



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ  
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ  
КВАЛИФИКАЦИИ

Кафедра «Иностранные языки»

## **Учебное пособие**

для обучающихся по техническим и  
экономическим направлениям подготовки  
бакалавров

# **«Иностранный язык (английский): практический курс английского языка»**

Авторы  
Царевская И.В., Кривцова Н.Л.,  
Калашникова А.А.

Ростов-на-Дону, 2018

## Аннотация

Учебное пособие рассчитано на студентов первого курса факультетов всех специальностей и отвечает требованиям программы Министерства Высшего Образования Российской Федерации.

Пособие включает четыре составных элементов (модулей):

1. Бытовая сфера общения
2. Инженерное дело в современном мире
3. Строительство
4. Архитектура

Учебное пособие создано на кафедре иностранных языков ДГТУ.

Все модули строятся по единой схеме и состоят из разделов (Units). В начале каждого раздела даётся вводное упражнение для ознакомления с темой. Далее следует список лексики по теме, ее отработка и закрепление при помощи коммуникативных заданий. Затем идет основной текст, связанный с изучаемой темой, вопросы, контролирующие понимание текста, и серия упражнений, направленных на отработку навыков говорения. В качестве завершающего коммуникативного упражнения по теме предлагается ролевая игра.

Каждый раздел включает в себя профессионально-ориентированные тексты для перевода с английского языка на русский со словарем, реферирования и изучающего чтения. Также содержатся тексты

патриотической направленности для реализации воспитательной цели в учебном процессе.

Все разделы включают грамматический материал, включающий теорию по теме и ряд упражнений, направленных на отработку и закрепление материала.

## Авторы

к.филол.наук, доцент, зав. кафедрой  
«Иностранные языки»

Царевская И.В.

преподаватель

кафедры

«Иностранные языки»

Кривцова Н.Л.

к.филол.наук, доцент кафедры  
«Иностранные языки»

Калашникова А.А.



## Оглавление

<b>MODULE 1. EVERYDAY SPHERE OF COMMUNICATION.....5</b>	
UNIT 1.1 Student's Life in Russia and Abroad .....	5
UNIT 1.2 EDUCATION IN THE WORLD NOWADAYS.....	30
UNIT 1.3 ENGLISH-SPEAKING COUNTRIES .....	53
UNIT 1.4 ENVIRONMENTAL PROTECTION .....	78
<b>MODULE 2. ENGINEERING IN THE NOWADAYS WORLD .....86</b>	
Unit 2.1 Construction.....	86
Unit 2.2 Economics.....	87
Unit 2.3 Information Technologies.....	89
Unit 2.4 Transport System .....	90
<b>MODULE 3. CONSTRUCTION .....97</b>	
Unit 3.1 .....	97
Unit 2 Traditional and Modern Building Materials .....	104
Unit 3. Structure of Buildings .....	106
<b>MODULE 4. ARCHITECTURE ..... 112</b>	
Unit 1. Forms and Functions of Architecture.....	112
Unit 2. Green Buildings.....	114
Unit 3. Buildings Design.....	116

## MODULE 1. EVERYDAY SPHERE OF COMMUNICATION

### UNIT 1.1 Student's Life in Russia and Abroad

#### My Native Land (The Russian Federation)

- **SNAPSHOT**



Flag



Coat of arms

#### 1. Answer the questions:

1. What are the colours of the national flag?
2. What is depicted in the Russian coat of arms?
3. What cultural traditions of Russians do you know?

- **VOCABULARY**

#### 2. Read and memorize the active vocabulary to the text "The Russian Federation".

1. Surface – поверхность
2. total area – общая площадь
3. constituent part – составная часть
4. superpower – супердержава
5. Soviet Union – Советский Союз
6. nuclear weapons – ядерное оружие
7. to border on – граничить с
8. variety – разнообразие
9. vegetation – растительность
10. to flow into – впадать
11. legislative power – законодательная власть

- **READING**

#### 3. Read the text and underline or mark the main ideas of this text.

## **The Russian Federation**

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The population of the country is about 147 mln. people.

