p><i>Yesterday I met Jane. Since we left school*, we had often written to each other.</i></p> <p><i>By June (that time, etc.) I had completed the research.</i></p>	<p>Когда я позвонил, он уже ушел.</p> <p>Вчера я встретил Джейн. С тех пор, как мы окончили школу, мы часто писали друг другу.</p> <p>К июню (к тому времени и т.д.) я уже закончил это исследование.</p>
<p>Состояние, длившееся некоторое время до определенного момента или другого действия в прошлом**</p>	<p><i>The call didn't surprise him. He had known Laurie for more than four years as a colleague.</i></p>	<p>Её звонок не удивил его. Он знал Лори более четырех лет по совместной работе.</p>
<p>В предложениях с союзами <i>hardly / scarcely ... when; no sooner ... than</i></p> 	<p><i>He had hardly / scarcely begun his speech when he was interrupted.</i></p> <p><i>We had no sooner driven a mile than the car broke down.</i></p>	<p>Едва он начал говорить, как его прервали.</p> <p>Не успели мы проехать и мили, как машина сломалась.</p>



Notes:

- * In time clauses introduced by *since* the **Past Simple** is commonly used though the **Past Perfect** is quite possible.
- ** See the list of state verbs at the beginning of the unit.

TIME EXPRESSIONS ASSOCIATED WITH THE PAST PERFECT

<p><i>by the time / before / after / when</i></p> <p><i>since + a point of time (since 1910, since he came)</i></p> <p><i>for + a period of time (for 5 years, for over an hour)</i></p> <p><i>how long</i></p> <p><i>already, just, never</i></p>
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Ex. 38. Group the sentences according to the use of the Past Perfect:

- a. action completed before another action or a particular time in the past
 - b. actions which took place before another action or a particular time in the past
 - c. state which existed before a particular time or action in the past
1. I slept without dreaming for twelve hours and woke with the sun streaming into the room. I hadn't slept that well since I was a small boy.
 2. I had not seen him for five years and was shocked when I saw him come into the bar. I was sure Henry knew the changes that had taken place in him were apparent and that I was trying to hide my reaction to them.

3. I had known the Blands a long time before I discovered they had any connection with Ferdy.
4. Nick had made a few attempts to arrange a tour before we set off on this crazy adventure.
5. She was glad to see John again. She had met him several times and sent him letters when she had problems.
6. The French were very successful, and by 1697 had captured all of Hudson's Bay Company forts except for one: Fort Albany.
7. By the time they arrived, they had walked hundreds of miles, searching for safety.
8. The victims of the bear attack had visited the forest several times before the accident.
9. She had been tense (в напряжённом состоянии) since she had arrived, and she knew perfectly well where the tension was coming from.
10. As I ate and drank my beer, I read the evening paper. A policeman had been shot in Harlem that morning. The Rangers had won the night before. A judge had come out against pornographic films.
11. Dorian began to understand things about himself that he had never understood before.
12. She was still in love with Mike though they had been separated for years.

Ex. 39. Explain why the following happened.

Model: Jeremy was late for work (oversleep) →
Jeremy was late for work because he had overslept.

1. The student failed the exam. (not revise)
2. Malcolm lost his job. (argue with the boss)
3. Bill was taken to hospital. (have an accident)
4. Mr. Jackson went bankrupt. (invest in the wrong business)
5. They didn't like the excursion. (expect it to be more interesting)
6. He got promotion. (...)
7. The student didn't complete the project. (...)
8. She went on a diet. (...)
9. The car ran out of petrol. (...)
10. Susan was fined. (...)
11. The professor got angry. (...)
12. Sally was embarrassed. (...)

Ex. 40. A. Put the verbs in brackets into the correct tense form.

Model: It was the second time in three weeks (that) the police (visit) him. →
*It was the second time in three weeks (that) the police **had visited** him.*

1. It was the third time that year he (fall) asleep driving at night.
2. This was only the fourth time in my life that I (taste) caviar.
3. It was the first time in his 75 years that he ever (be) a hospital patient.
4. It was the second time in only a few minutes that Carol (hear) those words.
5. It was the first time she (be) out to celebrate her son's birth, and it was the last time she (leave) little Bradley with a baby-sitter.
6. It was the first time he (speak) her name and it sounded good.
7. It was the fourth time in three months that the car (break down).

B. Complete the sentences using the correct tense form of the verb and the right word.

1. The thought no sooner (pass) through his mind _____ the decision was taken.
2. He scarcely (settle) to work _____ his stepmother came in followed by a sad-eyed spaniel who immediately began exploring the corners of the room.

3. We hardly (go) half the way _____ it started to rain and we had to run.
4. He scarcely (finish) his remark _____ there was a storm of applause.
5. Food was a joy to them, and they no sooner (finish) one meal _____ they were enthusiastically discussing the next.
6. She hardly (take) a couple of steps _____ she was surrounded by her fans.
7. He no sooner (put) the phone down _____ there was a knock on the door.



Ex. 41. Make up sentences with **hardly / scarcely ... when** and **no sooner ... than**.

Model: The debate / begin; people / start to leave the hall. →
 The debate **had hardly begun** when the people started to leave the hall.
 The debate **had no sooner begun** than the people started to leave the hall.

1. Susan / sat down; there / be another knocking on the door.
2. They / set out; Anna and David / have a big argument.
3. Jonathan / say the words; he / regret them.
4. I / arrive home; it / be time to dress up and head back to the theatre.
5. She / get off the train; the guard / blow the whistle and the train started and she had to run for it.
6. He / come back; he / leave Diana and the children again, and went to Italy on a week's painting holiday.
7. They / reach the place; Gloria / announce, "We can't stay down here any more."
8. Jenny / cross a small bridge near the farm; the storm / resume with greater intensity.
9. Kylie Minogue / mention the word overseas; the press / begin to report that she was about to emigrate to the United States.
10. We / get into the country; it / begin to rain.

PAST PERFECT vs PAST SIMPLE

Uses	Past Perfect	Past Simple
Makes a sequence of events clear	<p>Describes the earlier action</p> <p><i>When we reached the airport, the plane had taken off.</i></p> <p>Sequence: 1. The plane took off. 2. We reached the airport.</p>	<p>Describes past events in the order they happened</p> <p><i>When we reached the airport, the plane took off.</i></p> <p>Sequence: 1. We reached the airport. 2. The plane took off.</p>
In time clauses after <i>when, after, as soon as</i>	<p>Shows that the second action took place <u>only after</u> the first one was completed</p> <p><i>After he had given the police his name and address, he was allowed to go.</i></p>	<p><i>Soon after he returned to Japan he began to write a textbook.</i></p>

Ex. 42. Combine the sentences in one using the conjunction in brackets. Use the Past Perfect where appropriate.

Model: He left. She felt lonely. (after) → *After he **had left** she felt lonely.*

1. The train started. I drew a long breath of relief. (as soon as)
2. The police arrived. Oliver left. (when)
3. I found out about the meeting. They already made a decision. (when)
4. Hannah completed her schooling. She applied to universities in America and England to study languages. (after)
5. They ate their lunch in the dining room. They withdrew to their room for a siesta. (when)
6. The politicians signed the agreement. They became nervous about it. (as soon as)
7. He came home from fishing. His wife made him his favourite pie for dinner. (when)
8. They talked for a while. He showed the young visitors out. (after)
9. He carried out a few successful assignments. More business came his way. (as soon as)
10. They turned the corner. They headed for the row of pay phones that lined the wall. (when)
11. The skies were clear. The storm subsided. (as soon as)
12. She settled herself against the pillows. She heard a knock on the door. (after)

Ex. 43. Put the verbs in brackets in the Past Simple or the Past Perfect.

1. At the end of the war he (retire) and (settle) down to the life of a country gentleman.
2. When they (decide) to separate, they (be) married for four years, and they (not be) very happy.
3. By the end of the 19th century it (become) clear that England (be) no longer as powerful as it (be) earlier.
4. The Anglo-Norman aristocracy (speak) French among themselves and (write) to each other in that language long after they (come) to regard themselves as Englishmen.
5. By the late 1500s, a great demand for fur (develop) in Europe. This demand (encourage) further exploration of North America.
6. When Oliver Cromwell (come) to power he (forbid) people to celebrate Christmas and Easter, or to play games on a Sunday.
7. By 1714 the Stuarts (be) kings and queens of Scotland and England for over 300 years.
8. In 1648, the Cossack Semyon Ivanovitch Dezhnev (conduct) a first expedition which (go) around the point (мыс) of Siberia and (prove) that the two continents were separate.
9. He (get) home in time for dinner, and after Evie (go) to bed he (go) into his study and (look) for his diary.
10. When Margaret Thatcher (resign) in 1991, she (serve) as prime minister for twelve years.

Ex. 44. Translate the sentences into English.

1. К концу дня министры подписали договор о сотрудничестве в области образования.
2. Я познакомился с ней в прошлом году на Рождество, но знал ее в лицо (know by sight) с 2002 года.
3. На следующее утро Скотт проснулся в 6.30, встал и прочитал утреннюю газету.
4. К концу недели Фрэнк потратил несколько сотен долларов на книги.
5. Когда Генри ответил на все мои вопросы, я понял, что он говорит правду.
6. Он не видел Молли пять лет и едва узнал ее, когда она вошла в комнату.
7. Николь молчала, хотя Адам задал ей несколько вопросов.
8. Когда правительство начало реформы, страна уже два десятилетия была в упадке.
9. До поступления в колледж он намеревался изучать химию, но потом его планы изменились.
10. Когда Ирландия получила независимость от Великобритании, власти этой католической страны (уже) запретили (ban) развод.

PAST PERFECT CONTINUOUS

Действие, которое продолжалось в течение некоторого времени вплоть до определенного момента в прошлом	<i>They had been walking for over an hour when it began to rain.</i>	Они шли более часа, когда начался дождь.
Действие, которое продолжалось в течение некоторого времени и закончилось незадолго до определенного момента в прошлом	<i>Her eyes were red, he could tell that she had been crying.</i>	Глаза у нее покраснели , он понял, что она плакала .

TIME EXPRESSIONS ASSOCIATED WITH THE PAST PERFECT CONTINUOUS

for + a period of time (for a long time, for the last / past few days, etc.)
since + a point of time
(since that time, since 1991, since last April, since he came, etc.)
all day, all one's life
how long

Ex. 45. What action do the verbs in the Past Perfect Continuous express? Translate the sentences into Russian.

- Alex dropped out of the race after he had been running for only five minutes.
- It had been raining all night and in the morning the clouds had not yet cleared.
- She had been working full time in a local factory for the past eight years and usually enjoyed good relationships with her friends.
- Carol had been crying and was still shaking badly.
- Emily told Michael what she had been doing since they last met.
- George had been putting on weight lately, but was still a fine figure of a man.
- The detective had been watching all day. Nobody had left the house.
- He didn't know how long he had been sleeping but he woke up hungry and went to the kitchen for a tin of soup.
- David had been writing at the desk, and there were still some papers scattered on it.
- By the time he reached the harbour he had been sailing for two nights without sleep.

Ex. 46. Say what, in your opinion, the following resulted from.

Model: Mary's eyes were red. (cry) →
Mary's eyes were red because she had been crying.

- The boy's clothes were dirty. (play football)
- He had a nervous breakdown. (go through a difficult period)
- Bob's clothes were covered in mud. (dig in the garden)
- They were both red and looked angry. (argue)
- The members of the expedition were exhausted. (tow boats against the stream)
- When he came in, he was out of breath. (...)

7. He couldn't understand what I was saying and was yawning. (...)
8. Jenny got wet through. (...)
9. The student passed the exam with an A. (...)
10. The Smiths' neighbours called the police. (...)

PAST PERFECT CONTINUOUS vs PAST PERFECT

Uses	Past Perfect Continuous	Past Perfect
With verbs denoting continuous, uninterrupted processes such as <i>learn, live, rain, sleep, sit, snow, stand, study, teach, wait, work, etc.</i> to describe an action or situation which continued up to a particular past time, or stopped just before it	<i>Paul had been waiting for over an hour when he decided to leave.</i> (emphasizes the duration of the waiting)	<i>Paul had waited for over an hour when he decided to leave.</i>
With state verbs	—	<i>They had known each other for six years before they got married.</i>
Negative sentences	not common	<i>It was clear that she hadn't cleaned the house for the last few weeks.</i>
When you mention <u>the number of times</u> something was done	—	<i>I had tried <u>three times</u> to get her on the phone. She had visited him <u>twice</u> before he got well.</i>
Completed actions	Doesn't tell whether the action was completed or not <i>He had been packing his suitcase for the last two hours.</i> (упаковывал)	Describes a completed action <i>By six o'clock he had packed his suitcase.</i> (упаковал)

Ex. 47. Fill in the gaps with the Past Perfect or the Past Perfect Continuous. In some sentences either can be used.

1. It _____ (snow) in the night and so the ground was covered with a blanket of snow.
2. Rumours _____ (go) round all winter about the real reasons for his resignation.
3. They _____ (live) at Riverstone for two months before the first invitation came.
4. Tom _____ (drive) all day, so he felt that he needed some rest.
5. The Potters _____ (walk) five kilometres by the time they found a suitable place for a permanent shelter.
6. The young couple _____ (save up) all year because they wanted to go on holiday.
7. I _____ (talk) with him twice before I realised who the man was.
8. How long you _____ (wear) glasses before you had an eye operation?
9. Morgan finally (earn) _____ enough money to start his own business.
10. She admitted she _____ (like) Sam for a long time.

PAST PERFECT CONTINUOUS vs PAST CONTINUOUS

<p>The Past Perfect Continuous shows that the action had been going on for some time before a particular past moment.</p>	<p>The Past Continuous emphasizes that the action was in progress at that past moment.</p>
<p><i>His shoes were full of mud. It was clear that he had been digging in the garden.</i></p>	<p><i>She couldn't answer the phone because she was digging in the garden.</i></p>

Ex. 48. Answer the questions using the Past Continuous or the Past Perfect Continuous.

Model: Why could Phillip afford to buy an expensive car? →
He had been saving up for a few years. / He was earning good money in his new job.

1. Why did Val have a splitting headache?
2. How did the boys break the window?
3. Why did the Smiths decide not to go on a picnic?
4. Why did the police fine the driver?
5. Why was Jessica in a bad mood yesterday?
6. Why couldn't Bob help you with the housework?
7. How did Bess manage to get an A at the exam?
8. Why did Jane look so pale?
9. Why were the passengers nervous?
10. How did Rose fall off the ladder?
11. Why didn't Basil hear the doorbell ring?
12. Why did Mr. Brown have a nervous breakdown?

Ex. 49. Put the verbs in brackets in the Past Perfect, the Past Continuous or the Past Perfect Continuous.

1. I (intend) to spend last night at home, but I got a phone call around 7 o'clock from my old buddy Chris.
2. When I met Susan, she (live) with the Wilsons for nearly three months.
3. When Alex opened his eyes again, Robert (sit) by his side.
4. Whoever they (follow) for the past hour was gone.
5. Miranda guessed he (not live) in London long.
6. By the time Jack arrived at the office, he (have) two long arguments with taxi drivers.
7. Just as they (fall) off to sleep the door opened and there was Ronnie.
8. She (wear) the uniform for over ten years and she still hated putting it on in the morning.
9. When the phone rang, they (sit) there for over an hour watching television.
10. When we (walk) upstairs for dinner, Teddy addressed me.
11. She attacked me with questions about what I (do) all week.
12. By 1968, the war in Vietnam (divide) the country and (destroy) President Johnson.

Ex. 50. Translate the sentences into English using the appropriate past tense forms.

1. Миссис Смит была очень бледна и худая, потому что уже месяц страдала от головных болей.
2. Пока они искали водительские права Джулии, они перевернули квартиру вверх дном (upside down).
3. Чарльз знал об этом всего несколько часов, но у него было ощущение, что время уходит (to run out).

4. Пассажиры очень устали, так как ожидали свой рейс с утра.
5. Я лег поздно, спал недолго и встал до рассвета.
6. Это был шанс, о котором Джеймс мечтал всю свою жизнь.
7. 15:20. В Палате общин нарастало напряжение. Несколько членов кабинета уже прибыли. Все ждали премьер-министра.
8. Когда Хауден взял конверт и вскрыл его, у него тряслись руки.
9. Майк был вполне удовлетворен, так как его план удался.
10. Когда вошел Алан, капитан поднялся из-за стола и положил на стол книгу, которую читал.



THE USE OF TENSES WITH **BY THE TIME ...** EXPRESSIONS

Remember that after time expressions such as *by that time*, *by the end of the week*, *by the time + subject + Past Simple* any of the past tenses (**the Past Simple, the Past Continuous, the Past Perfect, or the Past Perfect Continuous**) can be used

Tense	Use	Examples
Past Simple	state	<i>By that time, he knew he wanted to be a geologist.</i>
Past Continuous	action in progress	<i>By the time he put the key into the lock, his heart was thumping in his chest.</i>
Past Perfect	completed action	<i>By the time he reached his hotel, Craig had caught a chill.</i>
Past Perfect Continuous	action which had been going on for some time	<i>By the time he reached harbour, he had been sailing for two nights without sleep.</i>

Ex. 51. Translate the verbs in brackets into English.

1. By 1720, Peter I (преобразовал) the posolskii prikaz as a new college of foreign affairs.
2. By the time he came to power in 1951, he (было) already seventy.
3. By the time the Great Exhibition was opened, Britain (производила) more iron than the rest of the world together.
4. By the 1850s, Fort Victoria (стал) Western Canada's second true settlement.
5. By the time India gained independence, there (действовали) nine air carriers (авиаперевозчики).
6. By the time he left school, Owen (писал) verse and (мечтал) of becoming a poet.
7. By the time the rest of the staff arrived, she (сделала) no work and (сидела) idly at her desk.
8. By late October, they (возвели) a fort on the Yellowstone River.
9. By that time, the Portuguese, Dutch, English and others (пришли) to the conclusion that the only practical route to Asia lay to the south, around Africa and across the Indian Ocean.
10. By that time, we (знали) which creatures were most dangerous: the evil-tempered hippos, the unpredictable lone buffalo, and the silent crocodiles.
11. By the time Rudyard Kipling returned to England in 1896, he (опубликовал) many of his classic children's stories.
12. By the time Tom got married, he (имел) a car.

Ex. 52. Translate the sentences into English. Use the appropriate past forms.

1. К концу VI — началу VII века цивилизация в Европе пришла в упадок.
2. К тому времени как ему исполнилось 17 лет, он был студентом колледжа Тринити (Trinity College) в Дублине.
3. К тому времени уровень жизни (the living standards) сельских жителей Англии значительно повысился.
4. К семи годам Майкл пел на Бродвее.
5. К тому времени как она вышла из дома, муж уже ждал ее в автомобиле.
6. К 1936 году Филипп Джонсон проработал шесть лет в музее Современного искусства в Нью-Йорке.
7. К тому времени как он вернулся в отель, было темно.
8. Ко времени основания республики в Бразилии индейцы имели мало прав.
9. К тому времени он жил в Манчестере.
10. К тому времени как Алиса и Майкл поженились, они знали друг друга пять лет.
11. К тому времени он был старым и разочаровавшимся человеком.
12. К XV веку в этих городах уже сформировался новый средний класс.

Ex. 53. Read the text.

The Exploration of Canada (Pathfinders and Passageways)

John Cabot was **not searching** for new fishing grounds when he **discovered** his “New Found Land” in 1497, he was **seeking** a new commercial route to Asia. Yet within just a few years, hundreds of ships carrying thousands of fishermen **were sailing** annually to the rich fishing grounds he **had stumbled** upon. Breton and Norman fishermen **were voyaging** to Newfoundland as early as 1504.

Before the turn of the 17th century, another industry **had begun** to emerge: the fur trade. Native peoples **had been trading** furs with European fishermen and explorers since the first early encounters (случайные встречи), but as beaver-fur hats⁵ **became** a fashion item in Europe at the end of the 16th century, contact between the two cultures dramatically **increased**. It also **led** to the establishment of the first permanent European settlements in Canada.

A. Arrange the events mentioned in the text in chronological order:

1. Beaver-fur hats became fashionable in Europe.
2. John Cabot discovered Newfoundland.
3. John Cabot started searching for a new commercial route to Asia.
4. Europeans began fishing the rich Atlantic waters.
5. The first European settlements were established in Canada.
6. Native peoples started trading furs with Europeans.
7. The fur trade became an industry.

B. Explain the use of the tenses in bold by describing the situations.

Ex. 54. Think of an incident or a funny episode from your past. Tell it to the class using all the past tenses.

⁵ Петровые шляпы (для изготовления фетра использовался мех бобра).

ARTICLES

THE ARTICLE WITH COUNTABLE NOUNS

Ex. 55. Read the joke and suggest your explanation of the use of the articles in *italics*.

An Englishman, an Irishman and a Scotsman are all in a train, going through the countryside. As the train passes a field, they see a cow in it. *The* Englishman says "Oh, that is *an* English cow". *The* Irishman says "No, it is *an* Irish cow". *The* Scotsman says "No, it is *a* Scottish cow. Look, *the* thing under it is just like *_0_* bagpipes (*pl.* волынка).

THE BASICS

"a"	"0"	"the"
The indefinite article is used to speak about somebody or something the speaker and the listener see as unknown or indefinite .	The zero article is used to speak about people or things the speaker and the listener see as unknown or indefinite .	The definite article is used to speak about somebody or something already known to the speaker and the listener or definite in their minds.
<i>There is a man to see you. You can buy a newspaper here.</i>	<i>There are _0_ men to see you. You can buy _0_ newspapers here.</i>	<i>The man who wants to see you is our customer. The men who want to see... I read the newspaper(s) I bought on the way home.</i>

ARTICLES WITH SINGULAR AND PLURAL COUNTABLES

Singular	Plural
a / an* — a student	0 — students
the — the student	the — the students



Note: the "a" form of the article is used before words beginning with **consonant** sounds; the "an" form is used with words beginning with **vowel sounds**.

Compare: a yard **BUT** an apple
a union **BUT** an hour ("h" is silent)

MEANINGS CONVEYED BY THE ARTICLES

"a"		"the"	
one of many, some / any = некий, какой-то	<i>They went to a party. A Mr. Smith phoned you. He is a journalist with the BBC.</i>	this / that = тот самый these / those = те самые	<i>They enjoyed the party (they went to). The Smith from the BBC phoned you. The flowers in your garden look pretty.</i>

"a"		"the"	
one = один	<i>We've got an apple tree and many strawberry beds in our garden.</i>	the only = единственный	<i>Our life depends on the sun. Russia is the largest country in the world.</i>
any = любой, каждый	<i>A child can do it. Books can be borrowed from a library. Choose a career you like.</i>	his / her / its / their / etc. = чей-то конкретно	<i>She lived alone and she never left the house. He took her by the hand.</i>



Notes:

1. *Some / any* are mostly used with plural countable nouns instead of the zero article: *some* in statements, *any* in questions and negative sentences.

e.g.

Some students learn two or three foreign languages.

Are there any taxis around?

2. The definite article is also used with nouns that represent a class or group of things or people in general.

e.g.

The bicycle is a cheap means of transport. (the bicycle = bicycles)

The ant is a hard-working insect. (the ant = ants)

This meaning is also indicated by the **plural** form of the noun; in this case the zero article is used.

e.g.

Bicycles are cheap means of transport. Ants are hard-working insects.

Ex. 56. Match or substitute (where possible) the articles with the words given above. Translate into Russian.

1. A bungalow is a house that is all on one level.
2. There is a postman at the door.
3. "This is the man," said the witness.
4. He lives in a flat, not a cottage.
5. He lives in a flat. The flat is small.
6. The car is a source of pollution.
7. A house is normally bigger than a flat.
8. She has ___ 0 ___ friends in every European capital.
9. She has more friends in the capitals she lived in.
10. London is the capital of Great Britain.
11. Epsom is a small town. The bank is in the main street.
12. The computer has changed our life.
13. A computer can change our life.
14. He has a sister and two brothers.
15. The brothers are older than he is.
16. The guitar is a popular musical instrument.
17. When we had a party somebody usually brought a guitar.
18. There is a boat for six people and ten tourists who want to cross the river.
19. Jupiter is a planet. It is the largest planet in the solar system.
20. A Ms Clarke applied for the job.

Ex. 57. Read the text and suggest Russian equivalents of the articles. Consult the table above.

The car is a danger to pedestrians. The other day I saw an old lady slowly walking across the street. The lady was almost hit by a car. The car was going at a high speed. The driver did not slow down. Luckily, a policeman saw what happened and chased the car. He managed to stop it. The policeman gave the driver of the car a ticket. But we all know that a ticket is no deterrent. A speeding motorist should lose the driving licence.

Ex. 58. Read the stories. Add the articles where necessary and explain what is absurd about these stories.

- a. Old John Smith lived in ___ small cottage, which stood on the top of ___ hill and faced ___ east. From the foot of ___ hill ___ grassy plain stretched in every direction as far as the eye could see. On ___ evening of John's thirtieth birthday, while he was sitting on ___ front doorstep, watching ___ setting sun, he noticed ___ horseman riding towards ___ cottage. ___ trees made it difficult for him to see clearly but he recognised ___ visitor as his son James, who had left home some twenty years before.
- b. One day at the seaside man jumped from high platform. When he was half-way down he suddenly noticed that tide was out that he would strike his head on rocks below. This frightened him so much that he changed his mind and jumped back to platform.

CHECK YOURSELF

1. Complete the chart. Give descriptions of the situations and supply the missing examples.

PAST SIMPLE	
— ?	<i>Joanna walked into the leisure centre at 7 a.m. yesterday.</i>
— state in the past	?
— ?	<i>He drove to the campus, went to the office, and turned on his computer.</i>
— repeated action in the past	?
PAST CONTINUOUS	
— action in progress at a particular time or during a period of time in the past	?
— background action	?
— ?	<i>While she was cooking, she was singing.</i>
PAST PERFECT	
— action completed before another past action or a particular past time	?
— ?	<i>Hull lived with his aunt, who had owned the house for twenty-five years.</i>
PAST PERFECT CONTINUOUS	
— ?	<i>By that time Klein had been questioning the witness for nearly three hours.</i>
— action which continued for some time and was completed shortly before a particular past time	?

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

successful efforts
to stretch new shoes
to attempt to cross the Atlantic
to make every effort
according to the custom

a stretch of the forest
separate way
to respect customs
the decline of a great empire
an unhappy customer

неразлучные друзья
с первой попытки
снижение инфляции
поставить подпись под договором
предпринимать совместные усилия
размять ноги
готовиться к экзаменам не жалея сил

отдельный кабинет
не подавать признаков жизни
достичь успехов в изучении иностранных языков
покупатель всегда прав
три изолированные комнаты
не жалеть сил, чтобы ...
жить в согласии с соседями

3. a). What article do you use if you speak about:

1. somebody or something that is one of a certain class or group of people or things	
2. somebody or something that is specifically identified by the situation	
3. somebody or something that is unique, the only one	
4. some / any person or thing that the speaker and the listener have no previous knowledge about	
5. somebody or something that is known to you and the person you speak to because a) you have already mentioned it b) you have the same knowledge or experience	
6. somebody or something that represents a certain class or group of people or things <i>in general</i>	
7. people or things [already known] as in No. 2, 3, 5, 6	
8. people or things [unknown] as in situations similar to No. 1, 4	

b) Choose the right sentence from the dialogue to match the situations described in the table above.

Customer: I want a computer.

Shop assistant: Do you want a PC or a laptop?

Customer: I think a PC. I need a powerful one, too.

Shop assistant: Personal computers are on your left.

Customer: Which is the best model?

Shop assistant: The computers we have are all good. Have a look at the computer near the window.

Customer: What make is it?

Shop assistant: Compaq. Assembled in South Korea.

Customer: How much is it?

Shop assistant: 999 dollars.

Customer: A thousand dollars for a computer?! That's ridiculous.

Shop assistant: For the computer you have in mind this is a very reasonable price, indeed.

4. Choose the correct alternative in italics.

1. Steve suddenly woke up. Someone *shook / was shaking* his shoulder.
2. By the end of *the / a* war, more than 186,000 black soldiers *had joined / joined* the Union army.
3. *The / an* official language of Sweden is *Swiss / Swedish*.
4. *0 / the* children were allowed to do *anything / something* they liked on Sunday.
5. They *were having / had* a quarrel every time they met.
6. *The / a* station master helped us buy *the / a* ticket, but *the / a* train had already *left / already left*.
7. Would you like *any / some* more pasta and salad? — No more, thanks. I'm quite full.
8. Jim *walked / was walking* when he noticed *a / the* car coming down *a / the* road.
9. I've seldom had *any / some* problems with my PC since I bought it three years ago.
10. Alex fell in love with Michelle about six months ago though they *knew / had known* each other for three years.

11. The *Scottish / Scots* Parliament is *the / a* democratically elected body comprising 129 members.
12. By the time they met they *were / had been* both experienced and effective officers.
13. The 17th century was the great age of *Holland / Dutch* painting.
14. Julia looked thin and hungry because she *was / had been* working out and dieting.
15. *The Danes / the Danish* refused to surrender and the *British / Britons'* fleet started a four-day bombardment of Copenhagen on September 2, 1807.
16. We *had been walking / had walked* ten miles in *the / a* rain since an early breakfast and we were starving.
17. I *hadn't slept / hadn't been sleeping* for 27 hours and was exhausted.
18. As his experience *was growing / grew*, Collins devoted more time to arts study.
19. Helen's husband is a *Polish / Pole*.
20. If you find *some / any* incorrect information, please send *the / an* email to the operator.

5. Fill in the gaps and give the right response.

1. **A:** Mr. Green, let me introduce Ms. Gordon, our sales manager.
Mr. Green:
2. **A:** Can you pass me the water, _____.
B:
3. **A:** _____, Simpson. I must be going. The train leaves in an hour.
Simpson:
4. **Bill Ox:** Good morning, Mrs. Blake. How are you today?
Mrs. Blake:
5. **A:** Thank you _____ for the baby sitter. She is a real gem.
B:
6. Hi, Katja. _____ David, our new student.
Katja:

6. Check your basic knowledge of the UK using the site:
http://www.englisch-hilfen.de/en/exercises/great_britain.htm



UNIT 2

ACROSS THE ATLANTIC

IN UNIT 2 YOU LEARN:

to ask for information
to compare people and things
to read faster
to look for information

LANGUAGE FOCUS

comparison of adjectives
articles with proper nouns
say, speak, tell, talk
phrasal verbs "tell", "talk"
participle (-ing or -ed) adjectives



SPEAKING 1. ASKING FOR INFORMATION

I. GENERAL (YES / NO) QUESTIONS

STRUCTURE

Auxiliary Verb	+	Subject	+	Verb	...?
Do		you		speak	French?
Was		Moscow		founded	in 1147?
Have		your family		been	to London?
BUT					
Are		you			a student?

Note:

- We normally ask general questions with a rising tone.
- We give short answers to general questions, but a mere *yes* or *no* is impolite.

e.g.

'Are you a high school student?

'No, I am not.

Do you study Chinese?

'Yes, I do.



TASK 1. PAIRWORK

Practise asking and answering general questions. Use the suggestions below. Instead of **he** / **she** / **they** use the names of people your partner knows for sure.

e.g.

Did he...?

Did the president speak on TV yesterday?

Is there ...?

Is there a lunch break after this class?

- Is it (rain, now)?
Are there (many students, group)?
Do you (come from)?

- Did he/she (classmate, see)?
- Were you/they (parents, at home)?
- Can you/he/she (speak Chinese)?
- Is she (Madonna, film star)?
- Did he (Tolstoy, write)?

- 2. Did they (the English, settle)?
- Was he (Columbus)?
- Is it (a monarchy)?



TASK 2. CAN YOU READ THE MAP?

Ask each other general questions and answer them using the map of the English-speaking world (See Supplement).

e.g.

- Is the English language widespread?
- Yes, it is.
- Do the French speak English as their second language?
- No, they don't.

II. SPECIAL (WH-) QUESTIONS

STRUCTURE

Question word	+	Auxiliary	+	Subject	+	Verb	...?
When		was		Moscow		↘founded?	
Why		do		Australians		speak	↘English?
Which places		did		you		↘visit	there?

Note:

1. We normally ask special questions with a falling tone.
2. We give a specific answer to special questions.

e.g.

'When was Moscow ↘founded?

In 1147. (to sound more polite add *I think, I believe*: e.g. I think in 1147.)



Note: *which + noun* and *what + noun* are often used with little difference in meaning.

But: **which + ones (s)** and **which + of + noun / pronoun** (not: *what+one(s)/noun/pronoun*).

e.g.

- There are two roads. **Which one** do you want to take?
- Which of** the groups reached the fort first?

QUESTIONS IN WHICH *WHO* / *WHAT* IS USED AS THE SUBJECT

STRUCTURE



Note: the verb after *who* or *what* is normally singular, even if a plural answer is expected.

e.g.

'Who wants to go to the cinema? — We all do.
'What is there in this box? — His English books.

BUT: Who are the people over there?

Warm-up. Think of a story behind one of the sentences.

1. He went abroad.
2. The lecturer / doctor arrived.
3. They / she / we survived.
4. The union disintegrated.
5. The army won.
6. They had an argument./They quarrelled.

Answer as many wh-questions as other students can ask but do not give all the information at once! The first is done as an example.

e.g. He went abroad.

A story

The Russian President went on an official visit to (*name a country*) last week. He was accompanied by his wife and the Minister of Foreign Affairs. They arrived in (*name the capital*) on Monday afternoon. The Prime Minister / President of the country met the Russian President at (*name*) Airport. The two presidents had talks and signed an agreement on (economic / cultural / environmental / etc. cooperation). The visit was quite successful. They left for Moscow /.... on Wednesday.

POSSIBLE QUESTIONS:

- Who went abroad?
- Which president went abroad?
- Which / what country did he / she visit?
- Who went with him?
- When did he / they go to...?
- How did they get to...?
- What kind of visit was it?
- Why did he go to...?



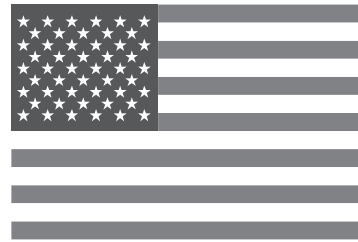
TASK 1. PAIRWORK.

Find out more about English-speaking countries. Student A asks questions using the prompts below. Student B answers them using a card with a fact file to be found in Appendix if necessary.

Student A.

Set 1. The USA and Canada

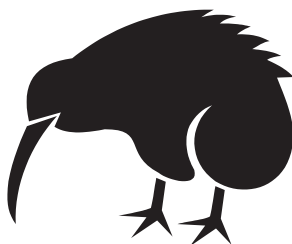
1. who / Native Americans
2. the name "Canada" / to mean
3. the first name of New York
4. what / WASP
5. how many / stars, stripes, the first flag
6. Canada, member, the British Commonwealth



7. which / American state, close to Siberia
8. language, California
9. origin, the Statue of Liberty
10. discovery of America for Russia, to begin
11. which / to join the USA, last
12. country, two official languages

Set 2. Australia and New Zealand

1. who / native people, Australia
2. native people of New Zealand
3. member of the British Commonwealth
4. why / to stay white and English-speaking
5. the population of Australia, small
6. the world's biggest farm, New Zealand



7. more sheep than people
8. which / "upside down", country
9. to show on the flag, the Southern Cross
10. to set up Australia's first Biological Marine Station
11. New Zealand, to become a colony
12. Australia and New Zealand, to have closer economic links



TASK 2. PAIRWORK.

Ask each other questions about the history of Russia. Try to find out what your partner knows about the growth of the Russian Empire.



TASK 3.

Ask your teacher similar questions. Help to answer them if he / she finds some of them difficult.

SPEAKING 2. PROVERBS AND SAYINGS



Proverbs and sayings make one's speech idiomatic; they are very useful when one wants to make a point or illustrate an idea.

Do you know any of the following proverbs?

- East or West, home is best.
- When in Rome, do as the Romans do.
- Success is never blamed.
- Nothing succeeds like success.
- Union is strength.
- United we stand, divided we fall.
- So many countries, so many customs.
- The customer is always right.
- Stretch your arm no further than your sleeve will reach.
- Too much of a good thing is good for nothing.

TASK 1.

Look at the list of proverbs and sayings. Think of a short story which can be summed up by one of these.

e.g.

I enjoy travelling. I think one must take every opportunity to visit new places and see the world. At least that's what I always do. This summer I went to Crete with my friends. It was wonderful. We travelled all round the island and enjoyed the magnificent scenery and the historical places which tell the story of the island's turbulent past. The hotel was good, the food excellent and the swimming fantastic. But to be honest, I was happy to return home. Coming home is one of the best things about travelling. East or West, home is best.

TASK 2.

Think of a similar Russian proverb or saying and try to explain its meaning to an imaginary English-speaking partner.

e.g.

East or West, home is best. ~ *В гостях хорошо, а дома лучше.*

The Russian proverb similar to that one is, however, somewhat different. The first part of it actually says that being a guest is good/enjoyable; the second is pretty much the same as in English: being at home is even better!



READING AND SPEAKING

TASK 1.

Read the text about the American expansion to the West and ask your teacher questions to fill in the information gaps.



The opening of the West in 1) _____ was one of the most exciting and adventurous times in the United States history. It was also a part of the long, tragic story of America's dealings with the Indians.

The attitudes of 2) _____ towards American Indians grew out of two primary concepts. First, they thought of Indians as culturally inferior, savage and amoral. Hence, the whites felt 3) _____ for all Indians. The second concept was that Indians lived on vast areas of valuable land which was rightfully American. Even 4) _____ frontiersmen, who admired the Indian peoples, believed that the Indians had to be pushed aside. The idea was that the Indians should be pushed into an area 5) _____.

As the first explorers marched into the West, they carried out the dream of 6) _____. The end result of their march was that the land was virtually free of 7) _____.



TASK 2.

*Find out the details of Russia's advance to the Pacific. Ask each other **wh**-questions (question words are given in brackets) to fill in information gaps in your text (A or B) Student A begins.*

Text A (Text B is given in Appendix)

The Russian annexation of Siberia began in 1) _____ (**when**). The powerful Stroganov family, who had created a commercial empire in the region near the city of Perm just west of the Ural Mountains, hired a Cossack detachment led by 2) _____ (**who**) to defeat the Khanate of Sibir on the other side of the Urals so that the family could expand its empire. In 1582 Ermak and his band of merry men crossed the Ural Mountains and conquered 3) _____ (**what**). Thus began a century of Russian conquest of Siberia.

After the fall of Sibir, Russians met with very little resistance in the Eastern World in their advance to the Pacific. It took them 4) _____ (**how long**) to reach the Pacific.

Russian Cossacks, fur trappers, and government officials moved eastward, reaching 5) _____ (**what**) in the east and _____ (**what**) in the south, to claim all of Siberia (excluding Kamchatka and the Amur region) for the Russian empire.

The Russians were moving so rapidly across such a vast territory in search of "soft gold" — fur. One could say that this was the Russian "gold rush". Trappers wandered the wilderness 6) _____ (**why**). Cossacks and government officials subjugated (подчинять) aboriginal population, either by 7) _____ (**how**), and made them pay tribute in fur to the Russian tsar.

Explorers following the routes of the first expeditions built forts and trading posts to control the vast territory. In 1586 Tyumen was founded and a year later Tobolsk. The town of 8) _____ (**which / what + noun**) was built on the Tom River in 1604 and in 1607 much farther north a trading post, Turukhansk, was established. In 1632 a Cossack leader, Pyotr Beketov, founded a fort 9) _____ (**where**), which is now Yakutsk, one of the coldest cities on earth. When the Russians reached the Pacific Ocean in 1649, they established Okhotsk, the first Russian settlement in the Russian Far East.

In 1648, the famous explorer Semen Dezhnev sailed around the far northeastern tip of the continent and proved that 10) _____ (**what**). At that time he didn't know how important his discovery was.



PROJECT WORK 1



RUSSIA'S ADVANCE TO THE EAST VS AMERICA'S ADVANCE TO THE WEST

TASK 1.

Find more information about Russia's conquest of Siberia and the Far East; about the American Frontier and the push to the West. Consult Wikipedia; you can also make use of the books available in the library or search in the internet. Concentrate on the following questions:

- When did it start?
- How much bloodshed was involved?
- Who were the people who took part in it?
- What effect did it have on the indigenous population?
- How long did it take to reach the Pacific?
- What was gained as a result?
- How much effort did it take?

TASK 2.

Read the text «Присоединение и освоение Сибири в XVII веке» and retell it in English using the words below.

Присоединение и освоение Сибири в XVII веке

В XVII веке поток русских *первопроходцев* неудержимо устремился в Сибирь. В то время как на западе Россия приобретала каждый клочок земли, каждый город, каждую крепость ценой тяжких усилий и огромных потерь, восточные границы отодвигались все дальше и дальше с невероятной быстротой. За одно столетие территория Московского государства выросла в несколько раз — в основном за счет продвижения на востоке. Для того, чтобы пересечь страну, теперь требовались годы. Присоединение этих земель было результатом мужества, энергии, знаний, *ратных навыков* и дипломатических способностей русских первопроходцев — казаков, крестьян, *государевых служилых* людей.

Русское правительство старалось не прибегать к силе и *проводило покровительственную политику* по отношению к *коренному населению*. Естественно, правительство действовало в своих собственных интересах, намереваясь сохранить как можно больше населения способного платить ясак (налоги). Русским людям разрешалось селиться только «на пустых местах и у ясачных людей угодий не *отнимать*». Не разрешалось *насильственное крещение*, превращение в холопов (*крепостных*) и продажа ясачных людей.

Words to be used: trappers and pioneers, military skills, to conduct paternalistic policy, indigenous population, to push aside, to convert to Christianity by force, serf.

TASK 3.

Make a list of things these two events have in common and a list of differences between the two.

TASK 4.

Compare the two events. Make your conclusions and present them to the class.

Useful expressions:

- There are certain features/aspectshave in common
- The main thing is ...
- The main difference between the two is...
- First of all ...
- Secondly/Thirdly,...
- To sum up,...



READING 1. THE UNITED UNITED STATES

PRE-READING TASK: CHECK YOUR KNOWLEDGE OF THE AMERICAN HISTORY.

History quiz

1. Who do Americans call the Pilgrim Fathers?
2. What was the name of the ship they sailed in?
3. Where did they settle?
4. What did the English call North America, which they considered their possession? Why?
5. How many colonies did the British have in North America?
6. What war did the Americans win in 1783?
7. In which direction did the American pioneers move?
8. What was the American Frontier at that time?
9. What war did they go to in 1860?
10. Which countries gave in their territories to the United States?

TASK 1.

Now read the text "The United United States" in Appendix to find out if your answers are correct.

TASK 2.

a) Practice reading the following proper nouns aloud.

Columbus	[kə'lʌmbəs]	Mississippi	[,mɪsɪ'sɪpɪ]
Walter Raleigh	[ˈwɔ:lɔə'ro:li:]	Louisiana	[lu,i:ziæənə]
Virginia	[və'dʒɪniə]	Florida	[ˈflɔ:rɪdə]
Roanoke Island	[ˈrouə,nɒk'aɪlənd]	France	[frɑ:ns]
Drake	[drek]	Midwest	[,mɪd'west]
Pilgrim Fathers	[ˈpɪlgrɪm ,fɑ:ðəz]	Hawaii	[hɑ:'waɪi:]
Cape Cod	[,keɪp'kɒd]	Europe	[ˈjʊərəp]
Plymouth	[ˈplɪməθ]	European	[ˌjʊərə'pi:ən]
Appalachian Mountains	[,æpə'leɪtʃjən'maʊntənz]	Southern	[ˈsʌðən]

b) Practice reading the text out loud

TASK 3.

Write out the unknown words from the text in your vocabulary notebook and look up each word in the dictionary. Choose the words which make understanding difficult. Write out the translation of the word which corresponds to the context. Do one word at a time!

TASK 4.

Comprehension:

- a) Explain the title of the text.
- b) Make up a detailed plan of Text 2 in the form of questions.

TASK 5.

Retell the text according to your plan.



PROJECT WORK 2 THE POLITICAL SYSTEM OF THE UNITED STATES LEVEL 1.

TASK 1.

Find answers to the following questions.

1. What are the branches of power in the USA?
2. What branch does the Congress represent? What role does it play?
3. What parts does it consist of? Which of them has more power?
4. Who leads the executive branch?
5. What role does the judicial branch play?
6. What are the major political parties in the USA?
7. How often are elections held? (the congress and presidential elections)

TASK 2.

Compare your findings with those of all the other students in your group.



LEVEL 2.

TASK 1.

Find answers to the following questions.

1. How does the system of checks and balances work?
2. How does the election system work?

TASK 2.

Choose a partner/partners who did level 2 and compare your findings. Decide which of you will present them to the class. The speaker has 3–5 minutes for the presentation.

Resources:

- http://en.wikipedia.org/wiki/Politics_of_the_United_States
<http://bensguide.gpo.gov/3-5/government/national/legislative.html>
<http://bensguide.gpo.gov/3-5/government/branches.html>
<http://library.thinkquest.org/5873/index.htm>
<http://www.infoplease.com/homework/social-studies-united-states-government.html>



D.K. Stevenson *American Life and Institutions*. Ernest Klett Verlag. 1993.

VOCABULARY LIST

Ex. 1. Study the Vocabulary List and translate all the examples.

1.	intend , v.	<p>1) намереваться, планировать intend to do smth / doing smth Do you intend to bring / bringing the show to New York?</p> <p>2) (usu. passive) предназначаться The book is intended for teachers and students preparing for TOEFL.</p> <p>3) подразумевать, иметь в виду to intend (no) offence / disrespect / harm / insult, etc. When I criticized your article, I honestly intended no offence.</p>
	intention , n.	<p>намерение; умысел; стремление; цель to announce / express / have one's intentions to have every intention of doing smth <i>иметь сильное желание, твердое намерение</i> to have no intention of doing smth <i>не иметь никакого желания что-л. делать</i> with the intention of doing smth Jacques left France with the intention of exploring the ocean. The road to hell is paved with good intentions = <i>Дорога в ад вымощена благими намерениями</i></p>
2.	suffer , v.	<p>1) страдать After they separated, she suffered a lot. to suffer from a particular illness or physical problem (allergies, asthma, headaches, depression) to suffer from inflation/pollution, etc. Many thinkers suffered for their views.</p> <p>2) испытывать, подвергаться to suffer losses / a defeat to suffer the consequences <i>отвечать за последствия</i> If you lie, you'll have to suffer the consequences.</p>
	suffering , n.	<p>страдание great / mental / physical suffering to cause / increase / reduce suffering(s)</p>
3.	survive , v.	<p>1) остаться в живых, выжить, уцелеть to survive an accident <i>остаться в живых после аварии</i> Only one painting survived the fire. to survive on smth She could hardly survive on her small pension.</p>

3.	survive , v.	<p>2) продолжать существовать, сохраняться The people of the Middle Ages used roads and bridges which had survived from the Roman times.</p> <p>3) пережить His second wife survived him by eight months.</p>
	survivor , n.	<p>оставшийся в живых, уцелевший the only survivor of the earthquake</p>
	survival , n.	<p>выживание to fight for survival; a fight for survival to threaten the survival of smb; a threat to the survival Industrialization threatens the survival of wildlife.</p>
4.	divide , v.	<p>1) делить(ся), разделять(ся) на части to divide smth into parts / groups / pairs / etc. Jack divided his money equally between his wife, his brother and his sisters.</p> <p>2) вызывать разногласия, расхождения во мнении The election divided the country. <i>Выборы раскололи страну.</i></p>
5.	agreement	<p>1) соглашение, договор to conclude / to reach / to sign an agreement The countries reached an agreement on imports of aluminium. to break/to violate an agreement An agreement with China on co-operation in education was signed in Beijing on November 7. to keep to an agreement You haven't kept to our agreement to inform me of the coming changes.</p> <p>2) согласие (неисч.) to arrive at / to come to / to reach agreement The management has reached agreement with the trade union on wages. full/mutual agreement on / about smth to be in agreement with (<i>fml.</i>) <i>соответствовать чему-л., совпадать с чем-л.</i> The results of your research are in agreement with previous studies.</p>
	agree , v.	<p>1) сходиться во мнении, соглашаться I agree that his efforts should be rewarded. to agree with smb on / about smth <i>соглашаться с кем-л. по какому-то вопросу</i></p> <p>2) дать согласие to agree to do smth to agree to smth <i>соглашаться на что-л, принимать (предложение, чьи-л. условия и т.д.)</i> I was surprised by how quickly he agreed to the proposal.</p>
6.	independent , adj.	<p>1) независимый, суверенный (о государствах) Guyana became fully independent from Britain in 1966. the Commonwealth of Independent States (the CIS)</p> <p>2) самостоятельный, свободный (от чьего-л. воздействия / влияния) to be / feel / become independent of smb / smth In the USA, children often become financially independent of their parents after finishing school.</p>

	independence, n.	независимость, самостоятельность full / economic / political independence from smb / smth to have / enjoy independence <i>обладать независимостью, быть независимым</i> to achieve / to gain independence from smb / smth to lose independence to declare independence the Declaration of Independence, the War of Independence
7.	average, n. [ˈæv(ə)rɪdʒ]	среднее число, средняя величина A child born in Denmark lives an average of 75 years. On average, a man spends 3,500 hours of his life shaving! above / below average. The service in the hotel was good, and the food was well above average.
	average, adj.	средний, обыкновенный (<i>Syn.</i> ordinary) average height / price / salary / person / age According to the research, most students are of average ability.
8.	stay, v.	1) оставаться, не уходить He had to stay at home because of bronchitis. 2) пребывать, оставаться в каком-л. состоянии The weather has stayed cold all summer. to stay calm/quiet/young to stay out of trouble/danger, etc. <i>избегать неприятностей/опасности и т.д.</i> 3) останавливаться, гостить Are you going to stay at a hotel or with your sister?
9.	consist, v.	1) состоять (из чего-л.) The examination will consist of seven assignments. 2) заключаться (в чем-л.) to consist in smth / in doing smth Success does not consist in never making mistakes but in never making the same one a second time.

VOCABULARY PRACTICE

Ex. 2. Fill in the gaps with the correct word. The first letter is given to help you.

- I managed to s_____ out of debt, but only by being careful.
- He s_____ a mild heart attack after 20 years of athletics.
- If a company can prove that someone violated the a_____, it may get the right for compensation for lost profits.
- Men of some Indian tribes think they can s_____ young by living with young women.
- On Jan. 7, the Prime Minister announced her i_____ to take part in the presidential campaign.
- The BBC started in 1946 with an a_____ of 28.5 hours a week, generally from 3:00–4:00 pm and 8:30–10:00 pm.
- Jack and his wife separated by mutual a_____.
- The politician told the News Hour that he had i_____ no offence, and “couldn’t understand the reaction to his comments”.
- To win full political i_____, Lithuania had to wait until after the first World War when Russia started losing her authority.

10. Until the mid 20th century, our village **c**_____ of a single riverside street (Main Street) connected to a back lane by Town End Road.
11. When Clovis, the founder and king of the Frankish kingdom, died, the kingdom was **d**_____ equally between his four **s**_____ (use -ing) sons.
12. A revolution led by Philippe Jean Bunau-Varilla, an organizer of the Panama Canal Company, declared Panama **i**_____ from Columbia.
13. The audience was pleased with the Prime Minister's views on discrimination and **a**_____ with her on many points raised.
14. The immigration policy of the new government **d**_____ the nation.

Ex. 3. Bring out the difference in the meanings of the words in bold type. Translate the phrases using a dictionary when necessary.

- A.
 1. I **intend** no disrespect for McFee when I ask: why call his book a collection of poetry?
 2. The money raised is **intended** for the families of miners who suffered as a result of the strike.
 3. Like everyone she knew, Alice **intended** to help the poor.
- B.
 1. Farms mostly **survived** Hurricane Dennis, but experts fear forests may suffer serious losses from the wind.
 2. When Susana died in 1931, she left all the money to her husband, who **survived** her by 10 years.
 3. This park has trees which have **survived** from a time beyond imagining.
- C.
 1. Scotland is **divided** into three main regions: the Highlands, the Midland Valley and the Southern Uplands.
 2. Discussion on the introduction of new taxes **divided** the Committee, with strong arguments for and against the proposal from several members.
- D.
 1. A meeting of Ministers last month was once again unable to reach **agreement** on taxes.
 2. The two countries signed a 10-year **agreement** on scientific and technological co-operation.

Ex. 4. Translate the following sentences paying special attention to the Active Vocabulary.

1. Amnesty International is **independent** of any government, economic interest, or religion.
2. As a teenager, she had every **intention** of becoming a vet.
3. In Cracow, sections of the city walls have **survived** from medieval times.
4. In spite of his promises to **stay out of** trouble he always managed to find it.
5. In the Third World, millions of people **suffer** from hunger.
6. Jane **stayed** with her sister's family for three months and besides looking after their daughter she cleaned and cooked.
7. Many believe that man's happiness **consists in** wealth. But does it?
8. Officials from the United Kingdom and China meeting in Beijing in May failed to reach **agreement** on the construction of a new airport.
9. The government **intends** to reduce the budget of all ministries.
10. If a country does not have economic **independence**, it cannot have political **independence**.
11. There are no winners in wars, only losers. Both sides in any conflict **suffer** losses.
12. NATO members **agreed** to Russia's participation in the military operation in Kosovo.
13. On **average**, people watch between 16 and 26 hours of television a week.
14. The management of the company is **divided** over what should be done to overcome the crisis.
15. The art of medicine **consists** in amusing the patient while nature cures (излечивает) the disease.

Ex. 5. a) Match the words in A with the words in B to make as many collocations as possible. Consult the Vocabulary List.



b) Use the phrases in situations of your own.

- | | |
|----------------|------------------------------|
| 1) A | B |
| to intend | for one's lack of discipline |
| to suffer | to a deal |
| to survive | no insult |
| to agree | danger |
| to stay out of | on a teacher's salary |
| | the consequences |
| | the tsunami |
| | from depression |
| 2) A | B |
| to lose | an agreement |
| to enjoy | independence |
| to break | the survival of |
| to express | one's intentions |
| to cause | sufferings |
| to threaten | |

Ex. 6. Work in pairs. Exchange your opinions on the following and give your arguments. Where possible, use the Active Vocabulary.

- Do people need to suffer in order to build a strong character?
- At what age do you think children should become independent of their parents? What can such independence consist in?
- Should students agree with their teachers on everything?
- What can a person with average abilities do to succeed in life?
- What challenges threaten the survival of humanity?
- Give some tips on how to stay calm in an argument/to stay fit/to stay young.

Ex. 7. For each word / phrase given below find at least three words / phrases from the box that can go with it. Can you continue the lists? Use the expressions in sentences of your own.

to declare mistakes age to keep to headaches injustice	lifespan to gain pollution one's curiosity losses to reach	views to enjoy defeat to break chronic stress salary	price citizen lack of self-esteem to lose consequences one's beliefs
---	---	---	---

average

suffer from

independence

suffer for

agreement

suffer



Ex. 8. Short Story Contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability)
3. absence of mistakes.

Ex. 9. Translate the sentences using the Active Vocabulary (See the Vocabulary List).

1. «Унесенные ветром» (*Gone With the Wind*) повествует о жизни южной красавицы Скарлетт О'Харра (Scarlett O'Hara), которая борется за **выживание** во время Гражданской войны
2. 1 июля 2003 ПиБиЭс (the PBS) была **разделена** на три **независимые** компании.
3. В 1970-е гг. две проблемы **раскололи** Австрию: права национальных меньшинств (ethnic minority rights) и защита окружающей среды.
4. Во многих странах сельские жители **страдают от** недостатка (lack of) информации.
5. **В среднем** женщины живут на шесть лет дольше мужчин.
6. Из скольких глав **состоит** последний роман этого популярного писателя?
7. Искусство лидера **заключается** в том, чтобы сплотить народ (to consolidate) против врага.
8. Постоянным (regular) клиентам не нужно **подписывать** новый **договор**.
9. Майкл сказал, что он не хотел **причинить** никакого **вреда** и извинился.
10. Популярность президента **не зависит** от рейтинга членов его администрации.
11. Скоро Аманда поняла, что не может **прожить на** жалование медсестры.
12. Почему любовь иногда причиняет столько **страданий**?
13. Учебники **соответствуют** европейским стандартам, определенным Болонской декларацией (set out in the Bologna declaration).
14. В **среднем**, мне требуется около 30 минут, чтобы добраться до университета.
15. Элайза имела твердое **намерение** улучшить свое произношение.
16. Эта компьютерная программа **предназначена** для учеников старших классов.
17. Я принял предложение друга и **согласился** начать работу на следующей неделе.
18. Центр был создан с **целью** объединить молодых писателей.
19. Вы взрослый человек и должны быть готовы **отвечать за последствия** своих действий.
20. Спасатели (rescue teams) продолжают поиск **выживших** после урагана.
21. Венесуэла (Venezuela) — первая южноамериканская страна, получившая **независимость** от Испании.
22. Актерская игра в новом голливудском блокбастере (Hollywood blockbuster) **ниже среднего**.
23. Постарайся **не попадать** в неприятности.



READING 2
RUSSIANS IN NORTHERN CALIFORNIA

PRE-READING QUESTIONS:

1. What do you know about Russia's exploration and settlement of North America?
2. What kind of difficulties do you think the Russians met with in North America?

Before you read the text do the task below.

LEARN TO READ FASTER

To read faster you have to learn to understand new words from context instead of looking them up in a dictionary

UNDERSTANDING FROM CONTEXT

1. Read the passages and choose a Russian translation of each underlined word. If you already know the word, move on to the next one. The first can be used as a model.

1. Spanish authorities were not happy to receive Rezanov, a Russian-American company official and the envoy of the Russian czar. Spain's hold on its frontier province was fragile, and it did not wish to assist another power that might threaten (угрожать) its claim.

power

- 1) власть
- 2) сила
- 3) держава

REASONING: the word *power* in the first and second meanings is uncountable; it cannot be used with *another*. Besides, according to the passage Spain was afraid (*were not happy, might threaten*) of Russia's interest in Northern California; Russia was considered a great country, hence the meaning — держава.

2. His immediate mission was to try to buy supplies. Rezanov knew that he must succeed, or the colony at Sitka might starve.

starve

- 1) вымирать
- 2) голодать
- 3) восставать

3. In the midst of the negotiations, which seemed doomed (обреченный) to failure, the count announced that he had fallen in love with Dona Concepcion Arguello.

failure

- 1) неудачник
- 2) провал
- 3) невыполнение

4. She spoke up for him, and the authorities of church and state, including her father, were won over. Rezanov was furnished with the goods he needed.

furnished: to furnish

- 1) снабжать
- 2) обставлять
- 3) отправлять

5. But the marriage had to wait. Rezanov sailed for Sitka with his cargo of supplies, promising to return to his betrothed as soon as possible.

betrothed

- 1) невеста
- 2) герлфренд (*informal*)
- 3) супруга

6. Not knowing of his death Concepcion waited, watching the sea for his ship to return, hoping, loving. She turned down many suitors. She never married.

suitors

- 1) просители
- 2) свита
- 3) поклонники

7. Writers have made much of the star-crossed (несчастный) romance. In many accounts, Dona Concepcion grieves her lost love; her life thereafter is desperate and empty.

grieves

- 1) огорчает
- 2) горюет
- 3) жалуется

8. Far from wasting away in later life, Dona Concepcion, according to one historian, "became a stout and rather jolly woman who found much pleasure in acts of kindness and charity".

charity

- 1) благотворительность
- 2) снисходительность
- 3) вдохновение

Read the text fast to find out:

1. *what were the aims and results of Rezanov's mission (student A),*
2. *whether the affair described was a matter of economics or romance (student B).*

Russians in Northern California

In 1812 the Russians founded Fort Ross in Northern California, the farthest reach of their eastward expansion. The advance to the Pacific started in 1582 when the renegade cossack Ermak captured Isker, the capital of Western Siberian Khakanate. In 1741 the Russians reached Alaska, which remained Russian territory till 1867.