Russia established worldwide power and influence from the times of the Russian Empire to being the largest and leading constituent of the Soviet Union, the world's first constitutionally socialist state and a recognized superpower, that played a decisive role in the allied victory in World War II. The Soviet era saw some of the greatest technology achievements of the nation, such as the world's first human spaceflight. The Russian Federation was founded following the dissolution of the Soviet Union in 1991, but is recognized as the continuing legal personality of the Soviet state. Russia has the world's 12th largest economy by nominal GDP or the seventh largest by purchasing power parity, with the fifth largest nominal military budget. It is one of the five recognized nuclear weapons states and possesses the world's largest stockpile of weapons of mass destruction. Russia is a great power and a permanent member of the United Nations Security Council, G20, the Council of Europe, the Asia-Pacific Economic Cooperation, the Shanghai Cooperation Organization and the Eurasian Economic Community, the OSCE, and is the leading member of the Commonwealth of Independent States. On March 24, 2014, the original G7 nations voted to, in effect, suspend Russia from the organization in response to the country's annexation of Crimea, however, it was made clear that the suspension was temporary.

The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Byelorussia and Ukraine. It also has a sea-border with the USA.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian rivers — the

Ob, the Yenisei and the Lena — flow from the south to the north. The Amur in the Far East flows into Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1600 meters) is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of the State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial center. It is one of the oldest Russian cities.

At present, the political and economic situation in the country is rather complicated. But in spite of the problems Russia is facing at present, it is one of the leading countries in the world.

- ***SPEAKING***

**4. Answer these questions:**

1) What is the total area of the Russian Federation? 2) What is the population of the country? 3) What countries does the Russian Federation border on? 4) Give a sketch on a landscape of the Russian Federation? 5) When was the dissolution of the Soviet Union? 6) What is the largest river of the Russian Federation? 6) What is the largest fresh water body of the Russian federation? 7) Why Russia is called super-power?

**5. Match the words in the text with the definitions below.**

GDP, the Soviet Union, G8, the Duma, Siberia, the constitution.

a) It is a governmental forum of leading advanced economies in the world.

b) Gross domestic product.

c) The lower house of the Federal Assembly of Russia. Its members are referred to as deputies.

d) A set of fundamental principles according to which a [state](#) or other organization is governed.

f) The state on the [Eurasian](#) continent that existed between 1922 and 1991.

g) This territory stretches southwards from the [Arctic Ocean](#) to the hills of north-central [Kazakhstan](#) and to the national borders of [Mongolia](#) and [China](#).

**6. Prepare a report about the political structure of the Russian Federation (not less than 50 words). Use additional sources of information.**

**7. Make up the plan of the text and retell it according to the plan (not less than 100 words).**

• **GRAMMAR FOCUS**

**Таблица глагола to be в утвердительных предложениях:**

Местоимение	to be в Present	to be в Past	to be в Future
I (я)	am a student	was a student	will be a student
He (он)	is a student	was a student	will be a student
She (она)	is a student	was a student	will be a student
It (оно, это)	is a student	was a student	will be a student
We (мы)	are students	were students	will be students
You (ты)	are a student	were a student	will be a student
They (они)	are students	were students	will be students

**Отрицательная форма**

Чтобы образовать отрицательную форму спряжения данного глагола нужно поставить отрицательную частицу «not» после одной из нужных форм глагола **to be**. Вот несколько примеров отрицательного предложения:

- Я не голоден – I am not hungry.
- Он не будет занят – He will not be busy.
- Комната была небольшая – The room was not big.

**Вопросительная форма**

Для образования вопросительной формы нужно поставить соответствующую форму глагола **to be** в начале предложения:

- Вы Петр? – Are you Pete?