Count Nikolai Petrovich Rezanov, a Russian-American company(1) official, was dispatched in 1806 to Spain's northern province of California. His immediate mission was to try to buy supplies, but he was also to investigate prospects for the fur trade.

Spanish authorities were not happy to receive Rezanov. Spain's hold on its frontier province was fragile, and it did not wish to assist another power that might threaten its claim. Besides, trade with the Russians was illegal.

Rezanov knew that he must succeed, or the colony at Sitka(2) might starve. In the midst of the negotiations, which seemed doomed to failure, the count announced that he had fallen in love with Dona Concepcion Arguello. It was no coincidence that she was the daughter of the commandant of the San Francisco Presidio(3). The fifteen-year-old Dona Concepcion, fell for the gallant count, who was thirty-five years her senior. She spoke up for him, and the authorities of church and state, including her father, were won over. Rezanov was furnished with the goods he needed.

But the marriage had to wait. Dona Concepcion, a Roman Catholic, needed permission from Rome, and Rezanov had to ask for the Tzar's consent to the marriage. Rezanov sailed for Sitka with his cargo of supplies, promising to return to his betrothed as soon as possible.



Alas, he was never seen again in California. Rezanov died tragically enroute to Russia. Years went by. Not knowing of his death Concepcion waited, watching the sea for his ship to return, hoping, loving. She turned down many suitors. Dona Concepcion learned of Rezanov's death only after years of waiting. She never married.

Writers have made much of the star-crossed(4) romance. In many accounts, Dona Concepcion grieves her lost love; her life thereafter is desperate and empty. The evidence suggests a more commonplace affair. Rezanov might have intended to marry her, but his proposal probably was more a matter of expedience (практическая целесообразность) than love. Far from wasting away in later life, Dona Concepcion, according to one historian, "became a stout and rather jolly woman who found much pleasure in acts of kindness and charity". Rezanov brought back two ideas from his venture into Spanish California — the desire to establish permanent trade relations, and the wish to found a trading base on what the Russians referred to as the "New Albion" coast north of Spanish territory. Six years after his death this wish became a reality.

Notes:

1. Russian-American Company — a trading and fur trapping firm whose primary aim was to explore and settle new territories in North America and the Far East; set up in 1799 by Paul I; main shareholders were members of the Tzarist family.
2. Sitka — a town in Alaska; founded in 1799 by the Russian-American Company. In 1804–1867 its name was New Archangelsk.
3. San Francisco Presidio — a military base set up by the Spanish in 1776; one of the oldest in the USA.
4. Star-crossed (romance) — continuously affected by bad luck (from Shakespeare's play *Romeo and Juliet*).



DISCUSSION QUESTIONS:

1. Do you think the story can be made into an exciting / romantic novel / poem? Have you read any? Is it similar to the story above?



2. Read the extract from the beautiful poem "Concepcion de Arguello" by Bret Harte* on the next page. Is it consistent with the facts given in the text? How do you understand the words "And by Love was consummated what Diplomacy begun"?
3. What is your opinion of Rezanov's diplomatic skills?
4. Do you think the loss of Russia's possessions in North America was inevitable?

Note:

*Bret Harte (1836–1902) — an American writer best known for a collection of short stories *The Luck of Roaring Camp* (1870).

I

... Listen to the simple story of a woman's love and trust.

II

Count von Resanoff, the Russian, envoy of the mighty Czar,
 Stood beside the deep embrasures, where the brazen cannon are.

He with grave provincial magnates long had held serene debate
 On the Treaty of Alliance and the high affairs of state;

He from grave provincial magnates oft had turned to talk apart
With the Commandante's daughter on the questions of the heart,

Until points of gravest import yielded slowly one by one,
And by Love was consummated what Diplomacy begun;

Till beside the deep embrasures, where the brazen cannon are,
He received the twofold contract for approval of the Czar;

Till beside the brazen cannon the betrothed bade adieu,
And from sallyport and gateway north the Russian eagles flew.

THE RIGHT WORD IN THE RIGHT PLACE

PARTICIPLE (-ING OR -ED) ADJECTIVES

Verb + ing	Verb + ed
Describes what somebody or something is like (active meaning)	Describes how someone feels (passive meaning)
<i>Lily's doctor has just given her some frightening news.</i> (= the news frightened her)	<i>The frightened children were silent and pale.</i> (= the children were frightened)

Ex. 10. Choose the correct form of the words in italics. Translate the sentences.

1. Almost 70% of Americans say they are *interested* / *interesting* in science and technology.
2. Many people think that golf is an extremely *boring* / *bored* sport.
3. Who is the most *annoying* / *annoyed* character in the Harry Potter Series?
4. Hong Kong is an *exciting* / *excited* place to visit.
5. Everybody was *surprising* / *surprised* when Gerry turned up at school.
6. A list of the top most *satisfying* / *satisfied* jobs has just been published by the National Opinion Research Center at the University of Chicago.
7. The *shocking* / *shocked* news came as a blow (удар) to his friends.
8. The tourists were *thrilling* / *thrilled* to visit a traditional Maasai village.
9. Most of the passengers were *exhausting* / *exhausted* by the nine-hour flight.
10. Covent Garden is an *amused* / *amusing* place just to walk around.
11. The *alarming* / *alarmed* villagers called in the police.
12. We were *fascinating* / *fascinated* by the bells around the necks of the Brown Swiss cows — they looked big enough to be church bells.

Ex. 11. Describe your feelings and opinions using *-ing* and *-ed* participles formed from the following verbs: **interest**, **surprise**, **excite**, **bore**, **amuse**, **shock**, **exhaust**, **satisfy**, **annoy**.

Model: The way my friend behaved was **embarrassing**, so I was **embarrassed**.

1. The journey was so long and difficult that we were
2. The shop-assistant was impolite, so I was
3. The film was ..., so we were

4. The excursion was ..., so we were
5. The news was ...
6. ...



Ex. 12. Work in pairs. Ask each other questions using -ing or -ed participles.

e.g. *What sports, in your opinion, are **exciting** to watch?
Have you ever been **bored** to death?*

Ex. 13. Translate into English using -ing or -ed participles.

1. Этим студентов очень интересует история Великобритании.
2. Всех шокировала новость о том, что в аварии выжил только один человек.
3. Фильм был таким скучным, что я не смог досмотреть его до конца.
4. Ученые удовлетворены результатами эксперимента.
5. После изматывающей поездки Сэм два дня не выходил из дома.
6. Клиент был раздражен грубостью официанта.
7. Триллер — это книга или фильм с захватывающим сюжетом (plot).
8. Дети были возбуждены походом (visit) в зоопарк.
9. Работа преподавателя иногда приносит большое удовлетворение.
10. Измученные пассажиры провели всю ночь в аэропорту.
11. Жители деревни были встревожены происшествием.
12. Не все рассказы в этой книге одинаково (equally) интересны.

SAY and TELL

	PATTERNS	EXAMPLES
SAY	<ol style="list-style-type: none"> 1. SAY THAT 2. SAY TO SMB (THAT) 3. SAY a word / a name / a sentence / a phrase 	<ol style="list-style-type: none"> 1. She says that someone is waiting for you. 2. And do you know what they said to us? 3. The next day at school, Sam didn't say a word to Mel.
TELL	<ol style="list-style-type: none"> 1. TELL SMB (THAT) 2. TELL SMB TO DO SMTH 3. TELL the truth / a lie / a story / a joke 	<ol style="list-style-type: none"> 1. You never told me that you don't like football. 2. He told the students to work hard and revise for the exams. 3. Do you think he told the truth?

*Ex. 14. Complete the sentences with **say** or **tell** in an appropriate form.*

1. I don't believe you _____ the truth.
2. Listen carefully to everything they _____ to you.
3. Sean Penn is a really good actor, and he can _____ a good joke or story.
4. We hope he _____ us all about it today!
5. Kate _____ a word to me all the way home, and I didn't speak to her either.
6. My grandma _____ me to stay away from strangers.
7. Miles _____ a phrase that no one had ever heard before.
8. She is so honest that she _____ never _____ a lie in her life.
9. He _____ us that he had succeeded in business.
10. Maggie _____ that she had an appointment the following week.

SPEAK and TALK

	Uses	Examples
SPEAK	<ol style="list-style-type: none"> 1. physical ability to speak 2. knowledge and use of languages 3. one-way communication 4. formal lectures (to speak on a subject) 5. on the phone 	<ol style="list-style-type: none"> 1. He hasn't been able to speak for about a week now. 2. California alone has 5.5 million people who speak Spanish at home. 3. I feel embarrassed when I have to speak to my boss. 4. Today we are welcoming the Premier of Ontario, who is going to speak to us on Canada and the Constitution. 5. Hello. Could I speak to John Martin, please?
TALK	<ol style="list-style-type: none"> 1. conversational exchanges 2. informal situations 3. informal lectures (to talk about a subject) 4. talk sense / nonsense 	<ol style="list-style-type: none"> 1. Everybody was talking and laughing and telling stories of their youth. 2. Valerie, could I talk to you in the kitchen? 3. This is Mr John Nolan, who is going to talk to us about the upcoming holiday season. 4. Now you're talking sense! That's a good boy.

*Ex. 15. Complete the sentences with **speak** or **talk** in an appropriate form.*

1. — What do you call someone who _____ three languages?
— Trilingual.
2. Even though he (never) _____ to me about Julia, I know that he's thinking about her.
3. "Now you _____ nonsense and you know it", said Jerry's wife decisively.
4. "Hello, could I _____ to Mr Brydon please?" "Speaking!"
5. Dr. Mary Claire King is here, and she is going _____ to us on genetic research.
6. Bill and I _____ about doing something together for a long time.
7. Ginny was now crying so hard that she couldn't _____.
8. John Welchman, Professor of Art History, _____ on "American Art since 1945" on September 8 at 3:00 PM.
9. The service from my waiter was so awful that I had _____ to the manager about it.
10. For god's sake, you have absolutely no idea what you _____ about!
11. I'm not going _____ to you about statistics; I'm going _____ to you about my real-life story.
12. _____ anyone here _____ Hebrew or know what this means?

*Ex. 16. Translate into English using **say**, **tell**, **speak**, or **talk**.*

1. Гарри говорит, что никого не хотел обидеть.
2. Я ему верю — он ни разу в жизни не солгал.
3. Майк сказал мне, что остановится в гостинице.
4. Профессор Браун будет говорить о причинах нынешнего экономического кризиса.
5. Я советую вам поговорить об этом проекте с преподавателем.
6. Ребенок был настолько испуган, что не мог произнести ни слова.
7. Мария и Роза дома всегда говорили по-испански.

8. Доктор велел Марку соблюдать постельный режим и принимать лекарства.
9. — Могу я поговорить с мистером Джонсоном?
— К сожалению, в данный момент он отсутствует.
10. В этой передаче мы хотим поговорить с вами о курортах Средиземноморья.

PHRASAL VERBS *TELL* and *TALK*

Ex. 17. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying special attention to the phrasal verbs *TELL* and *TALK*.

1. to tell smb off (for)	The manager told Jane off for not doing her job.	
2. to tell on smb	Soon the strain of his work began to tell on his health.	
3. to tell smth / smb from smth / smb	Sometimes people can't tell a lie from the truth.	
4. to talk back (to smb)	In Japan, kids don't talk back to their parents.	
5. to talk smb into (smth / doing smth)	He somehow managed to talk me into starting the project.	
6. to talk smb out of (smth / doing smth)	My friend talked me out of buying the car.	

- a. возражать, дерзить
- b. сказываться на
- c. отругать, отчитать
- d. отговорить от чего-л.; разубедить делать что-л.
- e. убедить, уговорить сделать что-л.
- f. отличать, различать

Ex. 18. Recast the underlined parts so as to make them more natural. Use the phrasal verbs *TELL* and *TALK*.

1. The manager scolded Keith for being late for work again.
2. One way or another Ginny will persuade Harry to return to school.
3. He has never replied rudely to me, he's always been respectful.
4. She was a brave woman, but the long strain of daily danger was beginning to have a bad effect on her health.
5. Derek and Jill wanted to get married but her father persuaded them not to do it.
6. I think most of the drivers around here can't see the difference between a Porsche and a Toyota.
7. The pressure has definitely had a bad effect on the company's director.
8. Lizzie's twelve-year-old daughter is always replying rudely to her, slamming the door and stomping out.
9. These warlike dogs (Chow Chow) resembled lions so closely it was impossible to see the difference between them.
10. When everybody decided to go back home at once, Maggie didn't try to persuade them not to do it.

11. I haven't punished any of my children wrongly but I have scolded them.
12. Chips, candy, ice cream... with all these tempting snacks out there for our kids, it's hard to persuade them to eat something healthy.

Ex. 19. Translate the sentences using the appropriate phrasal verb.

1. Боюсь, невозможно **уговорить** Джона отказаться от своего намерения.
2. Бессонные ночи и стресс начали **сказываться на** нем.
3. Менеджер **уговорил** клиента поставить подпись под документом.
4. Лектор **отчитал** студентов за опоздание.
5. Ты **дерзил** родителям в детстве?
6. Мигель (Miguel) **не отличает** британский английский **от** американского английского.
7. Он **отговорил** сына **от** поездки в Африку?



Ex. 20. Make up a short story using as many phrasal verbs TELL and TALK as possible.

GRAMMAR

COMPARISON OF ADJECTIVES

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Ex. 21. A. Read the passage. Notice the use of adjectives. What are the ways to form the degrees of comparison of adjectives?

Glasgow, an industrial city beside the Clyde noted for shipbuilding, is **larger** than Edinburgh, and although it is not as **beautiful** as Scotland's capital, its university is more than 100 years **older**, its art galleries are even **more distinguished** (выдающийся, известный), its theatrical tradition is **stronger**, its churches possibly **grimier** (grimy — покрытый сажей), and its football teams **more famous**. According to the guide-books, Glasgow is one of **the liveliest** and **most cosmopolitan** destinations in Europe: it boasts **the best** shopping in the United Kingdom outside London, and **the most exciting** nightlife in Scotland.

B. Complete the chart with the missing forms.

Positive	Comparative	Superlative
large	larger	the largest
beautiful		
	older	
	more distinguished	
	stronger	
	grimier	
	more famous	
		the liveliest
		the most cosmopolitan
		the best
		the most exciting

Which of the adjectives in the chart can form the degrees of comparison in two ways? Which adjectives have irregular forms? What other irregular adjectives do you know? If in doubt, see the rules below.

Adjectives forming their comparatives and superlatives in two ways

Many two-syllable adjectives ending in *-er, -ow, -y, -le* and a number of other adjectives, such as *common, polite, pleasant, quiet, stupid, handsome* form their comparative and superlative degrees either by adding **er / est** or **more / most**.

*The answer was **simpler / more simple** than we had expected.*

*It is a small but spread-out town, **the pleasantest / most pleasant** part of which stands up above the river.*

*After two days' travel the valley gets **narrower / more narrow**.*

Irregular Adjectives

good bad old far	better worse older / elder farther / further	the best the worst the older / eldest the farthest / furthest
---------------------------	---	--



Notes:

1. **Elder / eldest** are used before nouns to speak chiefly about people in the same family.

*The **eldest** son inherited the house and became a country gentleman.*

Only **older** is used before *than* in comparisons.

*My sister is **older** than me.*

2. Both **farther / farthest** and **further / furthest** can be used to speak about distances.

*It is the **farthest / furthest** bridge downstream on the river.*

Only **further / furthest** is used in the meaning of "additional", "extra", "more".

*For **further** information, please contact the Postgraduate Division.*

***Further** instructions will be sent by post.*

Ex. 22. Fill in the gaps with appropriate comparative and superlative forms of the adjectives in brackets.

1. Oxford University is _____ (old) than Cambridge. In fact, it's the _____ university in England.
2. The period between October and February is the _____ (good) time to visit Bombay.
3. We can't go on with the project. We need to await _____ (far) instructions.
4. What's the _____ (common) mistake students make in tests?
5. Starting wars is _____ (easy) than stopping them.
6. The _____ (hot) summer on record across much of the middle US occurred in 1936.
7. Many people would like to live in a _____ (quiet) neighbourhood.
8. Alone in the Dark is the _____ (bad) movie of 2005.
9. Some people argue that first-born children are _____ (successful) and _____ (ambitious) than their _____ (young) brothers and sisters.
10. Basil was her _____ (young) son; when he was born his two _____ (old) brothers were nearly grown.
11. I am setting up a computer, and I want to know if there is a _____ (good) version to try.
12. Everything is _____ (expensive) than it was when my grandpa was a kid.
13. The new model of the car is _____ (bad) than the old one.
14. The _____ (narrow) part of the English Channel is the Strait of Dover.

BASIC PATTERNS OF COMPARISON

Degree	Pattern	Examples
Positive	as ... as not as / so ... as	<i>Revolution is as old as humanity. He is not so tall as his brother.</i>
Comparative	-er / more ... than* less ... than	<i>Their old place was smaller than my flat. Business is more exciting than any game. TV advertising is less effective than it was two years ago.</i>

Degree	Pattern	Examples
Superlative	the -est / most ... of / in / ever**	<i>Locating specific information is the easiest of all the reading strategies.</i> <i>Canterbury is one of the most attractive towns in Great Britain.</i>
	the least ... of / in / ever	<i>What is the least popular pop group?</i>



Notes:

- 1.* When *than* is followed by a personal pronoun, the object forms (*me, him, her, us, etc.*) are usually used.
*She is older than **me.*** (or: She is older than I am.)

- 2.** The preposition *in* is used with a word in the singular referring to a place or a group.

*The government is determined to make the health service one of the best **in the world.***

*She is among the brightest students **in the class.***

The preposition *of* is usually used before plural nouns.

*Cheshire is the oldest **of all the English cheeses.***

3. **Most** before adjectives can be used in the meaning of "very". In this case the indefinite article (before countable nouns in the singular) or no article is used.

*It was **a most disgusting sight.***

Это было чрезвычайно отвратительное / отвратительнейшее зрелище.

4. When only two persons, things, etc. are compared, sometimes the **comparative** degree is used instead of the **superlative**.

*He was the **tallest / taller** of the two men and he spoke with an air of authority.*

Ex. 23. Complete the sentences based on the text in Ex. 21 using the basic patterns.

- Edinburgh is ___ large ___ Glasgow.
- Glasgow is ___ largest city ___ Scotland.
- Edinburgh is ___ beautiful ___ Glasgow.
- Edinburgh University is ___ old ___ Glasgow University.
- Theatrical tradition in Edinburgh is ___ strong ___ in Glasgow.
- Shopping in London is better ___ in Glasgow.
- Glasgow is one of ___ cosmopolitan cities ___ Europe.
- Football teams in Edinburgh are ___ famous ___ in Glasgow.
- Nightlife in Glasgow is more exciting ___ in any other city in Scotland.
- Glasgow is ___ liveliest city ___ Scotland.
- Edinburgh is ___ beautiful city.
- Glasgow is ___ more popular ___ the two cities for shopping.

Ex. 24. Put the adjectives in brackets in the correct form and use the appropriate pattern of comparison.

- I don't like cities, even one (beautiful) Paris.
- He was two years (old) me, (tall), (handsome), (good) at sport.
- Orcs are (big) Goblins, (dangerous), (ambitious).
- Research shows that something (simple) a bowl of cornflakes can improve moods dramatically.

5. Some English people think that Britain's food was, is, and will continue to be among (good) and (safe) in the world.
6. Spencer was (old) nine children and the only one to survive infancy.
7. Some people say "Batman" is one of (bad) films of the 20th century.
8. Studying in Edinburgh provides a student with an opportunity to live and work in one (attractive) cities in the world. However, this city is not (exciting) Berlin, (trendy- сверхмодный) Hamburg, or (elegant) Munich.
9. GDP (Gross Domestic Product — ВВП) per head in that region is (high) the UK average.
10. Sandwiches are often (easy) and (varied) choice available at the local snack bar.
11. I think (exciting) sport to watch is football and (exciting) sport to watch is golf.
12. Thinking is (interesting) knowing, but (interesting) looking. (Goethe)

MODIFIERS USED WITH COMPARATIVES

Comparatives can be modified, that is made stronger or weaker with the help of certain words and phrases. The most commonly used modifiers are given in the table below.

Style	Modifiers	Examples	Russian
Neutral	much / far a little	much / far more successful a little more successful	намного успешнее (более успешный) немного успешнее (более успешный)
Informal	a lot a bit	a lot more successful a bit more successful	гораздо успешнее чуть успешнее



Note: Superlatives can be made stronger with the help of the modifiers *by far* (neutral) or *easily* (informal).

Ex. 25. Translate the word combinations into English (A — neutral style; B — informal style).

- A. Намного старше, немного опаснее, немного лучше, намного полезнее, намного приятнее, намного выше, немного хуже, намного привлекательнее, немного легче, немного дороже
- B. Гораздо моложе, чуть смешнее, гораздо труднее, чуть дальше, гораздо интереснее, чуть дешевле, чуть пониже, гораздо счастливее, гораздо проще, чуть повежливее



MODIFIERS USED WITH COMPARATIVES AND SUPERLATIVES

Note the modifiers used to make *comparatives*

- a) stronger: *even, (very) much, far, a lot, a great deal, somewhat*
 The most informal and commonly used in speech is *a lot*:
*This approach has proved **a great deal** more successful.* (more formal)
*We were **a lot** more successful with our team effort today.* (less formal)

b) **weaker: a little, slightly, a bit**

The most informal of these is **a bit**, which is very common in conversation:

*I am **a little** younger than most college students. (more formal)*

*I am **a bit** younger than you all. (less formal)*

Superlatives can be made stronger or weaker in the same way:

a) **stronger: by far, quite** (meaning "absolutely"), easily

The most informal and commonly used in speech is **easily**:

*Britain attracts **by far** the **biggest** share of Japanese and American investment in Europe. (more formal)*

*The meeting at the Washington Hilton was **quite** the **most important** conference I have ever attended. (more formal)*

*It is **easily** the **best** video game I have ever played. (less formal)*

b) **weaker: one of, some of**

*Oxford has **one of** the **worst** housing problems in the country.*

***Some of** the **most successful** rulers delegated their military responsibilities to effective generals.*

Ex. 26. Put the adjectives in the correct form. Make the comparatives (A) and superlatives (B) stronger. Pay attention to the style (formal or informal).

A.

- Singapore is not _____ (big) than the Isle of Wight and its population only numbers 3 m.
- Most women would agree that power makes a man _____ (attractive).
- In her opinion, a bad marriage is _____ (bad) than no marriage at all.
- Everyday computing skills can be taught in a variety of ways but some techniques are _____ (effective) than others.
- In the early 20th century, Britain was _____ (dependent) on continental markets than she ever accepted.
- I have been _____ (happy) since myself and my husband separated.
- I must say that the new booklet is _____ (good) than the previous one.
- A Roman legion was _____ (large) than a modern peacetime brigade in the British Army.

B.

- Comprehensive schools are now _____ (common) form of secondary education for pupils in England, Wales and Scotland.
- He was now _____ (influential) person in policy-making.
- The second game in the Star Wars trilogy is _____ (good).
- _____ (convenient, comfortable and enjoyable) way to holiday in Ontario is to tour by car.
- When you first see the house it is obvious the tower is _____ (old) section.
- This is _____ (funny) movie I've seen this year. In fact, it's _____ (funny) movie I've seen in a long time.
- Diwali is _____ (bright) and _____ (noisy) festival of India and worth experiencing while there.
- I thought it was _____ (bad) joke I've ever heard.

Ex. 27. Compare your academic life at school and at university. Think of as many differences as you can and tell the class about them. Use an informal style.

e.g. Life at school was **a bit easier**, but at the university it's **a lot more interesting**.
Entering the university is **easily the best thing** that has happened to me.

Ex. 28. Study the facts about Great Britain, the USA, and Russia.

A. Use the information to make comparisons about the countries.

Model: The UK has **a slightly higher** life expectancy **than** the USA and **much higher than** Russia.
In fact, the UK has **the highest life expectancy of** the three countries.

country	total area (thousand square km)	population (mln)	average life expectancy*	GDP (billion dollars)	GDP per capita** (thousand dollars)
UK	244.7	60	79	1,782	29.6
USA	9,364	295	77	11,750	40.1
Russia	17,075	143	67	1,408	9.8

* Life expectancy — продолжительность жизни.

** Per capita — на душу населения.

B. Work in pairs. Ask each other questions to compare the facts. You may make use of any other information about the countries.

Model: — Is the population in the UK **as large as** in the USA?
— No, it's **much smaller**. It's **the smallest of all the countries**.

Ex. 29. Translate into English.

A.

1. Элизабет немного выше своей старшей сестры.
2. «Бэтмен» — худший из фильмов, которые я когда-либо видел.
3. Глазго — самый крупный город Шотландии и один из самых посещаемых городов мира.
4. Виктор не так успешен в бизнесе, как его друг.
5. Пэм одна из лучших студентов в группе.
6. Решение не такое простое, как ты думаешь.
7. Их новый дом такой же большой, как старый.
8. Футбол — гораздо более захватывающая игра, чем гольф.
9. Ольга немного моложе своего мужа.
10. Какой вид транспорта самый безопасный?
11. Лондон такой же шумный, как Нью-Йорк?
12. Этот компьютер немного дороже, чем другие, но он намного лучше.

B.



1. К 1954 году у него была одна из самых успешных галерей современного искусства в Лондоне.
2. В Уэльсе самый высокий в Великобритании процент (proportion) курильщиков.
3. Майкл, их младший брат, обещал приехать из Лондона на Пасху (at Easter), а Люк, самый старший, отказался покидать Лондон.

4. Активный отдых намного лучше пассивного, поэтому специалисты рекомендуют прогулки, велосипед и плавание.
5. ВВП на душу населения в этом районе (region) Соединенного Королевства немного ниже среднего по стране.
6. Классификация естественного мира у (among) индейских племен Южной Америки такая же сложная и интересная, как у ученых-биологов (academic biologists).
7. Марк восседал за (presided behind) письменным столом размером с теннисный корт.
8. *Куин Мэри 2* — самый большой и роскошный (luxurious) из когда-либо построенных пассажирских лайнеров.
9. Учительница сказала, что девочка — самая умная и активная (make the superlative stronger) ученица в классе.
10. Британия все еще больше всех загрязняет (use “polluter”) моря Северной Европы.
11. Американская администрация пытается сделать Америку менее зависимой от иностранных энергетических ресурсов.
12. Джейк не хотел продолжать эксперимент, пока не получит дальнейших указаний.

ARTICLES

THE ARTICLE WITH PROPER NOUNS (I)

Ex. 30. Look through the following paragraph and fill in the gaps with articles.

The settlers who left ___ East Coast became pioneers to push westwards in thin lines along the rivers and then through the mountain passes. The American Frontier — that imaginary line dividing areas with more than two people per square mile from those with fewer — was at one time just on the other side of ___ Appalachian Mountains. Then it was found in the areas that are today known as the Midwest. Soon it was across ___ Mississippi. By 1853 ___ U.S. had acquired the entire western part of the country, by purchase, conquest and treaty. ___ Louisiana was sold by ___ France in 1803, while ___ Florida was ceded by ___ Mexico in 1819, other Mexican states joining the Union between 1821 and 1853. Of the two detached states ___ Alaska was purchased from ___ Russia in 1867, while ___ Hawaiian islands were annexed in 1898.

*Ex. 31. Check yourself: compare the articles you used with those in paragraph 4, text **The United States** (See Appendix). Suggest the rules for the use of articles with geographical names.*

Ex. 32. Study the tables below and find out if your suggestions coincide with the rules.

1. The article “the” is usually used with the names of:

<p>oceans seas rivers channels canals gulfs</p>	<p>the Arctic Ocean the Black Sea the Volga the English Channel the Suez Canal the Gulf of California</p>
<p>groups of lakes groups of islands peninsulas mountain ranges deserts</p>	<p>the Great Lakes the British Isles the Cola Peninsula the Urals the Sahara Desert</p>

2. The **zero** article is used with the names of:

<p>planets continents countries* states, provinces and counties cities</p>	<p>Mars, Venus Australia BUT the Americas Great Britain BUT the Russian <u>Federation</u> Texas, Alberta, Sussex Moscow, New Orleans BUT the Hague</p>
<p>bays an island (separate) a lake (singular) a mountain capes</p>	<p>Hudson Bay Sicily Lake Baikal Mount Everest Cape Cod, The Cape (= The Cape of Good Hope)</p>



Note: the article *the* is usually used

1. when *of* is part of the name

e.g.

The United Kingdom **of** Great Britain and Northern Ireland

The Bay **of** Biscay

The Cape **of** Good Hope

The Lake **of** the Woods

2. with the **plural** names of countries or when the word "republic", "empire", "kingdom", etc. is part of the name.

e.g.

The Netherlands, the Philippines, the Czech Republic

3. with the names of distinct geographic areas employing the points of the compass (the east, the west, etc.)

e.g.

The South

The Far East

The Midwest

The Middle East

But in combination with place names the **zero** article is used.

e.g.

North Africa

New South Wales

Remember: the use of the article *the* is not always determined by the rules. If in doubt, consult a dictionary or a grammar reference book!

*Ex. 33. Say each of the following items using **the** where necessary.*

Newfoundland, Baltic Sea, UK, Far East, Libyan Desert, United Arab Emirates, South-East Asia, Lake Geneva, Rocky Mountains, Hague, Hudson Bay, Indian Ocean, Cardiff, Manchester Canal; Asia Minor, Caucasus, USA.

*Ex. 34. Give English equivalents using **the** where necessary.*

Российская Федерация, Санкт Петербург, Большой Лондон, Темза, Ла-Манш, Аппалачи, Луизиана, Новый Орлеан, Потомак (река), Эдинбург, Восточная Англия, Пеннины, Саррей, Ближний Восток, Синайский полуостров, Техас, Монблан, Ватикан, Ирландская республика, Черное море, Крым, Нидерланды, Гаага, округ Колумбия, Мексиканский залив, Вест-Индские острова, Гибралтар, Гибралтарский пролив.

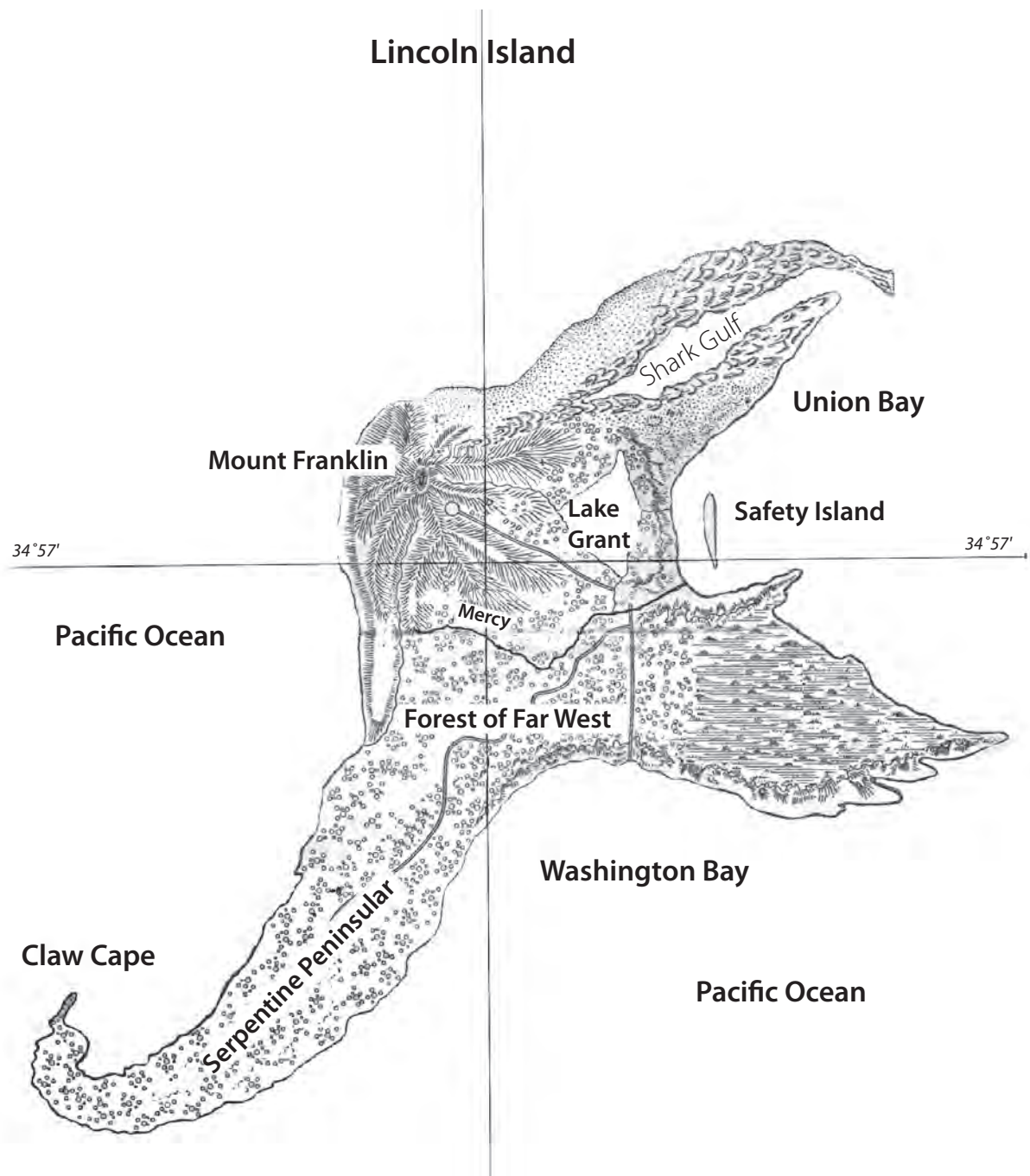
Ex. 35. Reading the map

In *Julius Verne's* novel *The Mysterious Island* five Americans find themselves on an uninhabited island lost in the ocean. Once they explored the island they decided to give names to its angles, points, etc.

1. Look at the map and comment on their choice of names. What principles do you think they followed?

Remember: to save space articles on geographical maps are omitted, but we USE them where necessary when we SAY the names.

2. Imagine yourself in a similar situation. What names would you suggest? Make a list of names (with articles!) and discuss it with a partner.



CHECK YOURSELF

1. Compare the countries using the information below.

country	total area (thousand square km)	population (mln)	average life expectancy	GDP (billion dollars)	GDP per capita (thousand dollars)
Australia	7,741	20	80	611.7	30.7
Canada	9,971	32	80	1,023	31.5
Russia	17,075	143	67	1,408	9.8

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to suffer the consequences
to be intended for teachers
to stay out of danger
below average
to have every intention of doing smth
to tell off a student for being late

to divide the party
to consist in doing smth
to agree to the idea
on average
an independent learner
to talk smb into speaking at a conference

достичь полного согласия
обладать независимостью
объявить о своих намерениях
состоять из нескольких заданий
придерживаться соглашения
нести убытки
суверенное государство
пережить кого-л. на несколько лет
сказаться на чем-л. здоровье

борьба за выживание
средний возраст
причинять страдания
с намерением сделать что-л.
разделить деньги между родственниками
объявить независимость
согласиться по всем вопросам
остановиться у друзей
дерзить родителям

3. What article is used with "land" objects? "water" objects? countries and cities? Add the definite article where necessary:

Bermudas, Hudson Bay, Netherlands, Mount Vesuvius, Danube, West Indies, Vatican, Iberian Peninsular, Venus, Venezuela, Far East, Hague, Appalachian Mountains, Lake Erie, Persian Gulf, South America, Central African Republic, Arctic Ocean, Mont Blanc, North Wales, Bay of Bengal, Antarctic, Argentina, Newfoundland, Mediterranean Sea, Strait of Dover, Brussels, Northern Ireland, Nevada Desert, Czech Republic.

4. Choose the correct alternative in italics.

1. *The* / a cheetah is *smaller* / more small than *the* / 0 lion or *the* / 0 leopard, but by far the *faster* / fastest.
2. The climbers made the *tiring* / tired trip to the top in approximately 8 hours.
3. 0 / *the* English Channel is probably one of the *most* / more famous stretches of water in *the* / 0 world.
4. If someone who *tells* / says lies is called a liar, what do you call someone who *speaks* / tells the truth?

5. Leiden, where Rembrandt was born, is one of the most beautiful *city / cities* in *0 / the* Netherlands.
6. Sooner or later, most children talk *back / off* to their parents.
7. *The / 0* grilled cheese sandwiches are the *easiest / more easy* meal to make.
8. Scott's illness was *shocking / shocked* news to both his friends and colleagues.
9. *0 / the* Venus is *younger / more young* than *the / 0* Earth, but *older / elder* than *the / 0* Mercury.
10. Driving while talking on *a / the* cell phone is as bad *as / than* or maybe *more bad / worse* than driving drunk.
11. *The / 0* New Amsterdam was *much more attractive / much attractive* to *0 / the* settlers *than / as* Curaçao.
12. *The / 0* Hudson Bay is *a / the* large, relatively shallow body of water in *the / 0* northeastern Canada.
13. All the embassies were awaiting *farther / further* instructions from their capitals.
14. Gill was so *exhausted / exhausting* that she couldn't *talk / speak*.
15. *0 / the* West Indies are a large group of islands that separate *the / 0* Caribbean Sea from *0 / the* Atlantic Ocean.
16. Basil's friend talked him *out of / from* signing the contract.
17. Val feels *embarrassing / embarrassed* when she has to *speak / talk* to her boss.
18. *The / 0* Godavari is both the *largest / most large* and the *most broad / broadest* river in *0 / the* Southern India.
19. The *excited / exciting* children got off the school bus and ran to the new classrooms.
20. Dr. King is going to *speak / talk* to us *about / on* the American Industrial Complex.

5. *Make up questions. Use the prompts in brackets and the replies to help you.*

1. (history / the English language / start) _____
It started with the arrival of Germanic tribes.
2. (language / inhabitants of Britain / speak) _____
At that time the inhabitants of Britain spoke a Celtic language.
3. (conquer / England / 1066) _____
It was the Normans who conquered England in 1066.
4. (speak French / ruling and business classes) _____
Yes, the ruling and business classes spoke French under the Normans.
5. (language / become / dominant / the 14th century) _____
English became dominant in Britain again in the 14th century.
6. (the dialect of London / become / the standard) _____
The dialect of London became the standard because most of the publishing houses were there.
7. (colonies / the USA / be / African countries) _____
No, no African countries were colonies of the USA.
8. (the infant United States / consist of) _____
The infant United States consisted of a long string of farming communities.
9. (American colonies / become / independent) _____
The American colonies became independent from Britain in 1783.
10. (the Civil war / last) _____
The Civil War lasted over four years, from 1860 till 1864.

6. *Check your knowledge of the USA using the sites:*

<http://www.funtrivia.com/playquiz/quiz2448901c09d38.html>
<http://www.historyteacher.net/USQuizMainPage>.



CHAPTER 2

The Turbulent Present

DIAGNOSTIC TEST 2

This test is to help the student and the teacher to decide which material in Chapter 2 to focus on (particularly when working outside the classroom).

I. GRAMMAR: THE BASICS.

CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. Tom _____ a letter since noon but hasn't finished it yet.
a) is writing b) has been writing c) has written
2. _____ coffee is grown in more than 50 countries around _____ world.
a) the / the b) 0 / 0 c) 0 / the
3. Frank _____ a cold. He is coughing.
a) has caught b) caught c) has been catching
4. He has experienced _____ personal suffering.
a) much b) a lot of c) many
5. _____ Arabic is one of _____ five official languages at the UN.
a) 0 / 0 b) the / 0 c) 0 / the
6. I finally _____ the house that I _____ in since 2003.
a) have owned / live b) own / live c) own/have lived
7. Mike _____! I can't stand it.
a) is always boasting b) always boasts c) has always boasted
8. _____ life of _____ first settlers was hard.
a) 0 / the b) the / 0 c) the / the
9. The government _____ an effort to keep prices as low as possible.
a) is making b) makes c) make
10. The department offers courses for _____ of the faculty.
a) all the students b) all students c) all of students
11. He _____ football since childhood.
a) hasn't been playing b) hasn't played c) doesn't play
12. Bob doesn't have _____ photos in his blog.
a) a lot of b) a great number of c) many
13. I _____ Susan all my life.
a) have known b) know c) have been knowing
14. _____ hunting was a favorite pastime for people, especially _____ rich people.
a) the / the b) 0 / 0 c) 0 / the
15. Alice _____ two books by Muriel Spark this month.
a) has been reading b) has read c) read
16. This is not a difficult task but still it demands _____ effort.
a) a few b) little c) a little
17. _____ water was undrinkable because of its taste and odour (запах).
a) 0 b) some c) the
18. Don't speak so loudly. Strangers _____!
a) are listening b) listen c) have been listening
19. His hands are shaking because he _____ furniture.
a) moved b) has moved c) has been moving
20. Everyone _____ tired of all _____ tension.
a) was / the b) were / 0 c) was / 0

4. help
a) ful b) less c) able
5. love
a) able b) less c) ful
6. enjoy
a) ful b) able c) less

VII. VOCABULARY: THE BASICS. CHOOSE THE RIGHT WORD OR PHRASE TO MAKE THE SENTENCE MEANINGFUL.

1. George has bought a house in a safe and _____ neighbourhood. (respected / respectable)
2. Both sides are interested in developing economic _____. (relations / relationships)
3. There're two pages _____ from the book. (missing / absent)
4. Julia _____ the flat with another girl. (divided / shared)
5. We _____ the plane by 20 minutes. (missed / were late for)
6. Jessica's doctor _____ her against going to the south. (threatened / warned)
7. The place had changed so much that I could hardly _____ it. (recognise / admit)
8. As I listened to Professor Janes talk, a question _____ to me. (happened / occurred)
9. I don't like _____ he always smiles at the wrong time. (how / the way)
10. William Rufus was so cruel that he was _____ and hated by all his people. (feared / afraid)
11. The crowd had formed a circle around him at a _____ distance. (respectful / respectable)
12. Helping your kids with their homework can really help them _____ at school. (go ahead / get ahead)
13. He _____ the train at the next stop and called 911. (got out of / got off)
14. Dale still hasn't _____ the defeat of his football team. (got over / got through)
15. This time you won't _____ your lies. (get away with / go away with)

VIII. VOCABULARY: THE PARTICULARS. CHOOSE THE RIGHT ANSWER TO COMPLETE THE SENTENCES.

1. People of good character are respectful _____ others.
a) to b) for c) of
2. The Japanese had superiority _____ the air forces of the three Allied nations at the start of World War II.
a) to b) over c) above
3. Bird flu poses a threat _____ a growing number of countries.
a) to b) for c) towards
4. Angela is _____ her way home from a trip to Spain.
a) in b) by c) on
5. The men showed no respect _____ the rest of the passengers on board.
a) for b) of c) to
6. The police easily recognised the criminal _____ the clothes he wore.
a) from b) by c) for
7. I felt very lonely at the concert tonight because I felt hostile _____ the crowd.
a) to b) for c) before
8. Young Saudis avoid travel _____ fear of being mistaken for terrorists.
a) from b) because of c) for
9. Then she really _____ down to work and started cooking dinner.
a) went b) got c) fell

UNIT 3

LAND OF PROMISE?

IN UNIT 3 YOU LEARN:

to make small talk
to ask for and give opinion
how to say «извините» in English
to speak about present events
to read faster and
to look for information

LANGUAGE FOCUS

present tenses
articles with uncountable nouns
every, each, all
phrasal verb "get"



SPEAKING 1. MAKING SMALL TALK (1)

Small talk (an informal conversation about things that are not important) is an essential part of social and business conversations.



PAIRWORK

1. *Decide which topics are appropriate for small talk. Explain your decision to the class.*

television;	the latest films;	gardening;
classical music;	cars;	how much you make / salaries;
sports;	current events;	the product you are selling;
religion;	your health problems;	your family; children;
fashion;	weather;	your boss;
politics in general;	political views;	your work.

2. *Which of these do you think are important small talk tips?*

- Have a few questions ready to get other people talking.
- Be the first to say 'Hello'.
- Wear your best clothes.
- During introductions smile and always shake hands.
- Make an effort to remember the names of the people. And use them!
- Listen more than you talk.
- Do not give a lot of detail in casual conversation.
- Do not answer your mobile.
- If given a business card, have a look at it first, then put it away in your shirt pocket / purse / wallet.
- Be the first to exit from the conversation.

USEFUL PHRASES:

1. *Conversation starters.*

Talking about the weather:

'Isn't it a 'lovely ↘ day?

'Beautiful ↘ day, ↘ isn't it?

What 'lovely / 'nice ↘ weather, ↘ isn't it?

It 'looks like it's 'going to ↘ rain / ↘ snow.

I 'hear they're 'fore'casting ↘ thunderstorms / ↘ showers all weekend.

Talking about current events:

Have you 'heard the ↗ news today / did you 'hear the ↗ news today?
 Have you 'heard / did you 'hear about the ↗ blackout / the ↗ floods etc.?
 I 'hear they have 'opened a 'new exhi ↘ bition hall at the Tretyakov Gallery.
 I 'read in the ↗ paper today } they are 'going to 'build a 'new ↘ shopping mall.
 'What do you 'think about the 'new 'Stephen ↘ Spielberg film?

At a social event:

Are you en ↗joying yourself?
 'Pretty 'nice ↘ place, } isn't it?
 Have you 'tried their ↗ sushi? } It's de ↘licious!
 Have you 'known the 'Browns ↗ long?
 This 'dress 'suits you 'very ↘ well. } Can I 'ask 'where you ↗ got it?
 How 'long have you been 'coming to this con ↘vention (conference, workshop, etc.)?

2. "Exit lines"

That's my ↘ bus / ↘ train / etc. } Must be ↗ going.
 They've just an'ounced my ↘ flight. } Must be ↗ going.
 There are a 'few 'people here I 'haven't 'said hel ↘lo to yet.
 I have to 'say hel ↘lo to some people.
 Can I 'get you a / another ↗ drink?
 I 'skipped ↘ lunch today } so I 'need to 'go to the ↘ buffet (['bʊfeɪ]).
 Ex ↘cuse me for a ↗ moment, } I 'need to have a quick 'word with Mr. ↘ Smith.
 Will you ex ↘cuse me for a ↗ moment?



PAIRWORK.

Match the conversation starters above with the right responses below.

Model:

A: 'Isn't it a 'lovely ↘ day?
 B: ↘ Yes, } 'summer has ↘ come at last.

A: I 'hear they have 'opened a 'new exhi ↘ bition hall at the Tretyakov Gallery
 B: ↗ Have they? } Well, } 'that's ↘ interesting.

Oh, yes, it's lovely.
 Yes, spring / summer / etc. / has come at last.
 Yes, we couldn't ask for a better day, could we?
 Looks like we are in for bad weather again.

Absolutely! (strong agreement)
 Oh, I love it!
 Yes, I know. They make the best sushi in town.
 Yes, I think the party / reception / etc. is a great success.
 It's my first / second / etc. / time here.
 I hardly know them, I'm afraid. A friend brought me here.
 Oh, thank you. I bought it in GUM / Selfridges. / I've had it for years.
 It's fantastic. His best I think.

Haven't seen it yet. I am not into the cinema, I am afraid.

Oh, no! How awful!

Yes, shopping malls are mushrooming here.

Practise saying the right thing.

What would you say? Choose a more appropriate response/starter.

1. At a bus stop.

A: We couldn't ask for a better day, could we?

B: I feel it might rain, you know. / Yes, I quite agree with you. There isn't a cloud in the sky.

2. At the university café (lunch break).

A: It smells good. Do you often have lunch here?

B: Now and then. It's not all that good. / Whenever I have time for a proper meal.

3. In the lift with a neighbour taking a new dog for a walk.

A: Hello. I see you have a new dog. Aren't pets messy? / What a lovely puppy! What is his name?

B: It's a bitch, actually. Don't you like dogs? / Thank you. Molly is the name. It's a she.

4. Queuing at the library.

A: It's terribly hot here, isn't it? / Is it always this slow? They must be half asleep!

B: It always is at this time of the year. They really should install air conditioning.

5. On a bench in the park.

A: It's so quiet and peaceful here, isn't it? / It sure is nice here, right?

B: I know. I love it at this time of the year.

6. At the office.

A: Hi, there! Are you new here? I haven't seen you around before.

B: Hi! I've only been here two months. I am in the Finance Department.

A: Oh, you must make more money than I do. I am in Marketing. / Are you? It must be quite interesting.

7. Two men are smoking in the lobby.

A: Did you watch the match last night?

B: No, I was working late. / I don't care for sports.

A: Too bad. It was a great game.

B: What was the score? / It's really a waste of time watching football.

8. At a networking⁶ event.

A: That overview that the Chairman gave was really good.

B: Absolutely! Brief and to the point. / Yes, a bit longish to my taste. I enjoyed the entertainment part better.

9. At a graduation party.

A: What a huge party! Too noisy to my taste. / What a wonderful party! So many interesting people to meet.

B: Yes, I know. / Yes, everyone is having a ball.

⁶ установление (деловых) контактов, налаживание связей (конференция, собрание акционеров и пр.)

10. At the opera (at your business partner's invitation).

A: How do you like it? What do you think of Gergiev?

B: Oh, it is fantastic. He is a man of genius. / It's good I suppose if you like that sort of thing.



PAIRWORK.

Start a conversation (a) and develop it (b) using the following hints:

Do's and Don'ts

Maintain eye contact. Smile.

Keep to 'safe' topics (weather, current events, entertainment, sports news).

No negative comments.

No personal remarks.

If you talk to people you've already met, try to remember what their interests are (sport, music, gardening, etc.).

Maintain an appropriate distance from the person you are talking to (at arm's length at least).

Situations:

At the International Forum:

Moscow Model of the European Union. MGIMO-University. Welcome Party:

1. You are a first-year student; you hardly know anyone and feel uncomfortable standing by yourself. Start a conversation with another student in a similar situation.
2. It's your second time at such a forum and you've met some people. Speak to one of them.
A possible start: 'Hello. Mark Fisher? Ivan Borisov — good to see you again.'
3. You are a post-graduate. You want to meet Jane Blake, a researcher from Glasgow University. Get someone to introduce you and start a conversation.
4. A participant you sat next to at the opening session is all by herself. Start a conversation.

At the airport. You've checked in, but the flight is delayed. Speak to a person waiting for the same flight.

At the Euritanian Embassy. Waiting for your turn to submit your papers. The guard at the door seems friendly. Say something nice to him.

At a hall of residence in Brighton. You've come to a summer language school. You are waiting for a room. Talk to the girl at the reception.

INTEGRATING SKILLS

Role-play. Make up dialogues appropriate in the situations below. Make use of speech patterns from the Introducing and Greeting People section (see Unit 1), conversation starters and exit lines.

A Christmas party for students and teachers at the Goethe Institute, Moscow. As one of the people doesn't speak German, speak English!

Roles:

Barbara, a German teacher at the Goethe Institute, Glasgow;

Jenny, her friend, who does not speak any German;

Frank, a programme manager from Berlin;
 Tatyana, a German teacher at the Goethe Institute in Moscow;
 Elena, a technical university graduate preparing for Oberstufe exam;
 Michael, a second-year student at MGU doing his first German course;
 Boris, a young businessman, a student on the Business German Course.

Ideas for role-plays:

coffee break at a conference;
 networking event;
 waiting for the train;
 on the train;
 at a birthday party.

ИЗВИНИТЕ: SORRY, EXCUSE ME, I BEG YOUR PARDON

Situation 1. ИЗВИНИТЕ, ВИНОВАТ(А).

Formal: I 'beg your ↘ pardon.

Neutral: I ↘ am sorry. I am ↘ very / ↘ awfully ↗ sorry. Ex ↘ cuse me.

Informal: I am ↘ sorry. ↘ Sorry.

Situation 2. ИЗВИНИТЕ, ЧТО ВЫ СКАЗАЛИ?

Formal: I 'beg your ↗ pardon / ↗ Pardon?

Neutral: I am ↗ sorry? Ex ↗ cuse me? (Am.E)

Informal: ↗ Sorry?

Situation 3. ИЗВИНИТЕ, НЕ МОГЛИ БЫ ВЫ ... (attracting attention).

Formal: Could I just ↗ trouble you for a moment?

Neutral: Ex ↗ cuse me. I am ↗ sorry.

Informal: ↗ Sorry.

Note:

When you are unhappy or ashamed about what you **have done** use *I am sorry*.

The same phrase is used to express sympathy with someone in a difficult situation.

When you want to apologize for a slight mistake use *Excuse me* or *I beg your pardon* (fml).

When you want to ask smb to move to let you pass, etc. use *Excuse me*.

A polite answer to an apology is *It's all right / That's all right / No problem*.

Practise saying the right thing.

Match the dialogues with the situations above and read them aloud using the right tone. Learn them by heart.

1. **A:** I never expected you to let me down!
B: I am sorry.
2. **A:** Excuse me! I need to get off at the next stop.
B: Sorry. There is a suitcase blocking the way.

3. **A:** That Pilcher woman is going out with your nephew!
B: I am sorry. I didn't quite catch what you said.
4. **A:** Have you brought the papers?
B: Sorry! I guess I left them at home.
5. **A:** The director has decided to sack (уволить) ten workers in your department.
B: I beg your pardon? It's so noisy here!
6. **A:** You used my mobile again!
B: I am awfully sorry. Mine is temporarily blocked.
7. **A:** I want this report on my desk by noon!
B: Sorry, I don't think I can do it in one hour!
8. **A:** Excuse me! Can you tell me the way to the Zoo?
B: Sorry. I'm afraid I don't know. (I didn't know we had a zoo!)
9. **A:** I booked tickets for Toska last Wednesday. My name is Bergkamp.
B: I'm sorry, what was your name again?
10. **A:** I got the letter today. I failed to get the grant again!
B: I am so sorry.

What would you say?

Fill in the gaps. If in doubt, consult Appendix.

At a restaurant.

Customer: _____. The meat is rare (с кровью) and I asked for medium!

Waiter: _____. I'll change it.

On the bus.

Passenger: _____. What is the next stop?

Driver: Kensington Gardens.

Passenger: _____ ?

Driver: KENSINGTON GARDENS!

At the newsagent's.

Customer: _____. Do you have a 5-pound international calling card?

Newsagent: _____. We only have 10-pound ones.

Customer: Can you change a five-pound note?

Newsagent: _____. I don't have any small change.

At the theatre. The curtain is about to rise.

A: _____. I hate to bother you. My seat is right in the middle.

B: That's all right.

A: _____. I am afraid this is my seat.

C: _____. I thought nobody was coming.

At the bar.

A: It's your round, Jiggs, isn't it?

B: _____, I thought we were going Dutch.

At the ticket office.

A: Good morning. I'd like a second-class ticket to Glasgow for the ten o'clock train tomorrow.

B: _____. Only first class is left. You can take the ten-fifty train.

A: _____?

B: There are second-class tickets for the TEN-FIFTY TRAIN.

A couple talking.

A: _____. I can't go out tonight.

B: _____. I thought you said you were free tonight.

A: I know I said that. But Mum called to say Dad was taken to hospital.

B: _____. I'll ring you up tomorrow then.

At the corner of the street.

A: _____. Do you have the time?

B: _____. My watch is fast. It must be around 11.

Role-play. Make up dialogues appropriate in the situations below.

1. It's lunch time and the restaurant is full. You want to pay your bill and you have been trying to attract the attention of the waiter for some time now.
2. You are at the airport. Your fellow-traveller can't make out the announcement about the delay of your flight and keeps asking you to repeat it.
3. The professor insists you hand in your term paper next week. However, you distinctly remember the deadline is in two weeks' time.
4. You pushed an old man when getting on the bus.
5. You are trying to book a room at a hotel in Edinburgh for the next week-end. The receptionist can't write your name correctly.
6. At the shop. You want to change the shoes you bought because they turned out to be navy, and you wanted a black pair.
7. You ring up a friend to have a chat. She tells you yesterday was her birthday (you didn't send her a birthday card or phone).
8. You have just arrived at a small seaside town. You are trying to find your hotel. The people you ask are all strangers there.



**SPEAKING 2. STATING OPINION
AND ASKING FOR OPINION (1)**

A FEW WORDS ON INTONATION AND STRESS

Apart from pronunciation, stress and rhythm are equally important for communication. A statement is normally pronounced with the falling tone on the Tonic (the syllable of the greatest stress). What is more, the voice rises slightly on each stressed syllable and then falls slightly below the pitch (уровень тона) it was at before.

e.g.

'Most 'capitals are cosmo ↘ politan cities.

Note: such words as articles, one syllable prepositions, auxiliaries, modal verbs, most pronouns, etc. are NOT normally stressed.

e.g.

I 'don't 'know any ↗ French, } but my ↘ English is good.

The rhythm of an English sentence is such that stressed and unstressed syllables alternate.

e.g.

There are 'many 'ethnic 'groups in ↘ London □ □ ■ □ ■ □ ■ □ ■ □.

The Tonic is usually the last stressed word in a sentence, but the speaker can put emphasis on a different word to change the meaning.

COMPARE:

1. He 'went to Cali'fornia to 'get sup ↘ plies.
2. He 'went to Cali ↘ fornia to get supplies.

OR

1. I ↘ knew you would help me. (you did)
2. I 'thought you would ↘ help me. (you did not)

Practise reading the poem.

And 'crossing the 'Channel one 'cannot say ↘ much ||
 For the ↗ French or the ↘ Spanish, } the ↗ Danish or ↘ Dutch; }
 The 'Germans are ↘ Germans, } the 'Russians are ↘ red; }
 And the 'Greeks and I'talians eat ↘ garlic in bed. }
 The 'English are ↘ moral, } the 'English are ↘ good }
 And ↘ clever } and ↘ modest } and, misunder ↘ stood...

(Michael Flanders and Donald Swann)

What idea, in your opinion, does this poem express?

I. STATING ONE'S OPINION

USEFUL PHRASES:

I think ...

I believe ...

I feel ...

I'm fairly certain...

It's my opinion that ...

I'm pretty sure that ...

*State **your** opinion using a phrase from above. Decide which word is the Tonic.*

e.g.

I think 'Moscow is a ↘ nice city to live in. OR I believe 'Moscow is a ↘ difficult city to live in.

1. Moscow is a nice / difficult city to live in.
2. People in the county / small towns / large cities are much friendlier than

3. English people are cold and reserved / polite and friendly.
4. Young Europeans are more / less independent than young Russians.
5. University students have a lot more / less freedom than schoolchildren.
6. Students should / shouldn't marry before they graduate.
7. One should marry within their race.
8. It is important / unimportant to marry within you religion.
9. Mixed marriages are never / rarely / often a success.
10. Religion or race does not matter / matters when you are in love.

Add more of your own.

II. ASKING FOR OR GIVING OPINION (TAG QUESTIONS)

Tag questions (those little questions at the end of a sentence) are of two types.

1. The speaker is not sure of the truth of the statement he/she makes and in fact is asking a question (rise).

e.g.

You 'didn't 'take my ↘ book, ↗ did you? || — 'No, I ↘ didn't. — 'Yes, I ↗ did.

2. The speaker makes a statement he/she believes to be true and expects agreement (fall):

e.g.

You are ↘ students, ↘ aren't you? || — 'Yes, we ↗ are.

Note: if the main sentence is in the affirmative, the tag question is in the negative.

e.g.

It is cold today, **isn't** it?

If the main sentence is in the negative, the tag question is in the affirmative.

e.g.

You have **no** classes in the evening, **do** you?

Practise saying tag questions with the right intonation. Make sure the students of your group / your listeners understand whether you are asking a question or making a statement (sentences 1 and 3 are done for you).

1. We 'don't have 'classes on ↘ Sunday, ↗ do we? [+]
2. It's dark at 7 (when we get up), isn't it?
3. We 'have to 'sit a ↘ written e.xam in •English, don't we? [?]
4. You finished school this year, didn't you?
5. Everybody wants to be respected, don't they?
6. This grammar book is no longer on sale, is it?
7. You have been abroad, haven't you?
8. Nobody likes to be criticised, do they?
9. You will come and have lunch with me after classes, won't you?
10. I am right, aren't I? (= am I not?)
11. You can't talk and read at the same time, can you?
12. Taking entrance exams was a great strain, wasn't it?
13. There is always hope, isn't there?
14. Let's practise asking tag questions, shall we?



PAIRWORK 1.

Ask each other tag questions

- a) about: the weather, food, traffic, and other trivial things;*
- b) on the texts in Reading 1.*

e.g. Traffic on Monday mornings is awful, isn't it?



PAIRWORK 2.

Can you read the map?

Ask each other tag questions and answer them using the map of the World Religions (See Supplement).

e.g.

A: Christianity has spread throughout the New World, hasn't it?

B: Yes, it (certainly) has. Both Americas belong to the Christian world now.

REMEMBER THE ADJECTIVES:

Christianity [kristi'ænəti] — Christian [kristʃən]

Catholic [kæθɪk]

Protestant [prɒtɪstənt]

Russian / Greek Orthodox [ɹ:θədɒks]

Islam [ɪzlɑ:m] — Islamic [ɪz'læmɪk]

Buddhism [bʊdɪzəm] — Buddhist [bʊdɪst]

Hinduism [hɪndu:ɪzəm] — Hindu [hɪndu:]

Shintoism [ʃɪntoʊɪzəm] — Shinto [ʃɪntoʊ]

Judaism [dʒu:deɪɪzəm] — Judaic [dʒu:'deɪɪk]

USEFUL COLLOCATIONS:

to belong to / to follow / to practice / to adopt / to convert to a religion;

to be (predominantly / mostly / mainly) Christian / Islamic / etc. by religion;

a religion is spread;

a great / major / dominant / world / widespread religion.



READING 1. THE LEGACY OF THE PAST: RACISM IN BRITAIN

PRE-READING QUESTIONS.

1. How does the collapse of an empire change the map of the world? Can you give examples?
2. What consequences do people face when an empire disintegrates:
 - a) within the former ruling country; b) in former dependent territories?
3. Why, in your view, are there so many multiethnic communities in modern Britain? What problems might this lead to?

Look at the subtitles. What do you expect the text to be about? Look through the text quickly to find out if you guessed right.

Read the epigraph. What idea do you think is expressed in it?

*The English left behind them in India and elsewhere churches in Victorian Gothic style. Now Regent's Park(1) in London is overshadowed by a gilded mosque(2).
The wheel has come full circle.*

Text A.

The word 'Empire' is no longer in use. The term 'Commonwealth' has already been used for a long time to describe the independent countries associated under the British crown. Within the Commonwealth Canada, Australia, New Zealand and South Africa are Britain's first equal partners. The Commonwealth has no formal institutions, though informal contacts are well maintained. After 1945 its structure produced a new problem. Citizens of countries in the Commonwealth were free to emigrate to Britain, and by 1961 the numbers were so great that the Government decided on restriction. Nonetheless, by 1978 about two million people with origins in India, Pakistan, Bangladesh and the West Indies were living in Britain. There has always been some racial prejudice among the English. Today with the continuing change in the make-up of the population racist feelings in Britain seem to be on the rise.



What is racism according to the young?

Having to keep relationships secret

"I can't walk down the street with my boyfriend because our families wouldn't approve of us going out together." Lisa, 15

Being singled out

"I was in McDonald's and these lads said to my friend, 'Why are you going around with a Paki?' and pointed at me. Then they made jokes about there being a smell of curry." Parveen, 17

Ignorance at home

"My mum says she doesn't really mind my having black friends, but she would draw the line at me going out with 'one of them.'" Karl, 15

Not getting the respect you deserve

"I hate the way people speak to me as though I can't speak English, just because my parents are Chinese. They own a take-away and you would not believe the abuse they have to endure." Anna, 18.

Racial discrimination

Racism is a belief that some races are superior based on the false idea that things like skin colour make some people better than others.

The Race Relations Act of 1976 makes it unlawful to discriminate against anyone because of their race, colour, nationality (including citizenship), ethnic or national origins. It applies to: jobs, training, housing, education, services from councils, the health system, banks, pubs, clubs, restaurants, accommodation agencies, etc.

Despite the law, racial discrimination, as well as racial harassment and violence, are still widespread, and run through all areas of society. On average, a racial attack occurs every half hour. Black people are 60 times more likely than white people to be targets. Asian people, particularly women and children, experience the highest number of attacks.

The law cannot change, or do anything about, people's attitudes, particularly when racism is not legally recognised. It is also often difficult to prove that discrimination is happening.

Whites are not the only people who show racial prejudice. Blacks, Asians and Jews can be just as hostile in their attitudes to other groups.

Anti-racist organisations

There are many organisations, both locally and nationally, who are actively fighting against all forms of racial discrimination.

The Commission for Racial Equality exists to enforce the Race Relations Act, and will help anyone who feels they have been discriminated against.

Notes:

1. Regent's Park is one of the Royal Parks of London. It is in the northern part of central London.
2. The London Central Mosque (more commonly known as Regent's Park Mosque), is the principal mosque of London. It was founded during World War II, in recognition of the substantial Muslim population of the British Empire and its support for the Allies during the war. The construction was completed in July 1977.



The London Central Mosque is easily recognizable by its large golden dome and stout 140-foot minaret on the edge of Regent's Park.

Read the text for detail and answer comprehension questions.

1. Is Great Britain the formal leader of the Commonwealth?
2. What problem did Great Britain face by 1961?
3. What kind of racial prejudice do the young British people complain about?
4. What does the Race Relations Act say?
5. Who suffers most from racial discrimination in Britain?
6. Does the law effectively protect the victims of racial discrimination? Why (not)?
7. What is being done to improve the situation?

VOCABULARY LIST

Ex. 1. Study the Vocabulary List and translate all the examples.

1.	describe, v.	<p>описывать; характеризовать to describe smb / smth to smb He described to me what had happened to him in summer. to describe smb / smth in detail (sing.) <i>подробно описывать кого-л./ что-л.</i> to describe smb / smth as good / useful / harmful, etc. <i>назвать (охарактеризовать) кого-л./ что-л. хорошим / полезным / вредным и т.д.</i> Grant described the judge as a fair man. <i>Грант назвал судью справедливым человеком.</i></p>
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	description, n.	описание to give a short / detailed / accurate description <i>дать краткое / подробное / точное описание</i> The book gave a detailed description of the battle. to fit / match the description <i>соответствовать описанию</i> Dale fitted the description of a black man the police were looking for.
2.	decide, v.	решать, принимать решение Because of the fever, he decided to stay in bed. Julia has to decide between a career of a university lecturer and that of a "lady novelist". to decide for oneself Each must decide for themselves what is right or wrong. to decide against / in favour of smth / doing smth <i>отказаться от чего-л., решить не делать чего-л. / выбрать что-л., решить сделать что-л.</i> He decided against telling his wife about the meeting with the debt collector. After a long argument, they decided in favour of a traditional wedding ceremony. to decide on smth <i>остановить свой выбор на чем-л., выбрать что-л.</i> Have you decided on the dress to wear to the reception?
	decision, n.	решение an important / difficult / hasty / final decision to make / take / come to / arrive at a decision <i>принимать решение</i> Who takes important decisions in your firm? a decision on / about The committee hasn't announced its decision about the project. The decision on whether to buy another Boeing will be made next week.
	decisive, adj.	1) имеющий решающее значение, определяющий a decisive role / factor / argument The battle of Stalingrad was the decisive battle of World War II. 2) твердый, решительный (о человеке, действиях) The country needs a decisive leader.
3.	respect, n.	уважение, почтительное отношение deep / great / mutual respect to earn / to win / to gain smb's respect <i>завоевать чье-л. уважение</i> to lose smb's respect <i>потерять чье-л. уважение</i> to have / to show (no) respect for smb / smth <i>(не) уважать кого-л. / что-л., (не) проявлять уважение к кому-л. / чему-л.</i> Jane went to medical school out of respect for her father's wishes. Elderly people should be treated with respect.
	respect, v.	уважать, чтить British industry is again respected in Europe. to respect smb very much / deeply / greatly Her colleagues respected her for professionalism and a good sense of humour. to be internationally / widely respected He is widely respected as a politician.

	respectable , adj.	представительный, респектабельный Ernest Hemingway was born in 1899 at Oak Park, a highly respectable suburb of Chicago. a respectable life / trade / career, etc. to be / to look / to become respectable
	respectful , adj.	почтительный, вежливый In Asian countries, young people are always respectful of the elderly.
	respected , adj.	уважаемый a (highly) respected person / organization
4.	way , n.	1) способ, манера a / the way to do / of doing smth We must find a way to defend our interests. He knows a lot of ways of making easy money. If you lift heavy weights in the wrong way, you can hurt yourself. Where there's a will, there's a way = <i>Где хотенье, там и уменье.</i> 2) путь Can you show / tell me the way to the nearest park? to find / lose one's way <i>найти дорогу / потеряться</i> to be / stand in the / one's way <i>стоять поперек дороги, мешать</i>
5.	own , v.	обладать, владеть Like many other pop stars, Britney Spears owns several restaurants. a state-owned company
	owner , n.	владелец, собственник At the entrance, the tourists were greeted by the owner of the hotel. dog / car / restaurant owner
6.	superior , adj.	лучший; превосходящий (по качеству, статусу и т.д.) superior skill / knowledge superior power to be / seem / become superior to smb / smth He is superior to his colleagues. superior in smth This machine is greatly superior in quality to older models.
	superiority , n.	превосходство to achieve superiority to enjoy/to have superiority over smb in smth Do the right-handers have superiority over the left-handers in sports?
7.	relation , n.	1) (usu. pl.) отношения (официальные, более отстраненные, чем relationship good / friendly / strained relations <i>хорошие / дружеские / натянутые отношения</i> economic / political / international relations to have / establish relations with smb / smth We intend to develop friendly relations between the two countries. to break off relations with smb / smth The USA broke off diplomatic relations with Cuba in 1961. <i>США разорвали дипломатические отношения с Кубой в 1961 году.</i>

7.	relation , n.	<p>2) отношение , связь (<i>usu. sing.</i>) to have no / little / direct relation to smth Such information does not have direct relation to national security. in relation to в отношении, что касается What is the Government's policy in relation to environmental protection?</p>
	relationship , n.	<p>1) взаимоотношения (личные, более близкие, чем relation 1) friendly / happy / long-term relationship(s) дружеские / счастливые / длительные отношения The article compares marriage with other long-term relationships. to have / to build / to establish relationships to have a relationship (with smb) иметь роман, быть в романтических отношениях (с кем-л.) to break off the relationship порвать с кем-л. 2) связь, зависимость (<i>Syn. relation 2</i>) The chapter looks at the relationship between religion and science.</p>
8.	discriminate , v.	<p>ставить в неблагоприятные условия, проводить политику дискриминации, ущемлять права The new law discriminates against women and the elderly. Someone may discriminate against you because they believe you belong to a different racial group.</p>
	discrimination , n.	<p>дискриминация, ущемление прав to suffer (from) / to face discrimination Many women still suffer (from) discrimination at work if and when they have children. to fight (against) discrimination discrimination against smb It is high time to stop violence and discrimination against children.</p>
9.	widespread , adj.	<p>широко распространенный to be / become widespread Bank robbery became widespread after the invention of guns. Diseases are widespread among the poor.</p>
10.	occur , v.	<p>1) происходить, случаться Nothing interesting occurred while you were away. crises / failures / changes / incidents / events occur 2) приходить на ум It occurred to me that... A question / thought / idea occurred to me.</p>
	occurrence , n. [ə'kʌrəns] [ə'kɜ:rəns]	<p>событие, явление, случай common / everyday / widespread / rare occurrence Stress is a regular occurrence in city dwellers.</p>
11.	recognize , v.	<p>1) узнать, опознать John recognized Mrs Kemp by her kind and open face. to recognize smb / smth easily / hardly 2) признать to recognize smth formally / officially / legally The government has officially recognized that the rate of inflation is higher than it was expected. The world has long recognized the Beatles as brilliant performers.</p>

	recognition, n.	<p>1) узнавание Jack looked at his mother without recognition. Today plastic surgeons can change a person beyond recognition. <i>Сегодня пластические хирурги могут изменить человека до неузнаваемости.</i></p> <p>2) признание official / international recognition (of smth) to gain / to receive / to win recognition (for smth) Somerset Maugham gained recognition for his realistic short stories.</p>
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VOCABULARY PRACTICE

Ex. 2. Fill in the gaps with the correct word. The first letter is given to help you.

1. The headmistress was **d**_____ as a thin and rather nervous woman.
2. By the nineteenth century it was a highly **r**_____ area where bankers and brokers lived.
3. Sam didn't want to make a final **d**_____ until he had all the information.
4. Real learning can **o**_____ only when the learner actively participates in the process.
5. During the Cold War, the Pentagon tried to achieve military **s**_____ over the Soviet Union.
6. English is **r**_____ as a language of international communication.
7. A lot of people don't **o**_____ their houses or businesses, but many people **o**_____ cars and bicycles.
8. The **d**_____ moment of the match was when the forward got a red card.
9. The company won **r**_____ for its outstanding customer service.
10. Write a short **d**_____ of your strong and weak points.
11. In the early 1700s, the American state of Virginia declared that all white men were **s**_____ to black men.
12. Each must **d**_____ for themselves what is right, wrong, appropriate or inappropriate behaviour.
13. If I can help you in any **w**_____, please let me know.
14. The **s**_____ complex is a feeling of **s**_____ over other people.
15. He can **d**_____ between what is good and what is bad, and yet chooses the bad.
16. When you're a teenager love at first sight is a common **o**_____.
17. In the article, I plan to discuss economic power, what the term means and the **r**_____ between wealth and political power.

Ex. 3. Bring out the difference in the meanings of the words in bold type. Translate the phrases using a dictionary when necessary.

1. Discrimination is part of our society; we all discriminate against each other in **one way or another**.
2. In the 30s, many Americans thought there was no **way out** of the Great Depression.
3. The manager was **on his way to** the elevator when his cell phone rang in his pocket.
4. Have you seen Kate today? — Oh, yes, I met her **on the way** to the cafeteria. **By the way**, how do you like her new hairstyle?
5. "I **hate the way** people speak to me as though I can't speak English, just because my parents are Chinese," Anna said to the reporter.
6. The government is trying to **find a way** to help industries overcome the crisis.
7. I'm afraid I've **lost my way**. How can I get to the Lafayette Galleries?

8. The emperor ordered his men to destroy the village because it **was in the way of** his new palace.
9. She took the news that he was leaving for Paris **in the wrong way** and decided to end their relationship.
10. Did you like his new book? — **No way!** It is so boring.
11. I like the cleanliness of England and I also **like the way** the cars drive on the wrong side of the road.
12. The old colonial system **stood in the way of** progress and development.

Ex. 4. Study the following sentences paying special attention to the word OWN. Translate the phrases using a dictionary when necessary.

1. We want to have an apartment **of our own**.
2. Some of *Robinson Crusoe's* ideas are based on Daniel *Defoe's* own experience in Moorish captivity (мавританский плен).
3. It never occurred to him that living **on his own** would be so difficult.
4. Describe in **your own** words what the main characters of the story feel.
5. Michael thought it was in **his own** interests to tell the boss about what had happened in his absence.
6. The participants of the show offered **their own** explanation of the President's decision.
7. Do you need help with repairs? — No, I'll do everything **on my own**.
8. Every person should mind **his** or **her own** business.
9. Maria had no children **of her own**.
10. Women can raise sons **on their own**, but it's difficult for a woman to teach a young boy how to be a man.

Ex. 5. Translate into Russian paying special attention to the Active Vocabulary.

1. "I would love to be in a **relationship** with someone who is famous," said one of the girls waiting outside the singer's make-up room.
2. Fowler, a **respected** ex-Cabinet minister, declined a request to join the opposition.
3. Corruption in the public sector (государственный сектор) is a **widespread occurrence** around the world.
4. How do parents **decide** between public and private school?
5. In matriarchy, women are **superior** to men in every way.
6. Low prices are **decisive** for the success of a product.
7. The article says that the new electoral law **discriminates against** independent candidates.
8. The police officers searched the area where the incidents **occurred** and discovered a car that matched the **description** given by the three girls.
9. The memoirs give fresh details about the writer's family life, his difficult **relations** with his first wife.
10. In Europe, during the great cholera epidemic of 1831, homoeopathy (гомеопатия) proved its **superiority** over the other methods of treatment.
11. It was the first time that it had **occurred** to Ken that his brother had always wanted to start his **own business**.
12. The police are looking for the **owner** of this purple Cadillac.
13. **Discrimination** against older people in favour of younger ones is a common occurrence in many countries.
14. Most students **described** the test as difficult.
15. The World Health Organization has **recognized** alcoholism as a disease since 1951.
16. At the end of 18th century Middleton had a population of about 4,000 and was a respectable town.

Ex. 6. Match a verb in A with a noun in B (See the Vocabulary List). Some words can form several collocations. Illustrate their use with sentences of your own.

A		B	
to achieve	to lose	a decision	respect
to build	to make	way	superiority
to face	to match	discrimination	a description
to fit	to win	recognition	
to give		relationship	

Ex. 7. Odd one out. Find in each set one word that does not go with the main one.

DECISIVE: victory, person, factor, respect, moment;

WIDESPREAD: corruption, survival, recognition, use, occurrence;

RESPECTED: scholar, figure, businessman, discrimination, newspaper;

RESPECTABLE: gentleman, career, place, citizen, shame;

SUPERIOR: tone of voice, disrespect, collection of wines, standards of service, qualifications.



Ex. 8. Short story contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability);
3. grammatically correct sentences.

Ex. 9. Work in pairs. Answer the following questions using the Active Vocabulary.

1. Are you a **decisive** person? Does it usually take you long to make a **decision**?
2. What do you think is the best **way** to learn a language?
3. What do teens do to win the **respect** of their peers?
4. What new technologies have gained **widespread** popularity with young people? Why?
5. Why do you think Internet piracy [ˈpaɪrəsi] has become a **widespread occurrence**?
6. Name several public figures that are widely **respected**. What have they won **respect** and **recognition** for?
7. There's a popular belief that pets can say a lot about their **owners**. For example, dog-lovers are believed to be good-natured and friendly; cat-owners are thought to be independent, etc. Do you agree?
8. What does a healthy **way** of life consist in?

Ex. 10. Translate the sentences in English using the Active Vocabulary.

1. Винсент ван Гог (Vincent van Gogh) не получил **признания** своего таланта при жизни и умер в бедности.
2. Лекарства могут быть очень опасными, если пациент принимает их **неправильно**.
3. Не думаю, что все товары, произведенные за границей, **лучше** по качеству, чем товары, произведенные в нашей стране.
4. Можно я возьму твою машину? — **Ни в коем случае!**
5. Было ясно, что он никогда раньше не был в Бостоне. Я понял это (I could tell that from) **по тому, как** он рассматривал улицы.
6. **Признание** независимости Боснии и Герцеговины (Bosnia — Herzegovina) европейскими странами и США вызвало серьезные трудности.

7. Он всегда хотел иметь **собственный** дом в пригороде Лондона.
8. Я не испытываю большого **уважения** к людям, которые **ущемляют права** других.
9. Эмоции **мешали** его карьере.
10. Когда Стив окончил школу, ему пришлось **выбирать** между художественным училищем (art college) и университетом.
11. Фред надеялся, что **так или иначе** он станет лучшим дизайнером года.
12. Почему ты думаешь, что ты лучше других (**превосходишь** других)? Если ты будешь продолжать доказывать своё **превосходство**, ты потеряешь всех своих друзей.
13. Двое подростков **шли** в школу, когда они увидели человека, который точно (perfectly) **соответствовал описанию** пропавшего (missing) юноши.
14. В последние годы мобильные телефоны получили такое широкое распространение (стали такими **распространёнными**), что сейчас трудно представить себе (вообразить) жизнь без них.
15. **Отношения** между отцом и дочерью были основаны (were based) на взаимном уважении.

WORD BUILDING

Ex. 11. Forming adjectives. Analyze the following patterns. Form as many adjectives as possible from the suggested words using the appropriate suffix and explain how the resulting adjective is connected with the original word.

Pattern 1	V + -able -ible	<u>understandable</u> <u>divisible</u>	that can be understood that can be divided
Pattern 2	N + -able -ible	<u>comfortable</u> <u>terrible</u>	characterized by / bringing comfort bringing terror; causing harm
Pattern 3	N + -ful	<u>eventful</u>	full of events
Pattern 4	N + -less	<u>hopeless</u>	without hope

to believe, use, fashion, to imagine, taste, pain, to enjoy, sense (здравый смысл), knowledge, care, to love, aim, fear, to eat, hair, to separate, to advise, effort, peace, horror

Do all -less adjectives on the list have -ful adjectives as their opposites?

Ex. 12. Explain what are these:

- | | |
|-------------------------------------|-------------------------|
| a) the wireless Internet; | f) a heartless tyrant; |
| b) microwavable food; | g) fruitless efforts; |
| c) a downloadable book; | h) a colourless person; |
| d) a cordless phone; | i) a painless solution; |
| e) a clickable map of Great Britain | j) an ageless actress |

Ex. 13. Use the derivatives of the words in brackets in the correct form. Translate the sentences.

1. Bruce has many (ADMIRE) qualities.
2. My new job is really (ENJOY); what's more it pays more than my old one.
3. Never be (BOAST); someone may come along who knew you as a child (Chinese proverb).
4. The dancer made a (GRACE) bow and left the stage.
5. It is not (SHAME) not to know; it is (SHAME) not to ask (Azerbaijani proverb).
6. The long hike up the hill left the group (BREATH).

7. Writing software programs is an (END), boring task.
8. Any information you may have will be (HELP) to our investigation.
9. It is still (DEBATE) how great this actor's talent is.
10. More harm was done in the 20th century by (FACE) bureaucrats than tyrant dictators.



Ex. 14. Paraphrase the sentences so as to use adjectives instead of the underlined parts.

1. Water must go through water treatment before it can be drunk.
2. There's nothing worse than going to work after a cold night without sleep.
3. Living in big cities is full of stress.
4. New food products that can be cooked in a microwave appear every day.
5. Matthew had the body of an athlete, but he had no brains.
6. The paper production is one of the industries that bring the most profit in Sweden.
7. The teenager apologized to his mother for speaking to her in a way that can hardly be excused.
8. Cromwell wanted to improve the morality of the English people and he made every effort to eradicate (искоренять) the customs he considered to be leading to sin.
9. What politician in the West has the most power? (Start with *Who*)
10. Should a Foreign Service officer know a lot about the country in which he is working?



HISTORY OF DIPLOMATIC RELATIONS: RUSSIA AND THE UNITED KINGDOM

LEVEL 1.

TASK.

Find out the basic facts about Anglo-Russian relations.

1. When and how were the first links between the two countries formed?
2. What interests did each of the two countries pursue? When were diplomatic relations established?
3. When and why did the relations get strained?
4. When and why did the relations improve?
5. Who were the most prominent figures in the two countries who contributed to cultivating good relations?

STAGE 1. TEAM WORK

Work as a team of 3 or 4 students. Choose the head of your team. Decide how you are going to do the task, e.g. who is doing research on each of the above questions? In what form each team member will present the information? Set the time limit for each stage and the final deadline.

STAGE 2. INDIVIDUAL WORK

Find out the information on the question(s) assigned to you.

STAGE 3. TEAM WORK

*Discuss your findings with the other members of your team. Make a conclusion about the tendency in the development of Anglo-Russian relations.
If you plan to do level 2 take notes (see level 2, stage 1)*



LEVEL 2.

TASK.

Find out what were the most dramatic moments in the relations between Russia and Great Britain.

STAGE 1. INDIVIDUAL WORK

1. *Take notes of the collective findings during your team discussion.*

STAGE 2. INDIVIDUAL WORK

Analyze your notes and your own findings. Look up for more information if necessary. Write a short (100 words) report on the most dramatic moments in Anglo-Russian relations.

Resources:

http://en.wikipedia.org/wiki/Anglo-Russian_relations

<http://www.rbcc.com/about/history.html>

http://www.rbcc.com/about/press_releases/through_pages_history1.pdf

http://www.rbcc.com/about/press_releases/through_pages_history3.pdf



READING 2. RUSSIANS IN LONDON

LEARN TO READ FASTER.

Understanding from context.

1. *Read the passages and choose a Russian translation of each underlined word. If you already know the word, move on to the next one.*

1. Three centuries ago, at the age of 26, Peter the Great came to London. When he went home to build St. Petersburg, Peter summoned England's finest shipbuilders to build a first-class fleet to go with Russia's splendid new capital.

summoned

- 1) вызвал
- 2) встретил
- 3) требовал исполнения

2. Modern-day Russians, though, prize the city as the Wall Street of Europe — an English-speaking citadel of wealth and opportunity less than four hours by air from Moscow or St. Petersburg.

prize

- 1) вручают приз
- 2) разделяют
- 3) высоко ценят

3. The Russian Embassy in London estimates that there are 100,000 or more Russian nationals living in and around the British capital.

estimates

- 1) принимает

- 2) уважает
3) считает
4. Russia's upper crust now sends its children to posh English boarding schools. The extraordinary number of frequent-flyer biznesmyeni landing at Heathrow persuaded British Airways to provide a VIP "Russian visitors service" to keep them happy.
- | | |
|-----------------------|------------------|
| posh | persuaded |
| 1) светский | 1) убедили |
| 2) шикарный | 2) вынудили |
| 3) высококачественный | 3) преследовали |
5. A generation of revolutionaries settled in London. Later came White Russians who fled their country after the Revolution, and, later still, Soviet refuseniks in the 1970s.
- fled**
- 1) улетали
2) спаслись бегством
3) уезжали
6. Unlike the Russian diaspora of old today's community is more broadly representative of the motherland. It comprises students and shopkeepers, businesspeople and artists, people who have not turned their back on post-Soviet Russia, but rather brought a chunk of it with them.
- community**
- 1) общество
2) общность
3) община, землячество
7. Money is a big mover in this new diaspora. Rich Russians come to Sotheby's [ˈsʌðəbi] auctions, hoping to repatriate paintings by the likes of Serebriakova and Makovsky.
- mover**
- 1) двигатель
2) инициатор
3) движущая сила
8. Natasha Chouvaeva, publisher of the Russian language *The London Courier*, has witnessed the transformation of the Russian community since she arrived in 1991. "Then there were the rich and the asylum seekers — the two extremes," she says. "Now the recent immigrants are middle-class Russians..."
- asylum seeker**
- 1) бедняк
2) искатель приключений
3) тот, кто ищет политического убежища
9. The transformation underway in London extends well beyond the Russian community. Veteran Muscovites on the Thames say long-held stereotypes of Russia — reinforced by Western ignorance — are finally breaking down more than a decade after the end of the cold war. As Russians broaden their horizons, it seems, Britons are doing the same.
- ignorance**
- 1) пренебрежение
2) невежество
3) неприязнь

Now read the text and say if the statements below are true or false.

Russians in London

The Russians are back in London — so much so that *Newsweek International* published the article “London calling” which describes it in some detail. Here are some excerpts.



Three centuries ago, at the age of 26, Peter the Great came to London. The Russian tsar toured the Houses of Parliament and the Tower of London. Dressed as a sailor, he strolled incognito through the streets of 17th century London, excited by the symbols of England’s maritime mastery docked along the Thames. When he went home to build St. Petersburg, Peter summoned England’s finest shipbuilders to build a first-class fleet to go with Russia’s splendid new capital. “The English island is the best and most beautiful in the world,” Peter said at the time.

Modern-day Russians, though, prize the city as the Wall Street of Europe — an English-speaking citadel of wealth and opportunity less than four hours by air from Moscow or St. Petersburg. The Russian Embassy in London estimates that there are 100,000 or more Russian nationals living in and around the British capital. So many Russians have bought one million-and-up properties that they are known in real-estate circles as “the new Arabs”. Russia’s upper crust now sends its children to posh English boarding schools. The extraordinary number of frequent-flyer *biznesmyeni* landing at Heathrow persuaded British Airways to provide a VIP “Russian visitors service” to keep them happy.

The history of the links between these two countries on the far reaches of Europe is long and well-known. Trade relations go back at least as far as the days of Queen Elizabeth and Ivan the Terrible, when the English Muscovy Company exported cloth to the Russians in exchange for furs, wax and rope. Russians have always envied the English for their liberal political culture. In the 19th century, expat dissident Alexander Herzen chose London as the home of his influential emigre journal. A generation of revolutionaries settled in London, and the Reading Room of the British Museum counted Lenin and Trotsky among its famous visitors. Later came White Russians who fled their country after the Revolution, and, later still, Soviet refuseniks in the 1970s.



Unlike the Russian diaspora of old today’s community is more broadly representative of the motherland. It comprises students and shopkeepers, businesspeople and artists, people who have not turned their back on post-Soviet Russia, but rather brought a chunk of it with them. They’re here to make money, get an education or just get away for a while.



Money is a big mover in this new diaspora. Rich Russians come to Sotheby’s auctions, hoping to repatriate paintings by the likes of Serebriakova and Makovsky. At one recent auction of Russian art, Russians snapped up nine of the 10 most expensive paintings.

Natasha Chouvaeva, publisher of the Russian language *The London Courier*, has witnessed the transformation of the Russian community since she arrived in 1991. “Then there were the rich and the asylum seekers — the two extremes,” she says. “Now the recent immigrants are middle-class Russians who just want to try their luck in the West. We used to be an expat newspaper. We’d tell readers how to find a solicitor (адвокат) or how to find a good school for their children. But now people don’t need that. They just want to keep the cultural side up and pass the language on to their kids.”

The transformation underway in London extends well beyond the Russian community. Veteran Muscovites on the Thames say long-held stereotypes of Russia — reinforced by Western ignorance — are finally breaking down more than a decade after the end of the cold war. As Russians broaden their horizons, it seems, Britons are doing the same. Aliona Muchinskaya, director of the Red Square PR agency in London, recalls her first visit to the British capital 11 years ago. “People asked me whether we had refrigerators in Russia”. I said, “No. We use the snow”. And they thought I was serious! Now people are much more aware of what is going on in Russia”.

The changing face of London's Russian community seems less an astonishment—and more like another chapter in a very long story. “We're part of a living tradition,” says maestro Gergiev, the music director of St. Petersburg's acclaimed Mariinsky Opera. “The bridge between Britain and Russia has always existed. We're just walking freely over it again”.

True / False Statements:

1. Peter the Great was the first Russian tsar to establish trade relations with England.
2. A VIP “Russian visitors service” at Heathrow is a sign of rich Russians’ “invasion” in Great Britain.
3. London has always been the home of Russian revolutionaries and dissidents.
4. The Russian diaspora in London has changed a lot over the past decade or so.
5. The English are both ignorant of and hostile to Russians.

THE RIGHT WORD IN THE RIGHT PLACE

EVERY, EACH, ALL

	Uses	Examples
EVERY (Shows that 3 or more objects are considered together as a group).	<ol style="list-style-type: none"> 1. with singular nouns 2. with plural nouns 	EVERY <u>individual</u> is responsible for their* actions. A Polish proverb suggests that EVERY <u>error</u> has its excuse. Stop changing television channels EVERY <u>five minutes!</u> **
EACH (Shows that 2 or more objects are considered separately).	<ol style="list-style-type: none"> 1. with singular nouns 2. with plural pronouns 	EACH <u>student</u> will demonstrate their skills during the contest. EACH <u>plan</u> has its advantages. <u>We</u> EACH*** know when we're free and when we're not. EACH <u>of us</u> knows the lyrics to a thousand pop songs.
ALL	<ol style="list-style-type: none"> 1. with plural nouns 2. with uncountable nouns 	ALL (the)**** <u>girls</u> are lovely. ALL <u>of my/these/the/etc.</u> CDs are from my elder brother. ALL <u>money</u> has been stolen. ALL <u>of the champagne</u> we have is from France.



Notes:

1. EVERY and EACH can be used with **plural** pronouns and possessives to express neutral gender as the reference is made to representatives of both sexes. (The variant given in the chart is preferred to *Every individual is responsible for his actions.*)
2. EVERY can be used before plural nouns with numbers to refer to regular intervals of time.

3. When EACH and ALL refer to the subject (a **pronoun**), they go in **mid position**, i.e. before the main and after the auxiliary verb.

*They have **each** spent at least one day interviewing students.*

*You have **all** been to weddings in the past.*

4. Notice the use of the definite article with ALL:

*Make sure you have phone numbers of **all the** students **in your group**.*

BUT: *All 0 students are gifted in their own way* (the entire class of objects).

Ex. 15. Choose the right variant.

- A. 1. Every football team **want / wants** to have at least one star player in **its / their** team.
 2. Every London train station **has / have** a link to the Underground.
 3. She looks fantastic in that dress. Every guy at the party **has / have** been staring at her all night.
 4. Canada has federal elections every three or four **year / years**.
 5. Everyone **was / were** nervous, and unsure of **his / their** lines during the first rehearsal ([rɪˈhæ:sɪ] репетиция) for our school play.
 6. At least 100,000 different chemical reactions occur in the normal human brain every **second / seconds**.
- B. 1. You shouldn't make comparisons between your sisters; they each **has her / have their** own qualities.
 2. A good relationship is one in which each **person supports / persons support** the other.
 3. Sophie needs a big notebook for **each of / each** her classes.
 4. **Each culture / each of cultures** has **its / their** own unique history.
 5. The invitation said they **could each / each could** invite 2 of their friends.
 6. **They each want / Each they want / They want each** me to help them.
- C. 1. The sum of all **the / 0** angles of a triangle (треугольник) is 180 degrees.
 2. **All they / They all** suffered greatly.
 3. No matter how difficult life gets, **we can all survive / we all can survive** if we have a sense of humour.
 4. We understand that not **all intentions / all the intentions** are necessarily translated into actions.
 5. I'm really grateful for **all help / all the help** you've given us.
 6. Although he is a big star, he still personally answers **all / all of** mail.

Ex. 16. Complete the sentences with EACH, EVERY / its derivatives, or ALL. Sometimes several variants are possible.

- _____ of us are crazy in one way or another.
- Both countries are multinational states, but _____ is dominated by a single ethnic group.
- Confucius once noted that _____ has its beauty, but not _____ sees it.
- _____ time she says hello to him, his face goes red; he likes her.
- _____ at my office hates _____ other, which makes the atmosphere very uncomfortable.
- His neck ached after sleeping on the couch _____ night.
- How many of the body's 206 bones are located in _____ foot?

8. In my grandfather's era, _____ knew their neighbours, and people seemed to care more about _____ other than people do today.
9. In World War II, it cost the Allies about \$ 225,000 to kill _____ enemy soldier.
10. Lorna is a very wise woman, so _____ asks her for advice.
11. The goal of our first meeting is to simply get to know _____ other.
12. Not _____ likes the idea of holding a rock concert in the city park.
13. The man appeared before the judge with a soldier on _____ side to guard him.
14. The members of the singing group the Beatles were _____ presented with a medal by the Queen.
15. The music of *the Beatles* continues to attract people of _____ ages.
16. The patient should place two or three drops of mineral oil into _____ ear once a week.
17. Tracey is a chronic worrier; she gets upset about _____.
18. We can _____ help protect our oceans and coasts.
19. With a ski on _____ foot and a pole in _____ hand he couldn't carry anything.
20. You can get _____ the information you need from our website.
21. You must look at _____ aspect of the problem to really understand why it is happening.

Ex. 17. Translate the sentences. Sometimes several variants are possible.

1. (В магазине) Я возьму **все** три галстука.
2. Ральф **всю** ночь готовился к экзамену, поэтому он такой сонный.
3. В **каждой** руке Фрэнк держал по букету цветов.
4. Вечером они **все** перебрались (went) в дом.
5. **Все** компакт диски дороже дискет.
6. **Каждый** из нас может столкнуться с дискриминацией.
7. **Вся** еда, которую ей дала с собой бабушка, испортилась.
8. **Каждый** рассказывал о том, что ему понравилось больше всего.
9. Мне нравится **вся** музыка.
10. У **каждого** человека уникальная ДНК (DNA).

Ex. 18. Illustrate the following proverbs and sayings with a short story:

1. **All** is fair in love and war.
2. **All** roads lead to Rome.
3. **All** that glitters is not gold.
4. **Every** cloud has a silver lining.
5. **Every** dog has his day.
6. **Every** man for himself.
7. Money is the root of **all** evil.
8. You can't win them **all**.



Ex. 19. Use the following phrases to speak about real situations that happened either to you or to somebody you know.

1. to have a finger in every pie;
2. a jack of all trades;
3. all of a sudden;
4. every now and then;
5. it's all Greek to me;
6. at every turn;
7. (better, more interesting, etc.) in every way;
8. all in all.

PHRASAL VERB **GET**

Ex. 20. a) Work in pairs. Match each verb with its equivalent below.

b) Translate the following sentences paying special attention to the phrasal verb **GET**.

1. to get along (with smb)	"How are you getting along with your classmates?" "Oh, they are so nice and friendly!"	
2. to get on	He bought a ticket and got on the train.	
3. to get off	Are you getting off at the next stop?	
4. to get away with smth	I don't think you'll get away with your rudeness this time!	
5. to get down to smth / doing smth	As soon as I came home, I got down to writing the essay.	
6. to get over smth	She never got over the shock after the accident.	
7. to get through to smth / smb	I've been trying to get through to the hotel, but all in vain.	
8. to get through (with) smth	Jane can't wait till she gets through college; she's so tired of studying.	

- преодолеть что-л., оправиться после чего-л.;
- пройти через что-л.; заканчивать, завершать что-л.;
- выходить (из автобуса и т.п.), сходить;
- уходить от наказания; оставаться безнаказанным;
- приниматься за что-л.;
- садиться (на транспорт);
- связаться с, дозвониться;
- уживаться, ладить с кем-л.

Ex. 21. Recast the underlined parts so as to make them more natural. Use the phrasal verb **GET**.

- "Why do some men find it easier to be friends with mindless blondes?" she thought to herself.
- After we finish discussing the tax issue, I suggest we turn to healthcare in this country.
- Politicians are not punished for this sort of behaviour only in totalitarian states.
- I think we've had our fun, and now it's time we started thinking about earning some money.
- If you think you can escape punishment for illegally copying movies, you are wrong.
- Somehow Jack finished the rest of the day and arrived at the hospital tired.
- We overcame quite a lot of problems.
- You'd better occupy your seat in the train! It's about to leave.
- Just as I left the bus at the end of the ride, I realized I had lost my cell phone.
- My husband couldn't become connected to the post office, and he had to ring the operator.

Ex. 22. Translate the sentences using the appropriate phrasal verb.

- Джейн пришлось переехать к тетке, потому что она **не ладит** с отчимом.
- Не думай, что тебе все **сойдет с рук**.
- Как Джеку удалось **избежать наказания** за кражу денег?

4. Он расслабился, только когда **сел** на паром (ferry).
5. Когда я **сошел** с поезда в Гааге, опять шел дождь!
6. Я не ожидал, что ему будет так тяжело **оправиться после** поражения на шахматном турнире.
7. Вам удалось **связаться с** главным офисом компании?
8. Я позвоню, как только мы **закончим** красить кухню.
9. Он долго откладывал написание доклада и **взялся за** него незадолго (shortly before) до презентации.
10. Хилари наконец **закончила** курс французского языка.



Ex. 23. Make up a short story using as many phrasal verbs GET as possible.

GRAMMAR

WAYS TO SPEAK ABOUT THE PRESENT

THE BASICS

PRESENT SIMPLE	<i>She always / usually / sometimes does the dishes after dinner.</i>	Она всегда / обычно /иногда моет посуду после обеда.	Регулярное / постоянное действие / состояние
PRESENT CONTINUOUS	<i>She is doing the dishes at the moment.</i>	Она сейчас моет посуду.	Действие в развитии
PRESENT PERFECT	<i>She has already/just done the dishes.</i>	Она уже/только что помыла посуду.	Действие в прошлом (точное время не указано)
PRESENT PERFECT CONTINUOUS	<i>She has been washing the dishes for fifteen minutes / since 2 o'clock.</i>	Она моет посуду пятнадцать минут / с двух часов.	Действие, продолжавшееся в течение некоторого времени до момента речи*



Notes:

1. With **state verbs** (see Unit I) **the Present Perfect** is used in this meaning.
I've known Eric since I was 20 and we have been married for nearly six years.

2. With verbs describing continuous, uninterrupted processes, such as *live, work, study, wait, speak, play*, etc. both **the Present Perfect Continuous** and **the Present Perfect** can be used with little difference in meaning.

He has been waiting for the right offer for some time.

She has waited a long time for rest.

Ex. 24. a) Read the passage. Is Bill Oddie happy with his life?

b) Identify the tense forms of the underlined verbs and explain their use.

Bill Oddie usually goes to bed at 11. And he is sleeping a lot better now than he used to. That's because he has found his niche (a job that is perfect for him). "I'm learning to respect myself a bit more", he says. Bill is a naturalist. For years he has been watching birds. Now he presents the BBC programme *How to Watch Wildlife*. He gets a lot of satisfaction from the fact that he has made at least some people interested in birds and wildlife. That makes him quite proud.

Ex. 25. Choose the correct verb form in italics for each sentence. Explain your choice.

1. On average, men *get / are getting* slightly less sleep than women.
2. Keith *has been doing / has done* research for 20 years.
3. Queen Elizabeth *has witnessed / witnesses* over the past 50 years a gradual transformation of the British Empire into the Commonwealth.
4. He *has completed / completed* the task and *is relaxing / relaxes* now.
5. Sir David Manning *is / has been* British ambassador to the US for a few months.
6. May I speak to Mr. Grimes, please? — Who *is calling / calls*, please?
7. He always *sends / is sending* the kids gifts on Christmas.
8. I *have seen / have been seeing* you someplace before.
9. He has no passport as he *has never been / was never* out of the country.
10. They *are / have been* friends since childhood.

11. Where is the money? — I *have made / made* some investments.
12. It seems that he *speaks / is speaking* no English though he *lived / has lived* in that country for some time.
13. Have you *had / been having* breakfast yet?
14. We *have been discussing / are discussing* the situation for some weeks now.

THE PARTICULARS

PRESENT SIMPLE

1. Primary uses

Повторяющееся / регулярное действие	Я плаваю в озере каждое утро. Они ездят в Италию раз в год. Он никогда меня не слушает .	<i>I swim in the lake every morning.</i> <i>They go to Italy once a year.</i> <i>He never listens to what I say.</i>
Постоянное действие / состояние	Мой брат Генри живет в Йорке. Он ненавидит ходить по магазинам в субботу.	<i>My brother Henry lives in York.</i> <i>He hates shopping on a Saturday.</i>

TIME EXPRESSIONS ASSOCIATED WITH THE PRESENT SIMPLE USED FOR REPEATED/REGULAR ACTIONS

<i>always, often, usually, normally, sometimes, seldom, occasionally, from time to time, time and again, now and then</i>	<i>every year (month, week, day), once a year (twice / three times a year), daily, on Sundays (Mondays, etc.) ever, never</i>
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Ex. 26. Read the extract from an article about the famous Brazilian author Paulo Coelho. Put the verbs in brackets in the Present Simple and explain the use of the tense.

Paulo Coelho (not live) the life of a celebrity. He (spend) half the year in Rio de Janeiro, the city of his birth, but he (feel) most at ease in a tiny village St. Martin in the Pyrenees Mountains. When not writing, he (cut) the grass, (practice) archery (стрельба из лука), (read) and (keep) in touch with the world electronically. "I (have) 500 television channels and I (live) in a village with no bakery," he says with a laugh.

Mr. Coelho (be) a Catholic and he (spend) every New Year's Eve in Lourdes where the shrine (гробница, усыпальница) to the Virgin Mary is. But Mr. Coelho (not be) a Roman Catholic writer. Indeed, many of his books (speak) to readers in countries with cultures and beliefs as different as Egypt and Israel, India and Japan. His explanation?

"I (know) we (have) the same questions," he says. "But we (not have) the same answers".

Ex. 27. Read the extract from an interview with a successful model Laura Bailey in which she speaks about her always-on-the-move lifestyle.



Note that adverbs of frequency such as *always, often, usually, ever, never*, etc. usually go in **mid position**, that is before the **main** verb, but after the verb "**be**".

She **often goes** to the theatre.

She **is always** happy and helpful to everyone.

A. Fill in the gaps with an appropriate time expression.

L.: — _____ (1) do you fly, Laura?

L.: — Every couple of weeks or at least once a month. So I am in and out of Heathrow all the time. I _____ (2) have a couple of long holidays once or twice a year too.

L.: — Do you get to the airport early or not?

L.: — I _____ (3) plan to give myself a couple of hours at the airport to relax before my flight, indulge in some shopping, have something to eat and to drink. That's the plan, but _____ (4) I end up racing through check-in and regret not leaving time to enjoy at the airport.

L.: — What kind of packer are you — minimalist or kitchen sink?

L.: — I _____ (5) try to pack as little as possible to check in. That isn't _____ (6) possible. My hand luggage contains my in-flight essentials. I _____ (7) travel without my iPod and when I am at the airport I _____ (8) pick up a couple of paperback novels and stock up with fashion magazines.

B. Speak about Laura's approach to packing and travelling using suitable time expressions.

Ex. 28. Read the extract from an interview with Billy Oddie. Work in pairs. Ask each other questions about Billy's daily routine.

I wake up with the sun. At this time of year I am usually awake by about seven. I don't have any breakfast. I don't have a shower. Just throw on some jeans and a T-shirt, and leave the house.

Both me and my wife, Laura, go to Hampstead Heath⁷ — we live just round the corner. She goes off jogging and I walk up to the top of Parliament Hill⁸ and have a look at London and watch birds.

By 9, I meet Laura down at Polly's cafe in Hampstead. My breakfast consists of muesli and fruit with a couple of black coffees. Breakfast time is when we talk.

As soon as I am back at the house, I go into the garden and feed the birds. Then I go up to the office and do things like pay bills and ring people. I don't have an e-mail address.

Lunch is always at home. I'm not on a diet, but I like health food. I eat plenty of fruit every day.

After lunch I read newspapers and listen to music. In the afternoon I love going to Oxford Street where I usually buy a new album for my collection. I spend most of my money on music.

In the evening I sometimes arrange band practice: me and my friends play jazz.

I have a shower at some point in the evening. Always a shower — I don't like baths. Then I come down and have dinner. If Laura is out, I have a bit of spaghetti, some sausages, a few tomatoes.

I'm very selective about TV. I always watch sport, football and rugby in particular.

I usually go to bed at eleven.

2. Other uses

The Present Simple can be used to give past events more immediacy

a) in a narrative or an anecdote

*An Englishman and a Scotsman **collide** on a sharp bend in the road. To the amazement of both, they **are** unscathed (невредимы), though their cars **are** both destroyed. In celebration of their luck, both **agree** to put aside their dislike for the other from that moment on...*

b) in newspaper headlines

*Egypt and Israel **sign** trade deal.*

⁷ Hampstead Heath is one of London's most popular open spaces, situated just four miles from Trafalgar Square. It is an island of beautiful countryside with a rich mosaic of flora and fauna and extensive recreational facilities.

⁸ Parliament Hill, formerly known as Traitor's Hill, is the gateway to London's Hampstead Heath. It is so named because it is where the Gunpowder plotters (участники «Порохового заговора», целью которого было убийство короля Якова I) are believed to have gathered to watch the Houses of Parliament blow up.

Ex. 29. Give more immediacy to the events of the jokes.

I. One day an Englishman, a Scotsman, and an Irishman walked into a pub together. Each of them bought a pint ([paint]) of Guinness. Just as they were about to enjoy their drink three flies landed in each of their pints, and were stuck in the thick head (пена). The Englishman pushed his beer away from him in disgust. The Scotsman fished the offending fly out of his beer and continued drinking it. The Irishman too, picked the fly out of his drink, held it over the beer and then started yelling, "Spit it out, spit it out, you bastard!"

II. McLeod asked the conductor how much the bus fare into the city was. "Fifteen cents," said the conductor. McLeod thought it was a bit too much so he decided to run behind the bus for a few stops. "How much is it now?" he gasped. "Still fifteen cents," said the conductor. McLeod ran three further stops behind the bus and was barely able to ask the conductor again what the fare was now. "Twenty cents," said the conductor. "You are running in the wrong direction".

Ex. 30. Change these sentences from newspaper articles into headlines. Use the underlined words and phrases to help you. Avoid using the Passive Voice. Don't use articles.

Model: Southern Japan has been lashed by a powerful typhoon.

*Powerful typhoon **lashes** southern Japan.*

1. Two British soldiers were killed by a roadside bomb in southern Iraq on Monday.
2. An airliner crashed in a busy residential area of Indonesia's third biggest city just after take-off.
3. Nottingham University has launched its £ 20 m campus in China.
4. US President George W Bush has given the CIA director new powers, including some control over other intelligence agencies.
5. The Dutchess of Cornwall (Camilla) has expanded her charitable work to become the new patron of five more organizations.
6. The top US emergencies official has resigned following criticism over the response to Hurricane Katrina.

PRESENT CONTINUOUS

Действие в развитии в момент речи	Я не знаю, о чем ты говоришь .	<i>I don't know what you are speaking about.</i>
Действие в развитии в настоящий период времени	Что ты делаешь в Вашингтоне?	<i>What are you doing in Washington?</i>



Note: The Present Continuous can be used with the time expressions *always*, *constantly* and *forever* to show that the speaker is annoyed. Remember that when no emotional colouring is implied, **the Present Simple** is used for repeated actions.

Compare: *Little Billy always **tells** lies to his mother, but she never believes him.* (neutral)
*He **is** always **telling** lies.* (annoyance)

TIME EXPRESSIONS ASSOCIATED WITH THE PRESENT CONTINUOUS

*now, at present, at the moment,
 still, nowadays, these days*

Ex. 31. Group the sentences according to the use of the Present Continuous:

- a) action in progress at the moment of speaking
 - b) action in progress at the present period
 - c) repeated actions causing the speaker's annoyance
1. He is forever scratching his head and his backside.
 2. Unemployment is rising faster in Darlington than in many development areas.
 3. George is trying to change the conversation.
 4. I'm a football man, and I'm working with footballers at the moment, that's my job.
 5. The Captain is reading the paper, Corporal Lewis is making coffee and Corporal Merryweather is half asleep.
 6. New problems are constantly arising.
 7. Keep your voices down. Strangers are listening.
 8. Large companies grow like dinosaurs and are forever reorganizing.
 9. Scientists in California are developing a new kind of computer memory, based on a photochemical process.
 10. My sons are always fighting and I can't stand it any more.
 11. Detective Milton is waiting for you.
 12. The islands on which Venice is based are sinking, 9 inches in this century alone; at the same time the world's sea level is rising as the polar ice caps melt.

Ex. 32. Decide which of the sentences may be emotionally coloured and make the necessary changes.

1. People constantly come to see the actress in her dressing room.
2. He constantly comes up with bright ideas for making money.
3. Dr. Douglas always shows respect for the patient and has time to listen.
4. Mike constantly boasts about his muscles.
5. I always forget things and lose things.
6. Some people always achieve success.
7. The auto manufacturer constantly makes an effort to improve its products.
8. Henry forever fingers his chin.
9. My daughter is 9 weeks old and she constantly cries because she wants to be held.
10. Kevin always makes the right decisions.
11. My car always gets scratched.
12. Why do you always ask me questions?

Ex. 33. A. Speak about your friends' and fellow-students' habits you find annoying.

Model: *My fellow-student Boris is constantly arguing with everybody! I can't stand it.*

Tips:

to speak loudly, to come late, to talk on the phone,
to break one's promises, to tell lies, to talk back,
to be rude, to leave things till the last minute.



B. Make up a story about the annoying habits of your roommate in the dormitory (younger / elder brother or sister, next-door neighbour, etc.)

PRESENT CONTINUOUS vs PRESENT SIMPLE

Uses	Present Continuous	Present Simple
Describes an action in progress around the time of speaking	<i>Dad and I are watching the news on the telly.</i>	_____
Describes regular or repeated actions	_____	<i>I watch the news every day.</i>
With <i>always, constantly, forever</i> shows the speaker's annoyance	<i>He is constantly watching TV and movies.</i>	_____
Describes temporary situations	<i>He is living in Richmond with his Grandfather.</i>	_____
Describes permanent situations	_____	<i>He lives in Los Angeles with his wife Sheri.</i>
Describes permanent states and states at the moment of speaking	_____	<i>John hates crowds. Do you want bacon and eggs?</i>



Note: Some **state verbs** that refer to physical feeling (*feel, hurt, ache*) can be used in the **Present Simple** or **Present Continuous** without much difference of meaning.

*I **feel** a bit embarrassed. I **am feeling** lucky.*

*I can't understand why my chest **hurts**. I think Benny's foot **is hurting** her.*

Ex. 34. Put the verbs in brackets in the Present Simple or Present Continuous.

1. He (always / complain) about money and it really gets on my nerves.
2. The politician (make) an attempt to create a new party.
3. Music (unite) people of quite different cultural backgrounds.
4. "We (put) a lot of effort into this album," said the musician.
5. Maria (always / stay) at a hotel when she comes to London.
6. The two Ministers (sign) an agreement on trade and economic cooperation at the moment.
7. The English Channel (separate) Britain from France and the mainland of Europe.
8. This festival constantly (succeed) in bringing together people from around the world.
9. John (suffer) from pneumonia and has been taken to hospital.
10. Good breeding (воспитание) (consist) in concealing how much we think of ourselves and how little we think of the other person. (Mark Twain)
11. Every Saturday Bob (do) a little hiking to stretch his legs.
12. I (constantly / forget) things and (miss) appointments.

Ex. 35. Translate into English.

1. Местные жители по традиции ходят босиком (barefoot).
2. Старший сын миссис Смит постоянно приезжает навестить ее.
3. Мой сосед по комнате в общежитии (roommate) постоянно разбрасывает свои вещи!
4. Культура объединяет или разъединяет народы?
5. Ей всегда удается замечательно выполнить любую работу.
6. Министр иностранных дел в данный момент ставит подпись под договором.
7. В чем состоит путь к успеху?

8. Мери сейчас гостит у бабушки.
9. Я не люблю разговаривать с Дженни. Она всегда со мной соглашается.
10. Экономика этой страны сейчас страдает от инфляции.
11. Этот замечательный песчаный пляж простирается на километры.
12. Я не доверяю Сэму. Он всегда нарушает свои обещания!

Some of the **state verbs** can be used in the **Present Continuous**, but the verb changes its meaning. Study the common differences.

Verbs	Present Simple	Present Continuous
be	The children are very naughty. (a permanent characteristic)	The babies are being very naughty. (= are behaving)
have	They have a big house in the country. (= own)	No wonder they are having such a difficult time. (= are going through)
think	He thinks no one will ever believe him. (= has an opinion)	He is thinking of opening a small shop. (= is considering)
consider	He considers me to be unreliable. (= has an opinion)	I don't know how seriously he is considering the offer. (= is thinking about)
taste	The cake tastes lovely. (= has the taste)	Dad is tasting the birthday cake. (= is putting into his mouth to see what it is like)
smell	The chestnuts smell real good. (= have the smell)	The girl is smelling violet flowers. (= is sniffing)
weigh	The cake weighs a minimum 450g. (= it is)	Sarah is weighing the ingredients for the pudding. (= action of weighing)
love	I love life. It's full of beautiful things. (in general)	I'm loving life right now. (= am enjoying; specific)

Ex. 36. Put the verbs in brackets in the Present Simple or Present Continuous.

1. a) Why everything that is good for you (taste) awful?
b) I (taste) the milk because I'm afraid it has gone off.
2. a) She doesn't want to know how much she (weigh).
b) The shop-assistant (weigh) the apples on the scales at the moment.
3. a) They (consider) themselves hard-working, dedicated and badly-paid.
b) The Howards (consider) moving to the countryside.
4. a) Helen's daughter (have) problems in her marriage.
b) Our city (have) a lot of customs that are mysteries to tourists and locals alike.
5. a) "Oh yes, I know", said Alice, and added, "Good-night", and went downstairs, thinking, "I (be) silly".
b) Mr Carter (be) a very successful businessman.
6. a) My boss (think) I'm working on a new project.
b) I know Douglas (think) of going to France.
7. a) The air (smell) sweet. Spring is certainly here.
b) I like the commercial where the dog (smell) "bacon".
8. a) I'm happy to hear you (love) the trip.
b) I (love) trips away for the weekend.

Ex. 37. A. Describe what you can see out of the window in the classroom.

Model: A woman is crossing the road. Students are having a lecture in the opposite wing of the building.



B. Contest. Imagine you're a detective following a suspect. Talk to your "partner" on the walkie-talkie and describe what the suspect is doing (10 sentences). Choose the best description using the following criteria:

- 1) interesting details
- 2) absence of mistakes.

Ex. 38. Translate into English using state verbs.

1. Ваш муж ведет себя неразумно в данной ситуации.
2. Лидер партии подумывает о том, чтобы объединить усилия с другими членами оппозиции.
3. Кофе вкусно пахнет, но горький (bitter) на вкус.
4. Все считают господина N успешным политиком.
5. Дети сейчас замечательно проводят время за городом (use the verb *have*).
6. Посмотри! Собака нюхает кошачью еду.
7. Я сейчас получаю большое удовольствие от работы.
8. Сколько весит этот арбуз?
9. — Суп вкусный? — Я как раз его пробую. Вкус замечательный.
10. Я думаю, они неразлучные друзья.
11. Я обожаю путешествовать.
12. Ник взвешивает рыбу, которую только что поймал (use the *Present Perfect*).

PRESENT PERFECT

<p>I. Действие произошло в неопределённый момент прошлого и связано с настоящим. Время совершения действия:</p> <ol style="list-style-type: none"> 1. не указано 2. указано неопределённо: <i>just, recently, already, still, yet, so far, never ... before, ever, never, etc.</i> 3. период времени, который ещё не истёк: <i>today, this week, this month, this year, etc.*</i> 	<ol style="list-style-type: none"> 1. Боюсь, я оставил бумажник дома. 2. Бренда <u>только что</u> сдала экзамены. Он <u>никогда раньше</u> не пробовал устриц. 3. Он писал какие-нибудь тесты <u>на этой неделе</u>? 	<ol style="list-style-type: none"> 1. <i>I'm afraid I've left my wallet at home.</i> 2. <i>Brenda has just passed her exams. He has never tasted oysters <u>before</u>.</i> 3. <i>Has he written any tests <u>this week</u>?</i>
<p>II. Действие или состояние началось в прошлом и продолжается до настоящего момента For + a period of time (<i>for / over the last / past few years, for a few weeks, etc.</i>) Since + a point of time (<i>2001, May, etc.</i>) or a clause in the Past Simple</p>	<p>Я знаю её <u>много лет</u>.</p> <p>У неё (она имеет) всё та же машина <u>с 2001 года</u>.</p> <p>Они дружат с тех пор, как <u>приехали в Индию</u>.</p>	<p><i>I have known her <u>for many years</u>.</i> <i>She has had the same car <u>since 2001</u>.</i> <i>They have been friends <u>since they came to India</u>.</i></p>

* However, if this period is viewed as past the **Past Simple** is normally used.