- Это была комната? – Was this a room?
- Вы голодны? – Are you hungry?
- Он занят? – Is he busy?

**Compose the sentences using the following to be expressions in different tenses:**

To be happy /unhappy – быть счастливым/несчастливым

To be glad – быть радостным

To be hungry/to be full up– быть голодным/сытым

To be fond of — любить, увлекаться чем-то

To be busy – быть занятым

To be late (for) — опаздывать (на)

To be in time for – быть вовремя

To be present at – присутствовать на (к примеру на уроке)

To be absent (from) – отсутствовать

To be married – быть женатым / замужем

To be single – быть холостым / не замужем

To be lucky – быть везучим

To be ready (for) — быть готовым (к, например, к уроку)

To be afraid (of) – бояться

To be interested (in) — интересоваться чем-то

To be ill / well — болеть / хорошо себя чувствовать

To be angry (with) — сердиться, злиться (на кого-то)

**1. Complete what Brenda says about herself in the picture. Use is or are.**

My name (1) \_\_\_\_\_ Brenda Foster. I (2) \_\_\_\_\_ on the left in the picture. I (3) \_\_\_\_\_ ten years old and I (4) \_\_\_\_\_ in the fifth form. My birthday (5) \_\_\_\_\_ on the first of January. I (6) \_\_\_\_\_ from Santa Monica, California, USA. I (7) \_\_\_\_\_ American. My phone number (8) \_\_\_\_\_ 235-456-789. I live at 16 Park Street. My post code (9) \_\_\_\_\_ LA 30 SM. I've got a sister and a brother. Their names (10) \_\_\_\_\_ Gina and Paul. Gina (11) \_\_\_\_\_ 16 years old and Paul (12) \_\_\_\_\_ only three. I've also got a dog. His name (13) \_\_\_\_\_ Spot. He (14) \_\_\_\_\_ on the right in the picture. My Mum (15) \_\_\_\_\_ a doctor. She works at a hospital. My Dad (16) \_\_\_\_\_ a driver. He works in Los Angeles. We (17) \_\_\_\_\_ all friendly in our family.

**2. Insert appropriate present forms of the verb to be.**

A: Hi, Alex. How (1) \_\_\_\_\_ you?

B: Hello David. I (2) \_\_\_\_\_ fine and how (3) \_\_\_\_\_ you doing?

A: I (4) \_\_\_\_\_ doing fine.



B: How (5) \_\_\_\_\_ your sister? Where (6) \_\_\_\_\_ she now?

A: She (7) \_\_\_\_\_ in London. She (8) \_\_\_\_\_ learning English there.

B: Really? That (9) \_\_\_\_\_ wonderful! How about your parents?

A: They (10) \_\_\_\_\_ fine too. They (11) \_\_\_\_\_ in Cyprus now.

B: (12) \_\_\_\_\_ you busy tonight?

A: Not really, why?

B: We (13) \_\_\_\_\_ having a party. Would you like to come?

A: I'd love to. B: Then come to our place at 7:00 p.m.

### 3. Fill in **is, are, He's, She's, I'm, They're**.

How \_\_\_\_\_ your mum? — \_\_\_\_\_ fine, thanks. How \_\_\_\_\_ your parents? — \_\_\_\_\_ OK. How \_\_\_\_\_ you? — \_\_\_\_\_ very well, thank you. How \_\_\_\_\_ your uncle? — \_\_\_\_\_ fine, thanks. How \_\_\_\_\_ your children? — \_\_\_\_\_ OK. How \_\_\_\_\_ Liz? — \_\_\_\_\_ fine, thanks. How \_\_\_\_\_ your cousin? — \_\_\_\_\_ very well, thank you

### 4. Write in **was / were**

\_\_\_\_\_ Jenny at the party? \_\_\_\_\_ Lumpy quiet yesterday? \_\_\_\_\_ you in Kongo? \_\_\_\_\_ your parents in the local gym yesterday? \_\_\_\_\_ your friend at school yesterday? \_\_\_\_\_ you happy yesterday? \_\_\_\_\_ your mum tired yesterday? \_\_\_\_\_ you hungry yesterday evening? \_\_\_\_\_ it cold yesterday? \_\_\_\_\_ your teacher sad yesterday? \_\_\_\_\_ your pet hungry yesterday?

### Write in **was / were**

The third day \_\_\_\_\_ Wednesday. The boys \_\_\_\_\_ in the swimming-pool. Steve \_\_\_\_\_ the fastest swimmer! On Thursday we \_\_\_\_\_ at the circus! The bears \_\_\_\_\_ funny! The fifth day \_\_\_\_\_ Friday. In the morning we \_\_\_\_\_ in the zoo.

### 5. Use the verb **to be** in the correct tense form. (**Present Simple / Past simple / Future Simple**)

**Present Simple** Fred \_\_\_\_\_ thirteen now. «\_\_\_\_\_ you English? «No, I \_\_\_\_\_. Her name \_\_\_\_\_ Ann. «\_\_\_\_\_ David a good friend?» «Yes, he \_\_\_\_\_». \_\_\_\_\_ these men doctors? «You \_\_\_\_\_ from Belarus, \_\_\_\_\_ you?» «Yes, that \_\_\_\_\_ right». There \_\_\_\_\_ a nice lake in the forest. Let's go! There \_\_\_\_\_ no more questions, \_\_\_\_\_ there?



**Past Simple** «When you \_\_\_\_\_ a small child, \_\_\_\_\_ you happy?» «Yes, I \_\_\_\_\_. I \_\_\_\_\_ very happy.» They (not) \_\_\_\_\_ ready for the lesson last Tuesday. The days \_\_\_\_\_ cold and wet last September. There \_\_\_\_\_ 20 pupils in our class last year.

**Future Simple** 17. He \_\_\_\_\_ 13 years old tomorrow. 18. I \_\_\_\_\_ back home at 6 o'clock. 19. We \_\_\_\_\_ at the library at that time. 20. They \_\_\_\_\_ here at 3 o'clock. 21. They \_\_\_\_\_ happy to see us.

### **The verb "to be" in the structure there is/there are:**

Конструкция there is (there are) сообщает о месте нахождения того или иного предмета, лица, информация о которых еще неизвестна.

*Present Indefinite:* there is/there are – есть, находится;

*Past Indefinite:* there was/there were – был, находился;

*Future Indefinite:* there will be (одна форма для мн. и ед. числа) – будет находиться;

*Present Perfect:* there has been/there have been – был, находился;

*Past Perfect:* there had been (одна форма для мн. и ед. числа) – был, находился;

**Are** употребляется, если подлежащее – существительное стоит \_\_\_\_\_ во \_\_\_\_\_ множественном \_\_\_\_\_ числе:

**Is** употребляется, если подлежащее – существительное стоит в единственном числе:

***There are chairs at the table. – Возле стола стулья.***

***There is a chair at the table. – Возле стола стул.***

### **6. Write in «is» or «are».**

There \_\_\_\_\_ two cups of tea on the table. There \_\_\_\_\_ some milk in the cup. There \_\_\_\_\_ an orange in the salad. There \_\_\_\_\_ six balls in the box. There \_\_\_\_\_ some cheese on the plate. There \_\_\_\_\_ a blue chair at the door. There \_\_\_\_\_ five chicks and a hen on the farm. There \_\_\_\_\_ a table and nine desks in the classroom. There \_\_\_\_\_ a big window to the left of the door. There \_\_\_\_\_ three rooms in our country house. \_\_\_\_\_ there three cups on the coffee-table? \_\_\_\_\_ there a carpet on the floor? There \_\_\_\_\_ no cats in the sitting room. There \_\_\_\_\_ a cat on the table. There \_\_\_\_\_ 3 dogs in the box There \_\_\_\_\_ 4 hens in the house. There \_\_\_\_\_ a pot on the table. \_\_\_\_\_ there a bathroom near the kitchen? \_\_\_\_\_ there four rooms in the house? \_\_\_\_\_ there a kitchen under your bedroom?