Compare: *Betty **has met** him three times today.* (today is still continuing)
*Betty **met** him three times today.* (today is viewed as past)



Note: Do not use **the Present Perfect** in questions starting with "when".
e.g. *When did you go to Prague?* (NOT: *When have you gone...?*)

Ex. 39. Group the sentences according to the use of the Present Perfect:

- a) *action that happened in the past and the exact time is not mentioned*
b) *action or state that started in the past and continues up to the present*

1. The French aluminium manufacturer has recently opened a new plant.
2. During the past few years Bill Gates has spent more and more time on the charitable foundation he set up with his wife Melinda.
3. Emily has just completed a course of studies at Chester Law School.
4. The number of cars on the roads has increased dramatically over the last few years.
5. So far scientists have found no explanation for this phenomenon.
6. The Isle of Wight, situated off the southern coast of England, has been a holiday resort since Victorian times.
7. The Foreign Secretary has refused to answer direct questions three times in one hour.
8. The price of international telephone calls in the EU has fallen by 80 per cent since 1984.
9. We still haven't answered the basic questions.
10. The two Germanies were united on October 3, 1990. Ever since, the third of October has been the national celebration day.
11. Have you ever seen a fat vegetarian?
12. The telenovelas — Latin American soap dramas — have possibly become the number-one form of entertainment on the planet.
13. Betsy has travelled all over the world; she has been to different parts of Africa nine times and to India four times.
14. The decisions we have made today deserve the support of the government.
15. Neil has travelled 2,000 miles since he bought a new car earlier this year.

Ex. 40.

A. Answer the following questions.

1. Have you ever been to any foreign countries? How many times have you been abroad? What country (-ies) have you visited? Have you ever stayed in a foreign country for more than a month? When did you travel last?
2. Have you ever travelled to any exotic places? What is the most exotic place you have visited so far? When did you go there?
3. Have you ever lost your way in a strange city? Have you ever missed a train or a plane?
4. Have you ever read any English books in the original? How many books have you read in English? Have you ever used an English-English dictionary?
5. Have you ever been in a position of authority?
6. Have you taken part in the general election yet? When did you first take part in the election?
7. Have you ever thought of becoming a career diplomat? Have you ever considered studying abroad? When did you decide to apply to this university?
8. Have you ever overslept and come late for classes? Have your attendance and punctuality always been good?

B. Complete the questions and ask your classmates to answer them.

- During the past twelve months, have you been to ...?*
During the last few days, have you seen ...?

Ex. 41. Complete the sentences using the information given in brackets.

1. Do you still live in Birmingham? — No, we ... (just, move to Southampton).
2. Why can't he pay the bill? — He ... (leave his wallet at home).
3. Why is Ann crying? — She ... (just, hear upsetting news).
4. Do you know Jane Smith? — No, we ... (never, meet before).
5. Is he still surfing the Net? — No, he ... (already, turn off the computer).
6. Is Robert still a student? — No, he ... (recently, graduate from London School of Economics).
7. Are you going to invite Nancy to your birthday party? — No, she ... (go to Hungary for a sightseeing tour).
8. Do you know Paris well? — No, I ... (be there only once).
9. Is your father at home? — No, I'm afraid he ... (go for a walk).
10. Could you tell me his new address? — I'm sorry I can't. He ... (so far, not inform us of his whereabouts).

Ex. 42. Paraphrase the sentences according to the model.

Model 1: I haven't seen you for two years. → *It's two years since I (last) saw you.*

1. I haven't travelled in this part of Europe for ages.
2. Charlie hasn't ridden a motorcycle for years.
3. Jack hasn't read any novels for a long time.
4. We haven't spent a holiday together for three years.
5. They haven't spoken to each other for more than eight months.
6. British Rail has not closed a railway line for over forty years.

Model 2: He has never driven a Mercedes. → *It's the first time he's ever driven a Mercedes.*

1. You have never bothered about my feelings.
2. They have never spoken to us about this business before.
3. They have never visited India and seen the Taj Mahal before.
4. I have never heard about the Great Train Robbery of 1885.
5. What's wrong with Fred? He has never lost his appetite before.
6. Rachel has never missed a chance to make more money.

Model 3: She has never heard such a silly joke. → *It's the silliest joke she's ever heard.*

1. She has never bought such an expensive pair of shoes.
2. Ron has never met such a beautiful woman as Laura.
3. I have never worn such a comfortable waterproof jacket.
4. Philip has never read such an interesting letter.
5. They have never before stayed at such a lovely holiday centre.
6. The customer has never seen such a wonderful department store.

Ex. 43. Translate the sentences into English using the Present Perfect.

1. Я только что узнал интересную новость.
2. Стороны (parties) несколько раз пытались добиться согласия, но безуспешно.
3. Самые древние сооружения (structures) в мире, египетские пирамиды в Гизе (Giza), пережили войны, завоевания и пожары.
4. Ева и Рон ещё не научились ладить друг с другом и сегодня опять поссорились.
5. Роль Индии в международном сообществе (community) возросла за последние несколько лет.
6. Какие события произошли на этой неделе? Объявил ли президент о своём намерении уйти в отставку (to resign)?

7. За последние двадцать лет район Шанхая Пудонг (Shanghai, Pudong) стал таким же застроенным (built up), как Манхэттен.
8. В этом году Майкл дважды останавливался у своего друга в Балтиморе.
9. С прошлого года количество студентов в стране увеличилось на 30 процентов.
10. В нашем районе (neighbourhood) до сих пор не было таких серьезных конфликтов, как этот.

PRESENT PERFECT vs PAST SIMPLE

Present Perfect	Past Simple
<p>Describes an action at an indefinite time in the past and shows the connection between past and present</p> <p><i>Tom has caught a cold. He is sneezing and coughing. I have just seen him.</i></p> <p><i>Jack has been to France several times <u>since</u> he joined the sailing club.</i></p>	<p>Describes an action at the exact time in the past and has no connection with present</p> <p><i>Tom caught a cold <u>three weeks ago</u> and had to stay in bed for a couple of days.</i></p> <p><i>I saw him <u>yesterday</u>.</i></p> <p><i>Jack went to France <u>last year</u>.</i></p>

Ex. 44. Fill in the gaps with the Present Perfect or the Past Simple.

1. I don't think we _____ (meet) each other more than 10 or 12 times since we _____ (be) eighteen years old.
2. Ever since I _____ (buy) my digital camera I _____ (become) one of those people who never leave home without it.
3. Americans _____ (be) able to shop without leaving their homes since the world's first mail-order business, Montgomery Ward, _____ (open) in 1872.
4. They _____ (see) one danger after another ever since they _____ (leave) their home.
5. Kathy _____ (put on) some weight since she _____ (come) to the USA.
6. It _____ (be) a family business ever since it _____ (be) established by my grandfather.
7. None of us _____ (have) a moment's peace since Joe's baby _____ (be) born a year ago.
8. Ever since the company _____ (be) set up in 1928, the name Emons _____ (stand) for excellent services.
9. He _____ (become) a bit more careful driver since he _____ (have) an accident in April.
10. This little Chinese painting _____ (hang) in our living room ever since I _____ (be) a little girl.

Ex. 45. Open the brackets using the correct form of the verb.

1. Since her coronation, Queen Elizabeth and Prince Philip, now the Duke of Edinburgh, (make) a great number of overseas tours.
2. In 1989 the average prison population for England and Wales (stand) at 48 600.
3. Ninety thousand people in Yorkshire already (sign) the petition.
4. When Clovis, the first King of the Franks, (die) his kingdom (be) divided equally between his four sons.
5. India (gain) independence from the British Empire in 1947.
6. I want to grow and develop as a person in areas that I (not explore) yet.
7. Last year she (take) her daughter to Thailand to spend a week in the sun.
8. What kind of stupid ideas (get) into your head now?
9. Since its independence, Pakistan (experience) both periods of significant military and economic growth and periods of instability.
10. Henry VIII (break) with Rome and (make) himself the head of the Church of England.

11. No wonder she feels embarrassed, she (not be) the centre of attention for a long time.
12. The Sears Towers in Chicago is the tallest building I ever (see).

Ex.46. Complete the questions about Bill Gates. Answer the questions using the information given below.

1. How old Bill Gates / be when he founded his first computer company?
2. How long he / stay at Harvard University?
3. Why he / drop out of college?
4. When he / found a company named Microsoft?
5. He ever / buy anything at an auction?
6. How much he / pay for a collection of writings by Leonardo da Vinci?
7. When he / marry Melinda French?
8. How many books he / write?
9. He ever / give any of his own money for good causes (добрые дела)?
10. How much money he / give away to charities for the last few years?
11. How long he / be on the *Forbes* list of "The World's Richest People"?
12. When his children / be born?
13. Since when he / be president of Microsoft?

Bill Gates

1955	born / Seattle, Washington
1968	first computer experience
1969	found / a computer company named Traf-O-Data operated by a group of high school students
1973	go / Harvard University to study law
1974	create / software for the first home computer the Altair 8800
1075	drop out of college to found a company named Microsoft
1980	create / MS-DOS — Microsoft disc operating system
1987	the youngest American billionaire ever
1994	marry / Melinda French
1994	buy at an auction / collection of writings by Leonardo da Vinci for \$ 30.8 million
1995	write / <i>The Road Ahead</i>
1999	write / <i>Business @ the Speed of Thought</i>
2000	number one on <i>Forbes</i> list of "The World's Richest People"
1996 — up to now	donate / \$ 2 million for the Gates Cambridge Scholarships
1996, 1999, 2002	children
For the last few years	give / over \$ 28 billion of his own money for good causes

Ex. 47. A. Speak about your experiences.

Model: *I've travelled all over Europe. I've been to France, Great Britain, Germany, Italy and a few other countries. Last summer I visited Greece for the first time.*

Tips: to do courses in foreign languages, to read books in the original, to take exams, to have / witness accidents, to take part in contests / sports competitions, to write stories / poems / computer programmes.



B. Speak about a well-known contemporary politician, actor / actress, singer or writer. Give the basic facts of their biographies.

Ex. 48. Put adverbs of indefinite time in the right place.

Model: She has been friendly and helpful (always). → She **has always been** friendly and helpful.
He was in a bad mood (almost never). → He **was almost never** in a bad mood.

1. Grammar has been easy to teach. (never)
2. There was a need to light a fire in the breakfast room (hardly ever).
3. Fear has made me unable to talk or to move much (often).
4. Did you meet with your friends from Nottingham at that time (ever)?
5. He spends less than \$ 200 a day (rarely).
6. The company has opened a new office in Pittsburgh, USA (just).
7. Any soldier who has been in a war (ever) truly hopes he will see one again (never).
8. I have seen anyone so greedy (not ever).
9. Their attempts to reach agreement were successful (seldom).
10. Although I was at art school for four years, I was there (hardly ever); I worked at home (often).
11. Have you felt pity for anybody in your life (ever)?
12. Alex has enjoyed himself so much (seldom) since he arrived in Bristol.
13. Scottish kings were powerful enough (rarely).
14. The weather here is fantastic (almost always), it rains (hardly ever).
15. The Chinese have observed many traditional customs during Chinese New Year (always).

Ex. 49. Translate the following sentences into English using the correct tense forms.

1. Прошло более сорока лет с тех пор, как Япония и Сингапур установили дипломатические отношения.
2. Кен Честер проработал несколько лет учителем математики в средней школе в Торонто, а затем получил работу в международной организации.
3. Город Ватикан (Vatican City) — самое маленькое государство, которое я когда-либо видел.
4. Мартин материально (financially) не зависит от родителей с тех пор, как начал работать в банке.
5. В последнее время Джулия мне не звонит и не пишет.
6. — Он уже объявил о своём решении?
— Да, глава компании выбрал Джона Брауна в качестве своего персонального помощника.
7. В Швеции около 20 процентов населения старше шестидесяти пяти лет. Продолжительность жизни (life expectancy) значительно увеличилась с семидесятих годов.
8. — Сколько времени прошло с тех пор, как мы виделись в последний раз?
— Целая вечность, но должна сказать, что ты нисколько не изменился.
9. На днях он дал подробное описание своего путешествия по Южной Америке.

PRESENT PERFECT vs PRESENT SIMPLE

The Present Perfect is used to say how long the situation has continued up to now.

The Present Simple is never used in this meaning.

e.g.: I **have** always **liked** English people.

BUT: I **like** English people.

Ex. 50. Put the verbs in brackets in the Present Perfect or Present Simple.

1. Sean Connery (be) a major star for over forty years.
2. My wife and I (live) in Fenny Drayton for a number of years.
3. The world's largest blue diamond (exist) for more than a billion years.
4. Princess Kiko (be) married to Prince Akishino of the royal family of Japan. They (be) married for sixteen years and (have) three children.

5. She (serve) as the president of Japan Anti-Tuberculosis Association. She (perform) this duty since June 1994.
6. Since 1947 the O'Neil family (own) this fine Georgian building.
7. Carol's next-door neighbour (own) a bit of land, some sheep and some pigs, too.
8. I suppose I've got quite dependent on Roger. We (know) each other all our lives.
9. How long you (be) interested in politics?
10. Harrison Ford (be) a movie star, and in his career he (earn) more money than any other actor. He (be) best known for his action heroes.
11. Since the time of the American Revolution journalists (be) among the most influential citizens in the USA.

Ex. 51. Translate the following sentences into English using the Present Perfect or Present Simple.

1. Пол Джонсон уже два года живёт в Афганистане и работает корреспондентом.
2. Вы ведь давно изучаете японский, не так ли?
3. С января 1989-го года это здание служит международным культурным центром.
4. Эта ирландская семья владеет этой землёй в течение двухсот лет и не имеет намерения продавать её.
5. В последнее время Кейт страдает от сильных головных болей.
6. Всё лето стоит (остаётся) холодная погода.
7. Я уважаю этого политика, но не разделяю его взгляды.
8. Она давно мечтает увидеть Венецию и Флоренцию своими глазами.
9. Я не получаю от него никаких известий с июня.
10. Многие с детства знают стихи великих русских поэтов, но никто не знает столько стихов, как он.
11. Он всегда говорит, что не имеет отношения к бизнесу своего отца.

PRESENT PERFECT CONTINUOUS

<p>Длительное действие, которое началось в прошлом и продолжается вплоть до настоящего момента</p>	<p>— Сколько времени идёт дождь? — Он идёт уже два часа.</p> <p>Я звоню по этому номеру всё утро, но он всё время занят.</p>	<p>— <i>How long has it been raining?</i></p> <p>— <i>It has been raining for two hours already.</i></p> <p><i>I have been ringing that number all morning but it's always engaged.</i></p>
<p>Длительное действие, которое продолжалось какое-то время и имеет <u>видимый результат</u> в момент речи</p>	<p>— Ну и беспорядок! — Я искал своё водительское удостоверение.</p>	<p>— <i>What a mess!</i></p> <p>— <i>I've been looking for my driving licence.</i></p>

TIME EXPRESSIONS ASSOCIATED WITH THE PRESENT PERFECT CONTINUOUS USED FOR ACTIONS WHICH STARTED IN THE PAST AND CONTINUE UP TO THE PRESENT (AND PERHAPS INTO THE FUTURE)

For + a period of time
Since + a point in time / clause
All day / week, etc.
How long...?

Ex. 52. Group the sentences according to the use of the Present Perfect Continuous:

a) actions which started in the past and continue up to the present
(and perhaps into the future)

b) actions which started in the past and continued up to the present and where
the result of the activity is still visible

1. India's northern state of Kashmir has been fighting for independence since 1990.
2. — Your hair is a mess. What have you been doing?
— I've been working out at the gym.
3. Women have been campaigning for equality for a long time.
4. For years people have been asking the same questions over and over again.
5. Ever since Isaac Newton first observed a falling apple, scientists have been working to understand the force of gravity on our planet.
6. — You look really tired. What's the matter?
— I've been collecting information for my report in the computer laboratory.
— How long have you been working there?
— In fact, I've been studying there every day for the last two weeks.
7. Barbados has been waiting for a hotel of this calibre for a very long time.
8. Dozens of new businesses have been coming into existence every week this year.
9. Edna has been staying with her parents at Wood Farm since she returned to Britain two months ago.
10. How long have you been looking for a good word processor?
11. — Why does she look so pale and worn out?
— She has been suffering from depression for the last two months.
12. For years stamp collectors throughout the world have been forming clubs to add extra pleasure to their hobby.

Ex. 53. Answer the questions using the information in brackets.

1. Why has Jean put on some extra weight? — She ... (overeat lately).
2. Why are Ben's clothes wet through? — He ... (walk in the rain).
3. Why is the child pale? — She ... (stay indoors because of the flu).
4. Why are her eyes red and swollen? — She ... (cry).
5. Why does Ron look tired out? — He ... (hike in the mountains).
6. Why are his teeth stained with nicotine? — He ... (smoke for years).
7. Why are his hands shaking? — He ... (move the furniture).
8. Why isn't Johnny ready for classes? — He ... (play football all the week).
9. Why is Maggie in good shape? — She ... (take exercise).
10. Why does he look bored? — He ... (listen to Ms. Dull for over an hour).

PRESENT PERFECT CONTINUOUS VS PRESENT PERFECT

Present Perfect Continuous	Present Perfect
Recent Activity <i>I've been watching</i> a lot of soap operas (lately).	Activity at an Indefinite Time in the Past <i>I've watched</i> a lot of soap operas (at an indefinite time before now).
<i>The guests have been arriving since 5 o'clock</i> (probably unfinished activity).	<i>Ted and Edna have just arrived</i> (completed action).
Have you been sunbathing? You're like a tomato!	<i>You look great! You've lost</i> at least ten kilos.

Present Perfect Continuous	Present Perfect
<p>No Difference In Meaning</p> <p>With such verbs as <i>live, sit, stand, study, wait, work etc.</i> <i>Most families in Swindon have been living there for one year/ for some generations.</i></p>	<p><i>Most families in Swindon have lived there for one year/ for some generations.</i></p>
<p>_____</p>	<p>With <u>state</u> verbs <i>be, like, own, belong, etc.</i> <i>The castle has always belonged to our family.</i></p>



Note:

1. **The Present Perfect Continuous** is not common in negative sentences. **The Present Perfect** is usually used instead.
*He **hasn't played** football since childhood.* (NOT: He hasn't been playing...)

2. **The Present Perfect Continuous** emphasises the length and duration of the activity while **the Present Perfect** emphasises the quantity.

Compare:

*I've **been reading** ever since morning.*

*I've **read** two books by Dan Brown recently.*

*We've **been doing** this work for two weeks.*

*We've **done** a lot of work lately.*

Ex. 54. Choose the correct form. In some cases either form is correct.

1. How long *have you lived / have you been living* in Vancouver?
2. The profits of the company *have been declining / have declined* by 15 per cent.
3. She *has been taking / has taken* sleeping pills every night for the past two years.
4. They *have been sparing / have spared* no effort to reach agreement.
5. Michael *has been writing / has written* several articles on economics.
6. We believe we are the travel agency you've *been looking for / have looked for*.
7. Englishmen *have always liked / have always been liking* their tea very strong.
8. Doris *has been buying / has bought* her daughter designer clothes and shoes since she was a baby.
9. The tourists *have covered / have been covering* five miles today.
10. It *has rained / has been raining* since early morning.
11. The Barnards *have separated / have been separating* after six years of marriage.
12. I *have been studying / have studied* in Britain for a year, but it's the first time I have been inside a British home.
13. The government *has not so far done anything / has not so far been doing* anything about smoking.

Ex. 55. Fill in the gaps with the verbs in brackets in the Present Perfect or Present Perfect Continuous form. In some cases either is correct.

1. Linda _____ (work) for the company since she graduated from Berkeley.
2. The amount of rubbish on UK beaches _____ (rise) by 82 per cent in the past decade.
3. The company _____ (do) business in this location for several years. Now they are thinking about opening a larger store. They _____ already (consider) several possible locations.
4. His family _____ (farm) the same land for generations.
5. Big dark-coloured spiders from the Canary Islands _____ (invade) Scottish homes over recent years. Climate change is strongly suspected as the cause of their survival in Scotland.
6. How long Oriflame _____ (be) in business? — The company was founded in 1967.

7. These days in Senegal you can get a mobile phone signal, but for most people life _____ (not change) for a thousand years.
8. Annabelle's family _____ (own) their furniture shop for over 100 years.
9. He lives in a town where everybody knows everyone else because the same families _____ (live) there for generations.
10. All this week I _____ (help) in the library, and so I _____ (not be) able to sort out all the mail.
11. The Claro family _____ (own) and (operate) shoe stores in New York City for women with hard-to-find sizes since 1947.

Ex. 56. A. Speak about what you have been doing lately and what you have actually done.

Model: *I have been revising for a test for two days but I have only revised the vocabulary.*

Tips: to do homework, to study the Vocabulary List, to clean the house, to read a book, to write a course paper, to learn to drive, to try to lose weight, to look for information on smth, to do research on smth.



B. Pairwork. Imagine that you haven't seen each other for a long time. Make up a conversation.

Ex. 57. Translate the sentences into English.

1. Мы никогда не сходились с Джоном во мнениях, но он один из самых умных людей, каких я когда-либо встречал.
2. После недавнего пожара уцелела только одна картина.
3. — Вы давно живёте в Новой Зеландии?
— Около трёх лет. В последнее время я работаю в частной клинике в Веллингтоне.
4. Рон — студент Гарварда. В этом семестре он записался (register for) на четыре курса, а по вечерам в пятницу и субботу работал в библиотеке.
5. Он всегда был вам верным другом, а вы не навестили его ни разу, хотя он болеет уже неделю.
6. — Вы когда-нибудь были в США?
— Да, дважды. Я только что вернулся из Вашингтона, где провёл около месяца.
7. Он уже семь лет учит английский язык, но, к сожалению, не могу сказать, что он бегло говорит.
8. — Чем ты занимался? Ты весь в краске.
— Красил забор. Я давно планировал это сделать, но у меня не было времени.
9. За последние пять лет резко сократилось число американских туристов в Англии.
10. Прошло шесть лет с тех пор, как она опубликовала свой первый рассказ. За это время она написала роман, который стал бестселлером.



Ex. 58. a) Which tense forms would be appropriate in the English translation of the text? b) Translate the words in bold into English.

Недавние исследования в США показали, что многие молодые американцы совершенно **безграмотны** в том, что касается истории своей страны. Две трети опрошенных выпускников ведущих университетов **не знают** основополагающих фактов американской истории. Очень немногие **имеют представление** о государственном устройстве США.

Многие историки **выражают тревогу** по поводу ухудшающейся исторической памяти нации. В связи с этим Конгресс США **принял закон**, обязывающий все школы, получа-

ющие деньги из федерального бюджета, проводить уроки, посвященные Конституции США. Это **вызвало** некоторую **обеспокоенность** у учителей, так как до сих пор Конгресс редко **вмешивался** в работу образовательных учреждений. Вместе с тем, работники образования **признают**, что в последние годы историческое невежество среди молодых людей **растет**.

Некоторые специалисты **полагают**, что уровень исторических знаний **падает** из-за того, что школьники слишком много времени **проводят** у телевизора. Тест по истории, недавно проведенный Департаментом образования США, подтверждает эту точку зрения: чем больше школьники каждой возрастной группы **смотрят** телевизор, тем ниже их результаты.

Другие эксперты утверждают, что положение **ухудшается**, потому что в государственных школах истории и гражданскому праву сейчас **уделяется меньше внимания**, чем, например, математике. Это связано с принятым несколько лет назад законом, который **вводит санкции** против тех школ, чьи ученики **не показывают** хороших результатов в ежегодных тестах по математике и чтению. Из-за этого многие школы **сокращают** учебные часы, отводимые на историю, или вообще **исключают** ее из программы.

ARTICLES

THE ARTICLE WITH COUNTABLE NOUNS. REVISION

Ex. 59. Read the text and say with which Russian words (отом самый, некий, какой-то, один, единственный, его/ее/etc) you associate the articles in bold. What other rules can be applied?

An American, **a** Frenchman and **a** Russian found **an** antique bottle on **a** beach and took out **the** stopper. **A** genie came out and said, «I'm so grateful to you for releasing me that I will grant you each **a** wish!» **The** American wished for **a** big mansion on **the** coast of California, with cars, beautiful women and all **the** money he could ever want. Poof! He had it. **The** Frenchman wished for the same thing, but on **the** French Riviera. **The** wish was immediately granted. Then it was **the** Russian's turn.

What do you think was the Russian's wish?

THE ARTICLE WITH UNCOUNTABLE NOUNS

Ex. 60. Identify the nouns in italics according to the classification given below. Suggest your rules for the use of articles with uncountable nouns.

1. *Hockey, baseball, football and basketball* are the four major sports in the US. There are many other sports in America which attract millions of participants. Among them are *golf, swimming, tennis, marathons, track and field, skiing, skating, squash and badminton*. *Fishing and hunting* are extremely popular and have always been since the days they were necessary activities among the early settlers.
2. Although schools in England are expected to continue teaching *history, geography, design and technology, art, music and physical education*, only *English, mathematics, science, information and communication technology*, and *religious education* remain obligatory after September 1988.
3. Since May 1st, 2004 the European Union works with 20 official languages: *Czech, Danish, Dutch, English, Estonian* and fifteen others. All the languages are listed alphabetically, not in order of importance.

4. *Happiness* does not come from external objects. Through *meditation* we can achieve everything including *bliss, longevity, charm, health, strength, intelligence* and *vitality*.
5. For many people in England breakfast consists of a bowl of *cereals, orange juice* and a cup of *coffee* or *tea*. *Cereals* are made with different grains such as *corn, wheat, oats* etc. Children will drink *milk* instead of *coffee* or *tea*.
6. Both *tuberculosis* (TB) and *pneumonia* are lung diseases. TB is contagious, it is transmitted through *coughing, sneezing, talking, laughing*.
7. The spa complex will be in harmony with the surrounding scenery. *Stone, timber, glass* and traditional coloured *plaster* will be the main building materials.

- | | |
|-----------------------------|-------------------|
| 1) food and drinks | 5) sports |
| 2) substances and materials | 6) activities |
| 3) areas of study | 7) abstract ideas |
| 4) languages | 8) diseases |

THE BASICS

nouns	"0"	"the"
Material Food and drink Abstract idea Activity Area of Study / Language Disease	The zero article is used to speak about the substance, idea, or thing in general . e.g. _0_ Coffee keeps one awake. _0_ Life is impossible without _0_ water _0_ Hunting was the main occupation of prehistoric men.	The definite article is used to speak about a particular amount of the substance, a particular idea or thing e.g. The coffee was horrible. The life of survivors was hard. The water found on the island was undrinkable. The <i>Hunting of the President</i> has become a bestseller.



Note:

1. There are many other uncountable nouns which do not belong to any of the above groups but follow the same rule:
accommodation, advice, behaviour, cash, equipment, evidence, fun, harm, health, information, leisure, luck, money, news, pay, permission, progress, research, traffic, violence, weather, work and many others.
e.g. 0 *Good advice may save money and time.*
The *advice you gave me last time saved neither.*

2. When we speak about some diseases in general we may use the definite article: *flu / the flu, measles / the measles, mumps / the mumps*.

Ex. 61. Decide on the article (zero or definite) in each pair of sentences.

- a) 1. They say ___ love is stronger than ___ death.
2. ___ love for our dear and near never dies.
- b) 1. ___ traffic is usually the biggest problem in most cities.
2. ___ traffic in Yakimanka is unusually heavy at the moment (radio announcement).
- c) 1. ___ teaching of the Middle Ages is a website for school and college teachers.
2. Few graduates today think of going into ___ teaching.
- d) 1. Many universities now are opening departments where students study ___ business.
2. I wouldn't like to be involved in ___ business of buying and selling icons.

- e) 1. A typical British meal for dinner is ___ meat and ___ vegetables.
2. A gravy (подливка) covers ___ meat, and one of ___ vegetables is almost always ___ potatoes.
- f) 1. ___ hockey is very popular in Russia.
2. ___ hockey in the second division is not so interesting to watch.
- g) 1. ___ English has the largest vocabulary of the world languages.
2. ___ English of Shakespeare is very different form ___ English of Sydney Sheldon.
- h) 1. "Those are the old stone quarries. ___ stone used to be shipped away from here to other parts of England".
2. Most houses in those parts were built of ___ stone, not of ___ timber.
- i) 1. ___ pride goes before a fall.
2. You should have seen ___ pride in his face when he talked about his daughter's successful career.
- j) 1. The doctor said Nancy had ___ glandular fever (mononucleosis) and was quite ill. She would have to spend a week in bed.
2. I was allowed to see her when she was better. ___ fever left her feeling so weak that she tired easily.

Ex. 62. Decide on the articles to be used with the nouns in bold type.

Vikings loved **fighting** and **war**, they praised **strength** and **courage**. But they loved **fun**, too. **Vikings** enjoyed going to **parties** and **banquets**. Great long **halls** in which **banquets** took place often had embroidered **tapestries** on **wooden** walls. Long **tables** were loaded with metal **bowls** and **knives**, drinking **horns**, **spoons** made of **horn** or **wood** and, of course, enormous quantities of **food** and **drink**.

Vikings ate large amounts of **soup**, **porridge**, **cheese**, **fruit**, **bread**, different kinds of **meat** and **fish**, all at one meal. They drank cup after cup of **mead**, **beer** and imported **wine**.

After **banquet** was over, there were many kinds of entertainments. There was **singing** and **dancing** and **juggling** and **wrestling**. **Vikings** liked outdoor **entertainment** as well. They had snowball fights and they loved **skiing**, **skating** and **sledging**.

Ex. 63. The writer was economical with articles when he prepared this information for his web site. Finish his job and add **a / an** or **the** where necessary.

Eating Etiquette in England (UK)

Things you should do:

- If you are guest, it is polite to wait until your host(ess) starts eating or indicates you should do so. It shows consideration.
Always chew and swallow all food in your mouth before taking more or taking drink.
You may eat chicken and pizza with your fingers if you are at barbecue, finger buffet or very informal setting. Otherwise always use knife and fork.
- Always say thank you when served something. It shows appreciation.
When eating rolls, break off piece of bread before buttering. Eating it whole looks tacky ("common").
When eating soup, tip the bowl away from you and scoop soup up with your spoon.
- If you are eating at formal dinner party, you will come across many knives and forks. Start with utensils on the outside and work your way inward with each subsequent course.
The fork is held, with prongs (зубцы) facing down, in left hand, and the knife in right. When eating in formal situations, rest fork and knife on plate between mouthfuls, or for a break for conversation.
When you have finished eating, and to let others know that you have, place your knife and folk together, with prongs on fork facing upwards, on your plate.
- In restaurant, it is normal to pay for your food by putting your money on the plate bill comes on.

Things you should not do:

5. It is impolite to start eating before everyone has been served.
Never chew with your mouth open.
It is impolite to have your elbows on the table while you are eating.
Don't reach over someone's plate for something, ask for item to be passed.
Never talk with food in your mouth.
It is impolite to put too much food in your mouth.
Never use your fingers to push food onto your spoon or fork.
It is impolite to eat noisily.
Never blow your nose on napkin (serviette). Napkins are for dabbing (to dab — слегка прикасаться) your lips and only for that.
Never take food from your neighbour's plate.
Never pick food out of your teeth with your fingernails.

Things that are ok to do:

6. It is ok to eat and drink something while walking down the street, unless you want to seem posh.
It is ok to pour your own drink when eating with other people, but it is more polite to offer to pour drinks to people sitting on either side of you.
It is ok to put milk and sugar in your tea and coffee or to drink them both without either.

How to eat pudding (desserts)

7. To eat dessert, break dessert with the spoon (at the top of your plate will be dessert spoon and dessert fork), one bite at a time. Push food with fork into the spoon. Eat from spoon. (Fork in left hand; spoon in right.)

How to use a napkin or serviette

8. The golden rule is that napkin should never be used to blow your nose on. This is a definite no-no. Napkins should be placed across lap — tucking them into your clothing may be considered “common”.

CHECK YOURSELF

1. Complete the chart. Give descriptions of the situations and supply the missing examples.

PRESENT SIMPLE	
— repeated/regular actions	?
— ?	Will hates football, he also hates people who play it.
PRESENT CONTINUOUS	
— action in progress at the moment of speaking	?
— ?	India and Seychelles are discussing possibilities for signing a comprehensive trade agreement.
— repeated actions causing the speaker's annoyance	?
PRESENT PERFECT	
— ?	The two sides have signed an agreement on economic cooperation.
— action or state that started in the past and continues up to the present	?
PRESENT PERFECT CONTINUOUS	
— ?	The parties have been negotiating for nearly two years now.
— action which began in the past and has just finished but has some visible result in the present	?

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to fit a description
strained relations
in a way
to win recognition
respected organization
to establish relations with
to get over a disease

так или иначе
отличать факт от мнения

a decisive role
to lose one's way
to face discrimination
to decide for oneself
out of respect for her father
to feel superior to
to get through with work

достичь превосходства
добиваться признания

принять решение
 подробно описывать поездку
 официально признать что-л.
 выбирать между карьерой и учебой
 мне никогда не приходило в голову, что
 разорвать дипломатические отношения
 выйти из автобуса

не иметь отношения к делу
 взаимное уважение
 обладать превосходством в спорте
 государственная компания
 распространенное явление
 проявлять уважение к кому-л.
 позвонить до гостиницы

3. Match the nouns in A with categories in B. What are the rules for the use of articles with these nouns?

A		B
life	Dutch	Activity
pneumonia	sand	Disease
golf	dancing	Abstract idea
plastic	juice	Area of study / Language
porridge	wealth	Food and drink
geography	malaria	Material
hunting	badminton	

4. Choose the correct alternative in *italics*.

- The company *achieved* / *has achieved* / *0* superiority over its competitors in many areas.
- The man *had* / *was having* a girl on *every* / *each* arm and looked happy.
- The negotiations are failing because one side *is* / *is being* unreasonable.
- I *have always been* / *was always* respectful of the great religions, but I remain an agnostic.
- Jim looks pale because he *suffered* / *has suffered* food poisoning last night.
- Mr Robinson *is tasting* / *tastes* / *the* new wine.
- Every student *has* / *have his* / *their* own learning style and an area where *he* / *they does* / *do* well.
- I *owned* / *have owned* a number of different cameras over the years.
- The* / *0* Ancient History is the study of *the* / *0* written past from the beginning of *0* / *the* human history until the Early Middle Ages.
- Mary *stays* / *has stayed* in bed since she *went* / *has gone* down with the flu.
- It's the first time I *have seen* / *see* / *the* Westminster Abbey.
- Mr Khan is in hospital and his wife *visited* / *has visited* him twice this week.
- 0* / *the* real milk is not pasteurized. It comes from old-fashioned cows that feed on *the* / *0* grass.
- It's the best show I *have ever seen* / *ever saw* on the BBC.
- All girls* / *all the girls* are natural scientists and mathematicians when they are young.
- I *collect* / *have been collecting* sports cards *all my* / *my all* life.
- 0* / *the* love *is making* / *makes* the world go 'round'.
- My family *has been having* / *has had* problems with immigrants ever since they *have come* / *came* to this country.
- African countries are *making* / *make* / *0* / *a* progress in fighting *the* / *0* corruption.
- Alex *is constantly telling* / *constantly tells* lies to everyone. I hate it!

5. Fill in the gaps and give an appropriate response.

- A: _____ . How can I get to the British Museum?
B:
- A: What a nice party! _____ ?
B:

3. A: I've booked a room at your hotel online. My name is _____.
B:
4. A: _____. Could I exchange this jacket for a bigger one?
B:
5. A: What _____! You look absolutely gorgeous!
B:

6. *Complete the sentences with tag questions and give short answers.*

1. You've never been to Brazil,
2. There're a lot of faculties in our university,
3. You have no classes on Saturday,
4. It's not easy to be a first-year student,
5. Nobody likes to be offended,
6. There's no racism in this country,
7. You can speak Spanish,
8. Everybody wants to rule the world,
9. Russia has always been a multiethnic country,
10. You're no longer children,

UNIT 4

BORN EQUAL?

IN UNIT 4 YOU LEARN:

to ask for and give opinion
 to ask for information (indirect questions)
 to describe and compare people and things
 using expressions of quantity
 to read faster
 to look for information

LANGUAGE FOCUS

expressions of quantity
 articles with proper nouns
 else, other, another
 phrasal verb "look"



SPEAKING 1. STATING OPINION AND ASKING FOR OPINION (2)

PRACTICE 1.

Read the statements. Decide which word is the Tonic.

e.g. If you be *believe* discrimination exists, it *will*.

1. "After all, there is one race — humanity" (George Moore).
2. No individual is free of prejudice.
3. All people are born equal.
4. Discrimination has existed in every culture throughout history.
5. Certain racial groups are more intelligent than others.
6. Blacks tend to be better athletes than whites.
7. Education is the best way to combat discrimination.
8. Discrimination tends to increase during difficult economic times.
9. There is little discrimination of any kind in Russian culture.
10. In most cultures men occupy positions of economic and political power.
11. It's often easier to become outraged by injustice half a world away than by discrimination half a block from home (Carl Rowan).

USEFUL PHRASES:

I think ...

I believe ...

I feel ...

I'm fairly certain...

It's my opinion that ...

I'm pretty sure that ...

PRACTICE 2.

A. Choose a statement with which you agree most, state it as your opinion using a phrase from the list above and explain why.

Model:

Statement: It's often easier to become outraged by injustice half a world away than by discrimination half a block from home.

Opinion: I think/ It is my opinion that it's often easier to become outraged by injustice half a world away than by discrimination half a block from home.

Thanks to television we now know more about events in different parts of the world than about the life of people in our neighbourhood. Television makes these events so real that we are emotionally involved. When we see injustice in the Middle East or in the Baltic republics we get angry and indignant. What's more, this is much easier than fighting against injustice, for example, discrimination, next door. If we notice that people next door are discriminated against, it may demand action on our part. We may not be prepared to take this action. So it is safer and easier not to notice or pretend not to notice this injustice.



B. Read the extract from Mariah Carey's interview. Retell it in English, paying attention to intonation. Give your opinion about her childhood.

Моя мама — белая, а папа — черный, а я получилась ни то, ни се. Когда я гостила у своей двоюродной сестры в Южном Бронксе, ребята в округе говорили: “Это не твоя сестра. Она белая”. Когда я проводила время со своим отцом (родители Марайи развелись, когда ей было 10 лет), всегда находился кто-то, кто презрительно усмехался (to sneer) или старался показать свое отвращение (disgust). В то же время я не выглядела достаточно белой для белых людей, чтобы они признавали меня за свою.



PRACTICE 3.

Complete the sentences with tag questions and answer them. Work in pairs.

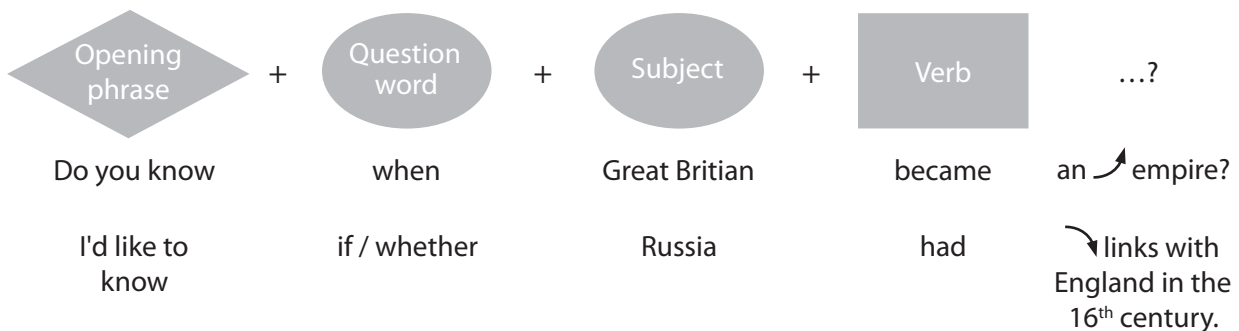
1. Affirmative action is a form of discrimination,
2. In the Southern states black children could not attend the same schools as white children,
3. Russia has always been home of many ethnic groups,
4. Parents are not always aware of their children's extremist beliefs,
5. There is no racism on the Net,
6. Tolerance is characteristic of the British society,
7. The disintegration of the Soviet Union was a painful process,
8. There is nothing wrong with giving privileges to ethnic minorities,
9. Practice makes perfect,
10. You can't learn to speak a foreign language unless you practise a lot,
11. Nobody likes to ask for a favour,
12. When driving a car you shouldn't talk over the mobile,
13. Technology allows us to do ten things at once,
14. We have had enough of tag questions,



SPEAKING 2. ASKING FOR INFORMATION (INDIRECT QUESTIONS)

We sometimes ask indirect questions (when we want to sound more polite).

STRUCTURE



Opening phrases:

- | | |
|-------------------|-----------------------|
| I'd like to know | Could you find out |
| Do you know | Do you happen to know |
| Could you tell me | I wonder |



Note: *if* or *whether* is used to introduce a general question.

Model: *Direct question:* Is it easy to become a British citizen?

Indirect question: I wonder **if** it is easy to become a British citizen.

Practise asking indirect general questions. Use a suitable opening phrase from the list above.

A: practical matters

1. Are shops open on Sunday in London ?
2. Can you get from Heathrow to the centre of London by the tube?
3. Have they changed the immigration laws in Great Britain recently?
4. Must a traveller buy an insurance before entering Great Britain?
5. Do you need a visa to go to Ireland from Great Britain?
6. Do they drive on the left in any other countries besides Britain?
7. Are there many regional differences in British English?
8. Does Scotland have its own money?
9. Is it possible to travel from London to Paris by train?
10. Have the British decided to accept the euro?

B: a bit of history

1. Was Winston Churchill the British Prime Minister when the Second World War began?
2. Did any Russian tsar ever visit London?
3. Were there any wars in which the English fought against the Russians?
4. Did the Russians reach Alaska before the English?
5. Did the Russian government sell Alaska to the USA?
6. Were the first settlers of Australia different from those of America?
7. Has the American government offered apologies to the Indians?
8. Did France support the Americans' War of Independence?
9. Was the Russian emperor Nicholas II a relation of the British king?
10. Was America in the war before Japan's attack on Pearl Harbour?



PAIRWORK.

Find out more about English-speaking countries. Student A asks indirect questions using the prompts below. Student B answers them using a card with a fact file (to be found in Appendix if necessary).

Set 1. The Commonwealth: British and the CIS

1. when / to establish
2. to change the name
3. to leave, reenter the Commonwealth
4. to have the automatic right to work and live in Great Britain
5. rich / poor countries, to include



6. which / the Queen, Head of State
7. kind of organisation
8. Ireland, a member
9. when / why / Commonwealth of Independent States
10. which / the original members

Set 2. British English vs American English

1. spelling, more phonetic
2. to spell -er instead of -re in the words like centre
3. to spell the past form of the verbs like "travel", e.g. traveled
4. mail / post
5. ending -ise / -ize
6. gas / petrol
7. bill / banknote
8. politically correct (pc) words / to appear first
9. to spell, defence / defense
10. Benjamin Franklin, Noah Webster, to reform the spelling

PROVERBS AND SAYINGS.

Match the English and Russian proverbs. Illustrate one of them with a short story.

- | | |
|--|-------------------------------------|
| 1. Birds of a feather flock together. | a. Будет и на нашей улице праздник. |
| 2. Every bird likes its own nest. | b. Всякая лиса свой хвост хвалит. |
| 3. Each bird loves to hear himself sing. | c. Рыбак рыбака видит издалека. |
| 4. Fine feathers make fine birds. | d. Всяк кулик свое болото хвалит. |
| 5. Every dog has his day. | e. Из избы сор не выносят. |
| 6. It's an ill bird that fouls its own nest. | f. Одежда красит. |



READING AND SPEAKING



Find out more about Canada and its ethnic communities. Ask each other wh-questions to fill in information gaps in your text (A or B). Student A begins.

Text A (Text B is given in Appendix).

In 1) _____ if you don't speak English or French it is most likely that you speak Chinese. According to the statistics Chinese has become a № 3 language used in Canada and the number of people who speak Chinese is increasing.

2) _____ lives in British Columbia and Ontario; particularly in Vancouver and Toronto. Now in Vancouver and Toronto people can live quite easily even though they only speak Chinese instead of English.

Here you can enjoy 3) _____ of various styles. Some people even say that if you really want to meet a master chef you should go to Vancouver instead of China. The reality is that a great many well-educated Chinese are coming to Canada from China's mainland, Taiwan and Hong Kong. These are called "tigers who've crossed the river".

There is about 4) _____ Chinese in Canada — about 3 per cent out of 31.4 million of the population in Canada. However, in 5) _____ the Chinese language became a subject for higher examination. During Chinese Spring Festival officials ranging from the Prime Minister to provincial governors and mayors of Vancouver and Toronto all dress up in Chinese style suit, join in Lion Dances and congratulate each other on happy Lunar New Year.

Chinese culture has become more significant in Canada, partly because 6) _____. China-towns have expanded or even evolved into major shopping malls. What's more, Chinese Canadians participate in politics and get elected, which shows a high level of their integration into Canadian society.

(based on *Chinese Becomes No. 3 Language* by People's Daily Online)



PROJECT WORK CANADA AND MULTICULTURALISM

LEVEL 1.

TASK 1.

Find more information about ethnic communities in Canada and multiculturalism.

1. How many ethnic communities are there in Canada? How numerous are they?
2. When was the policy of multiculturalism adopted?
3. What effect did this have on the Chinese community?
4. What national identity have the Chinese living in Canada developed over the years?

TASK 2.

Compare your findings with those of all the other students in your group.



LEVEL 2.

Which title do you think is more appropriate "The Chinese Canadians" or "The Canadian Chinese"? Explain your reasoning.

Resources:

<http://www.multiculturalcanada.ca/index.htm>

http://www.multiculturalcanada.ca/learning_resources/chinese_timeline/

<http://www.statcan.ca/bsolc/english/bsolc?catno=89-621-XWE>

http://www.canadianheritage.gc.ca/progs/multi/respect_e.cfm

You can use other sources.



READING 1. THE REALITY OF TODAY

PRE-READING QUESTIONS:

1. What behaviour can you describe as racist?
2. Why are racial prejudices so widespread?

Read the text quickly looking for illustrations which support the opinions from Reading 1 unit 3.

Racism means:

- having to keep relationships secret
- not getting the respect you deserve
- being singled out
- being harassed or attacked

There is something in the shadows. Rabia Khan is worried. She has found herself in the wrong place at the wrong time. She ought to know better than to be this end of Ravensmoor Road after dark. This stretch of road has a history. Rabia's father has warned her often enough. Now she is regretting the way she has ignored his advice not to go on her own.

Despite everything Oakfield isn't a town that is used to living in fear. It is an ordinary sort of place, what you might call a backwater⁹. But one simple fact haunts this town like many others: hatred can be ordinary and evil can be commonplace. This time it started to go bad the day two airliners changed the skyline of New York forever. Rabia knows how some people's eyes have flashed at her in the street since that day. She feels instinctively that the rules of her life have changed.

* * *

Suhail Khan glances at the kitchen clock.

"She should be back by now," he says.

"You worry too much," says his wife Diane.

Suhail doesn't say anything, but he isn't reassured. Even after all these years, he and Diane feel different about this town. She is a white woman married to a British Muslim. She doesn't feel automatic hostility when she visits her family up the Ravensmoor Road, but her husband does. Her children do. They've all heard the shouts of *Paki*. Of course Diane doesn't ignore what they tell her. What mother would? She suffered her own share of hostility in the early days. Even in the eyes of her parents she has committed the cardinal sin of marrying *one of those people*.

"I think I'm going to take a run up to the library," Suhail says.

Diane doesn't try to stop him.

* * *

"What's the matter, *Fatima*?" says one of the youths, flicking a peanut at Rabia. "Not talking?" No, she isn't talking.

Not to the likes of him. For a moment Rabia feels defiant but it doesn't last long. She is too scared for that. Some of the other girls at school have been pushed around this way. Shahnaz from Rabia's maths set was walking round Oakfield Park wearing the Muslim headscarf, the *hijab*. Somebody tore it clean off. That was just after the World Trade Center was hit. Rabia feels uncomfortable. More than uncomfortable, she is scared.

"Hey!"

One of them grabs hold of her around the upper arm. Feeling his fingers digging into her flesh, she shrinks back.

"What's the matter with you?" he asks, feeling her reaction. "Do you think you're too good for us or something?"

He is trying to swing her round, to make her look at him. He wants to see the fear in her eyes.

"Come on, love. Don't you want to do us the dance of the seven veils?"

"Maybe she'd rather give us a kiss."

Finally her reply breaks loose.

"Let go of me!"

Suddenly the pair of them are racing down the street towards Foulshurst Avenue. Rabia hears a familiar, gruff voice. "There you are, I've been up and down this road twice. I don't know how I missed you. The council should do something about the lighting along here."

"Dad!"

Suhail Khan hears the relief in his daughter's voice. "Is something wrong?"

Instinctively he looks round in the direction of the two white boys he has just seen running up the hill.

"Don't go after them," she says.

⁹ A place where nothing exciting happens.

“Why? What's happened?”

“I'll tell you about it on the way home,” she says.

* * *

A hundred metres down the road Suhail Khan is pulling up outside the house. He's been listening to Rabia's story.

“I've a good mind¹⁰ to go looking for them,” he says. “Don't, Dad,” says Rabia. “They're not worth it.” “You're right, of course,” says Suhail. “They're not worth it. It just makes me angry that they can go round picking on teenage girls. Master race, eh? Why don't they try it on with a grown man like me?”

He remembers a night twenty years ago. He was a young man, little more than a boy, and he lay frightened and alone on a rainswept pavement while half a dozen men drove their boots into him. He hasn't forgotten his fear and humiliation. The memory makes him determined that his children will never feel that terror. This town is their home. They were born here. Surely that's enough to make them British! They should be able to go where they like without being threatened or abused. “Forget them, Dad.”

“I'll do my best,” says Suhail. “But why should I? We work hard. We keep ourselves to ourselves. Why should my daughter be threatened by such people?”

Rabia shrugs. He knows the answer as well as she does. You can hide your views or take off a badge, but you can't disguise the colour of your skin.

/from Caught in the Crossfire by Alan Gibbson/

Read the text again and do the task below.

Getting the story straight: pick out the statements which you know from the text to be true. Arrange them in the right order to make a story.

1. Rabia Khan is going home from the library after dark.
2. She comes from a Muslim family.
3. Her mother is British but her father is not.
4. They live in the small town of Oakfield.
5. It is in the Northwest of England.
6. The story is set in Great Britain following Sept. 11, 2001.
7. Most Muslim families live in the Ravensmoor Road.
8. Two white youths are stalking (following her in a threatening way) Rabia on her way home.
9. Rabia's father is a taxi driver.
10. Diane, Rabia's mother, married a Pakistani against her family's wishes.
11. The boys are insulting her.
12. Rabia is scared because she is afraid of the dark.
13. Rabia is scared because she is a Muslim girl and the white boys are acting as racists.
14. Oakfield has always been hostile towards non-British people.
15. Suhail comes to his daughter's rescue.
16. Suhail tries to catch the boys and teach them a lesson because a long time ago he was abused, too.

¹⁰ to have a good mind to do smth (infml) *очень хотеть / быть склонным что-л. сделать*

VOCABULARY LIST

Ex. 1. Study the Vocabulary List and translate all the examples.

1.	warn, v.	<p>предупреждать, предостерегать Mom warned me that I should be home by 10. to warn smb of / about Have you warned the new employees of possible difficulties? to warn smb against His friends warned him against walking in that neighbourhood at night; it might be dangerous.</p>
	warning, n.	<p>предупреждение, предостережение to give smb a warning The weather bureau gave a storm warning to the local residents. to serve as / to be a warning Science fiction serves as a warning that our actions today shape the future of our planet. <i>Научная фантастика служит предостережением о том, что наши действия в настоящем определяют будущее нашей планеты.</i> warning about / of / against</p>
2.	fear, n.	<p>1) страх a deep / great / growing fear Betsy has a great fear of insects. to overcome / to cause fear <i>преодолеть / внушать(вызывать) страх</i> He finally overcame his fear of water. in fear of <i>в страхе, со страхом</i> Most people live in fear of what the future will bring. for fear of <i>из опасения, из страха, боясь</i> She avoided skiing and snowboarding for fear of injury. to experience / to feel / to have a fear of smth Ever since he was a boy, he has had a fear of heights.</p> <p>2) (oft. pl) опасение growing / unfounded / well-founded fears to express fears for / that Many people expressed fears for the safety of their loved ones. <i>Многие выразили опасение за безопасность своих близких.</i></p>
	fear, v.	<p>бояться, опасаться to fear smb / smth / that He fears sickness and old age more than anything else. After the Civil War, many white southerners feared that blacks would take revenge on their former masters. to fear for smb / smth After repeated threats, the singer really / seriously feared for her life / safety.</p>
3.	share, n.	<p>часть, доля Each student must do their share of work. a large / a fair / the lion's share of smth <i>большая / немалая / львиная доля чего-л.</i> to get / to have a share of smth Paris has the lion's share of the world's fashion and design schools.</p>

	share, v.	<p>1) делиться, использовать совместно I share my car with my sister's family.</p> <p>2) разделять (взгляды, мнение) to share smb's point of view / opinion The president shared our views on the need for educational reform.</p>
4.	hostility, n.	<p>1) враждебность great / open / growing hostility hostility to / toward / between smb / smth The hostility between Scotland and England began at the end of the 13th century. to feel / to show / to provoke hostility <i>чувствовать / проявлять / вызывать (провоцировать) враждебность</i> More and more Europeans feel growing hostility to / toward immigrants.</p> <p>2) (pl.) военные действия hostilities between / against hostilities begin / break out Hostilities between neighboring countries can break out even after an unimportant incident. to end / to resume hostilities How did the negotiators succeed in ending the hostilities? <i>Каким образом участникам переговоров удалось договориться о прекращении военных действий?</i></p>
	hostile, adj.	<p>враждебный, недружелюбный to be / to feel / to become hostile to / toward smb / smth Many party leaders were openly hostile to / toward the new plan.</p>
5.	loose, adj.	<p>1) свободный, незакреплённый loose tooth / button / shoelaces <i>шатающийся зуб / болтающаяся пуговица / слабо завязанные шнурки</i> to come loose <i>открепиться, отделиться, отвязаться</i> The door handle has come slightly loose. <i>Дверная ручка слегка разболталась.</i> to break loose from smb / smth <i>отрываться, высвободиться, вырваться на свободу</i> A metal fragment broke loose from the right wing of the plane. In the 16th century, Protestants in Germany broke loose from the Roman Catholic Church.</p> <p>2) просторный, неприлегающий (об одежде) I like my clothing to be loose and comfortable.</p> <p>3) приблизительный, неточный, вольный loose translation / interpretation / calculations</p>
	loosen, v.	<p>ослаблять(-ся), смягчать He loosened his necktie and cleared his throat. <i>Он ослабил галстук и откашлялся.</i> The company has simplified and loosened its requirements.</p>
6.	miss, v.	<p>1) промахнуться to miss the target <i>не попасть в цель</i></p> <p>2) упустить, пропустить to miss the bus / plane / train (by an hour) <i>опоздать на автобус / самолет / поезд (на час)</i></p>

6.	miss, v.	<p>to miss an idea / the point / smb's words <i>не понять идеи / сути / чьих-то слов</i> to miss an opportunity / a chance <i>упустить возможность</i> He fell ill and missed school four days last week.</p> <p>3) скучать; ощущать / обнаруживать отсутствие I'll miss home if I go to study abroad. Jack is so dull; no one will miss him when he leaves the party. <i>Джек такой скучный, его отсутствия на вечеринке никто и не заметит.</i> I missed the wallet only when I had to pay for something in the store.</p>
	miss, n.	<p>неудача, промах "You have only two misses! Where did you learn to shoot so well?" A miss is as good as a mile. \cong <i>Чуть-чуть не считается</i></p>
	missing, adj.	<p>недостающий, отсутствующий, пропавший There's a page missing from my book. to be / to go missing Nearly 70 000 children go missing in Britain each year. <i>Ежегодно в Великобритании пропадает (без вести) около 70 000 детей.</i></p>
7.	mind, n.	<p>1) ум a logical / sharp / open / suspicious mind Donna will definitely win the chess tournament; she has a very sharp mind. to have smth on one's mind <i>тревожиться о чём-л.; не давать покоя (о мысли)</i> You look very worried. Tell me what's on your mind. Out of sight, out of mind. \cong <i>С глаз долой — из сердца вон.</i></p> <p>2) намерение, желание What do you think he has in mind? <i>Как ты думаешь, что у него на уме (= что он собирается сделать?)</i> to make up one's mind to do smth <i>решить что-л. сделать</i> to change one's mind to do smth / about <i>передумать делать что-л. / переменить мнение</i> Have you made up your mind where you'll go for the vacation next year? After listening to the weather forecast, they changed their minds and decided against swimming.</p> <p>3) мнение, взгляд to be of the same mind (about) Members of the committee are never of the same mind, and everyone has their own ideas. to speak one's mind <i>откровенно высказываться</i> The British admire those who speak their mind(s) cleverly and ignore the consequences. So many men, so many minds. \cong <i>Сколько голов, столько умов.</i></p>
	mind, v.	<p>1) (in neg. sentences and questions) возражать, иметь что-л. против not to mind smth / doing smth / if smb does smth Would you mind waiting outside? <i>Подождите, пожалуйста, за дверью.</i> I don't mind at all paying full price.</p> <p>2) (in commands) остерегаться; обращать внимание Mind the step! <i>Осторожно, ступенька!</i></p>
8.	threaten, v.	<p>грозить, угрожать Captain Hook threatened Wendy with his sword. Some actors threatened to boycott the festival in protest against the war.</p>

threatening , adj.	грозящий, угрожающий a threatening look / letter / remark
threat , n.	опасность, угроза big / great / real / serious / potential / empty threat to be / to pose a threat to smth The ongoing hostilities pose a serious threat to the entire region. to see smth as a threat to smth Religion is sometimes seen as a threat to personal freedoms. to be / to come under threat Scientists warn that the existence of the lake is under threat. a threat of smth How real is the threat of an environmental catastrophe?

VOCABULARY PRACTICE

Ex. 2. Fill in the gaps with the correct word. The first letter is given to help you.

1. A Picasso painting which went **m**_____ from the Pompidou Centre in Paris has been recovered by the police.
2. In 1455 **h**_____ broke out between the House of York and the House of Lancaster.
3. I doubt Ed will ever change his **m**_____ about the power of the Internet.
4. The Arctic is **s**_____ by eight countries.
5. Gregory was arrested for making **t**_____s against his neighbours.
6. Analysts believe the government has **m**_____ the opportunity to reform the economy of the country.
7. A band of monkeys broke **l**_____ from the local zoo and invaded a warehouse full of bananas.
8. During the Renaissance and the Reformation, the Church was often **h**_____ to new scientific ideas, which it saw as **t**_____.
9. Most of his companions had already had breakfast, and he **s**_____ the dining-room with only a few others.
10. Child psychologists **w**_____ that video-game addiction can be a serious problem.
11. At the age of 7, Vanessa-Mae made up her **m**_____ to become a violinist.
12. The new arrangements **l**_____ rather than strengthened the links between local authorities and businesses.
13. To my horror, our neighbour **t**_____ my husband with a baseball bat.
14. The president gave a **w**_____ that any **h**_____ forces found on South Africa's borders would be dealt with firmly.
15. He lived in constant **f**_____ that that he would be recognized by someone who had known him in the past.
16. A cyclist may lose control and fall if the handlebars (руль велосипеда) come **l**_____ and turn unexpectedly.

Ex. 3. Bring out the difference in the meanings of the words in bold type. Translate the phrases using a dictionary when necessary.