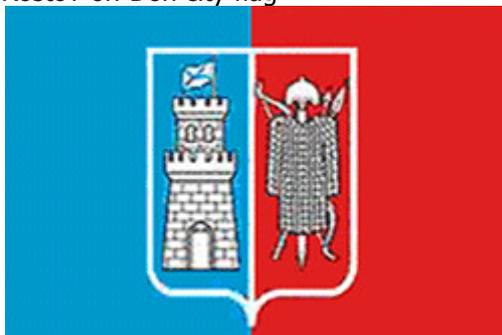
**7. Make up sentences, mind the word order** (SUBJECT + PREDICATE + OBJECT)

1. pears / there / ten / in the / are / bag / .
2. aren't / pupils / there / classroom / in the / .
3. an egg / on the / there / plate / is / ?
4. on the / there / a / cat / chair / is / white / .
5. a turtle / on / there / isn't / farm / this / .
6. at the / two / bikes / door / are / there / .

**The City where I Study (Rostov– on-Don)**

• **SNAPSHOT**

Rostov-on-Don city flag



Rostov-On-Don city coat of arms



**1. Talk about these questions.**

1. Why do you think fortress is in the flag and coat of arms?
2. What do you think about the origin of the crown in the coat of arms?
3. Is Rostov-on-Don your native city?
4. What do you think is the population of Rostov-on-Don?



- **VOCABULARY**

**2. Read and memorize the active vocabulary to the text**

**“Rostov-on-Don”.**

1. settlement – поселение
2. customs house – таможня
3. trading centre – торговый центр
4. access – доступ
5. to occupy an area – занимать территорию
6. to be situated – располагаться
7. junction – пересечение
8. considerable – значительный
9. volume – объём
10. enterprise – крупное предприятие
11. military glory – военная слава
12. cultural heritage – культурное наследие
13. pace – скорость
14. to consolidate – объединять
15. exhibition hall – выставочный зал

**3. Compose the sentences using the above mentioned vocabulary.**

- **READING**

**4. Read the text and underline or mark the main ideas of this text.**

**Rostov-on-Don**

In 1749, Rostov-on-Don town was founded with the main purpose to be a customs house. The settlement received its name after Saint Dimitry Rostovsky.

The town grew quickly and soon it became the major trading centre of the region. The Don River connected the northern and southern regions of the Russian Empire. Rostov-on-Don city became a major river port.

Rostov-on-Don became the capital of the region in 1928. The previous capital of the region was Novochoerkassk (Cossack capital). The city was heavily damaged during the World War II. German armies captured Rostov-on-Don twice (in 1941 and 1942). Present time the city is one of the centres of the new Russian economic growth.

Rostov-on-Don occupies an area of 354 square kilometres and has a population of more than a million people. The city is situated 1226 kilometres from Moscow. It is a junction of many important transportation routes providing the city with an access to three seas –

the Black Sea, the Azov Sea and the Caspian Sea – and immediate contact with all the countries of the European part of the CIS, the Middle East and the Mediterranean. An international airport with a capacity of 2.5 million passengers per year functions in the city. By 2018, it is planned to construct the new Platov airport – the largest international airport in the South of Russia with 5 mln. passengers per year.

Rostov-on-Don is the political, economic and cultural centre of the south of Russia, with considerable industrial, banking, trade and scientific potential.

The volumes of industrial production – taking in account only large and medium-sized enterprises – constitutes about 31 billion roubles a year. Almost 50% of the total trade turnover in the region occurs in Rostov.

There are over 800 objects of cultural heritage in Rostov-on-Don. Among them are 470 architectural monuments, 55 archaeological monuments and 106 monumental objects of arts and military glory.

The historical centre of the city is especially rich in architectural buildings and monuments. The building constructed after architect A.N.Pomerantsev's design – "City Duma" is unique. The building of M.Gorky Drama theatre refers to the masterpieces of world architecture. Its model is kept in the British Museum in London.

Large industrial companies have shown significant interest in Rostov as the capital of the region's business. These companies include such leaders in the world markets as Samsung, Canon, Panasonic, Philips, Bosch and Siemens.

The investments in the construction in Rostov Region constitute about 7 billion roubles every year. The index of the newly built housing per capita is higher than the one in Moscow. By the pace of the newly built housing, Rostov occupies one of the leading positions in the Russian Federation.

Rostov-on-Don is a large educational and scientific centre of Russia. It has 13 higher educational institutions in the city. There are 4 theatres in Rostov-on-Don, the Don State public library (the largest in the south of Russia), S.V. Rakhmaninov conservatoire, and various interesting exhibition halls.

The Rostov-on-Don zoo opened about 80 years ago and is one of the largest in Europe. The Botanical garden of Rostov State University is considered to be one of the largest in Russia, and it occupies about 161 hectares.

The city is also one of the largest jazz centres in Russia. It has turned into a tradition to conduct art festivals in Rostov-on-Don: "Donskaya vesna (spring)", "Mini-fest" and international jazz festivals.

- **SPEAKING**

**5. Answer these questions:**

1) When was Rostov-on-Don founded and under what circumstances? 2) What is the total area of the city? 3) What is the population of Rostov-on-Don? 4) What was the previous capital of the region? 5) What is the main point of "Southern Gates of Russia" project? 6) What do you know about the international airport? 7) How many objects of cultural heritage are there in Rostov-on-Don? 8) Tell about the historical centre of Rostov-on-Don. 9) What do you know about the Rostov-on-Don zoo? 10) What are the main art festivals in Rostov?

**6. Find the situation in the text where the following expressions are used:**

Rostov-on-Don town was founded // the previous capital of the region // It is a junction // Rostov-on-Don occupies // the largest international airport // objects of cultural heritage // The project for Free Customs Zone // jazz centres.

**7. Work in pairs. Imagine that one of you lives in England but he (she) travelled to Rostov-on-Don. Your friend wants to know your impressions and asks a lot of questions.** (You may talk about history of the city, main sights and cultural life.)

**8. At home prepare a presentation about Rostov-on-Don as if you were a travel agent. Try to advertise the city showing and telling about the best sights to attract tourists.** (You may use additional sources of information.)

**9. Make up the plan of the text and retell it according to the plan** (not less than 100 words).

- **TRANSLATING**

**10. Translate the text "Rostov-on-Don – City of Military Glory" into Russian.**

**Rostov-on-Don – City of Military Glory**

Peaceful life of Rostov-on-Don was violated by the invasion of Nazi hordes. In October 1941 the first fascist bombs fell on the city. The nearest way to the Caucasus led through Rostov. Rostov was a key city in the plans of the fascist general headquarters.

Hitler's general Kleist wrote: "Rostov is the key to the Caucasus... By turning this key we'll come as masters through the gateway leading to the oil of Baku and then to India". That is why the best Nazi troops

such as the first tank army and the SS divisions “Viking” and “Adolf Hitler” stormed Rostov. The defenders heroically repelled the aggression.

The aggressors occupied Rostov on July, 1942. The fascist invaders shot, tortured to death in a concentration camp, burned alive and killed more than 5 thousand people. On the territory of our region the Nazi aggressors annihilated more than 98 thousand people and 85 thousand people were driven away to Germany for hard labour.