1. I've always been interested in writing, and knew **at the back of my mind** that it's the only job I've really wanted to spend my life doing.
2. **To my mind**, BMWs are better than Toyotas.
3. **Bear in mind**, you should return the book on Tuesday.

4. At first, I was **in two minds** whether to stay in Florida or not, but after the hurricane I packed up and left for New York.
5. It never **crossed my mind** that my behavior could be interpreted in such a way.
6. Ted, you are **reading my mind!** I was just going to suggest it.
7. "Will you help me to move the furniture in my living-room?" — "I'm afraid I can't. I'm busy with my dissertation." — "**Never mind!** I'll get Frank to help me."
8. I've a **good mind** to tell my boss that I'm going to look for another job.
9. There's always a thought **on my mind** that one day I will have to leave. I can't get rid of it.

Ex. 4. Use the appropriate MIND phrase.

1. "Why don't we take a walk down to the river?" "In the rain?" "_____, I'm pretty sure it will stop soon." "OK, let's get going then".
2. Always _____ that your own wish to succeed is more important than any one thing (Abraham Lincoln).
3. "Do you really share our views? Are you _____ as the rest of us here about the country's future?"
4. "Did it ever _____ that you will get married to a doctor?" "Never. I didn't even like them!"
5. "Can you believe it? He said I looked vulgar in this dress!" "Well, _____ what he says. That colour looks wonderful on you. You do look great".
6. I cannot _____, so if you have a question you need to tell me. Don't wait until it's too late!
7. I'm _____ whether to go to the cinema or not; they say the movie's boring.
8. Please _____ that this is primarily a NEWS site, not a discussion forum.
9. Ronnie — _____ — is the best that's ever played the game. What do you think?
10. Phoebe always knew _____ that she wanted to be a writer, even before she knew how to read or write.
11. The national team coach is _____ about who is to replace the injured forward.
12. _____, to kill in war is not better than to commit ordinary murder (Albert Einstein).
13. If any negative thoughts _____ — replace them immediately with something pleasant and optimistic.
14. Jill never feared _____, and to say what she thought was right.
15. "I _____ to call your parents and tell them about your behaviour!" said the teacher angrily.

Ex. 5. Translate into Russian paying special attention to the Active Vocabulary.

1. In many European countries, ethnic minorities have begun to fear for their lives as extremist sentiment (настроения) is becoming more widespread.
2. Robbie Williams threatened to break the legs of a photographer who tried to make a picture of him at the airport.
3. A war can provoke hostility toward certain immigrant groups or other minorities.
4. Though she listened to the writer attentively, she missed the point of his new book.
5. For the first couple of university years I shared a flat with a friend, then my grandmother died and I moved to her apartment.
6. One person was slightly injured in the Saturday afternoon accident, when a chair on the ski lift came loose, moved backwards and struck the chair behind it.
7. It is still unclear what sort of career he has in mind for his son.
8. The UN Security Council called on all parties to immediately end the hostilities.
9. In 2004 Namibia and South Africa managed to loosen restrictions on hunting rare black rhinoceros (носороги).

10. Space radiation between Earth and Mars poses a serious threat to astronauts.
11. A prisoner broke loose from Oxford prison last night. The police warned against approaching Sean Hyland, 26, who was serving four years for robbery.
12. The Foreign Office has given a warning to tourists about terrorist activity in Egypt.
13. Some people don't buy poultry (мясо птицы) for fear of bird flu.

Ex. 6. Match a verb in A with a noun in B. Some words can form several collocations. Illustrate their use with sentences of your own.

1)	A	B	2)	A	B
	to miss to share to threaten	home the bus the idea the opinion of colleagues the survival an opportunity duties		to give to express to provoke to pose to resume to feel to overcome	a warning fear(s) hostility (-ies) a threat

Ex. 7. Odd one out. Find in each set one word that does not go with the main one.

- HOSTILITY toward: a politician, religion, fattening food, women, a country, neighbours
- to get one's SHARE of: fame, money, public attention, threat, criticism, rainy weather
- to WARN against: early celebrations, possible dangers, overwork, smoking, taking drugs, merry Christmas
- FEAR of: the dark, losing one's job, flying, terrorist attacks, a respectable life, punishment
- THREAT to: the environment, national security, the world peace, discrimination, public health, life
- to break LOOSE from: the attacker, the cage, hobbies, everyday life, the zoo, prison
- FEARS for: smb's future, smb's safety, climate change, one's family, one's life, democracy
- has come under THREAT relationship, smb's survival, hostility, stability, friendship, the freedom of the press



Ex. 8. Short story contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability);
3. grammatically correct sentences.

Ex. 9. Work in pairs. Answer the following questions using the Active Vocabulary. Say why you do or you don't.

1. Do you **mind** people asking you personal questions?
2. Do you think health **warnings** on cigarette packages effectively promote a healthy way of life?
3. Do you often change your **mind**?

4. Do you usually watch a film if you **missed** its beginning?
5. Which clothing do you find more comfortable: **loose** or tight?
6. Is there anyone with whom you **share** your thoughts, ideas, and feelings?
7. What is your greatest **fear**?
8. Can you think of any recent governmental project that was met with public **hostility**?
9. Do you **miss** school days?
10. Do you always speak your **mind**? Why (not)?
11. Do you know any people who do not do any extreme sports for **fear** of injury?
12. Do you think your **mind** can really cure illnesses?



Ex. 10. Think of contexts in which you can use the following sentences. Consult a dictionary if necessary. Add a sentence or two to turn them into a dialogue.

e.g.: — I'm meeting my girlfriend's parents tonight.
— It isn't going to be easy. You'll have to mind your p's and q's.

1. Great minds think alike!
2. I'm warning you!
3. Mind you p's and q's!
4. Sorry, but I'm not a mind reader.
5. Are you threatening me?
6. It doesn't matter. Never mind.

Ex. 11. Translate the sentences into English using the Vocabulary List.

1. Генерал был одним из самых важных политиков в Вашингтоне, его **боялись** и уважали сенаторы и конгрессмены.
2. Даже через 30 лет после того, как прекратились **военные действия** между этими двумя странами, отношения между ними остаются натянутыми.
3. Даниель **опоздал** на самолет на несколько минут.
4. Землетрясение может служить **предупреждением** о том, что приближается цунами (tsunami).
5. Карен придерживается **того же мнения**, что и Филипп в отношении будущего страны.
6. Преступник **угрожал** им кухонным ножом.
7. Львиная **доля** успеха зависит от вас самих, от вашего терпения и трудолюбия.
8. Если государство проявляет **враждебность** к иммигрантам, оно не может ожидать от них лояльности.
9. Полиция делает всё возможное, чтобы найти **пропавших** детей как можно скорее.
10. Мальчики сидели на льдине (ice floe) и не шевелились, **боясь** упасть в воду.
11. Никто не виноват, что ты заболел! Я тебя **предупреждал**, чтобы ты не ел столько мороженого.
12. Она любила отца и очень **скучала**, когда он уезжал.
13. Преодолеть **страх** перед вторым прыжком с парашютом труднее, чем перед первым.
14. С ним не о чем говорить, у него на **уме** одни деньги!
15. Я был удивлен, когда узнал, сколько людей **разделяют** мои взгляды на роль Интернета в современном обществе.
16. Вскоре после окончания Второй мировой войны на Ближнем Востоке вспыхнули **военные действия**.
17. Вам когда-нибудь **приходило в голову**, что вы можете использовать своё превосходное знание психологии для того, чтобы помогать другим людям?



READING 2. FAIR PLAY?

PRE-READING TASK.

The USA has the reputation of a successful multiethnic state, yet racial issues are still in the centre of attention. Today the internet provides a forum for the exchange of opinions on “affirmative action” (AA).

Read the extract from an encyclopedia (paragraph 1, text A). What can explain the fact that AA is widespread in the USA?

Now skim (read quickly) the text to the end to find out the difference in the two opinions expressed at an internet forum¹¹.

Text A

Reverse discrimination is a term used to describe discriminatory policies or acts that benefit a historically sociopolitically nondominant group (typically minorities). This term is sometimes considered synonymous with the terms “affirmative action” or “positive discrimination” used in the US. Reverse discrimination is illegal in some countries such as the United Kingdom. In the United States the effects of affirmative action can be seen both in the job market and college admissions. There are quotas of minorities to fill and a candidate may be selected solely due to the fact that they belong to a minority group.

It is discrimination to offer any advantage to anyone based on race, gender, marital status, religion, country origin, etc. We all agreed on that when most people’s idea of discrimination was whites against everyone else. Now we have a lot of other statistics that some people, white or black would like to ignore. Most whites are working class and poor like most people of colour. Most whites are not now and have never been economically or otherwise advantaged. Most whites have to work hard to get any little thing in life. Most whites did not participate in slavery. Most whites disagreed with slavery and fought hard to end it in the South. Most lives lost in the Civil War were white. Consider that for a moment before reading on. Most whites do not believe in racism and do not commit racist acts.

I am sick of the constant inference that whites are all privileged racists who deserve to be discriminated against now because people of other races were discriminated against in the past. If a school wants to admit well-rounded people with a GPA(1) (grade point average) of 3,5 or higher, then that should be the criteria for all students. Do not discriminate against those who qualify. Discriminating against whites does not help blacks, and blacks need to stop being defensive about their racism.

* * *

I am glad I attended a historically black university. I didn’t have to study with people who share these views. I can’t believe how widespread the feeling that blacks “are getting it easy” is in the white community. The black kids you are so jealous of are only separated by one generation from their grandparents who had to endure a lifetime of racism.

You all love to use even playing field(2) argument. But, if you really want to make the playing field even, strip every white person of their personal wealth and place all their children in

¹¹ These letters are written in a rather informal style typical of internet communication

second rate schools, and do this for about 200 years. Then the playing field will be even! I am sorry if a good white student doesn't get into the school they desire, but affirmative action was created for a reason. To offset the effect of racism on the black community. But I guess everyone has forgotten about it. I mean it was 30 something years ago and that has to be enough time to make up for the 200 and something years prior.

Note:

1. grade point average — средний балл
2. even playing field — equal opportunities

1. Look through the text and find the words that have similar English and Russian roots, suggest Russian equivalents.
2. Read the text again and make two lists of arguments: in support of affirmative action and against it. Be ready to express them in class and give your opinion.

THE RIGHT WORD IN THE RIGHT PLACE

ELSE, OTHER AND ANOTHER

	Pattern	Examples
else	<ol style="list-style-type: none"> 1. what (who, where, when, how) else 2. something (anything, nothing, etc.) else 	<ol style="list-style-type: none"> 1. What else did he tell you? How else can you explain all this? 2. I didn't see anything else that caught my interest at the store. Some of these species are found nowhere else on earth.
other	<ol style="list-style-type: none"> 1. what other + noun 2. some (any, no) other 	<p>What other benefits can credit cards offer?</p> <p>Sorry, I've got no other ideas.</p>
another	another few (two, five, etc.) + plural noun	<p>He's coming back in another few days.</p> <p>Follow this road for another five miles or so.</p>

Ex. 12. Fill in the gaps with **else**, **other** or **another**.

1. They are a laughingstock (посмешище). What _____ description fits a team that lost all the matches last season?
2. We all know the saying "Don't judge a book by its cover," but how _____ can you choose the right book?
3. Did anybody _____ survive the crash?
4. Apart from the mine (шахта), there are no _____ industries along the shore of the lake.
5. I went to the local library on Sunday and picked up _____ few books.
6. In what _____ ways are generations different from one another?
7. Who _____ can afford to go to a gallery and buy a painting?
8. It took me _____ ten minutes to understand what he was speaking about.
9. What _____ problems did you face in your first year at university?
10. He really doesn't respect anybody _____ in his department.

11. Let's look at _____ few arguments that are often used in politics.
12. Paraguay has not signed any _____ agreements on trade in services.
13. Turkey is a wonderful country! Where _____ can you grow orange, lemon, lime and pepper trees in your own back yard?
14. What _____ decisions could have been made in this situation?

*Ex. 13. Translate into English using **else**, **other** or **another**.*

1. Какие еще значения имеет это слово?
2. Кто еще поставил подпись под документом?
3. Генри сделал еще несколько попыток завести машину, но ему это не удалось.
4. Джон — футбольный фанат. Больше он ничем не интересуется.
5. Интересно, где еще я могу получить информацию по этому вопросу?
6. Есть ли какие-нибудь еще неотложные вопросы, которые нам следует обсудить?
7. Никакая другая книга не дает столь подробного описания этого сражения.
8. Мы проехали еще десять километров и справа от дороги увидели большой дом.
9. Кто-нибудь еще подходит под описание человека, которого ищет полиция?
10. Ты не знаешь, есть ли какая-нибудь другая дорога к озеру?

PHRASAL VERB **LOOK**

Ex. 14. a) Work in pairs. Match each verb with its equivalents below.

*b) Translate the following sentences paying special attention to the phrasal verb **LOOK**.*

1. to look after smb / smth	Anna has been looking after these children for the last four years.	
2. to look back at / on/ to smth	When I look back on my childhood, I realize what a great Dad mine was.	
3. to look forward to smth / doing smth	Dizzy was looking forward to the round-the-world cruise.	
4. to look into smth	The police are looking into complaints about speeding in front of the school.	
5. to look through smth	I was looking through a magazine when I came across this advertisement.	
6. to look smth up	Since I'm a native speaker I've never actually looked this word up in a dictionary.	

- a. просматривать что-л.
- b. искать (в словаре, справочнике и т.п.)
- c. ожидать чего-л. с удовольствием, предвкушать
- d. вспоминать, мысленно обращаться к прошлому
- e. присматривать за кем-л. / чем-л., заботиться о ком-л.
- f. исследовать, расследовать что-л.

*Ex. 15. Recast the underlined parts so as to make them more natural. Use the phrasal verb **LOOK**.*

1. I've just found information about the train times and fares.
2. My grandfather remembered those days of service with the greatest of pride.

3. Jenny's excited and pleased about another summer trip.
4. He turned over inattentively the pages of a newspaper, she looked around the room; both horribly bored.
5. I'm getting a new puppy, so I'll be taking care of it.
6. Edgewater police are investigating the disappearance of a 33-year-old man last seen in early October.
7. How can you find a word in the dictionary if you don't know how to spell it?
8. I had a quick look at the headlines on the BBC News website this morning.
9. The Anti-Discrimination Committee carefully examined all the complaints.
10. Have you ever babysat a naughty kid?
11. "I hope to enjoy working with you," Dr. Satcher said.
12. In his New Year's address, the Prime Minister remembered 2006 as a great year in which Canada took a leading role on the world stage.

Ex. 16. Fill in the gaps with the appropriate phrasal verb in the correct form.

1. Kent County Authorities _____ a deadly shooting in Gaines Township last night.
2. Jordon _____ coming home for many months.
3. I am a working husband; my wife _____ our one-week-old boy.
4. As I couldn't remember the name of the shopping centre, I _____ it _____ in the telephone directory.
5. We _____ currently _____ several aspect of the security issues.
6. As Betsy _____ on that afternoon twenty-two years ago, she could still taste the melted chocolate on her tongue.
7. While I was sitting in the pizzeria waiting to be served I _____ *the Times*.
8. Clair _____ her younger sisters until three years ago.
9. _____ you ever _____ travel information online?
10. Dear Faculty Friends! We _____ seeing your faces in our new School of Education Building.
11. I always _____ my spam just to try to make sure that I'm not missing your mail.
12. New Year's has always been a time for _____ ing _____ to the past, and more importantly, forward to the coming year.

Ex. 17. Translate the sentences using the appropriate phrasal verb.

1. Если ты не уверен, как произносится это слово, **посмотри** его в словаре.
2. Джордж обычно **просматривает** газеты за завтраком.
3. Так как Мери была старшим ребенком в семье, ей приходилось **присматривать** за младшими братьями.
4. Полиция штата в настоящее время **расследует** кражу картины из музея.
5. Студенты всегда **с нетерпением ждут** летних каникул.
6. Когда я **вспоминаю** студенческие годы, я понимаю, что это было замечательное время.
7. Правительство намерено создать (establish) специальную комиссию для **расследования** случаев дискриминации и расизма.
8. Когда Салли была в отпуске, за растениями в саду **ухаживала** ее подруга.
9. **С нетерпением жду** новой встречи с Вами.
10. Прежде чем заняться делами, Алекс **просмотрел** электронную почту.



Ex. 18. Make up a short story using as many phrasal verbs LOOK as possible.

GRAMMAR

EXPRESSIONS OF QUANTITY (Quantifiers)

Ex. 19. A) Read an extract from the journal of an explorer of North America. What did he see when travelling?

B) Find expressions of quantity. Which of them are used a) with plural nouns; b) with uncountable nouns; c) with both countable and uncountable nouns? What other expressions of quantity can those in the text be replaced by?

Having for many days past confined myself to the boat (не покидал лодку), I determined to spend a little time on the shore and view the interior of the country. One quarter of a mile in the rear of our camp I passed a grove (роща) of plum trees with plenty of fruit, I observed but little difference between this fruit and that of similar kind common to the Atlantic States. A great number of wolves of the small kind, hawks (ястреб) and a few polecats (хопек) were to be seen. On the hills and plains in the distance we saw a lot of buffalo, deer and antelopes.

A LOT OF — MANY — MUCH

	Countables	Uncountables	Examples
Positive	<i>a lot (of)/ lots of, a great number of, a great many, plenty of*</i>	<i>a lot of/lots of, a great deal of, plenty of*</i>	<i>There were a lot of cars at the farm. He's read a great number of press reports. Kids today are under a great deal of stress.</i>
Negative	<i>many</i>	<i>much</i>	<i>There were not many visitors in the office. He doesn't have much time to rest.</i>
Interrogative	<i>many</i>	<i>much</i>	<i>Do you know many people you can actually rely on? Did he do much research for the commentaries?</i>

***Plenty of** often has the meaning of "enough and more".

*Make sure to bring **plenty of** cups, spoons, and especially napkins.*

*Don't rush. We've got **plenty of** time.*

Ex. 20. Fill in an appropriate expression of quantity from the chart above.

- The farmers don't listen to western music (though their kids do), and they have _____ local customs and festivals.
- The food came quickly, but the waitress didn't make _____ attempts to be friendly.
- Is there _____ interaction among students in the department?
- There wasn't _____ unity left between the musicians of the group at that time.
- Venus Williams has put _____ effort into becoming an all-around player.
- Why were there _____ active volcanoes in southern California about 10,000 years ago, but not now?
- Although they never had _____ success in America, the Euro-disco group Boney M. was a European phenomenon during the 1970s.
- In England, _____ signatures were gathered last year for the campaign against fox hunting.
- I make _____ money so I'm not looking for a bank to take a loan (ссуда) from.
- Were there _____ customers in the shop this early in the morning?

11. John Paul II experienced _____ personal suffering, and witnessed _____ suffering on his world travels.
12. The team played well and didn't make _____ mistakes.

MANY AND MUCH IN POSITIVE SENTENCES

Many and **much** are often used in positive sentences:

- a. in a **formal** style
Many features of the early American cultures were based on maize.
Much of Britain is densely populated and intensively farmed.
- b. when they are modified by **so / too / very**
*I've got **so many** problems at the moment.*
*I'm afraid I spend **too much** time on my research.*

*Ex. 21. Explain in which of the sentences below many and much are used correctly. Rewrite the other sentences adding **too, very, or so** to **many and much** or replacing them by other quantifiers.*

1. He was one of the best at his job and enjoyed much success.
2. There were not many opportunities for the son of a bricklayer (каменщик) to take up writing.
3. Although we don't agree with each other on every dot and comma, we do have many common beliefs.
4. There are many detective programmes on TV.
5. There was much fear after World War I that a revolution would occur in the United States as well.
6. He did much important work to help us find a solution to the problem.
7. During development, Microsoft put much effort into research.
8. Many attempts have been made in recent years to improve the ecological situation in the Aral Sea Basin.
9. For a long time, the public relations industry had many former journalists working on it.
10. She couldn't understand why he wanted to spend much time away from home and his family.
11. People living in Great Falls have much good air and much good water.
12. Do your parents take much interest in your musical tastes?

A FEW / FEW AND A LITTLE / LITTLE

Meaning	positive: "some", "not many / much, but better than nothing"	negative: "not enough", "not as many / much as necessary, or expected"
Countables	a few <i>There were <u>a few</u> books on the stand.</i>	few <i>The audience showed <u>few</u> signs of pleasure.</i>
Uncountables	a little <i>He was having <u>a little</u> rest after the hard work.</i>	little <i>She had <u>little</u> knowledge of the working world.</i>



- Notes:**
1. The quantifiers **few** and **little** are chiefly used in written English. In an informal style they are normally replaced by **not many / much, hardly any, only a few / a little**.
*There are **hardly any** girls of Middle Eastern or Asian appearance in advertisements or magazines.*
*When she woke again, **only a little** time had passed.*
 2. **Quite a few** in an informal style means "a considerable number".

Ex. 22. Study the chart above and translate into English the following word combinations:

Мало ошибок, несколько подписей, мало согласия, немного работы, несколько попыток, мало времени, немного отдыха, мало обычаев, несколько соглашений, мало мебели, мало экспериментов, немного знаний.

*Ex. 23. Fill in the gaps with **a few / few, a little / little**.*

1. She made _____ attempts and found she couldn't work, she couldn't even read.
2. This is not a very difficult task but still it demands _____ effort.
3. There was a lot of dramatic debate, but there was _____ agreement on concrete details.
4. Learning to play the piano requires years of patient practising that _____ adults have time for.
5. There was nothing else in the bag: _____ money, _____ other things of no importance.
6. The accident occurred late on Tuesday but was not discovered until _____ survivors emerged.
7. There were _____ people around: many streets were deserted.
8. McDonald's new worldwide health education campaign focuses largely on exercise, with _____ discussion of diet.
9. For _____ minutes longer Isabel tried to sort out hard facts from vague suspicions (смутные подозрения), with _____ success.
10. His uncle hadn't much money, he supposed, but there would be _____, enough to put in central heating.
11. My personal way of living is to make _____ agreements and keep the ones I make.
12. Don't feel guilty about giving yourself _____ time off occasionally.



Ex. 24. Read the extracts which describe the exploration of North America by Europeans. Fill in the gaps with a suitable expression of quantity.

1. There was _____ rivalry between French-speaking and English-speaking Canadians in the exploration of the Canadian northwest.
2. When they realized that the riches of the northwest meant _____ furs for all, they began thinking of transforming their competition into cooperation.
3. In _____ weeks, Alexander Mackenzie crossed the Great Slave Lake.
4. John Colter explored up the Yellowstone Valley, but _____ people believed his story.
5. By 1810, the need to conquer new lands had become irresistible and _____ mountain men were roaming the Rockies of Idaho.
6. There was _____ food left and the group decided to split, to find food and a passable route. _____ men dropped out, hoping to survive on their own.
7. The going became difficult as they had to drag themselves (тащиться) through a dry, dusty land ... _____ of the group survived.
8. At least there were _____ buffalo, so that the expedition didn't starve.
9. In the 1830's, the professional romanticizers began writing about the wondrous (чудесный) events of the West; there was _____ heroism but _____ truth in their books.
10. There were _____ errors and inaccuracies (неточностей) in the geographical data and the maps that accompanied them.

Ex. 25. A. Work in pairs. Ask each other questions about your academic and university life using expressions of quantity. Use an informal style.

Model:

1. — Do you study many subjects? — Quite a few.
2. — Do you have much free time? — Hardly any.

Prompts: lectures, friends, progress, homework, reading, course papers, effort, extracurricular activities (sports, forums, clubs, societies, etc), fun, partying, socializing, etc.



B. Make new pairs. Talk to each other about what you have been doing lately using as many expressions of quantity as possible.

Ex. 26. Translate into English.

1. Джеймс понимал, что тратит слишком много денег.
2. Межнациональные конфликты причиняют много страданий.
3. Правительство этой страны предпринимало мало усилий для поддержания образования национальных меньшинств (ethnic minorities) на родном языке.
4. Джек мало интересовался политикой и читал мало газет.
5. Попытки глав государств Латинской Америки достичь согласия не имели большого успеха.
6. Всего несколько человек остались в живых после пожара.
7. В это время суток на стоянке обычно мало машин.
8. Многие страны получили независимость в XX веке.
9. Как может один человек совершить столько ошибок за один день?
10. Мне нужно немного времени, чтобы принять окончательное решение.

COMPARISON OF QUANTIFIERS

	Positive	Comparative	Superlative
Countables	many many books few few books	more more books fewer fewer books	the most the most books the fewest the fewest books
Uncountables	much much time little little time	more more time less less time	the most the most time the least the least time



Note: In modern English, there is a tendency to use **less** and **the least** with plural countable nouns both in spoken and written contexts.

*The locals feel there are **less chances** of trouble with Mr. R. heading the police.*

*The film I liked best had **the least chances** of winning the Academy Award.*

Ex. 27. Use the appropriate degree of comparison of the quantifiers in brackets.

1. Mistakes are feedback (обратная связь) on how we are doing. Winners make far (many) mistakes than losers. They get (much) feedback as they continue to try (many) possibilities.
2. He had the same qualifications as me but (little) experience.
3. Stevens Institute of Technology has (few) students per faculty of 13 non-research universities outside California.

4. The fastest growing state in the nation, Nevada has the driest climate, (many) mountains, and the largest percentage of federal public lands.
5. Matt LeBlanc is quite likable as Joey, but as an actor, he has had (little) success of all the Friends (the TV show *Friends*).
6. Other non-Russian parts of the empire posed (few) problems in the reign of Nicholas I than the Polish west.
7. Among 17 Asian nations and territories surveyed, young Koreans were found to hold (little) respect for their elders.
8. Britain now has (few) factories, (few) machines and (few) workers in manufacturing than a decade ago.
9. British journalists work the longest hours for the lowest pay with (few) rights — so said the NUJ (National Union of Journalists) General Secretary.
10. The professor says that young people today show (little) interest in political news and newspapers than previous generations.
11. The UK minister for local environmental quality, said: "We need to put (much) effort into producing (little) waste in the first place".
12. In 2000, 85% of the Senate elections were won by the candidate who spent (much) money.

MODIFIERS USED WITH THE COMPARATIVES OF QUANTIFIERS

	Modifiers	Comparatives	Examples
Countables	<i>many / far / a lot far / a lot</i>	more fewer	<i>We need many / far / a lot <u>more people</u> to help us. Far / a lot <u>fewer articles</u> in magazines are written by women than men.</i>
Uncountables	<i>much / far / a lot much / far / a lot</i>	more less	<i>I have much / far / a lot <u>more experience</u> now. He's spending much / far / a lot <u>less time</u> with his family.</i>



Note that *far* and *a lot* can be used with the comparatives of quantifiers of both countable and uncountable nouns.

Ex. 28. Put the quantifiers in the comparative form and add a suitable modifier.

1. Three thousand Italian emigrants said that Italy offered _____ (little) money and _____ (few) career prospects than the countries they had moved to.
2. Nowadays the Internet offers _____ (many) opportunities for networking than ever before.
3. Many rich people that I've known live in fear of having their wealth taken away, _____ (much) fear than the poor people I've known.
4. Nature by itself shows many signs of order and intelligence, but _____ (few) signs of love or mercy.
5. Is it true that children these days have _____ (little) respect for their elders and their teachers?
6. It always makes me wonder how one culture managed to have so _____ (many) customs than another.
7. This book deserves _____ (much) recognition than it has received.
8. America is a much larger and more varied country with _____ (many) natural resources and a larger population than Britain.



Ex. 29. Fill in the gaps with an appropriate expression of quantity in the comparative form and add a suitable modifier.

1. "Aerobic" means literally "with oxygen"; and walking aerobically causes the lungs to take in _____ air with _____ effort.
2. High achievers report _____ physical illness and spend _____ time discussing their ailments.
3. Despite recent progress, psychology is still a subject in which there are _____ questions than answers.
4. If everyone could look after their own family, there would be _____ people like social workers looking after other people's relatives.
5. The EEC spends 70 per cent of its budget on providing the funds to produce _____ food than the Europeans need.
6. Attacks on individuals became so frequent that there were _____ people on the streets after dark than was usual.
7. Following the moves to fuller integration between countries of the European Union, there will be _____ attempts to standardize services and establish common principles.
8. Other sections of the press, for example, *Komsomolskaya Pravda*, have always shown _____ interest in politics.
9. While observers agree that Islam continues to spread rapidly throughout most of sub-Saharan Africa, there is _____ agreement as to the likely social and political consequences.
10. Tai chi has _____ styles than the hand system of kung fu, only a handful in fact.
11. There are _____ people living in the countryside and _____ farmers per km in Northern Ireland than in other parts of Britain.
12. Anything kept quiet to save others from suffering, usually causes _____ suffering than anyone can imagine.

Ex. 30. Study the miscellaneous facts about Great Britain, the USA, Canada, Australia, and Russia. Use the information to make comparisons.

Model:

There are **many more** mobile phones in use in the UK **than** in Canada.

Australia has **the fewest** airports **of** all the countries.

Australia produces **far less** oil **than** Canada. In fact, it produces **the least** oil **of** all the countries.

country	mobile phones (mln)	television broadcast stations	airports	oil production (bbl*/day)	oil consumption (bbl/day)
UK	61	228	471	2.4 m	1.7 m
USA	195	2,218	14,893	7.61 m	20.03 m
Australia	16.5	104	450	530,000	875,600
Canada	15	80	1,331	2.4 m	2.3 m
Russia	74	7,306	1,730	9.15 m	2.8 m

* barrel

Ex. 31. Translate into English.

1. В Техасе гораздо меньше враждебности по отношению даже к нелегальным иммигрантам, чем в Калифорнии.
2. Я уверен, что самые трудолюбивые студенты добиваются наибольшего успеха.
3. Детектив гораздо больше продвинулся (to make progress) в расследовании, чем ожидал.
4. Я ежедневно просматриваю газеты, но в них все меньше информации и все больше сплетен (gossip).
5. В наименее населенной части штата Огайо также находится меньше всего озер.
6. Исследование показало, что в Северной Америке и Западной Европе женщины сталкиваются с наименьшей дискриминацией в образовании и трудоустройстве.
7. За последние годы Румыния и Польша подписали наибольшее количество торговых соглашений.
8. Канада намного больше США по территории и имеет намного больше полезных ископаемых.
9. В настоящее время в США намного больше, чем прежде иммигрантов из Латинской Америки и Азии, и гораздо меньше из Европы.
10. Гораздо легче переводить с родного языка на неродной — вы допускаете намного меньше ошибок, так как лучше понимаете основную идею (message).

ARTICLES

REVISION

Ex. 32. The writer used articles liberally¹². Cross out those which should not be there. Explain why.

At six in the morning Mark reported to the kitchen. The third chef put him in the corner next to a mountain of the potatoes, a bowl of the cold water and a sharp knife. Mark peeled through breakfast, lunch and dinner. The cutting and dicing¹³ potatoes was the job of a trainee chef. In a week Mark was told to start on the vegetables. The next morning he watched as the hotel's supply manager checked every case of the carrots, Brussels sprouts, French beans and cabbages worth two thousand pounds. At half past seven the chef told Mark to score the Brussels sprouts, trim the French beans and remove the outer leaves of the cabbages.

Mark trained under the French chef for five years. The vegetables were followed by the sauces, the fish by the poultry and the meats by the patisserie (cakes). After eight years at the Savoy Mark became a master chef.

THE ARTICLE WITH PROPER NOUNS (II)

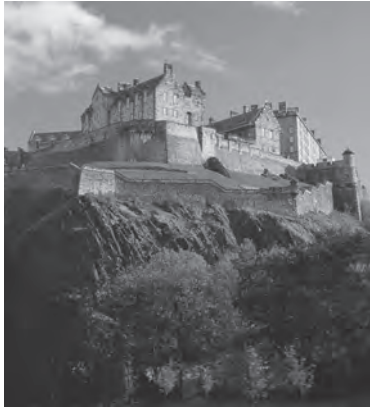
In the City

Ex. 33. Read the text and say what the two important parts of Edinburgh are. Suggest the rules for the use of articles with the following "city" names:

streets	squares	gardens	stations	hotels
motorways	parks	airports	buildings	shops /stores
theatres	cinemas	museums	galleries	

¹² liberally = generously

¹³ to dice — резать в виде кубиков



If you are flying into the city, you'll land at Edinburgh International Airport, which is close to the start of the M8 motorway to Glasgow. If you go by train, you'll arrive at Waverley Station right in the centre of town at the eastern end of Princes Street, which is principally known as a shopping street.

Jenners, the city's most prestigious department store, and other clothes stores can be found here. However, much of its character results from Princes Street Gardens on the south side of the street. Between Princes Street and Waverley Station is Princes Mall, which contains 60 shops and a Food Court. Towering above this is the Balmoral, one of the most luxurious hotels in the city. Opposite the Balmoral, another distinguished building is Register House, framing the perspective down North Bridge. Elegant Georgian buildings can be found in George Street and Charlotte Square.

The New Town contains three of the city's most important public collections: the National Gallery of Scotland, the Scottish National Portrait Gallery and the Scottish National Gallery of Modern Art.

Most important sights as well as theatres and cinemas are found in the Old Town. The Royal Mile, which links Edinburgh Castle with the Palace of Holyroodhouse near Holyrood Park, was described by Daniel Defoe as "the largest, longest and finest street in the world". The huge Festival Theatre presents the biggest and most prestigious touring shows. Big successes from London's West End tend to do runs at the Playhouse. Smaller work can be found at the theatre of Edinburgh University. Two excellent repertory cinemas are the Cameo and the Filmhouse.



Ex. 34. Study the tables below and find out if your suggestions coincide with the rules.

1. The **zero** article is used with the names of

streets	Oxford Street but the Strand, the Mall
roads	Charing Cross Road
squares	Washington Square
avenues	Fifth Avenue
boulevards	Sunset Boulevard
lanes	Park Lane
parks	Green Park
airports	Heathrow Airport
stations	Paddington Station
universities	Columbia University

The **zero** article is also used

In two-word names if the first word is the name of a person or place	Buckingham Palace, Windsor Castle
With a possessive noun before the name	St Paul's Cathedral
If the names of hotels, banks, shops, etc. begin with the name of their founder and end in -s or -'s	Tailors Hotel, Lloyds Bank, Selfridges, Igg's

2. The article "the" is usually used with the names of

motorways / freeways hotels theatres cinemas museums, galleries buildings	the A 11 the Hilton the Palladium the Odeon the Natural History Museum, the National Gallery the White House, the Millennium Dome
--	--



Note: All names which include **of** are used with the **definite** article

e.g.: **the** University **of** York, **the** Palace **of** Westminster

These are the basic rules.

Remember that there are exceptions as well!

*Ex. 35. Say the following names using **the** where necessary*

Houses of Parliament, Ritz, London Eye, Empire State Building, Waterloo Bridge, Bond Street, Madison Avenue, Westminster Abbey, Victoria station, Time Square, Hyde Park, Tower, Sears Tower, Gatwick Airport, Smithsonian Museum, Royal National Theatre, St Peter's Cathedral, Museum of Fine Arts, Red Square, Riverside Park, Moscow State University, Hermitage, ABC (cinema), Mall, Harrods, Marks & Spencer, Broadway, Barclays Bank, Pushkinsky Cinema, Arbat, Tate Gallery, Scotsman Hotel, Gorky Park, Queen Street Station, Louvre, Maxim's.

CHECK YOURSELF

1. a) Describe a country or city of your choice using expressions of quantity.
b) Compare the country or city to another one using the comparatives of quantifiers.

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to pose a threat to smb
to change one's mind
unfounded fears
to be on one's mind
a loose button
to serve as a warning
to look into an incident

to miss a chance
to warn smb against doing smth
to look through the headlines
Mind the step!
to end hostilities
to break loose from smb
to fear for one's life

вспоминать прошлое
опоздать на поезд на полчаса
вольный перевод
разделять чью-л. точку зрения
вызывать опасения
проявлять враждебность к кому-л.
присматривать за детьми
Что он задумал?

посмотреть телефон в справочнике
скучать по дому
преодолеть страх
высказывать свое мнение
не возражать против чего-л.
с нетерпением ждать чего-л.
просторная одежда
испытывать страх перед чем-то

3. What are the rules for the use of articles with "city" names? Add the definite article where necessary:

Victoria Station, British Museum, Hilton Hotel, Kensington Gardens, Globe (theatre), Harrods, Euston Road, Piccadilly Circus, Edinburgh University, Downing Street, Kensington Gardens, Time Square, Carnegie Hall, St. Patrick's Cathedral, Central Park, Seventh Avenue, Hollywood Boulevard, Waterloo Bridge, Houses of Parliament, Empire State Building, Abbey's Theatre, Buckingham Palace, Tretyakov Gallery, Gorky Park, Pushkin Museum of Fine Arts, Hermitage, Arbat, Odeon (cinema), Kremlin, LaGuardia Airport.

4. Choose the correct alternative in *italics*.

1. All I really need is *a / 0* love, but *a little / little* chocolate now and then doesn't hurt!
2. What *else / other* countries can teach us about healthy living?
3. My job is a decision-making job, and as a result, I make *many / a lot of* decisions.
4. *0 / the* Selfridges is one of the world's finest department stores; it dominates *the / 0* west end of *the / 0* Oxford Street.
5. The only way to succeed is long hard work and tons of patience as well as *much / a great deal* of experience.
6. I know *quite a few / only a few* people, but there are only three that I can trust and consider true friends.
7. *0 / the* National Gallery houses one of the greatest collections of *the / 0* European painting in the world.
8. How *many / much* more times do I have to tell you?
9. *The / 0* Hilton Garden Inn hotel is located within reach of *the / 0* JFK Airport.
10. Women tend to have *much less / far fewer* hostility toward minorities.

11. Unfortunately, nobody *other / else* shared my enthusiasm.
12. There are *a great number of / a great deal of* viruses that can damage Apple computers.
13. On 1 January 2007, the European Union welcomed *another two countries / two countries else* and increased its ranks to 27 member states.
14. There was *few / little* unity among the public at last night's demonstration in Madrid.
15. *The / 0* Trafalgar Square contains *a large number of / plenty of* statues and two fountains by Sir Edwin Lutyens.
16. What country has *more / the most* population for its size?
17. Following the destruction of *the / 0* World Trade Center in 2001, *0 / the* Empire State Building became for the second time, the tallest building in *0 / the* New York City.
18. Studies conducted in the European Union countries show that *the / 0* students from *the / 0* low-income families have *the least / less* success in school.
19. There were only *other / another* few visitors apart from us when we arrived.
20. Do you think the United States is spending too *much / many* money, about the right amount, or too *little / a little* money to fight the war on *0/the* terrorism?

5. *Make up indirect questions. Use the prompts in brackets to help you.*

1. (what countries / members / the Commonwealth)

2. (Great Britain / formal leader / the Commonwealth)

3. (who / suffer most / racial discrimination)

4. (what / functions / the Commission for Racial Equality)

5. (what Russian tsar / establish / trade relations with England)

6. (when / Peter the Great / come to London / first)

7. (how many / Russians / in London / now)

8. (history of links / between Russia and England / go back a long way)

9. (what for / Russians / come to London / nowadays)

10. (the Russian diaspora in London / change much / over the past decade)

CHAPTER 3

The Uncertain Future

20. My Family and _____ Animals is an autobiographical work by naturalist Gerald Durrell, telling of his childhood spent on the Greek island of Corfu.
a) other b) the other c) others

II. GRAMMAR: THE PARTICULARS. CHOOSE THE APPROPRIATE FORM OR PHRASE.

1. _____ coffee with your desert?
a) will you have b) are you going to have c) will you be having
2. He speaks _____ English and has travelled _____ in the Americas.
a) perfectly / widely b) perfect / wide c) perfect / widely
3. _____ Westminster Abbey is _____ traditional place of _____ coronation for English monarchs.
a) the / 0 / 0 b) 0 / a / the c) 0 / the / 0
4. More than 50 countries on five continents might soon have water disputes _____ they agree on how to share the rivers that flow across their territories.
a) if b) unless c) until
5. This report examines _____ current conditions in _____ education of American Indians and Alaska Natives.
a) the / the b) 0 / 0 c) the / 0
6. By 2020, people _____ more frequently than ever before and over longer distances.
a) will travel b) will be travelling c) will have travelled
7. Everyone in our family has been working _____.
a) hardly / lately b) hard / late c) hard / lately
8. Is there anything you need from me before I _____ for the day?
a) leave b) will leave c) am going to leave
9. Sorry I can't come to your birthday party. I _____ late tonight. Have fun and happy birthday!
a) will work b) am working c) will be working
10. I don't like _____ white coffee any more. I only use _____ milk with _____ bad coffee to take the taste off.
a) 0 / 0 / 0 b) a / 0 / a c) the / the / the
11. It's difficult to say if Tom _____ to the proposal.
a) agrees b) will agree c) will have agreed
12. Today is the beginning of their holidays, and they _____ where they're going.
a) haven't still decided b) haven't decided still c) still haven't decided
13. I think I'd like _____ cake. Is there _____ cake left?
a) some / some b) any / any c) some / any
14. Ask your boss when you _____ the materials you need.
a) will have b) have c) will be having
15. He possesses _____ vast knowledge of _____ Mexican archaeology, history, religion and art.
a) a / 0 b) 0 / the c) the / a
16. _____ you share your password, others will also have access to your personal information.
a) unless b) until c) if
17. You'll recognise me. I _____ a football shirt with Samsung written across the front.
a) will wear b) will be wearing c) will have been wearing
18. Tomorrow I _____ around southern Africa overland, entering Namibia a couple of days from now.
a) will set off b) am setting off c) set off
19. Could I have _____ French fries with salad?
a) some b) any c) the
20. He travelled _____ few miles down the road before turning back.
a) another b) other c) the other

III. CHOOSE THE PHRASE APPROPRIATE IN THE FOLLOWING SITUATIONS. MORE THAN ONE ANSWER IS POSSIBLE.

1. Is Buckingham Palace the official royal residence?
a) Yes, it is. b) Of course, it is. c) It certainly is.
2. Can you give me your telephone number?
a) Certainly. b) Yes, I can. c) Of course I can.
3. Could you help us?
a) Yes, I could. b) I'd be glad to. c) No, I can't.
4. Doesn't Scotland have its own currency?
a) Yes, it doesn't. b) No, it doesn't. c) Yes, it does.
5. Mariah Carey isn't an American singer, is she?
a) No, she isn't. b) Yes, she is. c) No, she is.
6. You really look great!
a) Do I? b) Thanks. It's very kind of you to say that. c) No, I don't.

IV. TURN THE FOLLOWING INTO *DO YOU THINK* QUESTIONS.

1. Who will come first in the race?
2. Why did John fail the exam?
3. What country treats its older people well?
4. When will the agreement be signed?
5. How long does it take Jane to get to work?
6. What should I tell them about the incident?
7. Why is he always late for classes?
8. How many times has he been to the US?

V. ANSWER THE QUESTIONS.

1. Aren't you a first-year student?
2. I suppose you've never been to China?
3. No one likes to be shouted at, do they?
4. Didn't World War II start in 1941?
5. You didn't take an entrance exam in English, did you?
6. Don't you study three foreign languages?
7. You're not doing anything special at the week-end, are you?

VI. CHOOSE THE RIGHT SUFFIX OR ROOT TO FORM A NOUN.

1. science
a) cian b) ist c) er
2. music
a) ist b) er c) cian
3. shake
a) er b) ist c) cian
4. physics
a) or b) cian c) ist
5. tactics
a) cian b) er c) ist

6. holiday
a) doer b) goer c) maker
7. story
a) teller b) doer c) talker

VII. VOCABULARY: THE BASICS. CHOOSE THE RIGHT WORD TO MAKE THE SENTENCE MEANINGFUL.

- The EU is _____ on Russia for 25% of its gas and 25% of its oil. (dependent / dependable)
- Cycling is on the _____ as safety and cycle paths improve in London. (growth / increase)
- There's a _____ need for environmental education. (pressed / pressing)
- The headaches got so bad that I eventually _____ to the pressure from my mother and went to see my GP. (gave in / gave up)
- San Francisco apartment rent has _____ by 12 per cent since last year. (raised / risen)
- Stella was a _____ vegetarian long before it became fashionable. (convinced / convincing)
- The boy was _____ by two aunts and his grandmother. (grown / raised)
- When Bill Gates first got serious about philanthropy in 1995, he _____ \$60 million in free computer software. (gave up / gave away)
- Steel Tycoon (миллиардер) Henry Clay Frick _____ no expense to make his art collection one of the best in the world. (spared / saved)
- I think aerobic exercise will certainly _____ you. (profit / benefit)
- The Sun _____ "white" light, a mixture of all the colors in the spectrum. (gives away / gives off)
- The Internet has _____ in popularity and usage in the last several years. (increased / grown)
- I have recently _____ an interest in Celtic and Welsh Mythology. (developed / shown)
- These shoes are _____ in size 11 in limited quantities. (present / available)
- With the development of the national economy and health care, people's living standards have been _____. (rising / increasing)

VIII. VOCABULARY: THE PARTICULARS. CHOOSE THE RIGHT ANSWER TO COMPLETE THE SENTENCES.

- Since 1990, the population in Birmingham has decreased _____ 3.5%.
a) on b) by c) for
- Sorry I haven't called you earlier. I've been pressed _____ time all week.
a) in b) on c) for
- Eating a diet rich in fruit and vegetables is beneficial _____ heart health.
a) to b) for c) on
- Finally he convinced me _____ his good intentions.
a) in b) of c) into
- My parents went _____ considerable expense to renovate the house.
a) on b) for c) to
- I am sure that this experience will be _____ much benefit to me in the future.
a) for b) of c) to
- I agree with you about Grisham; I gave up _____ him after The Street Lawyer.
a) to b) on c) for

UNIT 5

PREDICTIONS AND EXPECTATIONS

IN UNIT 5 YOU LEARN:

to make requests, say “yes” and “no” to requests
 to ask for opinion
 to say «конечно» in English
 to speak about future plans
 to make predictions
 to work with a dictionary to build up your vocabulary
 to read faster
 to look for information

LANGUAGE FOCUS

future tenses
 articles with uncountable nouns
 another, the other, (the) others
 phrasal verb “give”
 negative questions



SPEAKING 1. REQUESTING, SUGGESTING, INSTRUCTING

MAGIC WORDS: *COULD, WOULD*

USEFUL PHRASES:

FORMAL	<p>I 'wonder if it is 'possible to use your ↗ laptop? Would you 'mind if I 'used your ↗ phone?</p>
NEUTRAL	<p>Do you 'think I could 'use your ↗ dictionary? Do you 'mind if I 'use your ↗ phone? Could you ↗ help us?</p> <p>OR</p> <p>I 'don't sup'pose you'll be 'able to ↗ help us? / I sup 'pose you 'won't be 'able to ↗ help us? (these are “unhopeful” statements used when (or as if) you expect a “no” answer)</p> <p>'Will you 'wait for him in the ↗ lobby? 'Why don't you 'wait for him in the ↘ lobby?</p>
INFORMAL	<p>'Is it all 'right if I 'use your ↗ dictionary? Can I 'use your ↗ phone?</p>

Useful hints:

Don't overdo it.

Some expressions can be too formal for a particular situation.

e.g.

I wonder if it might be at all possible to borrow your dictionary (addressed to your classmate)
 is definitely overdoing it!

THE RIGHT EXPRESSION TO USE DEPENDS ON

1. the request you make
2. the situation (particular circumstances and your relationship with the person you ask).

PRACTICE 1.

1. Match the above expressions with a) the people (List 1) and b) the requests (List 2).

List 1

- a fellow traveller
- a colleague
- a senior colleague
- a hotel receptionist
- a friend
- your boss
- your host mother
- a secretary in an office
- your English teacher
- your classmate

List 2

- a fax to send
- a newspaper to look through
- a calculator to borrow
- the train times
- 10 dollars / 1000 roubles
- a lift home / to your hotel
- some things to wash / to use a washing machine
- a lighter
- a pen
- a textbook to borrow

2. Decide on the expression to be used in the situations described

- you want to borrow a newspaper from a stranger in a café;
- you want your teacher to look through your letter of application and correct your mistakes;
- a guest lecturer speaks so fast that you can't follow him / her or take notes;
- you want your classmate to get you a cup of coffee as you are busy during the break;
- you have to make an urgent telephone call but you have to ask one of your colleagues for a mobile as yours is blocked;
- the window is open because your superior likes fresh air; you are freezing;
- it's your first meeting as senior manager; ask everybody to arrive on time;
- you don't know how to fill in a form at a bank office; ask smb to help you;
- you are queuing for a taxi; there are some people who came first, but you are late for a date;
- you and your friend come to a restaurant only to discover that it is full, ask the head waiter to arrange smth (i.e. a table) for you.

PRACTICE 2. SAYING "YES" OR "NO" TO A REQUEST.

1. Match the requests above with an appropriate answer:

Saying "Yes"	Saying "No"
Certainly / of course / sure I'd be glad to ... By 'all means	I'm 'awfully sorry, but... I'd 'really 'like to help, but I'm af'raid I can't (help you)

2. Make up dialogues appropriate in the following situations. The first is done as an example.

e.g. A: Excuse me

B: Yes?

A: I 'wonder if I could 'borrow your newspaper. } There's an 'article I'd 'really 'like to read...

B: (a "yes" answer) Certainly! You can keep it / I am through with it. **OR**

(a "no" answer) Sorry, } but I am 'getting 'off at the 'next station.

1. a fellow-traveller on the train has finished reading the newspaper; some article has caught your eye and you would like to read it;
2. you have an appointment with a doctor at 9 o'clock tomorrow; it appears you can't make it;
3. you have to speak to you husband / wife (over the phone) urgently; the secretary says he / she is in the meeting;

4. you've run out of paper and you have to print out your report;
5. you want to contribute to your colleague's birthday present but you have forgotten to take some cash;
6. you need a reference from your Professor as you want to apply for a scholarship;
7. you are on the train and your watch has stopped;
8. you have invited your new colleagues for a drink at the pub but you discover you've left your wallet in the office;
9. you are in a foreign country trying to buy a travel card; the machine seems to be out of order;
10. you are applying for a British visa; you have to fill in an application form and you need help badly. Ask your colleague who has recently done it.

PRACTICE 3.

Make the following suggestions and instructions more polite.

e.g. Come along! → 'Will you come a long?

Send me an SMS message.

See a doctor.

There is no answer. Try his home number.

Join us on our trip.

Get some professional advice.

Open an account with Barclays bank.

Don't be long!

Get in touch with him.

Send him a fax.

Keep it on a CD.

КОМЕЧНО: *CERTAINLY* vs *OF COURSE*

Situation 1.

A: Can you give me his address?

B: Certainly! / Of course I can.

Situation 2.

A: Is 10 Downing Street the Prime Minister's address?

B: It certainly is. **NOT:** Of course, it is.

OR

A: Do you speak German?

B: Yes, I do.

"Of course" is not an appropriate answer if you are asked for information. "Of course" in this case implies that the answer is so evident that you shouldn't have asked about it!

PRACTICE 4.

Give an appropriate answer.

1. Can I have a look at the newspaper?
2. Do they sell telephone cards at the newsagent's?

3. Do you know Bond Street?
4. Did you speak English when you travelled abroad?
5. Do *The Black Eyed Peas* have many fans in Russia?
6. Are you doing your first degree (Bachelor's)?
7. Can I look at your timetable?
8. Is there a fast train from Moscow to St. Petersburg?
9. Is it cold in Moscow in December?
10. Were the Beatles popular in Russia?

Make up mini-dialogues which contain:

a) a request b) an enquiry (ask for information).

e.g.

a) **A:** Could you do me a favour?

B: Certainly. / Of course I can.

b) **A:** Is English a must for MGIMO students?

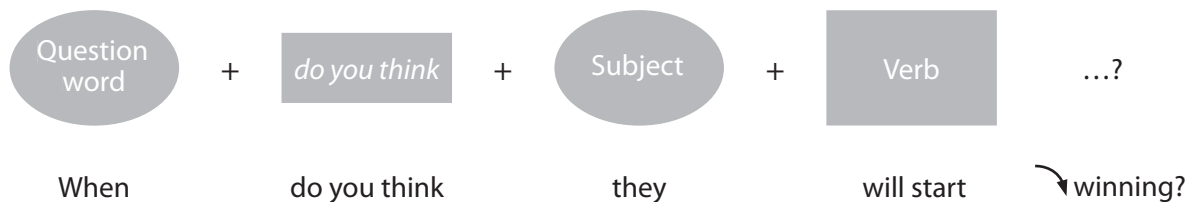
B: It certainly is.



SPEAKING 2. ASKING FOR OPINION. NEGATIVE QUESTIONS

I. ASKING FOR OPINION. THE PARTICULARS.

You can ask someone's opinion in the following way:



e.g. 'Why *do you think* the 'Dean ↘ said it?

PRACTICE 1.

Ask your teacher the questions with the right intonation.

1. Who *do you think* will win the pronunciation contest?
2. What part of Russia do you think enjoys a mild climate?
3. Why do you think English is so widespread?
4. What do you think is the best film of the year?
5. When do you think we can talk about my progress?
6. What do you think was the most dramatic event of the year?
7. Who do you think will become the next President?
8. How much time do you think we'll need to revise for the grammar test?
9. When do you think we should start revising?
10. How much do you think a CD may cost?

PRACTICE 2.



PAIRWORK

Ask your partner's opinion in a similar way.

e.g. Who was the best gymnast at the last Olympic Games?

A: Who do you think was the best gymnast at the last Olympic Games?

B: I think / In my opinion it was Nemov.

1. Who will get all A's (excellent marks) at the exams?
2. Which exam is going to be the most difficult?
3. What is the best skiing resort in Russia?
4. Why has snowboarding become so popular?
5. Who was the most successful diplomat of the 19th / 20th century?
6. Why did the Russians reach the Far East so quickly in the 17th century?
7. How many children in a family is the ideal number?
8. Why do people in cities have fewer children?
9. What should be an average salary for a college graduate?
10. When will the rouble become convertible?
11. Who is going to win the (Olympic) figure skating competition?
12. What winter sports are popular in Russia?

II. ASKING AND ANSWERING NEGATIVE QUESTIONS.

There are several ways to ask a negative question.

Notice, too, how we answer them.

1. 'Don't you like the concert?
'Yes, I do. (= нет, нравится)
'No, I don't. (= да, не нравится)
2. You didn't know the man, did you?
'Yes, I did. (= нет, знал)
'No, I didn't. (= да, не знал)
3. I suppose he hasn't bought the tickets?
'Yes, he has. (= нет, купил)
'No, he hasn't. (= да, не купил)

PRACTICE 1.

Answer the questions.

1. Wasn't Pakistan a British colony?
2. Didn't Columbus reach Canada?
3. Isn't Brussels the capital of the European Union?
4. The EU has not adopted its constitution, has it?
5. So, you won't help us with the project?
6. Doesn't the bird flu come from China?
7. I suppose stress at work doesn't let you relax?
8. Aren't computer addicts like heavy smokers?
9. No one can say they are completely happy, can they?
10. Won't your examination period start in January?

PRACTICE 2.

Ask questions to which these are answers.

e.g. No, it isn't. (Fast food isn't healthy)
Fast food isn't healthy, is it?

1. No, I don't. (I don't like heavy metal).
2. Yes, it is. (Traffic in Moscow is awful).
3. No, it wasn't (The 4th of November wasn't a working day).
4. No, I didn't. (I didn't have to take a Math exam).
5. No, I haven't. (I haven't made a presentation on Russian culture).
6. Yes, they do. (Professional tennis players take part in many tournaments).
7. Yes, it did. (St. Petersburg celebrated its 300th anniversary in 2003).
8. No, it won't. (The world population will not grow dramatically in the 21st century).
9. Yes, they will. (People will have fewer children in the future).
10. Yes, it does. (The economic situation affects the number of children in a family).

PRACTICE 3.



PAIRWORK:

Ask and answer negative questions using the suggestions below.

e.g. a famous Hollywood actress

A: Isn't Julia Roberts a famous Hollywood actress?

B: Yes, she is.

1. Julia Roberts, to have twins recently;
2. to think it's time to start revising;
3. to study English as a first/second foreign language;
4. to like the First-Year-Student Day;
5. to think travelling is the best education;
6. to enjoy travelling round the world;
7. to become an ambassador;
8. to work as an interpreter;
9. to have problems communicating with foreigners;
10. etiquette, to be important.



READING 1. WHAT WILL THE FUTURE BRING?

PRE-READING TASK

1. People often have no control over what will happen. All the same, we try to judge what is likely to happen despite humankind's poor record of predicting the future.
What changes do you think are likely to happen in the world at large in ten years' time?
Make use of the expressions: *of course, it will...*, *I expect it will...*, *there is a chance it will*.
2. Look through the subtitles of the text below and before reading it make your predictions about any of the spheres mentioned. Compare them with those of your classmates.

Read the text quickly to find out if your predictions coincide with those of the British journalists and writers who contributed to this column.

New Media



With wifi* connectivity everywhere in the next decade, people will be divided into three categories: the constantly wired, the selectively wired and the disconnected. Freedom will depend on the ability to select which group you belong to. Relationships between these groups will define society. As most transactions and interactions (economic, electoral, health; education, travel, relationships, and so on) will occur electronically, your personal identity will have to be protected by both you and the government.

* Wifi — wireless fidelity allows you to connect to the Internet from virtually anywhere.

Society

Mental health and quality of life will be worse, as population growth eats up green space. More people will be leaving the UK for better living environments (France, Spain). Globalisation will leave us time-stressed and denatured. Britain's cities will be denser, and more claustrophobic. Terrorism, drug abuse and drinking will be more widespread. "Natural" (man-made) disasters will be on the rise. Hybrid green cars using some combination of electricity, hydrogen, biodiesel and petrol, will be common on the roads. GM* foods will have spread worldwide — though not quite to the UK. Offices will house dormitory capsules** to maintain round-the-clock productivity.

* GM — genetically modified;

** Dormitory capsules — a type of hotel where people stay when they finish work late and do not have time to go home.



Science

We will be living in a hotter, stormier country struggling to balance its energy needs with its obligations to decrease carbon-dioxide emissions. A national campaign to build new nuclear plants will become the main focus. Opponents will stress the dangers, and will insist on using wind plants to provide carbon-free electricity. Few experts believe such plants could produce enough electricity and our leaders may have to support new nukes* for Britain. On a more positive note, research on human stem cells** will allow it to have widespread clinical use, giving hope to patients with diabetes, Parkinson's and Alzheimer's.

* Nukes — nuclear power plants;

** Stem cell — a cell taken from a person or animal at an early stage of development and capable of developing into cells of any type.

Global Change

Many of the big changes that have affected our lives over the past couple of decades haven't been predicted by anyone — such as the coming of the internet, the disappearance of communism in eastern Europe almost overnight in 1989–1990, the war in ex-Yugoslavia, the anti-glo-

balisation movement, 11 September 2001, and the invasion of Iraq. Almost certainly, something else as yet unforeseen will come out of the side-field over the next few years to influence our everyday lives and politics. So I will say what I'd like to see, rather than offer empty predictions. I hope (and believe) that Great Britain will become a more social-democratic country. I hope (but doubt) the US will change its attitudes to energy dependence and the ecological crisis. I hope (and believe it to be a real possibility) the aim of ending absolute poverty in the world can be solved.

Fashion

Fashion will polarise: it will either be about being incredibly well-dressed or incredibly casual, with almost nothing in between. The area right under the bust — the midribs — will continue to be exposed. To be able to show this you'll have to stay in really good shape. For men, it's about suits with cling*, and higher heels.

*With cling — fitting in a way that shows the shape of your body.