Freedom came to Rostov on February 14, 1943. For heroism and courage displayed during the Great Patriotic War about 500 partisans were awarded different orders and medals. For the heroic fight against the enemy, for selfless work during the years of the Great Patriotic War and for heroic deeds in the restoration of the city Rostov was awarded the Order of the Great Patriotic War.

Rostov-on-Don It was awarded the honorable title of City of Military Glory. The Don Cossacks’ military service to the homeland has always had a special status. Cossack divisions were in the vanguard of the Russian army in the time of Peter the Great and during the Napoleonic wars. In the summer of 1942, in the space of a few days these soldiers defended the city against enemy forces that outnumbered them five to one.

It is important to note that the citizens of Rostov have a special respect for the heroic deeds of the soldiers and officers of the 56th Army. It defended the city for more than a month against the fearsome attacks of the powerful fascist tank corps. The honour guard at the eternal flame that burns in memory of the defenders of the city never sleeps.

- **GRAMMAR FOCUS**

- Plural form of nouns**

- Существительные в английском языке, как и в русском, могут стоять в форме единственного или множественного числа.

- Единственное число (singular) обозначает один предмет:

- cup, gun, bubble

- Множественное число (plural) обозначает два и более предмета:

- three cups, two guns, thousands of bubbles

- Образование множественного числа английских существительных**

- Английское существительное можно поставить во множественное число, прибавив к нему окончание **-s**. Оно читается как [ z ] после гласных и звонких согласных:



shoe – shoes

hen – hens

или как [ s ] после глухих согласных:

bat – bats

Если существительное оканчивается на свистящий или шипящий звук, то есть на буквы **s**, **ss**, **x**, **sh**, **ch**, то для него форма множественного числа образуется при помощи окончания **-es** [ iz ]:

bass – basses

match – matches

leash – leashes

box – boxes

Если существительное оканчивается на букву **-y**, перед которой стоит согласная, то во множественном числе **-y** меняется на **i** и к слову прибавляется окончание **-es**:

lobby – lobbies

sky – skies

**Исключения:** имена собственные (the two Germans, the Gatsbys) и составные существительные (stand-bys).

Если перед буквой **-y** стоит гласная, то множественное число образуется по общему правилу при помощи окончания **-s**, а буква **y** остается без изменений:

bay – bays

day – days

way – ways

К существительным заканчивающимся на **-o** прибавляется окончание

**-es**:

potato – potatoes

tomato – tomatoes

hero – heroes

**Исключения:** bamboos, kangaroos, radios, studios, zoos, Eskimos, kilos, photos, pianos, concertos, solos, tangos, tobaccos.

Если же существительное оканчивается на буквы **-f** или **-fe**, то во множественном числе они меняются на **-v-** и прибавляется окончание **-es**:

thief – thieves

wolf – wolves

half – halves

wife – wives

**Исключения:** proofs, chiefs, safes, cliffs, gulfs, reefs

Исключения при образовании множественного числа английских существительных

Некоторые существительные по историческим причинам имеют свои собственные способы построения множественного числа:

man – men

woman – women

tooth –teeth

foot – feet

goose – geese

mouse – mice

louse – lice

child – children

ox – oxen

brother – brethren (собратья, братья)

**Для некоторых слов форма единственного числа совпадает с формой множественного:**

sheep – sheep

swine – swine

deer – deer

grouse – grouse

series – series

species – species

corps – corps

### 1. Write in plurals

- a. diary –
- b. sheep –
- c. book –
- d. cherry –
- e. fish –
- f. baby –
- g. key
- h. match –
- i. bus –
- j. watch –

### 2. What are these irregular plurals

- a. woman –
- b. mouse –
- c. tooth –
- d. foot –

- e. man –
- f. child –
- g. goose –
- h. ox –

### 3. Write in singular

- a. glasses –
- b. potatoes –
- c. forget-me-nots –
- d. crises –
- e. stimuli –
- f. foxes –
- g. brushes –
- h. brothers-in-law –
- i. phenomena –
- j. formulae –