Music



The war against piracy and illegal downloading will continue. CD sales online and in supermarkets will be good for industry profits, but will probably lead to a wider gulf between "successful" and "unsuccessful" artists. In the past decade eclecticism has prevailed. Rock and hip-hop will work together — finally. Country music will surprise its critics and continue to get hipper*, and don't bet against (in fact, never bet against) the popularity of Christian Surf Goth Rock.

*Hip — (*infml*) modern and fashionable.

/after Nicholas Mead and Samia Rahman.
The World in 2009. New Statesman. May 2005/

TASK 1.

Comprehension and discussion questions.

1. Are the predictions mostly optimistic or pessimistic?
2. Do the authors tend to focus on the technological advance?
3. In what sphere(s) are the most dramatic changes likely to take place?
4. Which of these do you think a) will certainly happen (*of course, it will...; it is sure to...*), b) will probably happen (*I expect it will...*) c) perhaps will happen (*there is a chance it will...*) Why?
5. Are any of these changes relevant to Russia?



TASK 2.

Discuss the text focusing on the main points.

Begin: "According to the British journalists..."

Make your comments on their predictions about:

- the world's poverty;
- the spread of the internet and new technologies;
- city growth and environmental problems;
- art, music, fashion.

(e.g. I think in ten years' time people will certainly have the internet everywhere.)

THE RIGHT WORD IN THE RIGHT PLACE

ANOTHER, the OTHER, (the) OTHERS

Number	Indefinite Pronouns	Russian	Examples
Singular	another*	1. еще один 2. какой-нибудь, другой	1. <i>Could I have another look at the map?</i> 2. <i>Could I have another test instead of an x-ray?</i>
	the other	другой (из двух)	<i>When Eric heard Sam on the other end of the line, he hung up.</i>
Plural	others / other + pl N	другие	<i>Some college students prefer to live alone. Others / other students prefer to live with roommates in a dormitory.</i>
	the others / the other + pl N	остальные	<i>One of the young men is played by a real actor; the others / the other actors are non-professionals.</i>



Note:

* *Another* can be used with plural nouns before *few* or a number:

*We hope the weather stays this way for **another few days** (еще несколько дней).*

*In **another five miles** we will be at Roan Mountain (еще через пять миль).*

Ex. 1. Explain the use of the indefinite pronouns by giving their Russian equivalents.

- Gently we tried to persuade him to look at things in *another* way.
- Luke found himself in a long room with a low ceiling. At one end he saw a piano; at *the other*, a kitchen range.
- Could I have *another* glass of milk?
- You can get ideas and tips from *other* holidaymakers in our Forum.
- "But you lied to him. He could easily find out that Luke isn't a diplomat from Paris." "Then I'll tell him *another* story."
- Two men were sitting on the couch, drinking coffee and smoking. One was a uniformed patrolman; *the other* was probably a detective.
- He saw a group of men talking. One of them said something; *the others* laughed.
- Disneyland may be the happiest place on earth for some people, but *others* hate the idea of standing in lines in the heat to ride a two-minute roller coaster (аттракцион «американские горки»).
- Ronald is like all *the other* children in his class. He studies the same subjects and appears for the same exams with *the other* children at the end of each term.
- The United Nations Security Council has decided to maintain its mission in Western Sahara for *another* month.

Ex. 2. Fill in the gaps with (an) other, (the) other(s).

- She picked up the bedside phone and dialed Anthony's office. At _____ end, the phone rang unanswered.
- Bob suffered _____ shock when he found out that the cost per month in a nursing home for his mother's special needs was \$18,000.
- Why do some people head for a neighborhood park every chance they get, while _____ never go?

4. In _____ few years, they'll have graduated and will be getting first jobs and starting families.
5. Police departments say that, although 90% of the runaway children return home within 60 days of leaving, _____ never go back.
6. I had waited five minutes already, and then had to spend _____ ten minutes listening to the manager tell off an employee.
7. The captain told me that I should go out to the ship and help _____ unload the supplies.
8. Getting the best out of your studies at university is forgoing (жертвовать) one thing for _____.
9. Some students have part-time jobs and/or families to think about, _____ students who have neither of these factors, may instead enjoy socialising a lot.
10. On the one hand, he wants to be with Nellie, a colleague, but on _____ hand, he'd really like to date Bernice.
11. President of Stanford University and leaders of eight _____ top research universities made a joint statement last week.
12. _____ countries that signed the treaty are Austria, Denmark, Finland and the Netherlands.

Ex. 3. Translate the sentences into English.

1. — Еще кусочек пирога? — Нет, спасибо.
2. Майк решил остаться в Париже еще на три дня.
3. Президенты двух стран также подписали некоторые другие соглашения.
4. — Где остальные студенты? — Они все еще сдают экзамен.
5. Еще через несколько дней студенты забудут все свои страхи и будут наслаждаться каникулами.
6. Некоторые студенты покупают учебники, другие предпочитают брать их в библиотеке.
7. Я думаю, у этого слова есть еще одно значение. Посмотри в словаре.
8. У этой гостиницы два владельца. С одним вы можете познакомиться прямо сейчас, а другой в отъезде.
9. Как ты думаешь, есть какой-нибудь другой способ убедить его?
10. Я точно знаю, что США и Великобритания являются членами Большой Семерки. Ты что-нибудь знаешь об остальных странах, входящих в эту организацию?



Ex. 4. Translate the following phrases into Russian. Think of a context in which they can be used.

e.g. A: Why are you against lending a little money to Sam? You always lend money to your sister.

B: That's another thing altogether.

1. that is another matter / thing altogether
2. the other way round
3. the other day
4. in other words
5. on the one hand ... on the other hand

PHRASAL VERB GIVE

Ex. 5. a) Work in pairs. Match each verb with its equivalents below.

b) Translate the following sentences paying special attention to the phrasal verb GIVE.

1. to give away	My granny always gives away old clothes to the homeless.	
2. to give away	He could always tell what was bothering me, he said my face gave me away .	

3. to give in (to smb / smth)	The Smiths finally gave in to the pressure from their younger daughter and allowed her to get married.	
4. to give off	Have you ever noticed how much light a TV gives off in a dark room?	
5. to give out	They gave out the leaflets to the demonstrators.	
6. to give up	She has already given up trying to please her mother-in-law.	
7. to give up (to smb)	Do you always give up your seat to the elderly in buses?	
8. to give up on	My parents gave up on trying to make me sleep, and allowed me to watch television.	

- отказаться (от работы, мысли и т.п.); бросить (привычку, занятие и т.п.)
- перестать верить во что-л. / кого-л., махнуть рукой на кого-л.
- дарить, жертвовать
- выделять, испускать (запахи, тепло и т.п.)
- уступать, отдавать, передавать что-л. кому-л.
- выдать кого-л. / что-л. (секрет и т.п.)
- поддаться, пойти на уступки
- распределять, раздавать

Ex. 6. Recast the underlined parts so as to make them more natural. Use the phrasal verb GIVE.

- "I'm afraid your accent will at once tell everyone who you are if you're overheard".
- Several years after everyone in the music business had stopped believing in Neil, he made a successful career.
- Your face communicates tons of information about your personality and outlook.
- His wife has stopped working as a secretary to stay at home with their three young children.
- Before leaving America she left much of her furniture to family and friends.
- Before the tour began, the guide distributed badges with the number of our bus and the name of the agency.
- If you yield to terrorist threats today, there will be more tomorrow.
- Milk has gone sour and is producing a terrible smell.
- They have lost any hope of having a constructive dialogue with the current government.
- Many men often capitulate to their wives' demands because it's easier to do that than to say no.
- Sooner or later older people yield to the younger generation the places they have occupied in the world so long.
- He says he just can't get his children to eat healthy food and indulges them every time they ask for a burger or pizza.

Ex. 7. Translate the sentences using the appropriate phrasal verb.

- Алиса смотрела на брата и пыталась понять, что у него на уме, но его лицо **было непроницаемо**.
- Трудно не **поддаваться** панике в случае пожара или землетрясения.
- Его жена только что **оставила** работу из-за плохого здоровья.
- Сколько радиации **излучает** монитор компьютера?
- Оппозиция не собирается **поддаваться** шантажу (blackmail) и угрозам.

6. Мой отец так привык к своей машине, что не хотел **отдавать** (уступить) ее мне.
7. Врачи **махнули на него рукой**, и сейчас он пользуется народными средствами (home / folk remedies).
8. Такая свеча горит несколько часов и **выделяет** приятный запах (scent).
9. Стив курил с шестнадцати лет, но после рождения дочки полностью (altogether) **отказался от курения**.
10. Такие буклеты бесплатно **раздавали** на выставке студентам и учителям.
11. В некоторых странах принято **отдавать** ненужные (unwanted) вещи в благотворительные (charity) организации.
12. В 2008 году лидер Кубы Фидель Кастро **передал** всю политическую власть своему брату Раулю.

Ex. 8. Make up a short story using as many phrasal verbs **GIVE** as possible.



READING 2. MILLENNIUM BLUES

PRE-READING TASKS

I. Anticipation. Read the title. Say what you expect the text to be about.

The word *blues* means 1) a slow sad style of music which comes from the southern US and 2) feelings of sadness. In which meaning is the word blues used in the title?

II. Practise reading the following words:

Kew	[kju:]	Balkans	['bɔ:lkənz]
Seoul	[souɪ]	Venice	['venɪs]
dinosaurs	['daɪnəsɔ:z]	drought	[draʊt]
Taurus	['tɔ:rəs]	famine	['fæmɪn]
Aquarius	[ə'kwɛəriəs]	Korea	[kə'riə]
Scorpio,	['skɔ:pɪʊ]	Australia	[ə'streɪlɪə]
Leo	['li:ʊ]	Paris	['pæris]
Apocalypse	[ə'pɒkəɪps]	Eiffel (Tower)	['aɪfl]
Jesus	['dʒi:zəs]	Samoa	[sə'moʊə]
plague	[pleɪg]	Philippines	['fɪlɪpi:nz]

Look through the text quickly to find out if you guessed correctly.

Millennium Blues

There had been an unbelievable amount of talk about the weather, not to mention the end of the world and so on. The earth continued to turn around the sun but only just¹⁴, it seemed.

It has been an unnaturally hot summer, and even this early on Saturday there is no freshness in the air. Cassie Withers stands in her Kew(1) back garden and watches the planes cross the sky one after another, counting them instead of sheep. She was woken by the first flight in from Seoul despite the earplugs she has worn at night ever since moving to Kew ten years ago. Today

¹⁴ но с трудом

at some point her husband Steven Withers will be returning from his fifth foreign trip of the month.

Now Cassie gazes up beyond the planes as the sky grows lighter and the stars paler. She'd watched a documentary on stars last night, about how the earth is long overdue collision with an asteroid or comet, just like the one that killed the dinosaurs. She had also learned from this programme that a Grand Cross of the planets is due this month, in the four signs of the zodiac — Taurus, Aquarius, Scorpio, Leo — and that these signs are being interpreted as the four horse-men of the Apocalypse(2). Then she had gone to bed and read about Nostradamus(3) — in the last months of this century it is quite hard *not* to read about Nostradamus. She had lingered for a while over a particularly interesting couplet:

*The year 1999, the seventh month,
From the sky will come a great King of Terror.*

Nuclear war was joint favourite with an asteroid attack, according to the editor's note. Nostradamus had been right about several things so far, including the death of Henri II in a jousting accident and also the fall of Communism; so there was a strong possibility of something awful happening soon, it seemed.

* * *

"Mum, what comes after nineteen-ninety-nine?" asks her five-year-old son Peter as she clears up after breakfast. "Is it nineteen-ninety-ten?"

"No," says Cassie. "Would you sort those knives and forks for me like a good boy. No. It goes nineteen-ninety-nine. TWO THOUSAND."

"Mum," he says, picking up a fork, frowning. "Mum, will it be the end of the world then?"

"No of course not," says Cassie heartily. "It's just a number. It doesn't actually mean anything at all. Unless you believe in Jesus."(4)

"Do you believe in Jesus?" he asks, as he sometimes does.

"I'm not sure," she says diplomatically. "Some people do. Auntie Katie does."

"I believe in him," he says staunchly.

"Well that's nice," she says, then can't help asking, "Why do you believe in him?"

"Because otherwise who *made* it," he demands crossly. "Of course."

He marches out of the kitchen.

She finishes the dishes, then takes a cup of coffee into the front room where Peter is now lining up a row of small plastic dinosaurs behind the sofa while Michael, his elder brother, is doing his holiday homework in front of the television.

"It's only the news," he says, forestalling her protest. "It helps me concentrate."

She sits by him and lets the news wash over her. Plague is spreading up from Greece through the Balkans, and on to Venice. There are floods in China, drought in India, war in Africa, famine in North Korea, fire in Australia, hysteria in America and desperation in Russia. Record temperatures worldwide, yet again, have led to speculation that the human race will become a nocturnal species in the next century, on the basis that it's cooler at night.

* * *

They take sandwiches to the park for lunch. Cassie closes her eyes and feels the sun warm her shoulders, kiss her bare arms, and knows it is hostile, fake gold.

Being out in the sun and the open air used to be health-giving. Now the sea is full of viruses, one bathe can leave you in a wheelchair for good; no wonder the fish have turned belly up this summer.

"You look a bit down," says her friend Judith as she joins her on the park bench.

"Is it so obvious?" smiles Cassie. "You know, I've got this horrible feeling that something appalling is about to happen."

“When you think about it, something appalling always *is* happening, somewhere in the world,” says Judith, watching her daughters run over towards the swings. “That’s why I don’t read the papers. I used to feel I ought to; that I *ought* to know about these terrible things. Then one day I just stopped. And my knowing or not knowing has made no difference at all to the state of the world.”

“How do you know?” says Cassie.

* * *

The official transition from afternoon to evening in Kew is marked at this time of year by the lighting of a thousand barbecues. This Saturday it is Cassie’s neighbour’s turn to host the road’s annual summer party.

The women stand on the patio, sipping white wine and keeping an eye on the children. The men have gravitated to the end of the garden under the trees where they help themselves to icy cans of lager(5) from the cool-box standing on the picnic table.

Above them roars a steady stream of flights in and out of Heathrow.

Cassie pours herself a glass of wine and joins a group of women who are talking about what they are going to do on New Year’s Eve. Carol has booked a family package to Paris, where it is rumoured the Eiffel Tower will lay a giant egg. Donna hopes to fly to Tonga(6) for a seafood feast on the night, then on to Samoa. Christine is hoping to dodge across the dateline on Concorde so that she can see the new century dawn twice.

“I was just saying to Nigel the other day,” says Amanda from number twelve, “Wouldn’t it be nice to see the sun rise from Mount Kilimanjaro. But I don’t know what we’d do with the children, nobody’ll be wanting to babysit that night, will they?”

“I really don’t see why air travel has to be so convenient and cheap,” says Cassie. “People should think twice before crossing the world.”

It is exactly as though she has not spoken. Nobody ever listens to me, she thinks.

Cassie fills her glass and walks off across the lawn towards the men. She has that sense of being able to see everything with perfect clarity, but nobody will listen to her.

The men are talking about whether the new century really only starts on the first of January 2001, as the Swiss claim, and are speculating about how many work days will be lost, how long the celebrations will last.

“The good thing about the beginning of the year 2000,” says Christine’s husband Greg, “is that January the first is a Saturday so everyone will have the Sunday and the Monday to recover, because of course the Monday will be a bank holiday(7).”

“By then there’ll have been a wave of computer crashes,” says Amanda’s husband Nigel. “It’ll be the El Nino(8) of I.T. I tell you, it’s unbelievable, half these guys I see haven’t even started to address the Y2K problem(9).”

“Heads in the sand,” nods Carol’s husband Terry. “We’re talking about global economic crisis.”

“Worse than that,” says Cassie. “A thousand times worse.” “Steven not back from the Philip-pines yet?” asks Terry, acknowledging her presence.

“He’s up there right at this moment,” sighs Cassie, pointing at the sky.

“Let’s hope air traffic control has sorted itself out before next year,” Greg chuckles knowingly. “Because it’s to be the busiest year in aviation history.” He rubs his hands together and grins. “Just make sure you’re not partying under the flight path on New Year’s Eve. Take it from me.”

“They’re saying there’ll be record levels of suicide attempts on the thirty-first of December,” muses Greg. “Seems a funny time to do it.”

“You can’t afford to worry about such things,” says Greg. “Listen, we are due a sunstorm next year, which is when the US tracking system goes down. Completely useless. Perfect opportunity for a nuclear attack. Let’s hope the bad guys haven’t figured that one out.”

“Too late,” says Cassie obscurely.
 “Cheer up, Cassandra,” Terry chides. “It may never happen.”
 Cassie looks over at where the boys are laughing and playing.
 “That’s the trouble,” she insists. “It will. Any minute now.”

/from *Millennium Blues* by Helen Simpson/

Notes:

1. Kew in South London is an attractive residential area despite the noise of aircraft from nearby Heathrow. It has good schools and plenty of green space.
2. The four horsemen of Apocalypse traditionally named War, Famine, Pestilence (чума) and Death, are mentioned in the Bible which predicts that they will ride in Apocalypse (the destruction and end of the world).
3. Nostradamus [ˌnɒstrəˈdɑːməs]— sixteenth-century French doctor and astrologer, who wrote a 942-verse history of the world’s future.
4. Some Christians believe that the millennium is the time when Jesus Christ will return to the world and rule it for 1000 years.
5. Lager [ˈlɑːgə] is a light-coloured beer.
6. Tonga, Samoa — countries in Oceania, in the southern Pacific Ocean.
7. Bank holiday (in UK) — official holiday when banks and most businesses are closed.
8. El Niño is a global ocean-atmosphere phenomenon in the tropical Pacific which has an important effect on the world weather.
9. The year 2000 problem (or Y2K problem) was a flaw in computer programme design which caused fears that important industries and government functions would stop working at exactly midnight, January 1, 2000.



Reading for detail.

a) Read the notes first.

b) Match the phrases from the text with the Russian equivalents / translations. Pay attention to the context!

- | | |
|--|---|
| 1. is long overdue collision | a. перейти к ночному образу жизни |
| 2. joint favourite | b. показывая, что чье-л. присутствие замечено |
| 3. forestalling her protest | c. в равной степени популярна |
| 4. to become a nocturnal species | d. система слежения |
| 5. to host the road’s (summer) party | e. устраивать ежегодную вечеринку для соседей |
| 6. a family package | f. поездка для всей семьи (билеты, отель и т.д по цене наиболее выгодной, если путешествовать семьей) |
| 7. to dodge across the dateline... twice | g. страусиная политика |
| 8. heads in the sand | h. ухитриться пересечь линию суточного времени ... |
| 9. acknowledging one’s presence | дважды |
| 10. tracking system | i. давно должна была столкнуться |
| | j. прежде чем она успела запротестовать (предвосхищая...) |

c) Read the text again and get the story straight: pick out the statements which you know from the text to be true. Arrange them in the right order and add the missing details to make a story.

1. The Withers are a well-to-do family.
2. The story takes place in the summer of 1999.
3. Steven Withers has a responsible job which involves a lot of travelling.

4. Cassie dislikes living in Kew.
5. The Withers live in a posh area.
6. Cassie has a sleeping problem.
7. Cassie is in a blue mood because she is worried about
 - a) the future of the planet;
 - b) her family.
8. Cassie is in the habit of reading about Nostradamus and makes predictions of the future.
9. The Withers have two sons; the elder goes to school.
10. Cassie is a non-believer while her younger son believes in Jesus Christ.
11. Both Cassie and her friend Judith stopped reading newspapers because of the terrible things they print.
12. There is a custom in Kew to organise parties for one's neighbours in summer.
13. Women at these parties talk mostly about their children.
14. The women are excited about the coming New Year.
15. The small talk the women make is very different from the talk of the men.
16. The men talk about the problems the year 2000 may cause.
17. Cassie shares the concern expressed by the men.
18. Kew is not a safe place for New Year celebrations.
19. Cassie was named after the mythological Cassandra.
20. The men laugh at Cassie because of her gloomy outlook.

DISCUSSION QUESTIONS:

1. Why do you think the main character's name is Cassie?
2. What atmosphere does the author create in the story? How does she achieve the desired effect?
3. What kind of ending do you expect?



PROJECT WORK: BUILD UP YOUR VOCABULARY.

LEVEL 1.

TASK. 1.

a) Find the English equivalents of the following words and phrases in the text. Ten of these have been underlined for you. Make sure you find them all.

в саду за домом	Откуда ты знаешь?
(на) некоторое время	приглядывать за детьми
убирать со стола	угощаться
гостиная	на днях, недавно
человечество	поверь мне / уж я-то знаю (что говорю)
быть на солнце / свежем воздухе	странное / неподходящее время
не удивительно, что...	Выше нос!
выглядеть подавленной	

b) Short story contest. Use as many of these expressions as possible in a situation of your own.

TASK 2.

Word Power. Look into the crystal ball and complete the word families by finding words that are close in meaning to the words from the text. Consult a dictionary if necessary.

The crystal ball contains the following verbs:

- to stare
- to master
- to wander
- to watch
- to grin
- to tiptoe
- to stroll
- to train
- to study
- to limp
- to giggle
- to gaze
- to glance
- to smile
- to chuckle
- to pick up

Thought bubbles and their contents:

- Top-left: to laugh
- Top-right: to learn
- Bottom-left: to walk
- Bottom-right: to look

Pairwork. Answer the questions to bring out the difference between the verbs within each word family. Compare your answers with those of your partner.

- A. — Which of the WALK verbs describes a slow relaxed walk for pleasure?
 — Which of the WALK verbs describes a quiet and cautious walk that no one can hear?
 — Which of the WALK verbs describes a slow manner in which a person walks when his leg hurts or is injured?
 — Which of the WALK verbs describes a slow walk across an area without a clear direction or purpose?
 — Which of the WALK verbs can be used figuratively (e.g., about one's thoughts / eyes / conversation, etc.)?
- B. — Which of the LOOK verbs means to look long and steadily, often without realizing it?
 — Which of the LOOK verbs means to give smb / smth a quick look?
 — Which of the LOOK verbs means to look at smb / smth for some time, especially smth that is changing or moving?
 — Which of the LOOK verbs means to look at smb / smth for a long time, often because you are angry, shocked, or very interested?
- C. — Which of the LAUGH verbs means to laugh quietly?
 — Which of the LAUGH verbs means to smile widely?
 — Which of the LAUGH verbs means to make your face look happy?
 — Which of the LAUGH verbs means to laugh in a childish or silly way, often because you are embarrassed or nervous?
- D. — Which of the LEARN verbs means to learn about a subject by reading books and going to classes at a school or university?
 — Which of the LEARN verbs means to learn the skills and get the experience that you need in order to do a job?
 — Which of the LEARN verbs means to learn the skills and get the experience that you need in order to do a job?
 — Which of the LEARN verbs means to learn something easily, without making much effort or having lessons?
 — Which of the LEARN verbs means to learn or understand something completely?

TASK 3.

Translate into English using an appropriate verb instead of the underlined part.

1. — Чем сейчас занимается Рон? — Он учится на хирурга.
2. Вчера в это время мы прогуливались по Пикадилли.
3. Где вы изучали китайскую культуру?
4. Горилла наблюдала за людьми, кривлявшимися (making faces) возле ее клетки.
5. Если вы не прекратите хихикать, мне придется попросить вас выйти из класса.
6. Кому ты улыбаешься?
7. Люблю бродить по Нью-Йорку в дождь.
8. Мы лежали на песке и смотрели на звезды.
9. Он пристально смотрел на высокого худого человека за соседним столом.
10. Почему ты хромаешь?
11. Проходя мимо фотографов, Ферги (Fergie) широко улыбнулась.

12. Хью жил в латинском квартале и без труда выучил несколько фраз на испанском.
13. Эмма вспомнила его шутки и тихо засмеялась.
14. Мать на цыпочках вышла из комнаты.
15. Я так и не освоил фотошоп.

Teamwork. Which verb would you use to describe what happens in the following situations? Compare your answers with those of the other team(s).

1. you are reading a book and come across a funny episode;
2. a child can't take his eyes off (keeps looking directly at) a group of teens with extreme hair styles and clothes;
3. a friend of yours is preparing for exams and can't go to a party with you;
4. a movie star gave a wide smile when he was given an award;
5. a person is lying on the sand, he has nothing to do and is just looking at the sea for a long time without any particular purpose;
6. a student has no difficulty in writing essays;
7. people are walking leisurely in the park;
8. smb got lost in a strange city and walked around the streets for several hours;
9. somebody is learning skills to be an auto mechanic;
10. you are pleased to see your friends;
11. you are trying to get out of the room without waking your brother;
12. you effortlessly learned a few words of Spanish when you were in Spain;
13. you have come to a stadium because you are interested in how your friends play football;
14. you understood smth was wrong with your roommate the moment you looked at her;
15. your girlfriend always starts laughing after a glass of beer;
16. your grandfather has a knee issue and sometimes walks slowly because of it.

Task 4. a) In each sentence below, choose ONE word/phrase you think CANNOT go with the verb in bold.

1. Everyone was **grinning** widely / loudly / happily at Kenisha when she arrived, so she knew she was a welcome guest at her aunt's house.
2. I **chuckled** softly / quietly / widely as I recalled what my friends and I used to do after exams.
3. Michele got up lazily from the couch, and slowly / aimlessly / leisurely **strolled** out onto the balcony.
4. My brother **stared** in amazement / steadily / quickly at the toy robot as it walked across the hall.
5. She sat **gazing** blankly / steadily / attentively out the windows at the people walking by.
6. The dog is **limping** quietly / slightly / badly; I think it hurt its paw in a fight.
7. The girls started **giggling** nervously / proudly / in a silly way as the boys asked them to dance.
8. The old woman **smiled** nervously / broadly / warmly at the man who offered her his seat on the bus.
9. The young woman ordered a cocktail, and **glanced** quickly / steadily / curiously around the bar.
10. Warren fully / hard / quickly **mastered** computer programming in his first year in college.
11. We didn't do much last night; we just **wandered** slowly / aimlessly / heavily around town.
12. We sat at the sushi bar where we **watched** quickly / closely / with interest the chef making all the food.
13. For the last 4 years, Cheryl has **been studying** diligently / naturally / hard to earn her Social Work degree from Catherine Booth College.
14. By the time I entered high school, I had easily / hard / quickly **picked up** general information about computers and the internet.



LEVEL 2.

TASK 1.

Word Power. Verbs make your speech more precise and powerful.

a) Find in the text the verbs that are used to express these actions:

- to ask firmly;
- to leave (the room) quickly and decisively;
- to drink slowly;
- (about a group of people) to move toward some place (because it is attractive);
- to do smth with a lot of loud noise;
- to show agreement by moving your head;
- to say smth in a sad tone of voice;
- to give a quiet laugh;
- to pronounce smth as if deep in thought;
- to express criticism.

b) Paraphrase the sentences so as to use the verbs you have found in the text.

1. Then she saw a strange woman sitting on her husband's chair. "Who are you?" she asked in a strong way, "and where is my husband? I am gone only a few hours and he is flirting with another woman!"
2. She was so angry; she walked out of the restaurant quickly, got into her limo and sped off.
3. The sisters were sitting near the swimming pool slowly drinking Coke.
4. When we arrived at the Palace, we moved toward the group of journalists and photographers at the main entrance.
5. Suddenly, a motorcycle passed behind her back with a deafening noise.
6. "Isn't it a beautiful view?" she cried. Her voice sounded weak against the complex noise of the Square. He bowed his head in agreement and smiled. "Oh! I think it's a beautiful view!" she cried once more, ecstatic.
7. "You don't know a thing about money", he complained. "I make no secret of the fact that I'm bad with money", she said sadly. "I'm penniless now".
8. Then came in Claire, all ready for the masquerade ball. Ben looked at her for a moment and then gave a soft laugh.
9. "He looks like somebody I know, but I can't recognize him", said the Princess thoughtfully, chin in hand.
10. "Joseph, you are so foolish", she went on criticizing the boy. "You never worry about others!"

TASK 2.

Find in the text the adverbs which can go with the verbs from Task 1.

e.g. to demand crossly

Make a list of these collocations. Use these and the collocations from Task 4 (Level 1) in sentences of your own. Have your classmates translate the Russian version/equivalent of your sentences back into English.

Resources:

1. English–English dictionary (e.g. Oxford Advanced Learner's Dictionary);
2. Oxford Collocations Dictionary for Students of English;
3. English–Russian dictionary (e.g. Новый большой англо-русский словарь под ред. Ю. Д. Апресяна.— М., «Русский язык», 1998);
4. an electronic dictionary (e.g. ABBY Lingvo 12 — многоязычный электронный словарь);
5. an on-line resource (e.g. www.multitran.ru)



GRAMMAR

WAYS TO SPEAK ABOUT THE FUTURE

THE BASICS

PREDICTIONS		INTENTIONS / ARRANGEMENTS	
FUTURE SIMPLE	<i>Do you think it will rain?</i>	FUTURE SIMPLE	— <i>Simon needs someone to talk to.</i> — <i>I'll give him a ring later on.</i>
BE GOING TO + INFINITIVE	<i>Mary looks very pale. She's going to faint.</i>	BE GOING TO + INFINITIVE	<i>I am going to visit my neighbour.</i>
FUTURE CONTINUOUS	<i>This time next week, he'll be sightseeing in Singapore.</i>	PRESENT CONTINUOUS	<i>We are meeting tomorrow at Victoria Station.</i>
FUTURE PERFECT	<i>By next year he'll have written another book.</i>	PRESENT SIMPLE	<i>The meeting starts at 7:45 p.m.</i>
FUTURE PERFECT CONTINUOUS	<i>They'll have been working on this project for two months next week.</i>	FUTURE CONTINUOUS	<i>Sorry I can't meet you tomorrow. I'll be having a meeting.</i>

Ex. 9. Read the dialogue. What are the two people talking about? Identify the forms used to express a future action or state. Which of them are used for **prediction** and which for **intention**?

"Dennicott, what are you going to do with your life?"

"Who knows? Maybe, I'll build electronic equipment, teach, marry a rich wife..."

"No, you won't do that. And you won't teach school, either. You don't have the soul of a teacher. I have the feeling something adventurous is going to happen to you."

"Do you? Thanks. What are you going to do with your life?"

"I have it all planned out. I'm going to join the forestry service. I'm going to live on the top of a mountain and watch out for fires and fight to preserve the wilderness of America."

"You are going to be awfully lonesome!"

Ex. 10. A. Decide which of the verbs in bold in each set is used for prediction and which for intention.

- I'm not sure all our readers will share your views about American TV.
 - We will share with you what happens at the conference.
- I'm going to be in Mississippi this weekend.
 - As I walk up the stairs, the noise grows and I know it is going to be a hot reception.
- We will be doing our utmost to be good neighbours.
 - I'm sure they will be doing a lot of hard work next year.

B. Explain the difference in the use of tense forms in each set.

- They will have finished repairing the road by that time.
 - This afternoon's session will probably finish quite early.

2. a) By Monday, we will have been discussing this issue for four weeks.
b) No doubt they'll be discussing the issue at tomorrow's conference.
3. a) By the end of this programme students will have developed both written and oral communication skills.
b) By next month, they will have been developing the project for two years.
4. a) I'm sure she'll be thinking of you tonight.
b) I'm afraid he'll think I'm a complete idiot.

THE PARTICULARS

PREDICTIONS

FUTURE SIMPLE	<i>I'm sure Jack'll be late.</i> (I know him. He never comes on time.)	Я уверен, что Джек опоздает . (Я знаю, что он всегда опаздывает.)	Предположение, основанное на мнении говорящего
BE GOING TO	<i>Jack is going to be late.</i> (He's just called. He's stuck in a traffic jam.)	Джек опоздает . (Он только что звонил и сообщил, что застрял в пробке.)	Предположение, основанное на фактах
FUTURE CONTINUOUS	<i>In a few years, people will be looking for these articles.</i>	Через несколько лет люди будут искать эти статьи.	Действие, которое будет происходить в определенный момент или период времени в будущем
FUTURE PERFECT	<i>By that time he'll have finished school.</i>	К этому времени он окончит школу.	Действие, которое закончится к определенному моменту в будущем
FUTURE PERFECT CONTINUOUS	<i>Next year I'll have been working for the company for ten years.</i>	В следующем году будет десять лет, как я работаю в этой компании.	Действие, которое будет продолжаться в течение некоторого времени до определенного момента в будущем

TIME EXPRESSIONS ASSOCIATED WITH THE FORMS USED FOR PREDICTION

Future Simple/Be going to	<i>at 6 o'clock, tonight, tomorrow, the day after tomorrow, on Monday, in two / three days, one of these days, next week / month / year, soon</i>
Future Continuous	<i>this time tomorrow / on Tuesday / next week, at that time, in a few (five, twenty) years</i>
Future Perfect	<i>by then, by the / that time, within the next hour / week / month</i>
Future Perfect Continuous	<i>by ... for, e.g. By September I'll have been teaching for 20 years.</i>

FUTURE SIMPLE vs BE GOING TO

Form	Future Simple	Be going to
Use	Predictions based on the speaker's <u>opinion or past experience</u> . This form can refer to <u>any time in the future</u> .	Predictions based on some <u>evidence in the present</u> that something will definitely happen. It is normally used to speak about <u>the near future</u> .
Examples	<i>In a few years laptop computers will be as common as telephones.</i>	<i>(Aboard a plane) "This is your captain speaking. I'm afraid we're going to be a bit late. We're running into headwinds."</i>

Ex. 11. Match the predictions 1–6 with the reasons / evidence a–f.

- | | |
|---------------------------------------|---|
| 1. Chelsea is going to win the match. | a. They haven't lost a single match this season. |
| 2. Bob will be late for work. | b. They always quarrel. |
| 3. Tom and Jane are going to quarrel. | c. He's just phoned and said he has overslept. |
| 4. Their team will win the match. | d. They are arguing and shouting at each other. |
| 5. Sam is going to be late for work. | e. The match will be over in five minutes and they are leading with the score at 3:0. |
| 6. They will quarrel. | f. He never comes on time. |

Ex. 12. Suggest some present evidence on which the following predictions are based.

Model: It is going to rain. → *The sky is overcast. It's going to rain.*

- Sarah is going to hit him.
- The plane is going to land in a few minutes.
- Melissa is going to cry.
- I'm going to be absolutely up to my eyebrows in work this week-end.
- I think he is going to be famous in the near future.
- There's going to be an election soon.
- The car is going to crash.
- Fiona is going to faint.
- The boys are going to play football.
- Mike is going to miss classes today.

Ex. 13. Put the verbs in brackets in the appropriate form (the Future Simple or Be going to).

- On Friday the TV stations announced it (snow) next week.
- I'm sure they (reach) agreement on the issue.
- I have just talked to the doctor and he says you (be) all right.
- Jack, look out! You (crash) into that road sign.
- But you probably (need) to spend more time in Winterthur.
- I think one of these days you (be) at the top of the school.
- You (catch) a cold if you stay in that puddle (лужа).
- He's got so many things to do. He (have) a busy day tomorrow.
- Homes of the future (have) access to the most powerful of computers and the most complex of software programs.

10. By the year 2020, solar electricity (be) as cheap, or cheaper, than electricity produced by fossil fuels.
11. Where's your new job? — Southampton. — We (not see) much of you then.
12. In 20 years' time we (be able) to implant devices that (allow) us to hear and see better than ever before.

Ex. 14. Translate into English.

1. Как вы думаете, глобальное потепление будет представлять лично для вас угрозу?
2. — Джон очень изменился.
— Правда? Ты думаешь, я его не узнаю?
3. Я думаю, что ты поладишь со всеми студентами в группе.
4. Только что звонил Джек. Он все еще дома. Теперь он точно опоздает на самолет.
5. Ты уверен, что все разделят твою точку зрения на эту проблему?
6. Через двадцать лет мы вспомним прошлое и поймем, что оно было замечательным.
7. — Мелани только что поссорилась со своим другом.
— Бедняжка! Теперь она несколько дней будет страдать.
8. Луиза чувствует себя гораздо лучше, и доктор уверен, что она скоро оправится после болезни.
9. Роберт — замечательный поэт. Я уверен, что через несколько лет он получит признание.
10. Тед заболел гриппом. Он пропустит занятия на этой неделе.

**FUTURE CONTINUOUS, FUTURE PERFECT,
FUTURE PERFECT CONTINUOUS**

Future Continuous	Future Perfect	Future Perfect Continuous
<p>Describes an action in progress at a particular moment or period of time in the future.</p> <p><i>This time tomorrow we'll be walking around San Francisco!</i></p> <p><i>In a few years' time many more employees will be working from home.</i></p>	<p>1. Describes an action which we expect will be completed by a particular time in the future.</p> <p><i>By the time we come to the office, they will have left.</i></p> <p>2. Describes a state that will last for some time by a particular time in the future.</p> <p><i>Tom and Sally will have been married for five years in November.</i></p>	<p>Describes an action in progress which will last for some time by a particular time in the future.</p> <p><i>They will have been having talks for a week on Monday.</i></p> <p><i>The council will have been debating for six hours by 5 p.m.</i></p>

Notes:



1. Remember that we use **the Future Simple** to describe a **state** at a particular future time.
*This time tomorrow we'll **know** at last what the future holds for Oxford United.*
*By next month, he'll **be** a soldier in the United States Army.*

2. **The Future Perfect** or **the Future Perfect Continuous** can be used to describe an action in progress which will last for some time by a particular time in the future with such verbs as *live, work, stay, wait*, etc, which contain the idea of continuity.
*They **will have been living** / **will have lived** in the USA for ten years next month.*

Ex. 15. Group the sentences according to the use of the future form:

- a) state at a particular future time
- b) action in progress at a particular future time
- c) action completed by a particular future time
- d) action that will last for some time by a particular future time
- e) state which will last for some time by a particular future time

1. By this time tomorrow he'll be married.
2. This time next week I'll be relaxing on my honeymoon.
3. By the end of the month, he'll have saved £ 500.
4. By that time, the committee will have been debating and consulting with scientists for three years.
5. In a few weeks, we'll know how successful these fund-raisers have been.
6. By May 2, the Jury of the festival will have announced the winners.
7. At 10:45 tomorrow morning, the police will have been negotiating with the terrorists for three days.
8. By 2013, the Euro zone will have existed for 15 years.
9. He will have owned the property for ten years next December.
10. By 2050, 75% of businesspeople will be using Chinese for their commercial transactions.
11. In 24 hours I'll be sitting in a movie theatre waiting for the blockbuster to start.
12. By that time, the Space Shuttle will have launched 624 passengers into space.
13. By then the reactor will have been operating for several years.
14. I believe in a few years we'll have a different football team.
15. By March 5, you'll have been here only for six weeks.

Ex. 16. Put the verbs in brackets in the appropriate future form.

1. This time tomorrow I (swim) in the Mediterranean Sea.
2. By 2100, racism no longer (be) a significant phenomenon in most countries of the world.
3. Next year we (produce) the air conditioners for 14 years.
4. By tomorrow night we (make) a decision to stay or go.
5. My wife Susan and I (be) married for 28 years on April 16.
6. In 20 years, we (use) new materials, computer systems, energy systems, and manufacturing technologies to eliminate waste and make our products completely recyclable.
7. By this date, the first-year students (complete) their term paper.
8. In a few years, libraries (offer) interactive reader development services.
9. In August this year, *Helping Hands* (look) after your health for ten years!
10. By the end of the year, the students (have) an idea of where their natural skills and talents lie.
11. I met Felix on December 25 and next month I (know) him for two years.
12. By the time you get back, we (finish) writing the thank you letters.
13. In a few years, half of the world's population (live) in cities.
14. By that time, they (work) on the new computer program for a minimum of five years.
15. By 2020, at least six countries officially (introduce) a 4-day working week.

Ex. 17. Complete the sentences with appropriate time expressions.

Model: He will have been working on the problem. →

By Monday, he will have been working on the problem for two weeks.

She'll be lying on a sandy beach. →

This time next week she'll be lying on a sandy beach.

1. Mark will be on his way to America.
2. Food prices will be rising worldwide.

3. The article will have appeared in print.
4. The students will have developed a deep knowledge and skills.
5. I will have been using a Windows box.
6. We'll know for sure what we're dealing with.
7. Russia will have been exploring outer space.
8. Julia will have owned the house.
9. Linda and Michael will be enjoying Hawaiian sunsets.
10. She will have been married.
11. The young politician will have earned people's respect.
12. Hillary will be looking after the children.

Ex. 18. A. In a survey young people were asked what they think will happen to them in ten years' time. Read some of the answers and say what these young people are dreaming about.

- A. In ten years I will be 23 and I hope that I will be out of college and be acting.
- B. Hopefully I will have moved to New York City and will be living in a nice apartment or penthouse (if I'm rich enough), and I want to have a good job on the side. Because I know I'll need to spend more time in college to get the job I really want — Paranormal Investigator.
- C. I'll be 24, I hope to be in college, preferably in Paris, maybe, I'll be doing some work on starting a writing career.
- D. In ten years I'll be 26, I hope I will have graduated from college, be in a job I love, be married to the guy of my dreams and have one child.

B. What do you think will happen to you in ten years' time?



Ex. 19. On the Internet site "Travellerspoint" a young man wrote the following about the forthcoming travel. Complete the text with verbs from the list. Use suitable forms with future meaning.

make (2), be, survive, have, know, find, do

Off on my first ever travels, to Central and South America, for 5 months, I only know about 3 Spanish words, I don't have as much money as I need, I haven't had my rabies shot (прививка от бешенства), and I _____ on my own. Am I mad, what am I doing, this can't be sensible, I _____ never _____ it.

But seriously, I am scared stiff, but what gets me through it, is that in 5 months' time I _____ it, I _____, I _____ a huge load of experiences which none of my friends have had, I _____ new friends, I _____ 6 Spanish words, and I _____ a new confidence inside myself.



Ex. 20. A. Work in pairs. Make predictions about the future of Russia / Europe / our planet.

B. Pairs make groups of four. Compare your predictions.

Ex. 21. Translate into English.

1. Ко времени окончания университета у студентов будет значительный опыт и многие из них уже найдут работу.
2. В это время на следующей неделе я буду на пути в Лондон.
3. Я надеюсь, что к вечеру я уговорю Мартина остаться у нас еще на два дня.

4. В следующем году исполнится десять лет независимости этой страны.
5. Последние данные говорят о том (suggest), что в ближайшем будущем наши зимы будут становиться все теплее.
6. Завтра будет неделя, как полиция расследует это преступление.
7. Боюсь, сегодня вечером я не могу пойти с тобой в кино. Я буду сидеть с (присматривать за) младшей сестрой.
8. Возможно, к концу недели руководство компании и профсоюзы (trade unions) придут к согласию по поводу заработной платы.
9. Через месяц мы будем знать все результаты эксперимента.
10. В понедельник будет месяц, как Стивен ищет работу.
11. Через пять лет пользователи библиотек будут «скачивать» электронную версию книг (e-book) из онлайн-каталога.
12. Через две недели будет три года, как Кевин и Лайза женаты.

INTENTIONS / ARRANGEMENTS

FUTURE SIMPLE	— <i>I need to find a book.</i> — <i>O.K. I'll help you find it.</i>	— Мне нужно найти одну книгу. — Хорошо, я помогу тебе ее найти.	Решение, принятое в момент речи
BE GOING TO + INFINITIVE	<i>Are you going to marry her?</i>	Ты собираешься жениться на ней?	Намерение (решение, принятое до момента речи)
PRESENT CONTINUOUS	<i>I am seeing the surgeon on Monday.</i> (I've made an appointment with him.)	В понедельник я иду на прием к хирургу. (Я записался на прием.)	План, основанный на предварительной договоренности
PRESENT SIMPLE	<i>The train leaves the station at nine-thirty.</i>	Поезд отправляется со станции в 9:30.	Действие, которое состоится по плану / расписанию
FUTURE CONTINUOUS	<i>Where will you be having your surgery?</i> <i>I'm afraid I won't be able to see you next week.</i> <i>I'll be revising for my exams.</i>	Где Вам будут делать операцию? Боюсь, что не смогу с тобой встретиться на следующей неделе. Я буду готовиться к экзаменам.	Вежливый вопрос о намерениях или отказ от приглашения

TIME EXPRESSIONS ASSOCIATED WITH FORMS USED FOR INTENTION

<p><i>at 9 / 11 a.m. / p.m., tonight, tomorrow, in a few days / weeks, on Monday / Tuesday,</i></p>	<p><i>at the weekend, next week / month / year, in May / June, in summer / winter, etc.</i></p>
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Ex. 22. Read the dialogue. Which of the verb forms describe future actions?
All the forms but one are used for intentions.
Which future form is used for prediction?
Can you explain the use of different forms for intention?

"Are you staying in Washington?"

"No."

"According to Jerry Hale you are going abroad."

"Soon. In a week or so."

"Are you going to Rome?"

"I imagine so."

"Could you do me a favour? I want to get some papers to a friend of mine in Rome."

"I don't know when I'm going to be in Rome."

"There's no rush. Here's the address and telephone number of my friend. I'm sure you'll like him. I'd appreciate it if you dropped me a line after you've seen him."

"I'll write you."

"That's a nice boy. I was sure I could depend on you. If you are finished with your coffee, I'll pay and we'll leave. I have a date in Virginia".

FUTURE SIMPLE, BE GOING TO, PRESENT CONTINUOUS

Future Simple	Be going to	Present Continuous
Describes <u>spontaneous decisions</u> made at the moment of speaking. <i>I think I'll take the children to the park on the river.</i>	Describes <u>intentions</u> , i.e. actions which have already been decided on by the time of speaking. <i>Mr. Parker is going to take Kitty and Amy off to Scotland tonight.</i>	Describes <u>arrangements</u> made by the time of speaking. <i>Mr. Parker is taking Kitty and Amy off to Scotland tonight. (He's booked tickets.)</i>

Ex.23. Group the sentences according to the use of the future forms:

- a) **decision taken at the moment of speaking**
- b) **intention**
- c) **arrangement**

1. Everything I am going to tell you is the complete and absolute truth.
2. I'll look into it and report back to you.
3. Rock star Phil Collins is leaving Britain to make his mark in Hollywood as a movie star.
4. You're on my way, Evelyn, I'll give you a lift.
5. We're moving house next week.
6. I'll call you later, Mr. Johnson. We'll arrange something for tomorrow.
7. We're not going to use you in that phase of the investigation.
8. In Paris tomorrow, I am meeting my French and Italian colleagues.
9. I am going to take you to the movies tonight to see *The Gold Rush*.
10. I've got a new appointment. I'm sailing early next month.
11. Now I am going to make a list of those present.
12. Next month I will take you to meet Brian Stacey in Nottingham.

Ex. 24. *Make decisions in the suggested situations.*

Model: We've run out of bread. — *I'll buy some on my way back home.*

1. I am starving.
2. I've got to meet my aunt at the airport.
3. I don't know how to use the camera.
4. I'm going to paint the garage on Saturday.
5. I'm afraid I can't speak to you now.
6. I can't understand what's so good about the news.
7. There seems to be no chalk in the classroom.
8. It's too stuffy in here.
9. My pen won't write.
10. Oh, I'm afraid I've left my wallet behind.

Ex. 25. *Work in pairs. A. Ask each other the following questions. In your answers use **be going to** if you have already made a decision and **will** or **won't** if you haven't decided yet.*

Model: What are you going to give Mary for her birthday?

I am going to give her a beautiful vase. OR

I'm not sure, maybe, I'll give her a box of chocolates.

1. What are you going to do this weekend?
2. Are you going to study late any night this week?
3. Are you going to travel during your summer holidays?
4. Where are you going to work after you graduate?
5. When are you going to get married?

B. Think of more questions about each other's intentions.

Ex. 26. *A. What are you doing tonight? Read how young people on an Internet site answered the question.*

- A. I'm having a bath, eating Mars Delights and I'm going to read *That's Life*.
- B. I'm ironing and packing my things for a weekend away.
- C. I'm meeting up with one of my best friends for coffee.
- D. Nothing. I have to get up early tomorrow. Oh, I think I'll watch my favourite soap opera.

B. Work in pairs. What are you doing tonight? Remember to use the appropriate forms for arrangements, intentions and decisions taken at the moment of speaking.

Ex. 27. *Translate into English.*

1. Через несколько дней я уезжаю в отпуск в Париж.
2. Завтра мы переезжаем на новую квартиру.
3. У тебя усталый вид, дорогая. Сегодня я приготовлю обед.
4. «Я ложусь спать», сказал Бэзил. «Утром у меня важная встреча».
5. Не беспокойтесь. Я позабочусь о вашем отце.
6. Он здравомыслящий человек, поэтому я собираюсь последовать его совету.
7. Сегодня вечером я останусь дома, так как не очень хорошо себя чувствую.
8. — Ты случайно не помнишь, что значит это слово? — Сейчас посмотрю в словаре.
9. Завтра я примусь за работу, иначе я не закончу проект вовремя.

10. — Ты собираешься принять это предложение? — Нет, я думаю, что откажусь от него.
 11. — Барбара выходит замуж через два месяца. — Правда? За кого?
 12. — Как ты собираешься предупредить его об опасности? — Я найду способ.

PRESENT SIMPLE, PRESENT CONTINUOUS, FUTURE CONTINUOUS

Present Simple	Present Continuous	Future Continuous
Describes future events that will happen according to the <u>timetable</u> or <u>plan</u> . (Things that are NOT under our control.)	Describes arrangements and plans <u>made by the speaker</u> .*	Can be used as a <u>tactful way</u> of asking about someone's plans or refusing an invitation.
<i>The boat leaves Dublin at 10 a.m. and sails one hundred and fifty kilometres...</i>	<i>My wife and I are leaving Venice next week.</i>	<i>How long will you be staying, Mr. Grimes?</i>
<i>Tomorrow, I take part in four graduation ceremonies as Vice Chancellor of the University of Dundee. (According to my working timetable.)</i>	<i>Next week I'm taking part in a music quiz. (It's my personal decision.)</i>	<i>I'm sorry I can't come to the party as I'll be working nightshift.</i>



***Note:**

The Future Continuous can also be used to talk about events that are a result of an arrangement. There is little difference between this form and **the Present Continuous**.

*CBS announces Dan Rather **will be leaving** / **is leaving** CBS News for good.*

Ex. 28. Group the sentences according to the use of the future forms:

- arrangements made by the speaker
- timetable events
- polite questions or refusals

- Will you be taking the play to Broadway?
- When does she start her other class?
- When are you seeing your doctor again?
- The train departs Calgary at 6:20 am and ends in Vancouver at 5:10 pm the following evening.
- I'm afraid I can't go to the theatre with you. I'll be working late tonight.
- He's coming to my flat this evening to pick up some things.
- How late will you be staying up tonight?
- Tomorrow I'm flying down to Miami.
- Finally, we return to Budapest, the tour ends in the city centre.
- Sorry, honey. I can't take you out on Friday. I'll be having a meeting with a client.
- I leave for a Navy boot camp (учебный лагерь новобранцев) in exactly 2 weeks.
- The trial continues tomorrow.

Ex. 29. Put the verbs in brackets in the appropriate future forms.

- Now, I don't mean to be rude, but how long you (stay)?
- "I (take) four days off to spend with my wife and young baby", he said.
- The Prince tour, which (arrive) here in June, opened in Tokyo last week.
- I can't make it, James. Sorry I can't attend because we (have) a show the same night.
- I (come) to London the day after tomorrow by the mid-day coach.

6. The artist (present) her first major exhibition at the Stable Gallery in London tomorrow.
7. What time you (leave) tomorrow, Mark?
8. In a few days, Clark (leave) for China for two months of language study.
9. Tomorrow I (stay) after school with a buddy for a baseball workout.
10. On Monday we (start) working on the project.
11. Sorry I can't meet you tonight. I (pack) for going home tomorrow.
12. I (do) my diving certification next week so that I can dive on the reef.

Ex. 30. A. Make up tactful questions.

1. You / take coffee / this evening?
2. What type of tire / you / use / this winter?
3. You / work / late / tonight?
4. Where / you / have / Christmas dinner?
5. You / stay around / for a while / or / go / straight back / to Scotland?
6. You / attend / the October 17–18 two-day seminar?
7. How long / you / stay with us?
8. How soon / you / leave / Venice?
9. You / finish / your degree / or / apply / to the program?
10. What / you / have for dinner?

B. Work in pairs. Student A invites Student B to the theatre/to a Christmas or birthday party. Student B refuses the invitation in a polite way.

Ex. 31. Translate into English.

1. На следующей неделе я заканчиваю очень важную работу и беру отпуск.
2. Вы будете платить наличными?
3. Через несколько дней я уезжаю (меня командируют) на месяц в Шотландию.
4. Нам нужно спешить. Наш поезд отправляется через полчаса.
5. К сожалению, я не смогу прийти на вечеринку. Я буду готовиться к экзамену.
6. В следующем семестре студенты начинают курс перевода.
7. Во вторник я остаюсь в университете после занятий и иду в спортзал.
8. В следующем месяце он женится на богатой американской наследнице (heiress) и уезжает из нашего города.
9. Соревнования по плаванию заканчиваются в четверг.
10. Завтра утром я встречаю свою подругу в аэропорту.
11. Вы будете выступать на конференции?
12. — Ты идешь с нами завтра в кино? — К сожалению, не могу. Я буду писать эссе.

CLAUSES of TIME and CONDITION

1. In time clauses (starting with *when, after, before, as soon as, until / till, by the time*) and in clauses of condition (introduced by *if* or *unless*) we don't use future tenses. We normally use the **Present Simple**.

*Can I teach as soon as I **graduate**?*

*If you **don't make up your mind** now, it'll be too late.*

2. The **Present Perfect** can be used in clauses of time and condition to emphasize the completion of action.

*After he **has finished** his year with us, he will return to Plymouth to complete his degree course.*

*By the time he **has returned**, we will have done everything.*

Ex. 32. Put the verbs in brackets into an appropriate tense form.

1. If you (not get) out of this suite right now, I (call) the hotel security.
2. As soon as I (get) through with the work, I (come) back.
3. You (not have) enough for your holiday unless you (stop) spending so much money.
4. Henry (come) to town in June after he (complete) the academic year at West Point and (retire) from the Army.
5. If anyone (come) to the door I (go) and (let) them in.
6. We (suggest) to artists a good course of action for their career when they (sign) a contract with us.
7. The inflation rate (increase) unless the government (take) urgent measures.
8. The teachers (try) different approaches until they (find) a way to reach each kid.
9. Dan wants to take some time before he (make) a decision.
10. Audrey (join) us as soon as she (return) from her six-month trip all over Europe.



Note:

Remember that **till / until** and **unless** have a negative meaning and avoid double negation.

Until you **make** a decision you really **won't know** if it is a good one or a bad one.

Пока вы **не примете** решение, вы **не узнаете**, хорошее оно или плохое.

Unless she **works hard**, she **won't get** a promotion.

Если она **не будет** много работать, она **не получит** повышения по службе.

Ex. 33. Fill in the gaps with **if** or **unless**.

1. I'll punish you _____ you are late again.
2. You won't be able to answer the questions _____ you read the text carefully.
3. _____ he moves to another country, it'll probably be Canada.
4. Life on our planet will be impossible _____ we don't fight against air and water pollution.
5. _____ we don't learn from our mistakes, we may repeat them.
6. _____ you need me, just give me a call, I'll be there in no time.
7. _____ you ever come to Quebec, don't hesitate to visit us.
8. _____ you buy the tickets in advance, you won't be able to see the show.
9. _____ she does well in the interview, the company won't take her on.
10. You'll never lose weight _____ you get more exercise.

Ex. 34. Supply the missing part of the sentence.

1. I'll change my mind and go to the party with you if ...
2. As soon as I'm through with my course paper, ...
3. We won't miss the five o'clock train if ...
4. Unless you have permission from your parents, ...
5. If you don't show respect for your elders, ...
6. The ministers will come to a decision on the issue after ...
7. The young writer won't win recognition until ...
8. You won't be able to describe the painting in detail unless ...
9. If you don't remember Keith's telephone number, ...
10. When the weather bureau issues a storm warning, ...
11. He won't get away with missing classes unless ...
12. We'll get down to work as soon as ...

Ex. 35. A. Work in pairs. Discuss what you'll do in the suggested situations.

You miss a plane (fail an exam, win in a lottery, discover you've left your wallet behind, get lost in a strange city, are not invited to your friend's birthday party, are offered an interesting but not very well-paid job).



B. Think of more situations and ask your partner questions about what he /she will do if they find themselves in these situations.

CLAUSES of TIME and CONDITION vs OBJECT CLAUSES

Clauses of Time and Condition	Object Clauses
He'll start his own business (WHEN?) when he <u>returns</u> to India. I'll forgive him (ON WHAT CONDITION?) if he <u>convinces</u> me he meant no harm.	I want to give my friends tickets to the show but I'm not sure (ABOUT WHAT?) when they'll <u>be able to attend</u> . I don't know (WHAT?) if he'll <u>cause</u> conflict.

Ex. 36. Identify the type of clause introduced by **when** or **if** and put the verbs in brackets in the appropriate tense form.

- His life will be in danger if he (return) to that country.
- She doesn't know when they (see) each other again.
- I'll start looking for a job when I (get) a degree.
- The footballer hasn't yet decided if he (return) to Real after the World Cup this summer.
- I'm not going to give in even if they (put) pressure on me.
- I have no idea if he (take) any of my advice.
- Will my son be able to join a soccer league at the age of eight if he (develop) an interest in it?
- It will be good to see Bob again when he (arrive) here.
- I don't know when they (call) you back.
- Make sure there is no one else around when you (share) the information with Bob.
- Ask your local library to let you know when they (have) used book sales.
- It's hard to say if the tennis player (play) the way he did before the injury.

Ex. 37. Match the two parts of the sentences. Put the verbs in brackets in the correct form.

- | | |
|--|--|
| 1. If you (not keep) your promise, | a. he never (admit) he's wrong. |
| 2. Henry (miss) us | b. if he (succeed) as president. |
| 3. When I (grow) up, | c. when we (go) on our holidays. |
| 4. Even political analysts don't know | d. I (play) for Manchester United. |
| 5. We (not attempt) climbing the tower | e. as soon as the heads of the two states (sign) it. |
| 6. If you (disappear) now, | f. I never (speak) to you again. |
| 7. The agreement (become) effective | g. unless we (be) sure it's absolutely safe. |
| 8. It's hard to say | h. it (be) suspicious. |
| 9. After he (make) up his mind, | i. until they (come) back to Earth in October. |
| 10. The astronauts (be) busy | j. when he (retire). |



Ex. 38. A. Work in pairs. You've decided to change your life radically. Think of the ways you can do it. Make a list of decisions. Discuss the advantages of each decision.

B. Make new pairs. Student A tells Student B about his/her plans. Student B warns Student A about the consequences and tries to talk Student A out of his/her plan.

Ex. 39. Translate into English.

1. Я не знаю, поделится ли Марта с нами своими впечатлениями о поездке.
2. Мистер Смит и его жена отправляются в Европу, как только он закончит рукопись (manuscript).
3. Если ты будешь много заниматься, то успешно сдашь экзамен.
4. Специалисты не знают, будет ли этот ураган представлять угрозу для Флориды.
5. Джонсоны постараются больше узнать об этом курорте, прежде чем решатся на эту поездку.
6. Некоторые люди полагают, что за пределами Земли (out there) существуют другие формы жизни и мы не знаем, будут ли они враждебны или дружелюбны по отношению к нам.
7. Пока Лэсли (Lesley) не осознает свои ошибки, он не сможет их исправить.
8. Я буду скучать по тебе, когда ты уедешь во Францию.
9. Мы никогда не узнаем, как произошел этот несчастный случай, если он не решит рассказать нам.
10. Стив собирается стать профессиональным спортсменом, как только закончит колледж.
11. Когда вы поедете в Лондон, вы увидите там много индийских ресторанов, так как в Англии очень популярна индийская еда.
12. Джеймс не согласится на наш план, если только мы не окажем на него давление.

ARTICLES

COUNTABLES vs UNCOUNTABLES

REVISION

*Ex. 40. Explain the use of zero article. It might be useful to have a go at **the** and **a** too!*

1. French used to be the language of love and diplomacy.
2. Will beauty ultimately save the world? Ann Riley, a Texas beauty, thinks it is unfair to ask pretty girls how they plan to save the world.
3. The advice I received from an experienced wholesaler was: cash.
4. Nowadays a typical English breakfast consists of cereals, orange juice, toast and tea or coffee.
5. Once an American has reached his home he is interested in working to improve it. One of the first activities at home is making things, mending things and working on the car.
6. There are several social sciences that deal with human individuals and their cultural forms: Anthropology, Economics, Psychology, Geography, Sociology and History.
7. The English are great lovers of competitive sports. The game peculiarly associated with England is cricket. But cricket is making no progress in popularity. For the great mass of the British public football is far more important.
8. The ideology of domesticity and full-time motherhood was brought about by the decline in the average number of children a woman had at the end of the 19th century. Women were expected to concentrate on making the home a perfect place and on child rearing.
9. Designer costume jewellery is available in brass, glass, wood, horn, bone and semi-precious stones.

Ex. 41. Sort out these proper names into two groups: with the definite article and zero article.

- A. Himalayas, Everest, Gobi (desert), Malta, Philippines, Iberian Peninsular, Corsica, Jupiter, Cape of Good Hope, Red Sea, Yellow River, Lake of Geneva, Nevada, Far East, South East Asia, Netherlands, Athens, Hudson Bay, Lake Ontario, Mars, Hague, South Africa, Republic of Ireland, United Arab Emirates, Danube, Great Lakes, Lake Victoria, Ulster, City of New York, Strait of Dover, Panama Canal, Peak of Communism, Seychelles, Washington, D.C., United Kingdom.
- B. Westminster Palace, Oxford Street, Times Square, Kremlin, Hermitage, Tower Bridge, Marriot (hotel), Eiffel Tower, Houses of Parliament, Calton Hill, Jenners (department store), Sheraton (hotel), Bolshoi Theatre, West End Green Park, Lyceum Theatre, Covent Garden, Strand, Waterloo Station, Piccadilly Circus, Russian Museum, Coliseum, Empire State Building, JFK (airport), Palace of Congresses, Armoury.

THE PARTICULARS: COUNTABLE OR UNCOUNTABLE?

1. Uncountable nouns can be made countable by adding **a piece of** or other partitives.
e.g. **a piece of** advice / information / news / paper / etc; **a glass of** water, **a bar of** chocolate, **a box of** paper; **a loaf of** bread, **a pound of** cheese, etc.
2. When we speak about a limited but indefinite quantity of things we use **some** in statements and **any** in questions and negative sentences.
e.g. *I'd like **some** milk, please. Is there **any** milk left?*



Note: in requests and offers we usually use **some** (we expect a yes answer)
Can I have some bread?

3. When we speak about a definite amount of something (food or drink) we may use the indefinite article
e.g. **a coffee** (= a cup of coffee)
4. Some uncountable nouns which denote mental or emotional activity can be used with the indefinite article when there is a description.
e.g. **a peace of mind**, **a vast knowledge**, **a good education**

Ex. 42. Fill in the gaps with a) **a, the** or **a piece of** b) **a, the** or **zero**

a)

1. Let me give you ___ advice: never complain to anyone about your luck.
2. A lot depends on ___ progress in the Middle East.
3. ___ news of their engagement took me by surprise.
4. They watched the ducks struggle for ___ bread.
5. The basic questions you always need to ask about ___ news are: Who did it (the story) happen to? What happened? Where did it happen? When did it happen?
6. Many people fail to know ___ good luck when they have found it.
7. The documentary exposed *The Da Vinci Code* as ___ nonsense.
8. ___ elite education has its drawbacks.
9. I am looking for ___ equipment to test air leakage of a room.
10. Tobacco money (from southern plantations) paid for ___ education of the American elite.

b)

1. Confucius distinguishes between the virtuous (добродетельный) individual, who is motivated by ___ love of truth, and the "unvirtuous" individual, who is motivated by a desire of personal gain.
2. This is ___ very useful information.
3. ___ violence on television leads to ___ aggressive behaviour of children and teenagers.
4. ___ money spent on ___ education will help the country in the future.
5. This test is intended for candidates who have ___ limited knowledge of Latin.
6. Advertisement for Air France: ___ Time Saved is ___ Money Saved.
7. Wrong decisions are often made out of ___ lust for gain (жажда наживы).
8. Parents must grant ___ permission to their children to participate in an activity organised by the school.
9. We can judge ___ wisdom of ___ advice from its fruit.
10. The father was suspicious of his son's wild thirst for ___ knowledge.
11. This concept provides a new direction of ___ research for the scientific community.
12. There is ___ wisdom of the head and ___ wisdom of the heart. (Charles Dickens)

Ex. 43. Insert a, some or any where necessary

1. I don't like ___ black coffee. Can I have ___ milk, please?
2. ___ beer and ___ Coke, please.
3. I don't drink ___ beer. I'd like ___ white wine, if I may.
4. Can I have ___ cheese with the wine?
5. At internet forums you often come across this question: do you have ___ advice?
6. You won't believe it but eating ___ ice cream can cause a headache!
7. It'll be cheaper for everybody if we organise ___ accommodation together.
8. Is there ___ information about volcanoes in Nigeria in the booklet?
9. Problem-solving can be ___ fun.
10. Any form of work for either ___ cash, ___ accommodation, ___ food or any other barter item is taxable.

Ex. 44. Translate into English using a, some, any or nothing!

1. На завтрак можно заказать чай, кофе или горячий шоколад.
2. Я бы предпочла чай с молоком.
3. Два чая и кофе, пожалуйста.
4. В разгар сезона (at the height of the season) трудно найти дешевое жилье.
5. В этом магазине не принимают платежи наличными.
6. Есть ли какие-нибудь новости об экспедиции?
7. Можно мне еще пудинга?
8. Все ждали снега. Но снег так и не выпал.
9. Виски с содовой можно заказать в любом английском пабе.
10. Мороженое и пирожные очень вредны (junk food). Есть ли у вас фрукты на десерт?

CHECK YOURSELF

1. Complete the chart. Give descriptions of the situations and supply the missing examples.

BE GOING TO	
— prediction based on some evidence in the present	?
— ?	<i>I am going to support him all the way.</i>
PRESENT SIMPLE	
— ?	<i>The conference starts at 9 a.m. on Tuesday morning.</i>
— clauses of time and condition	?
PRESENT CONTINUOUS	
— definite arrangement in the near future	?
FUTURE SIMPLE	
— ?	<i>I think they will be back next year.</i>
— decision taken at the moment of speaking	?
FUTURE CONTINUOUS	
— action in progress at a particular time or period of time in the future	?
— ?	<i>Will you be having coffee with your dessert?</i>
FUTURE PERFECT	
— action which will be completed by a particular time in the future	?
— ?	<i>Next year Wilson will have been the school principal for five years.</i>
FUTURE PERFECT CONTINUOUS	
— ?	<i>By 2012, Dr. Garcia will have been doing research on cancer for 30 years.</i>

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

to give in to pressure
to give up on smb
to gaze
to tiptoe
to study
to give away one's age

to give off light
to wander
to pick up
to glance
to grin
to give up on smb

раздать старые книги
хромать
хихикать
прогуливаться
овладевать
наблюдать

уступить свое место кому-л.
отказаться от мысли что-л. сделать
обучаться
пристально смотреть
посмеиваться
улыбаться

3. Group the uncountable nouns below according to the following:

- nouns which can be made countable with the help of *a piece of, a glass of, a bar of, etc.*
- abstract nouns which can be used with the indefinite article when there is a description
- material nouns which can be used with the indefinite article when we speak about a definite amount of something
- nouns which don't fall into the a–c categories

Information, coffee, water, permission, advice, knowledge, news, chocolate, education, tea, love, life, equipment, ice cream, accommodation, progress, bread, peace, luck, soda, wisdom, violence, milk, money, furniture, soap, cheese, research, beer, fun.

4. Choose the correct alternative in italics.

- Would you like *any / some* food with your wine, sir?
- Why aren't you playing with *the other / other* children, Jane?
- Jack is going to apply for his master's as soon as he *will be / is* through with his first degree.
- "Marian", he said desperately. "Marian, please, come away, you *will / are going to fall!*"
- Tomorrow I *am taking / will take* part in *a / the* fancy dress party.
- You deserve to lead *a / 0* life full of *0 / an* inspiration, enthusiasm and joy.
- Already *a / the* mother of two sons, Katie said yesterday that they plan to have *another / other* three children.
- Twenty years from now, people will still *watch / be watching* those shows on DVD (or whatever the next format will be).
- The trade unions have ten days to decide if they *sign / will sign the / an* agreement.
- The / a* book is meant for those who only have *a / 0* limited knowledge of computers.
- When quoting *others / the others* — don't change their words.
- This time tomorrow I'll *be drinking / drink some / 0* tea in New York with Louise.
- By the time she returns from Los Angeles, she will *have made / make a / the* decision about her future.
- How long will you *stay / be staying* in London?
- To many of Miss Hendrick's friends *the / 0* news of her marriage *will / is going to come* as a surprise.
- Sean, who gave you *a / 0* permission to post my picture on your web site?
- Wayne Rooney extends contract until 2012. By that time he will *be / have been* at *Manchester United* for eight years.
- Do you think the Internet is *a / the* source of *0 / a* reliable information?
- The parties will continue to negotiate until they *reach / don't reach* agreement.
- I'd like *a / 0* coffee doughnut, please. — *0 / a* coffee and *0 / a* doughnut? — No, *a / 0* coffee doughnut. — What size *0 / the* coffee? — Forget it.

5. Fill in the gaps and give an appropriate response.

- A: _____
B: Yes?
A: _____ use your phone?
B: I'm afraid _____

2. A: _____ wait for me outside?
B: _____
3. A: Could you help me with _____?
B: _____
4. A: Is Ireland a republic?
B: _____

6. *Change the following into do you think questions.*

1. Which country will win the most medals in the forthcoming Olympics?
2. When will Great Britain accept the euro?
3. Why do young people take up extreme sports?
4. Where should I go for the summer holiday?
5. How long will the current British Premier be in office?
6. Who was the greatest Russian politician / statesman of the 20th century?
7. What should be the punishment for drug trafficking?

7. *Make up negative questions using the prompts in brackets to help you. Answer the questions.*

1. (you / take a course / regional studies)
2. (students / have much spare time)
3. (Australia / a member of the Commonwealth)
4. (in twenty years' time / people / read paper books)
5. (Moscow / older than London)
6. (baseball / popular in Russia)
7. (you / see the Coliseum)

UNIT 6

THE WORLD'S BEST HOPE FOR THE FUTURE¹⁵

¹⁵ "Children are the world's most valuable resource and its best hope for the future" (*John Kennedy*)

IN UNIT 6 YOU LEARN:

to ask about one's plans
to make small talk: to give and accept compliments and congratulations,
to give directions and to show sights,
to read faster,
to look for information

LANGUAGE FOCUS

adverbs
articles: revision
to rise vs to raise
revision of phrasal verbs:
"go", "get", "give", "tell", "talk", "look"
prepositions of place and direction



SPEAKING 1.

ASKING ABOUT ONE'S PLANS. MAKING SMALL TALK (2)

I. ASKING ABOUT ONE'S PLANS

Are you 'going to the ↗ party tomorrow? (implying that a decision would be welcome)
Will you 'take 'part in ↗? (requesting / insisting)
Will you be at the ↗ party tomorrow?
Will I 'see you at the ↗ party tomorrow?

PRACTICE 1.

Ask your teacher about his / her plans using the formulas above. Choose the most appropriate formula. The first is done for you.

e.g. Will you be going away for winter holidays?

1. to go away for winter holidays;
2. to do Christmas / New Year shopping (this week-end);
3. to buy presents for your friends / family;
4. to see the sequel of *The Pirates of the Caribbean*;
5. to visit your friends on the 1st of January;
6. to go out this weekend;
7. to grade our homework;
8. to explain new grammar;
9. to give us much homework;
10. to ask many questions at the exam;

Think of more questions of your own.

Ask your classmates about their plans in a similar way. The first is done for you

e.g. Are you going to help me with the project? / Will you help me with the project?

1. to help with the project;
2. to take part in the Potanin scholarship contest;
3. to go away for winter holidays;
4. to do Christmas / New Year shopping;
5. to buy presents for your classmates;
6. to join the English club;
7. to see the latest Harry Potter film / blockbuster;
8. to buy a new computer / upgrade your computer;
9. to take part in the translation contest this / next year;
10. to take up sports / dancing;

11. to vote in the next Duma elections;
12. to join a political party;
13. to stay up late the night before the exam;
14. to start revising for the exam;
15. to ask more questions.



PRACTICE 2.

PAIRWORK:

- a) respond to the above questions with a "yes" or "no" answer;
- b) make up similar dialogues of your own

e.g. **A:** Will you be going out tonight?

B: (yes) I suppose so. / I think so. / Certainly. I usually go out on Friday / Saturday.

(no) I am afraid not. / I don't think so. I have too much homework to do.

II. GIVING AND ACCEPTING COMPLIMENTS

Giving and accepting compliments are important social skills. In the West and in English-speaking countries complimenting is a way of bringing people closer together. It is common to compliment on others' clothes, or hairstyles (not on the first meeting), or tastes in general, or their performance (at the workplace, etc.). Compliments can be used as conversation starters.

COMPLIMENT FORMULAS:

1. Noun Phrase + is / looks + (really) + Adjective

Your 'dress is 'really beautiful.
Your 'hair 'looks great!

2. I + (really) + like / love + Noun Phrase

I 'really 'like your hairstyle.
I 'love your new apartment!

3. Pronoun + is + (really) + Adjective + Noun Phrase

That's a 'really 'nice carpet.
That's a 'great 'looking car.

AND:

You ('really) 'did a 'good job.
You 'handled it marvellously!
You 'did great!
'Nice game.

A compliment should be sincere and appropriate.

A proper response is equally important and sometimes more difficult!

COMPLIMENT RESPONSE FORMULAS

**THANK YOU /
THANKS**



+

1. adding extra information
I bought it at Marks and Spencer.
2. playing it down
I've had this dress for years.
3. shifting credit
Ann did a lot to help me with it.
4. asking a question
Do you really think so?
5. returning a compliment
(Your presentation was really good.) Thank you.
So was yours!

OTHER USEFUL PHRASES:

- It's very kind of you to say so.
- That's very kind of you.
- Nice of you to say so.
- You've made my day. Thank you.

MORE USEFUL TIPS:

- look at the person you talk to;
- smile;
- use a pleasant voice;
- make the compliment / response warm and heartfelt.

Warm-Up.

Tell your classmates what was the nicest compliment you received. Explain why it made you feel good.

PRACTICE 1.

Match the compliments (List A) with responses (List B).

LIST A.

1. You look like a million dollars in that dress.
2. You are the best Hamlet ever.
3. I really love your new sofa.
4. What a lovely colour scheme!
5. Well done! That's what I call a perfect house.
6. That cake was really delicious. Where did you buy it?
7. Well done! The best speech I've heard for years.
8. I like that new bike of yours.
9. You did great. Everybody was impressed.
10. Nice game. You are really really good!

LIST B.

- a. Thank you. I've made it myself.
- b. Thank you. We hired a designer to help us choose it.
- c. Thank you. Not half as good as you are.
- d. Thank you. It's good but a bit too expensive.
- e. Thank you. It is quite comfortable.
- f. Thank you. That's exactly what I paid for it!
- g. Thank you. Do you really like it?
- h. Thank you. You've made my day.
- i. Thank you. I really worked hard on that one.
- j. Thank you. You are too kind.



PAIRWORK

PRACTICE 2.

a) Complete the dialogues adding a response. The first is done for you.

1. A: I 'do 'like your ↘ house. } It is 'so ↘ beautiful!
B: ↘ Thank you. } Do you 'really ↘ think so?
2. A: What a lovely garden!
B: _____
3. A: I really like your new jacket. Can I ask where you got it?
B: _____
4. A: I read your article in the university newspaper. I enjoyed it immensely. I like your style.
B: _____
5. A: That performance was terrific; I loved every minute of it.
B: _____
6. A: That is a really fast car.
B: _____
7. A: You've got a superb library. You've got books I've only heard of.
B: _____
8. A: You did an excellent job. All the kids had a lot of fun at the party.
B: _____
9. A: Your cookery book is a real gem!
B: _____
10. A (professor at an Art college): Well done! Your portfolio is quite impressive for so young an age.
B: _____
11. A: You look stunning in that dress!
B: _____

b) Complete the dialogues adding a compliment. Use the prompts. The first is done for you.

1. (to turn an attic into a studio).
A: 'Well ↘ done! } I am im ↘ pressed! } The 'attic looks a 'real ↘ studio.
B: ↘ Thank you. } 'That's very ↘ kind of you. } 'Actually it was ↘ Martin's idea.
2. A: _____ (to look great / gorgeous).
B: Thank you. I've just come back from a vacation.
3. A: _____ (to translate a story into English / etc).
B: Thank you. You've made my day.

4. **A:** _____ (an antique writing desk).
B: Thank you. I am glad you like it. I got it at a garage sale last Sunday.
5. **A:** _____ (an essay on Russian mentality).
B: Thank you. You are too kind.
6. **A:** _____ (a speech at the wedding, to laugh).
B (best man): Thank you. Jane helped me with it.
7. **A:** _____ (a cute little baby).
B: Thank you. He is twelve months old but quite clever.
8. **A:** _____ (party).
B: Thanks. Do you really like it?
9. **A:** _____ (the apple pie).
B: Thank you. Not as good as yours but I tried my best.
10. **A:** _____ (to play a game of chess)?
B: Thank you. Nice of you to say so.

PRACTICE 3.

Make up mini-dialogues giving and accepting compliments appropriate in the following situations.

- a. a young man picks up his girlfriend before going out together;
- b. your friend has been to a hairdresser / barber;
- c. you see a classmate in a new outfit;
- d. a boss greets his / her employee after a vacation;
- e. a teacher hands out essays to students, one of whom wrote a particularly good one;
- f. a guest at a garden party speaks to the hostess about her flowers;
- g. at a conference, a participant talks to one of the organisers;
- h. two male colleagues meet during a coffee break; one has just concluded a deal;
- i. at a friend's house, speak to the mother after dinner;
- j. your girlfriend's father shows you his collection of stamps / pipes / etc.

PRACTICE 4.

Think of compliments your classmates may like best. Walk around the classroom and make compliments to each other.



SPEAKING 2. GIVING AND ACCEPTING CONGRATULATIONS

USEFUL PHRASES:

Occasion	Congratulations	Response
Birthday	Congratulations! Happy birthday! / Many happy returns! / All the best. / Lots of good wishes.	Thank you! / Thanks a lot! / Thanks.
Wedding	(Many) congratulations to you both (you and your bride / groom). / We / I wish you every happiness / all the best for the future. / I hope you'll be very very happy together.	Thank you! Nice of you to say so.
Having a baby	Congratulations! I am very happy for you.	Thank you!
New Year	Happy New Year! / A very Happy New Year to you all / everyone! All the best for a happy and healthy New Year! Health and happiness in New Year!	Happy New Year to you too! / All the very best to you, too.
Christmas	Merry Christmas! Have a happy white Christmas!	Thank you. Merry Christmas to you, too!
Thanksgiving	Happy Thanksgiving! Have a happy Thanksgiving!	Thank you! Have a happy Thanksgiving, too.
Getting a new job	Congratulations! I hope it goes well for you in your new job.	Thank you.
Graduating from college / etc.	Congratulations! That was well deserved!	Thank you.

Note: As you congratulate people, remember to be creative, to make it meaningful, and to make it personal. Smile. Maintain eye-contact.

Check-up:

What are the two basic "congratulation formulas"? What is the usual response?

PRACTICE 1.



PAIRWORK.

Congratulate your partner on a given occasion; add a compliment if appropriate.

e.g. (having a baby)

A: 'How are things?

B: Great! Our 'baby has 'finally arrived!

A: Con'gratulations! I'm 'so happy for you! 'How are 'mum and 'baby doing?

1. Christmas;
2. getting a scholarship;
3. getting a place at a university abroad;

4. birthday;
5. winning in a lottery;
6. New Year;
7. getting married;
8. coming first in a race;
9. Thanksgiving/Easter;
10. getting a story / article published.

Role-play. Integrating Skills: introducing and greeting people, making small talk, giving and accepting compliments, congratulating.

1. At a birthday party

Roles:

- host / hostess (an 18-year-old)
- mother / father
- girlfriend / boyfriend
- former classmate(s)
- friend(s) from the university / college
- older relative
- American / British / etc. friend

Useful hints: things to say

when you give a gift	when you open a gift
congratulation formula + "I hope you like it" or "When I saw it (in the store) I thought of you"	Thank you so much + "It will look great in my room" or "I know I will enjoy reading / wearing / using it" or "Oh, you knew me!"

2. At a Christmas International Student Party.

International Friendship Event at 7:00 pm. Meet other international students and practice your English! Free dinner at 8. Special Christmas Music. A laugh-filled "White Elephant" gift exchange. A "white elephant gift" is something that you already have and don't need anymore. Wrap it up and bring it. Someone will think that your gift is just what they have always wanted!

Decide on the roles.

PROVERBS AND SAYINGS.

Look at the list of proverbs and sayings. Decide which have a similar meaning. Think of a short story which can be summed up by one of these.

1. Tomorrow is another day.
2. Tomorrow never comes.
3. Time works wonders.
4. Don't cross the bridge before you come to it.
5. Never put off till tomorrow what you can do today.
6. Time is the great healer.
7. Don't count your chickens before they are hatched.
8. Truth will out.
9. Where there's a will there is a way.
10. All's well that ends well.



READING 1. THE WORLD IS RUNNING OUT OF CHILDREN

PRE-READING QUESTIONS:

1. How many children are there in your family? How many does an average family have (in western countries, in the East, in Russia, etc.)? How many do you think is the ideal number? Why? How many children per family ensure population growth?
2. Look at the title of the text. Do you think the text is about population growth or population decline?

READING FAST: *what makes a text easy to understand?*

USEFUL HINTS:

1. familiar subject matter;
2. words that have similar roots in English and Russian;
3. names, geographical names;
4. dates, statistics.

Look through the text to see if there are any of these "props".

Read the text fast and point out the factors which affect the size of the world's population.

The World is Running Out of Children

It is not hard to understand how most of us form the impression that overpopulation is one of the world's most pressing problems. Turn on your television and you see asylum-seekers slipping across border fences, or crowds of youths throwing stones somewhere in the Middle East. We hear of child soldiers in Africa, the disappearing rainforests of Brazil and melting polar ice caps — all caused by a human population that has nearly doubled in the past 40 years.

Yet, beneath the surface of events, something else is happening. The United Nations Population Division estimates that the number of infants and toddlers in the world (ages 0–4) will begin to decline within little more than ten years. The number of children under 15 will begin to decrease in little more than 20 years. This means that in future population growth will be due to increases in the numbers who survive to older ages. By 2050, there will be 35 million fewer children in the world than today, and 1.2 billion more people aged over 60.

The new demographic tendencies in the world get stranger. Virtually anywhere one looks in the developing world — Egypt, Iraq, Mexico — the pattern is the same. By mid-century, 30 per cent of China's population will be aged over 60, and its total population could be less than it was in 1980. Even Africa is ageing at nearly double the rate of the US, and during the remainder of this century it will likely grow older than Europe is today.

Countries such as Italy and Japan at least got a chance to grow rich before they grew old. Most developing countries are growing old before they get rich.

Why is this happening? It is easy to explain why there are fewer children in developed countries. In today's advanced economies, many people haven't yet finished school or got established in a career, before their fertility(1) begins to decline. Then there is the rising cost of raising children. A recent survey found that parents in Britain spend on average £164,000 on each child, including the cost of university.

Now the developing world is experiencing the same demographic change, only at a far faster pace. With the rapid growth of megacities, half the world's population now lives in urban areas, where children offer little or no economic benefit to their parents. And like their counterparts in the industrialised world, women in the third world increasingly take jobs and so they, too, may lose income when they bear children.

The availability of television also seems to have a dramatic effect. Since 1975, for example, Brazil's fertility rate has dropped to just 2.27 children per woman. This is not the result of a family planning programme, since Brazil has never adopted one. Today, the number of hours that a Brazilian woman spends watching telenovelas (domestically produced soap operas) strongly predicts how many children she will have. These soaps typically show wealthy individuals living the high life in big cities. The telenovelas have the same cultural message as many North American and western European cultural exports: that people with wealth are people who have at most one or two children.

At first, slower population growth, and the population ageing that goes with it, seems beneficial. Many economists believe that falling birth rates helped make possible the economic boom that occurred first in Japan, and then in many other Asian nations, beginning in the 1960s. As the number of children declined, so did the burden of their dependency.

Yet even if declining fertility rates bring a "demographic dividend", that dividend eventually has to be repaid if the trend continues. At first there are fewer children to feed, clothe and educate, leaving more for adults to enjoy. But soon enough there are fewer productive workers as well, while there are also more and more dependent elderly, each of whom use up far more resources than a child does, mostly in health-related expenses.

This dynamic suggests one of the many ways in which population ageing may become a vicious cycle¹⁶. As the cost of supporting the elderly has risen, governments have already raised taxes on younger workers, and will have to do so much more often in the future. Younger workers will become less able to afford children, thus causing a new cycle of population ageing.

So where will the children of the future come from? Some biologists believe that modern human beings have created environment in which the "fittest", or most successful, individuals are precisely those who have few, if any, children. So does the future belong to those who believe in large families out of religious or chauvinistic¹⁷ convictions?

It seems that those who oppose modern ideas will have an evolutionary advantage, whether they are clean-living Mormons(2), or Muslims who still live in comparatively large families, or members of new sects that believe in natalism(3).

Can secular societies avoid population loss and decline?

In his 1968 bestseller, *The Population Bomb*, Paul R. Ehrlich warned: "The battle to feed all of humanity is over. In the 1970s the world will suffer famines — hundreds of millions of people are going to starve to death." Fortunately, Ehrlich's prediction proved wrong, perhaps in part because so many people believed it would come true. The world now faces the unexpected challenge of population ageing and decline. We are in many ways lucky to have this problem instead of its opposite, but a problem it still is.

/after Philip Longman's essay in *New Statesman*. May 2004/

Notes:

1. Fertility — the ability of a person to produce babies;
2. Mormons believe that if husband and wife are healthy they should have as many children as God sends them;
3. Natalism — the belief in human reproduction as a central priority of life.



¹⁶ замкнутый круг

¹⁷ [ˌʃoʊviˈnɪstɪk]

Read the text for detail and answer comprehension questions:

1. What is a widespread belief about the causes of many environmental problems?
2. What changes will have taken place in the world's population by 2050?
3. In what parts of the world will the population age more quickly?
4. What is the main economic factor which contributes to the decline in the number of children?
5. Where is this tendency more evident: in cities or rural areas? Why?
6. In what way is television to blame for fewer births?
7. Why is population ageing likely to become a vicious cycle?
8. Who are the "fittest" individuals in modern environment?
9. Why does the author believe that in a way we are lucky to face the problem of population decline?

Read the text again and sum up the information relevant to a) the developed countries, b) the developing world.

VOCABULARY LIST

Ex. 1. Study the Vocabulary List and translate all the examples.

1.	pressing , adj.	настоятельный, неотложный, безотлагательный pressing problem / issue <i>насуточная, злободневная, актуальная, неотложная проблема</i> pressing need <i>настоятельная необходимость</i> There is a pressing need to fight corruption. What are the most pressing issues that face our planet?
	press , v.	1) нажимать, надавливать to press the bell / button / switch / pedal Don't wait until the very last second to press the bell for your bus stop. to press smth against / to smth The little boy walked to the aquarium and pressed his nose against the glass. She pressed her hand to her forehead and closed her eyes. 2) настаивать, требовать, уговаривать to press smb to do smth My professor pressed me to start my own research project. to press (smb) for smth <i>требовать (от кого-л.) чего-л.</i> They pressed me for a decision. <i>Они торопили меня с решением.</i>
	pressed , adj.	испытывающий нехватку в чём-л., ограниченный (во времени, в средствах и т.д.) to be pressed for time / money / space Brian's pressed for cash. <i>Брайан испытывает денежные затруднения.</i>
	pressure , n.	давление constant / considerable / great / growing pressure political / economic / social / financial pressure to put pressure on smb <i>оказывать на кого-л. давление</i> It is time to put political pressure on our leaders. under pressure from smb <i>под чьим-л. давлением</i> She chose her college under great pressure from her parents.

2.	disappear, v.	исчезать, пропадать to disappear from view <i>исчезнуть из поля зрения</i> to disappear without trace <i>бесследно исчезнуть</i> In the Bermuda Triangle hundreds of ships have disappeared without trace.
	disappearance, n.	исчезновение Sudden disappearance of lakes is a rare and extraordinary occurrence.
	appear, v.	1) появляться, показываться A new computer has just appeared on the market. 2) представляться, казаться, производить впечатление to appear (to be) healthy / strong / sad / ill He appeared surprised at the news.
	appearance, n.	1) появление The pop star's sudden / unexpected public appearance came as a surprise to everyone present at the ceremony. 2) вид, внешность, наружность She has a slightly foreign appearance. Appearances are deceptive. <i>Внешность обманчива.</i> to judge by appearance(s) <i>судить по внешности</i>
3.	decrease, v. [di: 'kri:s]	1) уменьшаться, снижаться, убывать Your hunger decreases as you eat. Crime has decreased by 20 per cent. 2) уменьшать, снижать to decrease the risk / pollution / military spending / etc.
	decrease, n. ['di:kri:s]	уменьшение, снижение Because of the economic crisis, there is a decrease in the number of births. a decrease of 40% to be on the decrease Marriage is still on the decrease. <i>Количество браков все еще уменьшается.</i>
	increase, v. [in 'kri:s]	1) увеличиваться, расти The budget increased by more than a third. to increase in amount / number / price / size 2) увеличивать, повышать The president promised to increase health care spending. <i>Президент пообещал увеличить государственные расходы на здравоохранение.</i>
	increase, n. ['inkri:s]	увеличение, рост Over the last five years there has been a significant increase in allergic diseases. an increase of 40 % to be on the increase Are earthquakes really on the increase?
4.	mean, v.	1) иметь в виду, намереваться I didn't mean to hurt you. <i>Я не хотел вас обидеть.</i> He means well / no harm. <i>У него добрые намерения. / Он не желает зла.</i>

4.	mean , v.	<p>2) предназначаться to be meant for smth / smb This land is not meant for sale.</p> <p>3) означать, иметь значение What does this word mean? Your friendship means a great deal / everything to me.</p>
	meaning , n.	<p>значение, смысл One word can have several meanings.</p>
	meaningful , adj.	<p>1) значимый, важный meaningful program / role / measures <i>содержательная программа / важная роль / конструктивные меры</i> a meaningful life <i>жизнь, наполненная смыслом</i></p> <p>2) многозначительный, выразительный a meaningful look / smile</p>
	meaningless , adj.	<p>бесмысленный, бесцельный meaningless words / statements a meaningless existence / life</p>
5.	grow , v.	<p>1) растить, выращивать We grow vegetables in our garden. Nancy's grown her hair long. <i>Нэнси отрастила волосы.</i></p> <p>2) расти, вырасти, увеличиваться Money doesn't grow on trees. His influence is growing. My son has grown by 5 inches. to grow in size / price / number / amount to grow in popularity / confidence / importance / experience <i>становиться более популярным / уверенным / важным / опытным</i> The Internet has grown in popularity in the last few years.</p> <p>3) становиться to grow cold / dark / rich / fat / old As people grow old, they grow wise, don't they?</p>
	growth , n.	<p>рост, прирост economic / population / spiritual / personal growth Reading stimulates / encourages spiritual growth. <i>Чтение способствует духовному росту.</i></p>
6.	developing , adj.	<p>развивающийся the developing world / countries / nations <i>развивающиеся страны</i></p>
	developed , adj.	<p>развитый the developed world <i>развитые страны</i> highly / well / fully / poorly developed Most animals have a very well developed sense of smell.</p>
	develop , v.	<p>1) развиваться, развивать, превращаться All children develop at different rates. They're developing their tourist industry. Plants develop from seeds. London developed into a huge city.</p>

	develop, v.	2) обнаруживать, проявлять, приобретать He developed allergies / pneumonia / a cough, etc. to develop an interest in smth / a taste for smth / a sense of smth Patrick has developed an interest in international affairs.
	development, n.	1) развитие Which is more important: moral or physical development? an important stage in the development of Anglo-Irish relations 2) событие, обстоятельство The use of computers in business is a fairly recent development.
7.	benefit, n.	1) польза, выгода It was done for your benefit. mutual benefit <i>взаимная выгода</i> for the benefit of mankind <i>на благо человечества</i> to be of benefit to smb / smth The book wasn't of much benefit to me. to get benefit from smth <i>извлечь пользу из чего-л.</i> Did you get much benefit from your trip? 2) пособие, льгота child / unemployment / sickness / disability benefit <i>пособие на детей / по безработице / по болезни / по инвалидности</i> Frank is on unemployment benefit at present. <i>Франк сейчас получает пособие по безработице.</i>
	benefit, v.	1) извлекать пользу из чего-л. He benefited greatly from / by the treatment. <i>Ему очень помогло лечение.</i> 2) приносить пользу кому-л. Physical activity will certainly benefit you.
	beneficial, adj.	полезный, благотворный beneficial effect / influence mutually beneficial <i>взаимовыгодный</i> beneficial to smb / smth Fresh air is beneficial to health.
8.	availability, n.	наличие, доступность Availability of water is important to all plants and animals.
	available, adj.	имеющийся в наличии / в распоряжении / в продаже; доступный These shoes are available in size six. to make available to smb <i>предоставлять кому-л.</i> The information was not (made) available to us. <i>Эта информация была нам недоступна / не была нам предоставлена.</i> Are you available tomorrow? <i>Вы свободны завтра?</i>
9.	dependence, n. dependency	зависимость, несамостоятельность The country needs to reduce its dependence on coal. economic / psychological dependence great / complete / increasing dependence

	depend, v.	<p>1) зависеть, обуславливаться His behaviour depends on his mood. It / that (all) depends. <i>Как сказать; посмотрим; как получится; смотря (где, когда, что и т.п.)</i> She depends heavily on her friends. <i>Она постоянно прибегает к помощи друзей.</i> His wife and children depend on him.</p> <p>2) полагаться, рассчитывать, надеяться I depend on you to do it. <i>Я рассчитываю, что вы это сделаете.</i> The reporter depended on the map, but it was wrong. <i>Репортер понадеялся на карту, а она оказалась неточной.</i></p>
	dependent, adj.	<p>зависимый, обусловленный Whether I get a job or not is dependent on the results of the interview. to be heavily / greatly / very dependent on smth / smb Although he is over 20, he is still very dependent on his parents.</p>
	dependable, adj.	<p>надёжный dependable person / information / machine / etc. You need a dependable car to travel long distances.</p>
10.	expense, n.	<p>1) расход, трата at my / public expense <i>за мой / за казённый счёт</i> to go to great / considerable expense <i>нести большие расходы</i> Tourist agencies go to great expense to attract people. to spare no expense in doing smth / to do smth <i>делать что-л., не жалея расходов (не считая затрат)</i> The Mitchells spared no expense to entertain the guests. business / travel / medical expenses <i>служебные расходы / дорожные расходы / расходы на лечение</i></p> <p>2) счёт, цена at the expense of one's health / one's life <i>за счёт своего здоровья / ценой своей жизни</i></p>
	expensive, adj.	<p>дорогой, дорогостоящий It was an expensive decision. <i>Это решение дорого обошлось.</i></p>
11.	conviction, n.	<p>убеждение, убеждённость religious / moral / political convictions <i>религиозные / этические / политические взгляды</i> deep / strong / firm conviction(s) about smth to have / to share / to express conviction(s) He has a firm conviction that he's done everything he could. <i>Он твёрдо убежден, что сделал всё возможное.</i> Voting is a way to express your convictions.</p>
	convince, v.	<p>убеждать to convince smb of smth / smb that... / smb to do smth John is trying to convince his parents to let him go to Australia.</p>
	convincing, adj.	<p>убедительный a convincing argument / explanation / proof</p>

convinced , adj.	убеждённый a convinced pacifist / Christian / skeptic / feminist / etc. I am convinced TV is harmful to children.
convincingly , adv.	убедительно to win / to argue / to speak / etc. convincingly

VOCABULARY PRACTICE

Ex. 2. Fill in the gaps with the correct word. The first letter is given to help you.

- The economies of such countries as North and South Korea, and the Philippines **d**_____ heavily on fishing.
- Harry Potter **d**_____ from Privet Drive when he was six years old.
- "I'm so sorry I said those horrible things — I didn't **m**_____ a word of it."
- In the 16th century, Maori villages on the coast **g**_____ in number, and population **p**_____ pushed many people inland.
- Restrictions on the use of sugar may **d**_____ the risk of **d**_____ing diabetes.
- Albert Einstein described himself as a **c**_____ pacifist and believed that humanity would choose the path of peace.
- Olives are **g**_____ in many Mediterranean countries, where they have been cultivated for centuries.
- Remove any dust so that your plants **b**_____ from all the **a**_____ light.
- The Dead Sea salt keeps the skin young and has a **b**_____ effect on the body on the whole.
- Some people will spare no **e**_____ in achieving their goals, especially if it is at someone else's **e**_____.
- People cannot play a **m**_____ role in the country's political life unless they know the facts.
- The unemployment of young people is a **p**_____ economic and social issue in both **d**_____ and **d**_____ countries
- Patriotism is your **c**_____ that this country is superior to all other countries because you were born in it. (*Bernard Shaw*)
- What infections can **d**_____ from animal bites and scratches?
- If you are a megastar, you can earn thousands for a five-second **a**_____ in a television ad.
- Over the years, I have done renovations and improvements that have **i**_____ the value of my home.
- The number of new houses has increased rapidly, so the gap between need and **a**_____ has been narrowed.
- He has led a lonely life and cannot **d**_____ on his relatives to help him now.

Ex. 3.

a) Translate the following sentences paying special attention to the verb RAISE.

Memorize the word combinations.

b) What other nouns can go with this verb? If necessary, consult a good dictionary.

- To help tsunami survivors, students **raised** money in many ways, including after school food and drink sales and a talent show.
- The company's aim is to **raise** safety standards of its automobile models.
- The documentary **raises** the question why so many teenagers suffer from depression.
- Charlie **raised** his voice as he always did when he spoke to the old man.
- Two mysterious deaths have **raised** fears that another lethal flu epidemic may be on the way.
- The twins were **raised** by their grandma.

7. The rains **raised** hopes of putting an end to the four-year drought (засуха).
8. They **raise** sheep to feed the big family.

Ex. 4. Translate the following sentences paying special attention to the Active Vocabulary.

1. For many governments, poverty is a more **pressing** problem than the greenhouse effect.
2. Historians claim that our future **depends on** the understanding of the past.
3. If the **meaning** of a word cannot be understood from the context, consult a dictionary.
4. London **grew** in importance under the Tudor rule.
5. Many people **appear** happy on the outside but suffer in silence.
6. Many young people in Gateshead have **grown up** in families in which it is very rare for someone to have a well-paid job.
7. Microsoft **develops** and supports a wide range of software products for computers.
8. No one will ever be able to **convince** me that Madonna is worth listening to.
9. Oh, don't be mad with Geraldine! She **meant** no harm; she was kidding.
10. Like many men, Warren didn't care much about his **appearance**.
11. It is a mistake to suppose that all animal life exists only **for** man's **benefit**.
12. Regular exercise may **decrease** the risk of colds.
13. The UK has 3 million people on disability **benefit**, which makes 5% of the population.
14. What are the latest **developments** in e-learning (электронное обучение)?
15. There are wind-surfers and catamarans **available** for rent on the beach.
16. Both countries **depend on** tourism for their economic survival.
17. There have been a lot of rumours about the **disappearance** of the famous actress.
18. Many scientists believe that red wine or grape juice can **decrease** the risk of developing heart diseases.
19. Residents of big cities are always **pressed** for time.
20. Many teens have developed psychological **dependence** on the Internet.
21. I don't want to be one of those who think only about their career at the **expense** of their family life.

Ex. 5. Make up sentences about the things / people in A using an appropriate suggestion from B. Use the pattern GROW IN + NOUN. Add a sentence or two to expand on the situation.

Model:

stay-at-home mothers — number → Stay-at-home mothers are **growing in** number because the child benefit has been increased dramatically, and more women can afford not to work.

A	B
online degrees stay-at-home mothers Chinese language courses this political party I the city the Internet computer games the university my friend	complexity (сложность) confidence experience importance influence membership number(s) popularity prestige strength

Ex. 6. For each word given below find at least three words from the box that can go with it. Some words from the box can go into several groups. Can you continue the lists? Use the expressions in sentences of your own.

economic growing household	industrial personal physical	unexpected political population	public recent religious	strong moral attractive
----------------------------------	------------------------------------	---------------------------------------	-------------------------------	-------------------------------

conviction

appearance

expenses

development

growth

pressure



Ex. 7. Think of a phrase with an Active Vocabulary word that means the opposite. When in doubt, consult the Vocabulary List.

- to do harm to eyes
- a catalogue that cannot be found on-line
- questionable source of information
- to play the role in such a way that nobody believed the acting
- to be unwilling to pay for the repairs of the apartment
- the factory is declining
- a senseless job
- an unimportant question
- to become unseen
- a slight salary rise

Ex. 8. Odd one out. Find in each set one word that does not go with the main one.

BENEFICIAL: relationship, development, drug addiction, cooperation, influence;

DEPENDABLE: babysitter, pressure, conclusions, company, web site;

EXPENSIVE: city district, sport, clothing, sufferer, camera, medicines;

CONVINCING: evidence, speaker, argument, hunger, victory;

CONVINCED: atheist, reformer, liberal, supporter of ..., management.



Ex. 9. Short story contest.

Make up a short story (10–12 sentences) with the Active Vocabulary words and present it in class. Don't read when making your presentation. Choose the best story using the following criteria:

1. interest of the plot;
2. use of the Active Vocabulary (the number of words and their acceptability);
3. grammatically correct sentences.

Ex. 10. Pairwork. Make up and answer questions using the Active Vocabulary and the following suggestions.

Model:

companies, employees, work under pressure → *Why do you think some companies are looking for employees who can work under pressure?*

2. no expense to ...;
3. an important test, to be pressed for time;

4. age; to be dependent on your parents, till;
5. singer(s), popularity, the increase / decrease;
6. to increase one's vocabulary;
7. humanity, will benefit, global warming;
8. dependable, sources of;
9. to judge, appearance, you;
10. how, convincingly, to lie.

Ex. 11. Translate the sentences using the Active Vocabulary.

1. Существует **настоятельная** необходимость **повысить** качество медицинского обслуживания по всей (throughout) стране.
2. Я выполняю свою работу не **на благо** какой-то организации, а **на благо** всей страны.
3. Если вы будете **удерживать** (давить на) кнопку в течение нескольких секунд, компьютер автоматически отключится.
4. Ричард начал **проявлять** (приобрёл) интерес к математике, когда учился в школе.
5. Муж Луизы, **убежденный** атеист, не разрешает детям ходить в церковь.
6. Не судите о людях по **внешности**.
7. В современном английском языке очень многие слова потеряли свои старые **значения** и приобрели (gain) новые.
8. В будущем **зависимость** человека от компьютера **возрастет**.
9. Томас может **убедить** кого угодно в чём угодно.
10. Власти города надеются установить **взаимовыгодные отношения** с городом-побратимом (sister town) из США.
11. Новый фильм **предназначается** для детей младше 12 лет.
12. К сожалению, численность населения в стране **снижается**.
13. Ему было очень трудно **убедить** своих друзей, что он выполнит обещание.
14. Можем ли мы **рассчитывать**, что ты придешь в воскресенье?
15. Шло время, и его популярность среди читателей **росла**. Он больше не **испытывал нужды** в деньгах и был **убеждён**, что его жизнь **наполнена смыслом**.
16. Результаты экзамена **будут известны** через два дня.
17. В **развитых** странах тучность (obesity) стала **насущной** проблемой.

WORD BUILDING

Ex. 12. Forming nouns. Analyze the following patterns. Form nouns from the suggested words using the appropriate suffix and explain how the resulting noun is connected with the original word.

Pattern 1	N + -(c)ian	music + -ian = MUSICIAN	skilled in / connected with smth
Pattern 2	N + -ist	zoology + -ist = ZOOLOGIST essay + -ist = ESSAYIST	studying smth practicing smth producing smth
Pattern 3	V + -(e)r / -or	to bake + -(e)r = BAKER to act + -or = ACTOR to mark + -er = MARKER	smb /smth that does smth

- A. to achieve, archaeology, art, to believe, to collect, to design, economics, electricity, humour, mathematics, to manage, philosophy, physics, politics, racism, science, solo, tactics, tour.
- B. to blend, to cook, to cool, to compress, to freeze, to highlight, to mix, to print, to toast.

Often, **-er** is added to compound words (words made up of two roots) in which the second element is a verb: to **crack** nuts → 'nut**cracker**; to **scrape** the sky → 'sky**scraper**. Note the stress pattern in compound nouns: the stress falls on the first element in the word.

Ex. 13. Turn the following word combinations into compound nouns. Use *-er*. Translate the words.

1. to make	laws peace policy trouble holiday dresses shoes watches	4. to keep	peace shop house door goals
		5. to write	speech type
2. to hold	cards (e.g. credit cards) shares stocks	6. to go	theatre movies parties church
3. to break	strike ice wind	7. to come	new late
		8. to do	wrong



Ex. 14. Who or what are these? Check your understanding in an English-English dictionary:

- a) beautician, florist, reviewer, camper, navigator, physician, shoplifter, weightlifter;
b) backpacker, brain-teaser¹⁸, bystander, lady-killer, onlooker, photocopier, spellchecker.

Ex. 15. Match the nouns 1–16 with the correct meanings a–p. Write your answers in the boxes.

- | | |
|----------------|--|
| 1. lawyer | a. someone who is successful because they are determined and work hard |
| 2. firefighter | b. a scientist who studies the environment and the way plants, animals, and humans live together and affect each other |
| 3. cyclist | c. someone who tells the story in a novel or film |
| 4. examiner | d. someone who always wants things to be done perfectly |
| 5. ecologist | e. a writer who writes essays |
| 6. achiever | f. someone whose profession is to provide people with legal advice and services |

¹⁸ There are no strict rules governing the use of hyphens (дефис) in compounds; one and the same word can be written differently: post box **OR** post-box **OR** postbox. Though in some words they are a matter of tradition, the tendency is to use fewer hyphens. Hyphens are to be used in words like *ex-minister*, *X-ray*, a two-hour flight.

- | | |
|----------------------|--|
| 7. commuter | g. someone who makes, repairs, or sells jewellery and other objects made of valuable metal and stone |
| 8. explorer | h. someone who wants to protect the environment |
| 9. narrator | i. someone who rides a bicycle |
| 10. perfectionist | j. someone whose job is to test people's knowledge and ability |
| 11. environmentalist | k. someone whose job is to put out fires |
| 12. hairdresser | l. someone who delivers messages to people, often as their job |
| 13. essayist | m. a person or company who searches for good staff and tries to persuade them to leave their jobs and go to work for another company |
| 14. jeweller | n. someone who travels regularly to and from work |
| 15. headhunter | o. someone whose job is to cut people's hair |
| 16. messenger | p. someone who travels around a place that other people do not know much about to find out what is there |

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16



READING 2 ENABLE THE FUTURE: CHILDREN IN RUSSIA

PRE-READING QUESTIONS:

1. There was a popular slogan in the Soviet times: "Our children are our future". What do you think it meant?
2. Is this slogan relevant to today's Russia?

LEARN TO READ FASTER. UNDERSTANDING FROM CONTEXT.

1. Read the passages and choose a Russian translation of each underlined word or phrase. If you already know the word, move on to the next one.

1. To boost birth rates, the president said, monthly child benefits should be raised from 800 rubles to 1,500 rubles (\$55) for the first child, and mothers should be paid 3,000 (\$110) a month for their second child.

to boost

- 1) повышать
- 2) ускорять
- 3) рекламировать

2. At the beginning of 2003, Russia's child population was 30.5 million, with approximately half a million children, or two out of every hundred in institutional care (orphanages and boarding schools).

in institutional care

- 1) обучающийся в институте;
- 2) находящийся на чьем-либо попечении;
- 3) проживающий в интернатах и детских домах;

3. The dramatic decline in Russia's economic health has created a new class of "social orphans": children whose parents are unable to take care of them. Many of these children are runaways, children who prefer living on the streets to enduring life in physically and sexually abusive, poverty-stricken families.

orphan(s)

- 1) сирота
- 2) беглец
- 3) беспризорник

enduring — to endure

- 1) длиться
- 2) терпеть, сносить
- 3) испытывать на прочность

4. Volodya had lived in a basement alone with his four-year-old sister for three years because his alcoholic mother had sold their apartment to feed her addiction.

to feed

- 1) питаться
- 2) обеспечивать
- 3) кормить, содержать

5. Yet, it is no secret that children in institutions have always found it difficult to integrate into society. Children need far more than adequate food and shelter.

shelter

- 1) кров
- 2) защита
- 3) ограда

6. Even though educators in the orphanages and boarding schools are eager to give it, their charges still enter the adult world emotionally and socially unprepared for the problems ahead.

charge(s)

- 1) ответственность
- 2) забота
- 3) подопечный
- 4)

7. Thirteen-year-old Yura Parfenov used to wander around the cold, dark streets of Kaliningrad city, in western Russia, looking for his alcoholic mother.

to wander

- 1) прогуливаться
- 2) удивляться
- 3) бродить

8. His life changed dramatically when Nadezhda Tkachenko made him an offer he couldn't refuse. "I will take you in, Yura. I will be your foster parent. Would you like to come and live in our family?"

foster (adj before noun)

- 1) приемный
- 2) приемлемый
- 3) способствующий развитию, благоприятный

9. "After we had lived with Vanechka for four years, I realized that I was able to help one more child," says Nadezhda.
"All of us understand that these children come from difficult families. They are children of drug addicts and alcoholics. You need courage and you need to find the resolve in your heart in order to take such responsibility."

resolve

- 1) решимость
- 2) резолюция
- 3) намерение

responsibility

- 1) ответственность
- 2) обязанность
- 3) право

10. Today there are six children ranging from 7 to 17 years of age in the Tkachenko household. They live in a two-room apartment and manage to find enough space for every member of the big family. Everybody has his or her own responsibilities.

responsibilities (y)

- 1) ответственность
- 2) обязанность
- 3) право

11. "Fostering has many advantages. ... children get a place where they can acquire everyday knowledge, a place where they can learn to make independent decisions and gain some skills in human communication."

(to) acquire

- 1) спрашивать
- 2) приобретать, получать
- 3) покупать

II. Read the text fast to find out what national projects the Russian government plans to support financially.

Our children are our future

President Vladimir Putin highlighted a demographic crisis as the most serious problem facing Russia in his state of the nation address(1) on May 10, 2006. He outlined three ways of dealing with the population decline: raising birth rate, lowering mortality rate, and working out an effective migration policy.

To boost birth rates, the president said, monthly child benefits should be increased from 800 rubles to 1,500 rubles (\$55) for the first child, and mothers should be paid 3,000 (\$110) a month for their second child. He also suggested that the government should give women at least 250,000 rubles (\$9,225) as financial aid following the birth of a second child.

* * *

These steps may or may not improve the demographic situation in the country, but there is another acute problem Russia is facing.

At the beginning of 2003, Russia's child population was 30.5 million, with approximately half a million children, or two out of every hundred in institutional care (orphanages and boarding schools). The dramatic decline in Russia's economic health has created a new class of "social orphans": children whose parents are unable to take care of them. Many of these children are runaways, children who prefer living on the streets to enduring life in physically and sexually abusive, poverty-stricken families. Often they get arrested for petty crimes and are brought over to children's homes by the police.

A fifteen-year-old Volodya came to a Moscow children's home escorted by the police. He had lived in a basement alone with his four-year-old sister for three years because his alcoholic mother had sold their apartment(2) to feed her addiction. He eventually went to the police and asked for a place for himself and his sister to live. The police also brought two twin 12-year-old sisters who

had been arrested for stealing. They had been living on the streets playing musical instruments for money since they were six. They were unable to read or write. In the end Volodya earned his high school diploma, entered a technical college and got his own apartment. The twin girls completed three years of study in one academic year. These, of course, are the success stories.

Yet, it is no secret that children in institutions have always found it difficult to integrate into society. Children need far more than adequate food and shelter. A child cannot truly grow into a fully-rounded human being without tenderness. Even though educators in the orphanages and boarding schools are eager to give it, their charges still enter the adult world emotionally and socially unprepared for the problems ahead.

Thirteen-year-old Yura Parfenov used to wander around the cold, dark streets of Kaliningrad city, in western Russia, looking for his alcoholic mother. Yura didn't start school at the age of seven, he had no school uniform or books. He was taken away by social workers and put in an orphanage. Yura started going to school and did quite well in some subjects... But there was no privacy at the orphanage, and he felt lonely.

His life changed dramatically when Nadezhda Tkachenko made him an offer he couldn't refuse. "I will take you in, Yura. I will be your foster parent. Would you like to come and live in our family?" He nodded silently, hiding tears of joy and a small fear of what would happen to him if this fostering didn't work.

Nadezhda Tkachenko, now 48, fostered her first child from the infant orphanage in 1996. That was Vanechka, a three-year-old boy.

"After we had lived with Vanechka for four years, I realized that I was able to help one more child," says Nadezhda.

"All of us understand that these children come from difficult families. They are children of drug addicts and alcoholics. You need courage and you need to find the resolve in your heart in order to take such responsibility."

Once she started, she couldn't stop. She subsequently took in Tanya, Olya, Lena, Anya and then Yura.

Today there are six children ranging from 7 to 17 years of age in the Tkachenko household. They live in a two-room apartment and manage to find enough space for every member of the big family. Everybody has his or her own responsibilities.

They help each other with their homework, they take turns to cook, wash clothes and iron. They have fun making their family newspaper and preparing special gifts for family birthdays. Yura couldn't hide his tears when he got a real watch for his birthday, the first birthday present he ever received.

The Tkachenkos are one of more than 200 foster families in Kaliningrad. The fostering system is now developing in the Russia Federation with UNICEF support.

"Fostering has many advantages," says the Vice-Mayor of Kaliningrad. "First, foster parents receive an income but the amount needed to support a child in a foster home is considerably less than if they stay in an orphanage. Secondly, children get a place where they can acquire everyday knowledge, a place where they can learn to make independent decisions and gain some skills in human communication. And most importantly, they get love and care in a family environment. That has no price tag."

P. S. In his state-of-the-nation address the president also promised to double subsidies for foster families, to 4,500 rubles (\$ 166) per month, a move widely welcomed by child-care experts.

Notes:

1. state-of-the-nation address — the President's message (послание) to the parliament.
2. It happened before the Russian Federation changed the law and made it illegal for parents with dependent children to sell their apartment without the permission of a court.

Inferring.

When you read a text some details are not stated clearly but can be understood (inferred) from the other details which are stated.

Read the statements and decide which can be inferred from the text and which are clearly stated.

1. There are few success stories of children in institutional care.
2. The Russian President expressed his concern about the demographic situation in the country.
3. Fostering is not yet very popular in Russia.
4. Most "social orphans" have criminal records.
5. The Tkachenkos have six foster children.
6. Children in institutional care do not have the love and individual approach they need.
7. Foster homes work better for orphans than children's homes.

THE RIGHT WORD IN THE RIGHT PLACE

TO RISE / TO RAISE

Ex. 16. Read and translate the following pairs of sentences paying attention to the verbs RISE and RAISE.

1. a. Jack **raised** his voice in an attempt to be heard.
b. Jack's voice **rose** when the class became too noisy.
2. a. The temperature **rose** above freezing and the ice cracked.
b. If you **raise** the temperature in your aquarium, do it very slowly so as not to harm the weak fish.
3. a. The average apartment rent **has risen** over the last year to \$ 500.
b. My landlady **has raised** the rent for the 3rd time in the year.
4. a. Since 1982 living standards in Asia **have been rising** continuously.
b. The economic boom has **raised** the standard of living of the middle class.
5. a. After a standing ovation, the curtain **rose** four times, but the clapping went on.
b. The show began, but it was clear that the sound system was not working. The curtain went down and a few minutes later, they **raised** the curtain and started over again.



Ex. 17. Make up questions to which the following sentences are answers using RISE / RAISE in the correct form.

1. " _____? " "No, a glass of champagne is usually raised".
2. " _____? " "The rate of unemployment rose after the introduction of the new Labor Code" (трудовой кодекс).
3. " _____? " "By raising prices some magazines are trying to overcome the new hard times".
4. " _____? " "Oh, no she's still in bed. Miss Martha never gets up before noon on Sundays".
5. " _____? " "They are going to invest it in the construction of a new hospital".

Ex. 18. Translate the sentences using RISE/RAISE.

1. Если вы знаете ответ, поднимите руку.
2. Цены на квартиры выросли на 20%.
3. На Венере солнце встает на западе, а садится (sets) на востоке.

4. Мы подняли цены, поскольку выросли наши затраты (costs).
5. За последние годы количество университетов в стране выросло.
6. Она воспитала двоих детей без чьей-либо помощи.
7. Статья поднимает серьезные вопросы, но не дает ни одного ответа.
8. Мы решили уйти с пляжа, потому что поднялся ветер.
9. Реформа образования вызывает протест многих преподавателей.
10. Этот проект поможет поднять рождаемость в стране.
11. Многие из рекомендаций врача вызвали у меня сомнения.
12. Многие звезды участвуют в концертах, помогая собрать деньги для детей-сирот.

PREPOSITIONS OF PLACE AND DIRECTION

IN THE CITY

Ex. 19. Study the use of prepositions and prepositional phrases in Paragraph I. Complete the text by adding the missing ones in Paragraphs II and III. Make use of the list below and the map in Supplement (pp. 288–289).

I. We start our walk *at* Victoria Station. Walk *along* Buckingham Palace Road. *On* your left you will see the Royal Mews, which are the Royal stables with the Queen's horses and carriages.



Further *down on* your left you will see Buckingham Palace. If the Queen is *at* home, the Royal Standard (the Queen's flag) will be flying.

In front of the Palace Queen Victoria looks down the Mall *from* the magnificent Victoria Memorial. From here you can choose different routes. If you walk all the way *down* the Mall you will reach Admiralty Arch; this processional way is splendid on ceremonial occasions. If you pass *through* Admiralty Arch and turn left you'll find yourself *in* Trafalgar square with Nelson's Column *in* the centre and the National Gallery *behind* it.

II. Alternatively, you can cross over 1) ___ St. James Park, which is situated 2) ___ the Mall and Birdcage, you'll find yourself in one of the oldest royal parks in London with a beautiful lake harbouring black swans, pelicans, geese and ducks. Walk 3) ___ the bridge to enjoy the view of Buckingham Palace, then walk 4) ___ the park 5) ___ the Mall. Cross the Mall and enter Marlborough Road¹⁹. 6) ___ Marlborough Road 7) ___ your left is St. James Palace with Green Park 8) ___ it. Walk 9) ___ the palace, which is not open to visitors, and turn right. 10) ___ the corner in Pall Mall you will see Marlborough House, which is the Commonwealth Conference Centre. Pall Mall is the street of



¹⁹ The name is not given on the map.



exclusive men's clubs (some of them admit women now). Turn left and walk 11) ___ a lovely (private) garden in the centre of St. James Square.

III. If you are not too tired, you can continue the walk and go 12) ___ Piccadilly. Turn left and you can see Fortnum & Mason, a department store established in 1707 and famous for its expensive food hall and tea shop. 13) ___ the road the Royal Academy of Arts is housed in Burlington House. Ahead in Piccadilly you can see the Ritz hotel but you can turn 14) ___ Old Bond Street with its select art, jewellery, antique and fashion shops.

Burlington Gardens 15) ___ your right leads to the Museum of Western cultures. Fascinating changing exhibitions introduce us to non-Western cultures. Walk on and turn left 16) ___ Regent Street where you pass many well-known stores before turning right ___ Oxford Street. Walk ___ this busy shopping street 17) ___ Berkeley Street where a street market is open every day except Sunday. Walk 18) ___ Rupert Street Market and right 19) ___ Shaftsbury Avenue, the famous theatre street. Walk 20) ___ the shops 21) ___ Piccadilly Circus. You can get refreshments 22) ___ the Trocadero Centre.

If you are tired, have a look at the beautifully displayed groceries of Fortnum & Mason and turn right to walk 23) ___ Piccadilly 24) ___ Piccadilly Circus. It is well known for its neon lights and the statue of Eros (which in fact was the Christian Angel of Charity). The walk ends 25) ___ Piccadilly Circus underground station.



Prepositions: *along, across, around, at, behind, between, by, down, in, into, in front of, on, past, through, through to, to, towards.*

GRAMMAR

ADVERBS

THE BASICS

Adverbs are normally used to modify verbs (1), adjectives (2), other adverbs (3) or whole clauses (4):

1. **Adv + V** *Shakespeare's later texts **occasionally** show signs of carelessness.*
2. **Adv + Adj** *London's **awfully** expensive for shopping.*
3. **Adv + Adv** *We learn **extremely** slowly to trust each other rather than be enemies.*
4. **Adv + Clause** ***Not surprisingly**, only 24 per cent of the respondents thought that the company "treats employees well".*



Note:

the verb **BE** is always followed by an adjective, NOT an adverb.

Ex. 20. Read the passage. A. What was the atmosphere in the classroom like?

B. Find adverbs and decide what words in the sentences they modify.

It was early and Mollison, the English professor, had not turned up yet. The room was only half full as Steve entered it, but there wasn't the usual sound of conversation from the students who were already there. They sat in their chairs quietly, not talking, most of them carefully arranging their books or going through their notes. Occasionally, almost furtively (украдкой), one or another of them looked up toward the front of the room and the blackboard, where a thin boy with reddish hair was writing swiftly and neatly behind the teacher's desk.

FORMATION OF ADVERBS (ADVERBIAL PHRASES) FROM ADJECTIVES

Pattern 1: adjective + ly (ally)	<i>fair → fairly; easy → easily; aggressive → aggressively; tragic → tragically</i>
Pattern 2: adjective = adverb	<i>daily, early, fast, long, low, monthly, straight</i>
Pattern 3: adjective ending in -ly → in a ... way / manner	<i>lively → in a lively way friendly → in a friendly manner</i>



Note: The adverb of good is well.

Compare: We try to encourage **good** behaviour through praise.

When children are behaving **well**, they deserve your attention and **appreciation**.

Ex. 21. Form adverbs or adverbial phrases from the following adjectives according to the patterns:

Impossible, silly, comic, monthly, attentive, lovely, low, sleepy, motherly, careful, lonely, straight, ugly, fast, dramatic, friendly, daily, early, general, long, cowardly.

Pattern 1	Pattern 2	Pattern 3

Ex. 22. Identify the words in italics as adjectives or adverbs.

Note: remember the basic patterns:

Adj + N	<i>I caught an early train.</i>
Be + Adj	<i>You are early today.</i>
V + Adv	<i>He came early.</i>

1. There's a lot of hard work in running a *daily* paper, but with that hard work comes real value.
2. Finally the sun sank *low* above the treetops.
3. It is a *lovely* song with a melody that sticks with you through the day.
4. The people who arrived *late* were not seated.
5. All refrigerated food came *monthly* on the ship from Singapore.
6. The movie tells the story of a *cowardly* boy who has been bullied his whole life.
7. On my arrival I didn't have to wait *long*.
8. She was *fine* when she talked to me on the phone.
9. Newton was driving *fast* when he lost control of the car and ran into a tree.
10. These canoes came *close* to our ships, and we made signs of peace, waving our hands.
11. A lot of people think espionage is immoral, it is *ungentlemanly*, it is a *dirty* business.
12. Ian was quick to solve the puzzle but he solved it *wrong*.
13. The road was *fast* and empty of traffic.
14. He was too tired to think *straight*.

After the link verbs *be, feel, look, smell, sound, taste* we use **ADJECTIVES**, not adverbs:
*It is **natural** that we face problems and disappointments in life.*
*This approach sounds **promising**, but it does not work.*
*Freshly made fish soup tastes **delicious**.*

Ex. 23. Put the words in brackets in the correct form (adjective, adverb or adverbial phrase).

1. Many people (careless) and (reckless) invest in anything that sounds (promising).
2. I could eat a horse right now, but I'll settle for (меня устроит) the rabbit. It smells (delicious).
3. We worked (fast) but (careful), and we finished a few days ahead of schedule.
4. "It is (good) that war is so horrible, or we might grow to like it." (Robert E. Lee)
5. He was standing in the middle of the room, talking (lively) with a well-dressed girl, who seemed (particular) pleased with his attentions.
6. The actor's performance was (good) even though he felt (bad) that night.
7. A great friend of mine's been (dangerous) wounded in France.
8. He looked (great), better, in fact, than I had seen him in years.
9. The presentation was powerful, and he spoke (convincing) as one having authority.
10. I'm very generous when people behave (good) to me and I am pitiless when they behave (bad).

Ex. 24. Translate into English.

1. Этот аргумент звучит не очень убедительно, не так ли?
2. Удивительно, что никто не поднял этот вопрос на собрании.
3. Мы не нашли такси и ужасно опоздали на вечеринку.

4. Если студент хорошо занимался, ему нечего бояться на экзамене.
5. Плохо, что рождаемость в России снизилась за последние несколько лет.
6. Тренер признал (admit), что вся команда играла плохо в этом матче.
7. Она улыбалась и была в удивительно хорошем настроении, когда ушла с работы.
8. Хотя Джон был голоден, он не мог есть этот суп, так как у него был странный вкус и ужасный запах (use the verbs "taste" and "smell").
9. Сюзан была бледна и выглядела ужасно в своей униформе.
10. Министр убедительно объяснил, почему правительство приняло такое решение.
11. Пирог очень вкусный. Можно мне еще кусочек?
12. Ужасно, что так много людей пострадали в этой катастрофе.

THE PARTICULARS

ADVERBS WITH TWO FORMS AND DIFFERENCES IN MEANING (I)

Direct meaning	Figurative meaning
deep (= a long way down) <i>The boy took a very big breath and dived deep into the pool.</i>	deeply (= greatly/thoroughly) <i>Anna was a strong woman, deeply religious and intelligent.</i>
high (= to a great height) <i>Peter felt so happy that he jumped high.</i>	highly (= extremely) <i>He was highly respected both as a musician and as a man with a gracious personality.</i>
wide (= opening or spreading as much as possible) <i>Mrs. Williams opened the door wide and stepped aside.</i>	widely (= in a lot of places or by a lot of people) <i>He became widely known and respected as a writer of adventure stories.</i>

Ex. 25. Choose the correct form. Explain your choice.

1. He watched as the dove flew **high** / **highly** into the sky and started to circle.
2. Once there was a grand old tree, whose roots sank **deep** / **deeply** into the earth.
3. It is **wide** / **widely** recognized that smoking tobacco greatly increases risks for a variety of diseases.
4. **High** / **highly** toxic ingredients are found in many foods that are legally sold all over the United States.
5. Mr. Johnson spread his arms **wide** / **widely** in triumph.
6. Thomas said he was **deep** / **deeply** ashamed of his behaviour.
7. Jones was travelling **wide** / **widely** in Canada by 1985, appearing in concerts, at festivals and in clubs.
8. They slept till after the sun had risen **high** / **highly** in the sky.
9. Keith was **deep** / **deeply** touched by his friend's letter.

Ex. 26. a) Make up collocations by matching the adverbs from column A with the words from column B. b) Write a sentence with one collocation from each list.

A	B	
widely	to jump	touched
highly	known	to open
deeply	successful	educated

A	B	
wide	used	to rise
high	to sink	to spread
deep	intelligent	embarrassed
	ashamed	to dive
	recognised	to travel
	to think	

ADVERBS WITH TWO FORMS AND DIFFERENCES IN MEANING (II)

<p>direct (= without stopping)</p> <p><i>He went direct to Camp Lewis, and soon from there to France.</i></p>	<p>directly (= a) with no one in between b) exactly)</p> <p><i>I got that directly from someone who is in a position to know. The professor looked directly at us.</i></p>
<p>free (= without paying)</p> <p><i>Greek politicians and their families travelled free on the airline.</i></p>	<p>freely (= as much as you like and in whatever way you like)</p> <p><i>We like to believe that people in this country can speak freely.</i></p>
<p>hard (= with a lot of effort / a lot)</p> <p><i>The students were polite, reserved and studied hard to graduate. I laughed so hard I had tears in my eyes!</i></p>	<p>hardly (= scarcely, almost not)</p> <p><i>You hardly know the depth of her character and the strength of her love.</i></p>
<p>late (= not on time / not early)</p> <p><i>John arrived late and missed the train.</i></p>	<p>lately (= recently)</p> <p><i>Have I told you lately that I love you?</i></p>

Ex. 27. Choose the correct form. Explain your choice.

1. Max worked **hard** / **hardly** all his life to make a living.
2. Jane's been suffering from headaches **late** / **lately**.
3. Nora walked **free** / **freely** down the sidewalks of Los Angeles, window shopping.
4. The US President learned the news **direct** / **directly** from the British Prime Minister.
5. I **hard** / **hardly** recognized Richard, but he looked really good after all these years.
6. He left for work early and came home **late** / **lately**.
7. We flew **direct** / **directly** to Vegas on Friday morning for a week-long vacation at the MGM Grand.
8. Bob was admitted to the preparatory school **free** / **freely**.
9. When I looked over at her, she was crying **hard** / **hardly**.
10. Our aim is to create an environment in which civil society can operate **free** / **freely**.

Ex. 28. Work in pairs. Ask each other indirect questions (*I wonder / Could you tell me / I'd like to know ...*) using the word combinations from the list below.

e.g. *I wonder if disabled people in this country can **travel free** by public transport?*

1. to go / fly / drive **direct** to;
2. to look **directly** at, speak **directly** to, order **directly** from;
3. to arrive / come / finish **late**;
4. to increase / decline / threaten **lately**;

5. to work / try hard, to cry / laugh hard;
6. to hardly understand / know / remember;
7. to travel free, to get somewhere free, to be admitted free;
8. to speak / travel / operate freely.

Ex. 29. Translate into English.

1. Как вы думаете, преподаватель высокого мнения о работе этого студента?
2. Когда я познакомился с Мари, она почти не говорила по-английски.
3. Её глубоко уважают клиенты и люди, с которыми она работает.
4. Глаза мальчика широко открылись от (with) изумления, когда он впервые увидел самолет.
5. Так как поезд опоздал, у Джона не было времени на поездку домой, и он отправился прямо в офис.
6. На этом форуме в Интернете вы можете познакомиться со своими ровесниками (peers) и свободно и открыто обсудить все интересующие вас темы.
7. Эта рок-группа последнее время напряженно работает над новым альбомом.
8. К тому времени, как мы добрались до лагеря, солнце поднялось высоко над горизонтом.
9. Интересно, могут ли студенты попасть на этот концерт бесплатно?
10. Этот певец широко известен благодаря (for) своему мощному голосу и традиционной манере исполнения (пения).

COMPARISON OF ADVERBS

Adverbs	Positive	Comparative	Superlative
Adverbs having the same form as adjectives	<i>soon</i> <i>fast</i> <i>near</i>	<i>sooner</i> <i>faster</i> <i>nearer</i>	<i>the soonest</i> <i>the fastest</i> <i>the nearest</i>
Two syllable or compound adverbs	<i>quietly</i> <i>slowly</i> <i>often</i>	<i>more quietly</i> <i>more slowly*</i> <i>more often</i>	<i>the most quietly</i> <i>the most slowly</i> <i>the most often</i>
Irregular adverbs	<i>badly</i> <i>well</i> <i>much / many / a lot</i> <i>little</i> <i>far</i>	<i>worse</i> <i>better</i> <i>more</i> <i>less</i> <i>farther /</i> <i>further</i>	<i>the worst</i> <i>the best</i> <i>the most</i> <i>the least</i> <i>the farthest /</i> <i>furthest</i>



Note: The adverbs which in spoken English have the same form as adjectives (*cheap, loud, slow, quick*) can form their comparatives and superlatives in two ways:

*I walked **more slowly**, looking at the trees now.*

*They walked **slower**, silently, past the library and into the park.*

Ex. 30. Put the adverbs in brackets in the comparative or superlative form.

1. The British authorities recognize that the car will remain the (widely) used form of transport.
2. As settlers went (far), the prairie areas became larger and larger.
3. Nobody spoke (clearly), (consistently) or (convincingly) than Dr. King of the ideals of peace, dignity and justice.
4. English is the subject where I have succeeded (little), but I am willing to work to the best of my ability.

5. The East of the country suffered (badly) in the tsunami.
6. The boy ran ahead of her and she ran (fast), trying to catch up with him.
7. I was thrilled to see my baby brother Jerry, I have missed him (much)!
8. As means increased, my family has lived (expensively), though I don't think (comfortably).
9. People today are still trying to come up with new ways to do work (quickly) and (well).
10. As Henry came (close) to me, I could see that he was smiling.



*Ex. 31. Fill in the gaps with the appropriate form (comparative or superlative) of the adjectives and adverbs.
much, widely, easy, good, far (2)*

We want to improve transport for all in rural areas, making _____ use of car, bus, rail and community transport to reduce social exclusion and generate economic prosperity. Following years of decline, as part of our 10-Year Transport Plan we are investing _____ in rural bus and train services. But we intend to improve bus and community transport services _____, while recognising that the car will remain _____ used form of transport. We want to make it _____ to run flexibly routed services. And we also intend to consult on removing barriers to the _____ development of community transport and flexible forms of transport.

Ex. 32. Translate into English using adverbs.

1. Заголовок в швейцарской газете гласил (said): «Здоровье мира больше зависит от Билла Гейтса (Bill Gates), чем от Всемирной Организации Здравоохранения» (the World Health Organization).
2. За последние 20 лет правительственные расходы в Великобритании выросли быстрее, чем ВВП (GDP).
3. Согласно докладу ООН, одним из регионов, которые получили наибольшую выгоду от глобализации, является Азиатско-Тихоокеанский регион. (Asia and the Pacific).
4. Если вы средний американец, который не говорит бегло (fluently) ни на одном иностранном языке, вы можете выучить эсперанто гораздо быстрее, чем любой другой язык.
5. Джордж Мартин однажды сказал, что Джон Леннон менял свое мнение чаще, чем носки.
6. Инвестиции в (in) развитие общественного транспорта в Англии увеличились и продолжают расти.
7. Наиболее часто используемая буква в кодах — E.
8. Интересно, почему мне всегда приходится ждать дольше всех?
9. Постарайся найти способ сделать это задание лучше, чем предыдущее.
10. В прежние времена благородные рыцари боялись смерти меньше, чем бесчестья (dishonour).

POSITION OF ADVERBS IN SENTENCES



Adverbs can go in three different positions in a sentence:

<u>front position</u>	<i>Sometimes he tells the truth.</i>
<u>mid position</u>	<i>I've always been a quick reader.</i>
<u>end position</u>	<i>He bought the house cheaply.</i>

Certain types of adverbs go mainly in mid position, i.e. **before the main verb** but **after the verb "be"** in *simple tenses*; **after the first auxiliary verb** in *compound tenses*.

MID-POSITION ADVERBS

Adverbs of frequency	<i>always, ever, never, often, rarely, seldom</i>	<i>He is often late for classes. They never miss a chance to have fun.</i>
Adverbs of time	<i>already, just, no longer, now, soon, still, then</i>	<i>They are still working on the album. He will no longer have any doubt.</i>
Adverbs of certainty	<i>certainly, definitely, probably</i>	<i>She will probably need painkillers after the operation. The musicians have definitely developed their own style and sound.</i>



Notes:

- The adverbs of **certainty** and the adverbs *sometimes* and *still* go **before** a negative auxiliary.
*He **probably won't** recognize you.
They **still haven't** found what they're looking for.*
- The adverbs of **frequency** and **time OTHER THAN** mentioned above can go in all the three positions.
***Occasionally** he took her out to lunch.
Philip **occasionally** went to London during the season.
He went there **occasionally** to visit his brother.*

Ex. 33. Put the adverbs in brackets in the appropriate position in the sentences.

- The final volume of the writer's biography has appeared (**just**).
- Small business owners will benefit from the new tax cuts (**definitely**).
- Paul disappeared and was away from the lab for a week or so (**occasionally**).
- People don't respect each other's beliefs (**sometimes**).
- He is one of the strongest chess players in the world, and his style is developing (**already, still**).
- A majority of people in this country share your views on human rights (**probably**).
- People who are dependent on others have unrealistic expectations of themselves (**often**).
- They won't agree to anything you have proposed (**certainly**).
- The electronic information is available to the public for free (**no longer**).
- The number of potential parents in the country is on the decrease (**now**).
- Sue's late for work and nothing interesting happens to her (**never, ever**).
- The politician hasn't convinced voters in this state he deserves reelection (**still**).
- Sam shows respect for others' ideas and behaviour (**rarely**).
- He listens to AM news stations, and he listens to jazz CDs from his portable CD player (**usually, sometimes**).
- Your efforts have meant a lot to me (**certainly**).

Ex. 34. A. Work in pairs. Ask each other questions about your academic life, time out, hobbies, etc. using adverbs of frequency and time.

e.g. Do you **ever** miss lectures? Have you **just** written a test on Future Tenses?

B. Tell each other what you usually / always / sometimes / never do at week-ends and on holidays.

POSITION OF ADVERBS OF MANNER

Adverbs of **manner** (which describe *how* something is done) usually go in end position, i.e. after the verb they modify or its object.

*Tourism is developing **fast** in the area.*

Adverbs ending in **-ly** (except *badly*) can also go in mid position.

*Marty got all his plumbing tools out and arranged them **carefully** on the floor.* (end position)

*He **carefully** arranged the jacket, so the collar was right.* (mid position)

Ex. 35. Form adverbs from the words in brackets and put them into a suitable place in the sentence.

1. He always spoke about his grandfather, who struggled to survive, and his father, who was also a self-made man (**respect**).
2. It was one of those relationships that had developed into a romance (**fast**).
3. He has written down every rule in his notebook (**neat**).
4. Following September 11, the Government of Canada has acted to freeze terrorist assets (активы). (**decide**)
5. In 1991, Argentina and Brazil changed their previous policies supporting so-called "peaceful nuclear explosions" (**join**).
6. Recent graduates have agreed to meet with and talk to current students about their experience (**enthusiasm**).
7. Certainly, when one has seen Shakespeare performed, it can be a painful experience (**bad**).
8. The experiment showed that not only planets, but also comets, obeyed Newton's universal laws of motion (**convince**).
9. The girl's nickname was 'Butterfly', and it described her (**good**).
10. An average citizen always hopes that the Government will act for people (**benefit**).

Ex. 36.

A. Describe a day of your life using adverbs of manner.

Tips: slowly, quickly, fast, carefully, attentively, impatiently, fluently, badly, well, neatly, seriously, loudly, sleepily

B. Describe an incident you witnessed using adverbs of manner.



Ex. 37. Translate into English.

1. Благодаря Алисе я начал много читать — я всегда мог воспользоваться ее книгами (use available).
2. Если вы займетесь йогой, это определенно пойдет вам на пользу.
3. Мои родители всегда поддерживали меня и никогда не оказывали на меня давления.
4. К марту инфляция в этой стране уже выросла на шесть процентов.
5. Во второй половине XIX века Калькутта быстро развивалась как торговый и деловой центр.
6. Мери все еще не решила, принять или отклонить предложение о работе.
7. К концу этого десятилетия количество тигров на Дальнем Востоке, возможно, сократится.
8. Мистер Белл всегда говорил уважительно со всеми и обо всех.
9. Как ты думаешь, Марк когда-нибудь ведет себя естественно?
10. Денис больше не живет в одной квартире с друзьями. Он живет один.

ARTICLES

REVISION

Ex. 38. A) Explain the use of the articles (zero article too!) in the extract *Harry Potter and the Philosopher's Stone* by J. K. Rowling or suggest Russian equivalents.

B) Fill in the gaps with articles where necessary

A) After lunch at *the Zoo* restaurant they went to *the* reptile house. It was cool and dark in here, with lit windows all along *the* walls. Behind *the* glass, all sorts of 0 lizards and 0 snakes were crawling and slithering over bits of 0 wood and 0 stone. Dudley and Piers wanted to see 0 huge, poisonous cobras and thick, man-crushing pythons. Dudley quickly found *the* largest snake in the place. It could have wrapped its body twice around Uncle Vernon's car and crushed it into a dustbin — but at *the* moment it didn't look in the mood. In fact, it was fast asleep.

Dudley stood with his nose pressed against the glass, staring at *the* glistening brown coils.

"Make it move," he whined at his father. Uncle Vernon tapped on the glass, but *the* snake didn't budge.

"This is boring," Dudley moaned. He shuffled away.

Harry moved in front of *the* tank and looked intently at the snake. He wouldn't have been surprised if it had died of 0 boredom itself — no company except stupid people drumming their fingers on the glass trying to disturb it all day long. It was worse than having *a* cupboard as *a* bedroom, where *the* only visitor was Aunt Petunia hammering on *the* door to wake you up, at least he got to visit *the* rest of *the* house.

B) ___ snake suddenly opened its beady eyes. Slowly, very slowly, it raised its head and *winked*.

Harry stared. Then he looked quickly around to see if anyone was watching. They weren't. He looked back at the snake and winked too.

The snake jerked its head towards Uncle Vernon and Dudley, then raised its eyes to ___ ceiling. It gave Harry ___ look that said quite plainly:

"I get that all the time."

"I know," Harry murmured through the glass, though he wasn't sure the snake could hear him.

"It must be really annoying."

The snake nodded vigorously.

"Where do you come from, anyway?" Harry asked.

The snake jabbed its tail at a little sign next to the glass. Harry peered at it.

Boa Constrictor, Brazil

"Was it nice there?"

The boa constrictor jabbed its tail at the sign again and Harry read on: *This specimen was bred in ___ zoo.* 'Oh, I see — so you've never been to Brazil?'

As the snake shook its head, ___ deafening shout behind Harry made both of them jump: "DUDLEY! MR DURSLEY! COME AND LOOK AT THIS SNAKE! YOU WON'T BELIEVE WHAT IT'S DOING!"

Dudley came waddling towards them as fast as he could.

"Out of the way, you," he said, punching Harry in ___ ribs. Caught by surprise, Harry fell hard on ___ concrete floor. What came next happened so fast no one saw how it happened — one second, Piers and Dudley were leaning right up close to the glass, the next, they had leapt back with howls of ___ horror.

Harry sat up and gasped; the glass front of the boa constrictor's tank had vanished. The great snake was uncoiling itself rapidly, slithering out on to the floor — people throughout ___ reptile house screamed and started running for ___ exits.

As the snake slid swiftly past him, Harry could hear: “Brazil, here I come ... Thanksss, amigo.”

___ keeper of the reptile house was in shock.

“But ___ glass,” he kept saying, “where did ___ glass go?”

The zoo director himself made Aunt Petunia a cup of ___ strong sweet tea while he apologized over and over again. Piers and Dudley could only gibber. By the time they were back in the car Piers calmed down enough to say: “Harry was talking to it, weren’t you, Harry?”

Uncle Vernon waited until Piers was safely out of the house before starting on Harry. He was so angry he could hardly speak. He managed to say, “Go — cupboard — stay — no meals,” before he collapsed into ___ chair and Aunt Petunia had to run and get him ___ large brandy.

ARTICLES WITH PROPER NOUNS (II)

IN THE CITY

Ex. 39. Do you know London?

1. Where did Sherlock Holmes live?
2. What museum is situated near Tower Bridge?
3. Where is the National Gallery situated?
4. Where does the Queen of England live?
5. Which street is famous for its theatres?
6. What is the other name for the Houses of Parliament?
7. Which is the most controversial (спорный) building in London?
8. What is the biggest airport in London?
9. Which London station has given its name to the Russian word “вокзал”?
10. What is the world’s most famous department store?

Ex. 40. Translate into English.

Третьяковская галерея, Кремль, Собор Василия Блаженного, Тверская улица, Ленинский проспект, Красная площадь, Большой Каменный мост, Большой театр, кинотеатр Октябрь, Метрополь, аэропорт Шереметьево, Охотный ряд, Московский университет, Воробьевы горы, Дворец съездов, Александровский сад, Сенатская площадь, Зимний дворец, Невский проспект, Эрмитаж, Гостиный Двор, Московский вокзал, аэропорт Пулково, Исаакиевский собор, Дворцовый мост, Летний сад, отель Аврора, Поцелуев мост, Юсуповский дворец.



PROJECT WORK SHOWING THE SIGHTS

LEVEL 1.

Work out a route to see the most interesting sights and corners of Moscow / St. Petersburg / London (See Supplement)

STAGE 1.

Choose a map of a popular area in Central Moscow, St Petersburg, London or any other city of your choice. Read the names on the map adding the article where necessary.

Make a list of expressions commonly used (Ex. 19 on p. 260 can be helpful). Decide on the sights you want your classmates "to see" on the walk.

STAGE 2.

Prepare a walking tour of the area you have chosen. Make sure your classmates can follow you using the map.

STAGE 3.

Take your classmates along the route you have worked out. They are expected to follow it on the map and mark the sights they "see".



LEVEL 2.

Prepare a detailed description of the most interesting sights on your walking tour.

Task for the listeners:

Assess the presentations from the point of view of:

1. accuracy:
 - a) use of articles, prepositions and grammar structures;
 - b) consistency with the map;
2. presentation skills;
3. interest.

CHECK YOURSELF

1. Complete the chart. Write three sentences with adverbs of each type.

Types of Adverbs	Adverbs	Examples
Adverbs of frequency	always, ...	
Adverbs of time	still, ...	
Adverbs of certainty	probably, ...	
Adverbs of manner	fluently, ...	

2. Work in pairs. Translate the following word combinations without consulting the Vocabulary List.

at the expense of one's health
to grow in experience
a man of firm convictions
to get benefit from smth
dependable information
to disappear from view
to increase health care spending
to give away old books
to go down with pneumonia

to develop an interest in history
to put pressure on smb
to judge by appearance
to be on the decrease
a meaningful glance
to be available
a well-developed sense of smell
to look into a complaint
to tell a student off for being late

нести большие расходы
убедительно доказывать
внешность обманчива
утратить смысл
предоставлять кому-л. информацию
хорошо развитый
предназначаться для студентов
актуальная проблема
вспоминать детство
сказаться на здоровье

извлекать пользу из географического
положения страны
рассчитывать на друзей
полезный для здоровья
последние события
снизиться на 20%
бессмысленное существование
быть ограниченным во времени
издавать запах
не сдержать обещание

3. a) Do you remember what categories of nouns

- never take the indefinite article
- take the indefinite article when there is a description
- can be made countable with the help of *a piece of*, etc.?

b) What geographical and city names take the definite article? Give examples.

4. Choose the correct alternative in italics.

1. Dr. Smith is *a / the* nice man who cares for his patients, but he *is often late / often is late* for appointments.
2. Researchers found that the drivers on *0 / the* cell phones drove *more slowly / more slower* and were more likely to crash.

3. 0 / the Red Square is located in the / 0 heart of Moscow just outside the / 0 Kremlin, along its Eastern wall.
4. Out of all the / 0 good singers last night, I liked David the most / more.
5. For the first time I felt I could speak freely / free without upsetting anyone.
6. 0 / the Argentina produces more / the most wine than any other / another South American country.
7. When I left the / 0 house this morning, 0 / the air smelled sweet / sweetly and wonderful / wonderfully.
8. Today I woke up late / lately again because my alarm didn't go off.
9. Oil prices won't probably / probably won't increase for the next few years.
10. 0 / the history of the / 0 Bolshoi theatre is both majestic and confusing.
11. Macroeconomic reforms in Chile eventually raised / rose the / 0 standards of living nationwide.
12. Cindy's mother said that she would buy 0 / the sweets for her if Cindy behaved good / well on their shopping trip.
13. 0 / the cleaner shut the / a door and opened the window wide / widely.
14. If you don't think high / highly of yourself, it will be hard / hardly for others to think high / highly of you.
15. SportActive is owned and run by David and Martin who have a / 0 vast knowledge and experience in 0 / the cycling and 0 / the walking.
16. Vince looked horrible / horribly, as if he hadn't slept in days.
17. In the last ten years Kathy has travelled wide / widely, visiting major art centres in 0 / the USA, 0 / the Europe, and 0 / the Asia, as well as throughout 0 / the New Zealand.
18. There is a / the pool bar open 11 am — 6 pm, the best thing about this was that the / 0 coffee was served free / freely.
19. They still haven't / haven't still decided whether they can spend another / other \$ 1200 on the operation.
20. Jim was taken by 0 / a surprise last week when a / the friend emailed him from the / 0 America asking if he was in jail.

5. Fill in the gaps and give an appropriate response.

1. A: Will you help me with _____?
B: _____
2. A: I've just read your essay. _____
B: _____
3. A: Well done! _____
B: _____
4. A: Merry Christmas!
B: _____
5. A: Are you going to take part in _____?
B: _____
6. A: Will you be working _____?
B: _____
7. A: Congratulations on _____
B: _____
8. A: You did great! _____
B: _____
9. A: Will I see you _____?
B: I'm afraid not. _____
10. A: Will you _____?
B: Certainly. _____

APPENDIX

UNIT 1

1. A WORD OF COMMENT ON THE DIAGNOSTIC TEST

1. If the score is 90 + it is advisable to focus on Reading and Discussion, Speaking (Pairwork, Reading and Speaking), Project work. It is also necessary to do the paraphrasing and translation exercise. All other exercises can be chosen at the teacher's suggestion and at the student's discretion. However, if mistakes happened to be in one or two specific areas, do the exercises in the appropriate sections.
2. If the score is 75 to 89 the student should concentrate on the material in which s/he made mistakes. Doing exercises on paraphrasing and translation is a must, as well as exercises marked with the sign*. More time should be devoted to Reading and Discussion, Speaking (Pairwork, Reading and Speaking), Project work.
3. If the score is 65 to 74 it is necessary to do all the exercises in the grammar and vocabulary sections (Word building and The Right Word in the Right Place included). Exercises marked with the sign* could be done at the student's discretion. No need to do Project Work.
4. If the score is below 65, the student should diligently and persistently do all the exercises in Grammar and Vocabulary sections, concentrating first on the Basics then moving on to the Particulars. All the exercises should be done in writing. No need to do any exercises marked the sign* or Project Work. Note: The highest mark "A" can be given to students in groups 1 and 2, the highest mark for students in group 3 is "B", for those in group 4 is "C".

2. SPEAKING 2.

At the airport.

Host mother: Good-bye. _____. (Have a good flight).

Student: _____ (Good bye. Thank you very much for having me).

Leaving the party.

Guest: Good bye. Thank you _____ (for a lovely evening).

Hostess: _____ (Bye-bye. Take care / Drive carefully).

After classes. Arranging to meet in the evening.

A: Bye for now. Are you coming to the disco tonight?

B: I think so. Are you?

A: I guess I am.

B:

A:

At the end of a business meeting.

A: Thank you for the lunch. It was delicious.

B: I am glad you've enjoyed it. Hope to hear from you soon. _____ (Bye-bye).

A: _____ (I'll be in touch. Thanks again. Bye).

A chance meeting with a former classmate at the railway station.

A: It was nice to see you again. I guess it's time to get on the train. Good-bye.

B: _____ (Nice to see you, too. Good-bye / bye-bye. Have a nice journey!)

* уровень 2 обозначен знаком



After dinner at the host family.

A: Thank you. The dinner was delicious. I think I'll turn in (go to bed) early _____.

B: _____.

3. FOR STUDENT B.

READING.

Text 2. Uncle Sam



Perhaps you've seen him in *parades* or at a fourth of July picnic. He sometimes appears at patriotic gatherings dressed in a long blue coat, a vest, and red and white striped trousers. He normally wears a beard and a tall striped and starred hat, and he appears to be dressed to look like the American flag. Who is he? He is "Uncle Sam", a cartoon symbol for the United States of America.

There is much *debate* about who Uncle Sam was and how the symbol came to be. The first mention of him was in a Troy, New York, newspaper article that appeared on September 7, 1813. It seems that a certain *meat-processing* plant owner named Sam Wilson began *stamping* the meat sold to the United States Army during the War of 1812 with the letters "U.S." The meatpackers at his plant called Sam Wilson "Uncle Sam", and the story was that the *initials* "U.S." really stood for "Uncle Sam" Wilson rather than "United States". The *nickname* stuck, and from then on everything belonging to the United States government began to be called "Uncle Sam's". Soon, cartoonists latched on to this idea, and they began drawing varieties of Uncle Sam in political *cartoons*. The most famous depictions of Uncle Sam were on World War I and World War II military recruiting posters. Today, no patriotic gathering would be complete without an appearance by someone dressed as Uncle Sam.

** see Uncle Sam in colour in Supplement*

UNIT 2

I. FOR STUDENT B.

SPEAKING 1

Pairwork. Find out more about English-speaking countries.

Student B answers Student A's questions using a card with a fact file if necessary.

Card 1. Fact File (The USA and Canada)

1. Natives Americans are Indians and their descendants.
2. Canada is a Native American word for "a settlement".
3. The Dutch founded the city as New Amsterdam.
4. WASP stands for white Anglo-Saxon protestant.
5. The first American flag had 13 stripes and 13 stars for 13 original British colonies. (Now it has 13 stripes and 50 stars).
6. Canada is / remains a member of the Commonwealth though it has been independent since 1931.
7. Alaska is the state of the USA closest to Siberia.
8. The second language in California is Spanish.
9. The Statue of Liberty was a gift from France to the USA to commemorate the 100th birthday of the American Republic in 1876.

10. The discovery of America for Russia began in the 17th century.
11. The last two states to join the USA were Alaska and Hawaii.
12. Canada has two official languages (English and French).

Card 2. Fact File (Australia and New Zealand)

1. The native people of Australia are the Aborigines, who came to the continent about 35 000 years ago.
2. The native people of New Zealand are the Maoris, who reached the island over 1000 years ago, sailing from Polynesia.
3. Both Australia and New Zealand are members of the Commonwealth.
4. Australia and New Zealand stayed white and English-speaking because until recently both had strict immigration laws. People from Africa and Asia were not welcome.
5. Deserts occupy most of the country. Only the coastal area is suitable for extensive settlement.
6. New Zealand is often called “the world’s biggest farm” because it is the biggest exporter of lamb and mutton, and one of the biggest producers of dairy products.
7. In New Zealand sheep outnumber people by twenty to one.
8. Australia and New Zealand are sometimes described as “upside down” or “down under” because they are in the Southern hemisphere.
9. Australia and New Zealand show the Southern Cross on their flags.
10. The Russian scientist (ethnographer) Nicolai Miklouho-Maclay set up Australia’s first Biological Marine Station in 1881.
11. New Zealand became a British colony in 1840 when the Maori chiefs signed the treaty of Waitang.
12. Today Australia and New Zealand have closer economic links with their Pacific neighbours than with Great Britain.

READING AND SPEAKING

Text B

The Russian annexation of Siberia began in 1581. The powerful 1) _____ (**what**) family, who had created a commercial empire in the region near the city of Perm just west of the Ural Mountains hired a Cossack detachment led by the legendary Ermak to defeat the Khanate of Sibir on the other side of the Urals so that 2) _____ (**what for**). In 1582 Ermak and his band of merry men crossed the Ural Mountains and conquered the capital of Sibir. Thus began a century of Russian conquest of Siberia.

After 3) _____ (**when**), Russians met with very little resistance in the Eastern World in their advance to the Pacific. It took them 60 years to reach the Pacific.

4) _____ (**who**) moved eastward, reaching the Pacific Ocean in the east and the Amur River in the south, to claim all of Siberia (excluding Kamchatka and the Amur region) for the Russian empire.

The Russians were moving 5) _____ (**how**) across such a vast territory in search of “soft gold” — fur. One could say that this was the Russian “gold rush”. Trappers wandered the wilderness to make a quick fortune. Cossacks and government officials subjugated (подчинять) 6) _____ (**who**), either by force or through gifts, and made them pay tribute in fur to the Russian tsar.

Explorers following the routes of the first expeditions built forts and trading posts 7) _____ (**why**). In 1586, Tyumen was founded and a year later Tobolsk. The town of Tomsk was built on the Tom River in 1604 and in 1607 much farther north a trading post, Turukhansk, was

established. In 1632, a Cossack leader, Pyotr Beketov, founded 8) _____ (what) on the Lena River, which is now Yakutsk, one of the coldest cities on earth. When the Russians reached the Pacific Ocean in 1649 they established Okhotsk, the first Russian settlement in 9) _____ (where).

In 1648, the famous explorer Semen Dezhnev sailed around the far northeastern tip of the continent and proved that Asia was separate from North America. At that time he didn't know 10) _____ (what).

II. READING 1

The United United States

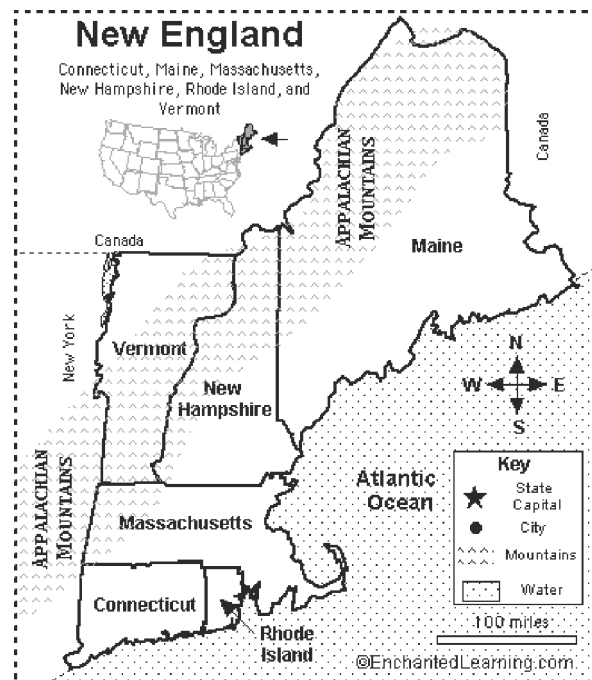
The first beginnings of permanent settlement in North America were nearly a hundred years after Columbus's first voyage. The Englishman Sir Walter Raleigh claimed the whole of North America for England, calling it Virginia. In 1585 he sent a small group of people who landed in Roanoke Island (about the middle of the east coast of the present United States), but they stayed only for a year and then went back to England with another expedition led by Drake, in 1587. A second group who landed in 1587 had all vanished when a further expedition arrived in 1590. The mystery of what happened to them has never been solved.

The first enduring settlement in North America was in 1607. It was then that the northern area was given the name New England.

Modern Americans are inclined to look back especially to the Pilgrim Fathers who sailed in the Mayflower in 1620, for a symbol of the origins of their new country. The Pilgrim Fathers had intended to go to Virginia, but when their ship reached Cape Cod, much further north, in New England, after a very hard voyage, they decided to stay in that port. They founded a town, which they named Plymouth (not far from modern Boston). The Pilgrim Fathers suffered terrible hardships at first, and half of them died during their first winter months, but those who survived for the first year managed to live on fish and reap a harvest from the land in the summer, with the help of friendly Indians.

In the eighteenth century the settlements along the east coast were organised as thirteen colonies. They became independent in 1783 as a result of the Revolution, which was not really a revolution as far as Americans were concerned, (it is also known as the War of Independence). At that time the infant United States consisted of a long string of farming communities (about 4 million people) along the east coast. Its western frontier was steadily advancing into the continent.

The settlers who left the East Coast became pioneers. They pushed westwards along the rivers and then through the mountain passes. The American Frontier (an imaginary line) divided areas with more than two people per square mile from those with fewer. At one time it was on the other side of the Appalachian Mountains. Then it was found in the areas that are today known as the Midwest. Soon it was across the Mississippi. By 1853 the U.S. had acquired the entire



western part of the country, by purchase, conquest and treaty. Louisiana was sold by France in 1803, while Florida was ceded by Spain in 1819, other Mexican states joining the Union between 1821 and 1853. Of the two detached states Alaska was purchased from Russia in 1867, while the Hawaiian islands were annexed in 1898.

As more and more people entered the western territories new states were created. In 1890 the frontier was finally and officially declared “closed”. In other words, all areas now had an average of more than two people per square mile.

An unfavourable part of the story is the relation of the settlers with the Indians. The people who crossed from Europe after 1600 landed on a continent already inhabited by hundreds of tribes of American Indians. The successive generations of settlers as they moved westwards had to solve the problem of their relations with the Indians.

The solution took various forms, including war, agreements and deceit. The total effect of the contacts produced one main solution: the country became the country of European invaders. Some Indians live in Indian reservations, mostly in rather primitive conditions, other Indians have become assimilated into the ordinary American community.

The unity of the country was threatened only once when eleven Southern states left the Union over the slavery issue and formed Confederacy in 1860. The Civil War that followed lasted over four years and ended in victory for the North. The Southern states later rejoined the Union.

Today the United States of America comprises fifty states with the population of over 270 million people.

UNIT 3

I. FOR STUDENT B.

SPEAKING 1.

What would you say? Fill in the gaps.

At a restaurant

Customer: _____. The meat is rare (с кровью) and I asked for medium! (Excuse me)

Waiter: _____. I'll change it. (I am sorry)

On the bus.

Passenger: _____. What is the next stop? (Excuse me)

Driver: Kensington Garden

Passenger: _____? (Pardon?)

Driver: KENSINGTON GARDEN!

At the newsagent's.

Customer: _____. Do you have a 5-pound BT card? (Excuse me)

Newsagent: _____. We only have 10-pound ones. (Sorry)

Customer: Can you change a five-pound note?

Newsagent: _____. I don't have any small change. (Sorry)

At the theatre. The curtain is about to rise.

A: _____. I hate to bother you. My seat is right in the middle. (Excuse me)

B: It's alright.

A: _____. I am afraid it's my seat. (Excuse me / I am sorry)

C: _____. I thought nobody was coming. (I'm sorry)

At the bar.

A: It's your turn to pay for the drinks, Jiggs.

B: _____. I never said I'd pay for everyone. (I'm sorry / Excuse me? I beg your pardon)

At the ticket office.

A: Good morning. I'd like a second-class ticket to Glasgow for the ten o'clock train tomorrow.

B: _____. Only first class is left. You can take the ten-fifty train. (Sorry)

A: _____? (Pardon / I'm sorry?)

B: There are second-class tickets for the TEN-FIFTY TRAIN.

A couple talking.

A: _____. I can't go out tonight. (I'm sorry)

B: _____. I thought you said you were free tonight. (Pardon?)

A: I know I said it. But Mum called to say Dad was taken to hospital.

B: _____. I'll ring you up tomorrow then. (I am sorry)

At the corner of the street.

A: _____. What's the time? (Excuse me)

B: _____. My watch is fast. It must be around 11. (Sorry)

UNIT 4

READING AND SPEAKING

STUDENT B

Task 1. Find out more about Canada and its ethnic communities. Ask each other wh-questions to fill in information gaps in your text (A or B). Student A begins.

Text A

In Canada if you don't speak English or French it is most likely that you speak 1) _____. According to the statistics Chinese has become a No.3 language used in Canada and the number of people who speak Chinese is increasing.

Most of the Chinese-speaking population lives in 2) _____; particularly in Vancouver and Toronto. Now in Vancouver and Toronto people can live quite easily even though they only speak Chinese instead of English.

Here you can enjoy all kinds of Chinese cuisine of various styles. Some people even say that if you really want to meet a master chef you should go to Vancouver instead of China. The reality is that a great many 3) _____ are coming to Canada from China's mainland, Taiwan and Hong Kong. These are called "tigers who've crossed the river".

There is about one million Chinese in Canada — about 3 per cent out of 4) _____ of the population in Canada. However, in the late 1990s the Chinese language became a subject for higher examination. During 5) _____ officials ranging from the Prime Minister to provincial governors and mayors of Vancouver and Toronto all dress up in Chinese style suit, join in Lion Dances and congratulate each other on happy Lunar New Year.

Chinese culture has become more significant in Canada, partly because of the increasing importance of China in the world. Chinatowns have expanded or, even evolved into major shopping malls. What's more, 6) _____ participate in politics and get elected, which shows a high level of their integration into Canadian society.

(based on *Chinese becomes No.3 language* by People's Daily Online)



SUPPLEMENT

UNIT 1

READING 1. MEET UNION JACK AND UNCLE SAM

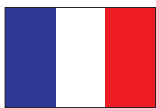
Text 1. Union Jack



UNIT 1

PROJECT WORK 1 NATIONS AND NATIONALITIES

STAGE 4.



France



Greece



the Netherlands



Switzerland



Portugal



Denmark



Sweden



Norway



Finland



Belgium

APPENDIX

3. FOR STUDENT B. READING.

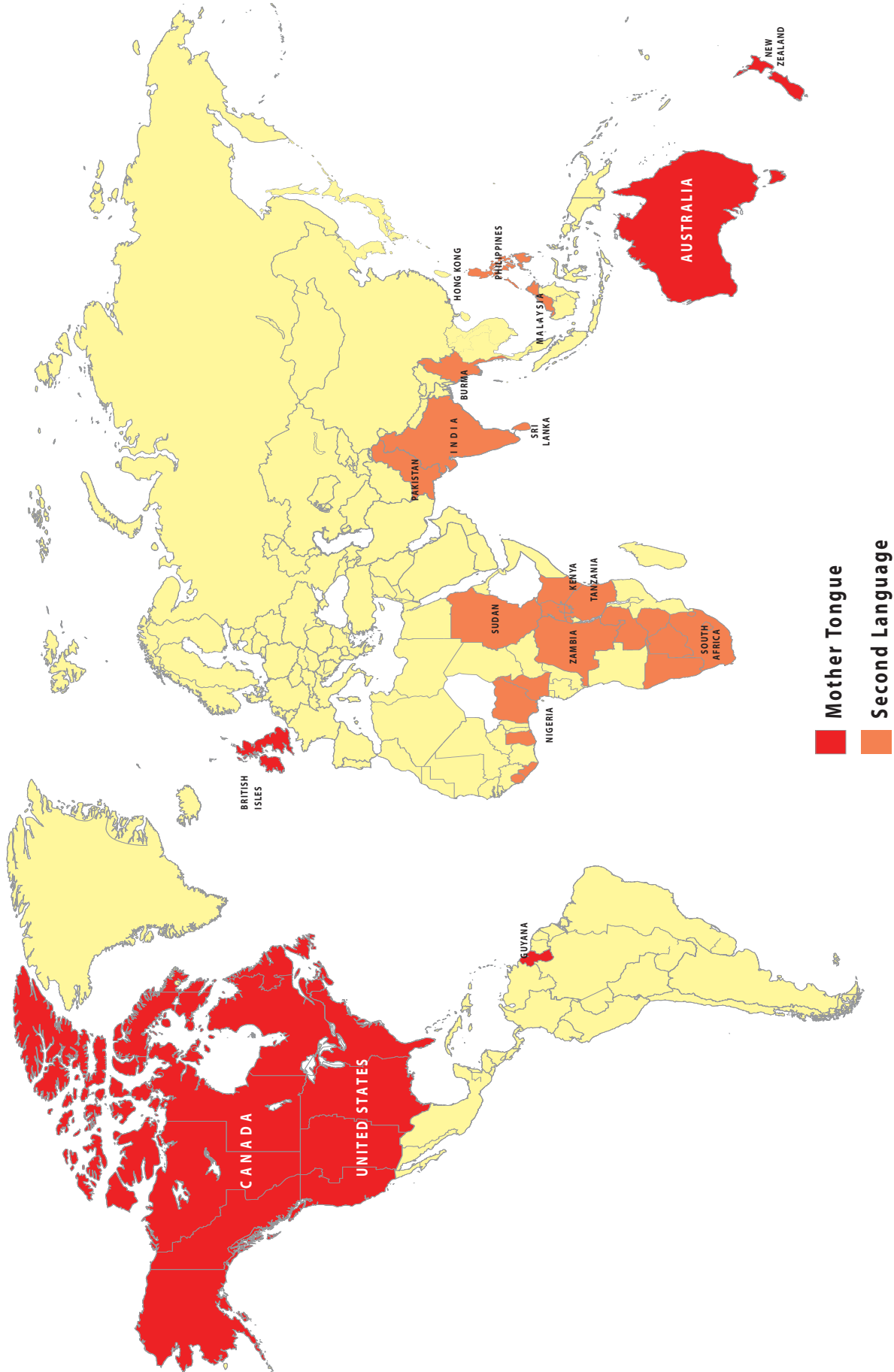
Text 2. Uncle Sam



UNIT 1. MAP OF GREAT BRITAIN



UNIT 2. THE ENGLISH LANGUAGE



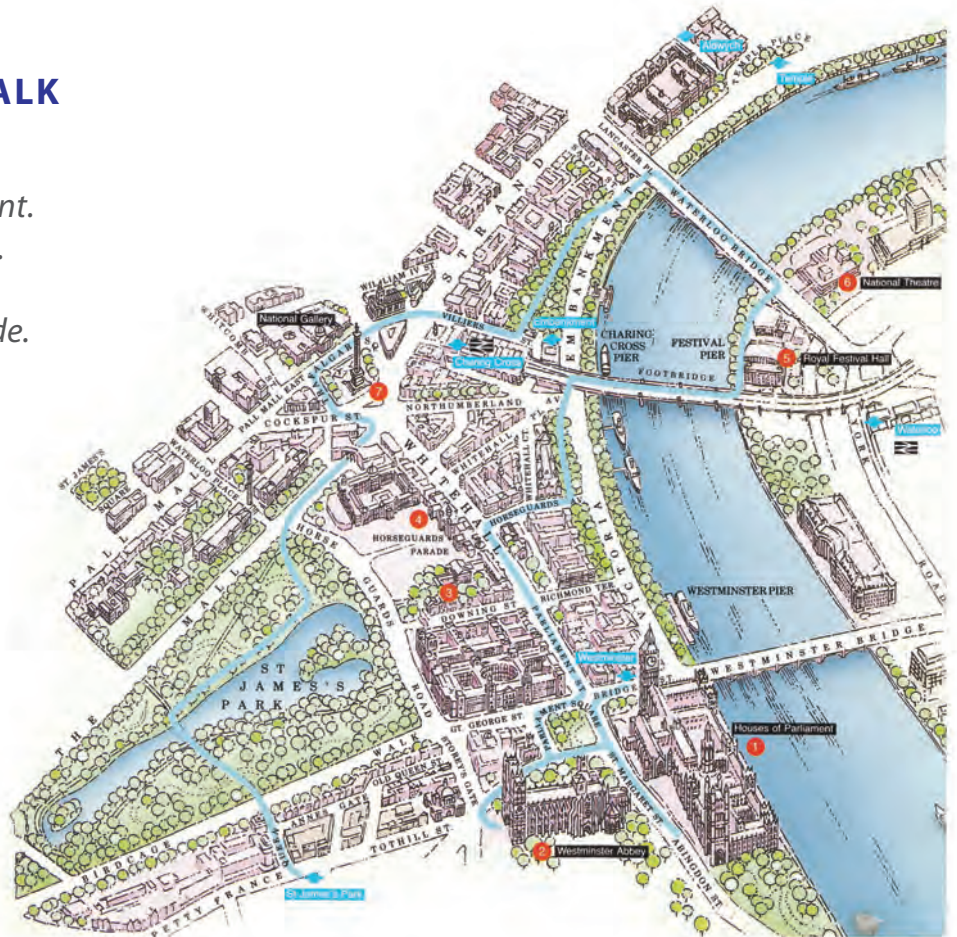
UNIT 3. A CONCISE MAP WORLD RELIGIONS



UNIT 6. LONDON.

WESTMINSTER WALK

1. Houses of Parliament.
2. Westminster Abbey.
3. 10 Downing Street.
4. Horse Guards Parade.
5. Royal Festival Hall.
6. National Theatre.
7. Trafalgar Square.

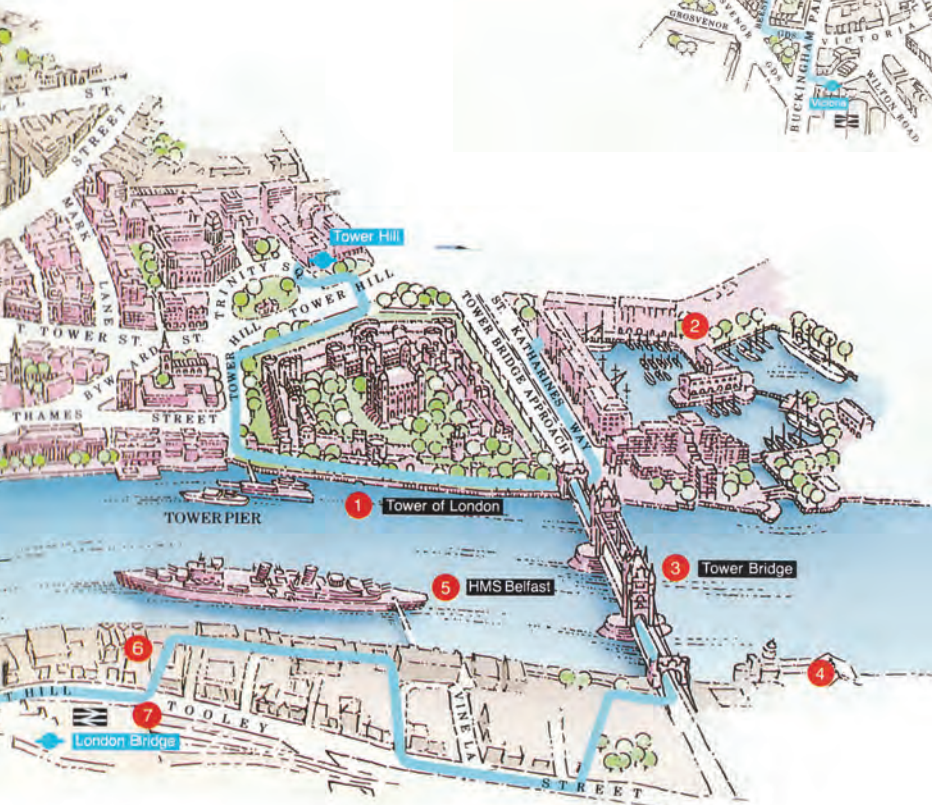


CITY OF LONDON WALK



BUCKINGHAM PALACE WALK

1. Royal Mews.
Queen's horses and
carriages.
2. Buckingham Palace.
3. St James's Palace.
4. Fortnum & Mason.
5. Royal Academy of Arts.
6. Museum of Mankind.
7. Liberty.
8. Piccadilly Circus.



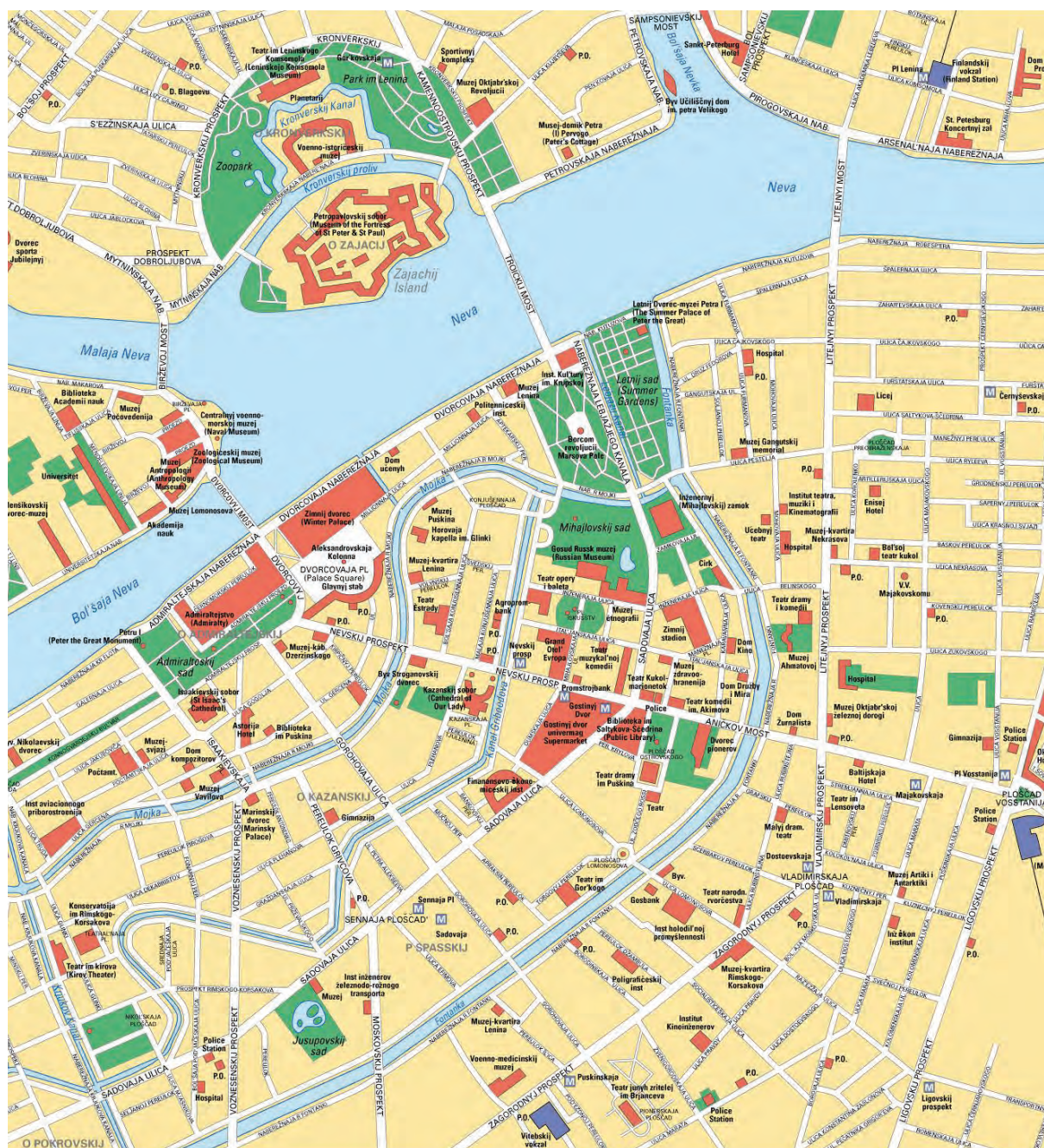
1. Tower of London.
2. St Katharine's Dock.
3. Tower Bridge.
4. Design Museum.
5. HMS Belfast.
6. Hay's Galleria.
7. London Dungeon.
8. Monument.
9. Lloyd's of London.
10. Bank of England Museum.
11. Guildhall.

UNIT 6. MOSCOW

Colour supplement



UNIT 6. ST. PETERBURG



Colour supplement



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Компетентностный подход

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1 год обучения

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