4. Find ten plural words (найдите 10 слов во множественном числе)

J	O	P	F	T	U	Y	K	L	Q
R	G	E	G	O	I	P	F	E	D
E	F	N	F	G	H	J	I	P	W
F	A	C	E	S	M	N	S	O	O
A	Y	I	A	D	C	V	H	F	M
M	T	L	F	E	E	T	Q	L	E
I	P	S	T	I	M	U	L	I	N
L	O	B	O	O	E	I	A	E	I
I	M	N	Y	L	N	L	S	S	U
E	B	L	M	P	K	R	D	Z	P
S	G	I	R	L	S	W	X	B	M

### Much, many

**Местоимения** *much* [mʌtʃ], *many* ['meni] (много) могут выполнять функцию определителя к **существительному** или употребляться вместо существительного.

*Much* употребляется только с неисчисляемыми существительными или вместо неисчисляемых существительных:

- How *much* time do you need? – Сколько времени тебе нужно?
- *Much* depends on what answer he will give. – Многое зависит от того, какой он даст ответ.

- *Much* of what has been planned is done. – Много из того, что запланировано – сделано.

- *Much* of the snow has already melted. – Много этого снега уже растаяло.

Местоимение *many* употребляется только с исчисляемыми существительными или вместо исчисляемых существительных:

- Do you have *many* friends? – У тебя много друзей?
- *Many* of them were late. – Многие из них опоздали.
- *Many* think that the situation will improve. – Многие думают, что ситуация улучшится.
- *Not many* knew about it. – Не многие знали об этом.

### **Few, a few, little, a little**

**Few** и **a few** употребляются исключительно с исчисляемыми существительными, **little** и **a little** – с неисчисляемыми. **Few** и **little** означают 'мало', то есть недостаточно. **A few** и **a little** – 'немного', но достаточно. Таким образом, получаем:

*Few* + исчисляемое существительное = мало ..., недостаточно ...

*A few* + исчисляемое существительное = несколько ..., достаточно ...

*Little* + неисчисляемое существительное = мало ..., недостаточно ...

*A little* + неисчисляемое существительное = немного ..., достаточно ...

Few hours– мало часов

Few friends– мало друзей

Few cars– мало машин

A few apples– несколько яблок

A few chairs– несколько табуреток

A few men – несколько человек

Little honey – мало меда

Little sugar – мало сахара

Little love – мало любви

A little water – немного воды

A little warmth – немного тепла

A little time – немного времени

### **1. Translate into English.**

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много мальчиков, много девочек, много чая, много

лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин.

## 2. Insert much or many.

1. I don't eat ... mangoes. 2. He does not eat ... fish. 3. She ate so ... dessert that she is in bed today with a stomachache. 4. That man drank so ... wine, and he smoked so ... cigarettes that he has a terrible headache today. 5. Mary must not eat too ... food because she has a weight problem. 6. My mot he says I eat too ... French fries and drink too ... beer She wants me to be healthy. 7. There is not too .. space in my flat. 8. There are not ... pictures in this room. 9. There are so ... teachers at our school, but not... of them are men. 10. Not... of these books are new. 11. Thanks awfully for the books you sent m yesterday. — Don't mention it, it wasn't ... bother. 12. ... of her advice was not useful at all. 13. He ha got so ...pairs of socks. 14. Please don't put ... pep per on the meat. 15. There were too ... plates on the table. 16.1 never eat... bread with soup. 17. Why did you eat so ... ice cream? 18. She wrote us not very ... letters from the country. 19. ... of these student don't like to look up words in the dictionary. 20. E you drink ... coffee? — Yes, a lot. Do you watch TV ...? — No, not... . 21. Not... of the answers were correct. 22. How ... money did you spend last Friday 23. The students enjoyed the concert very... .

## 3. Translate into English the following pairs of words.

Мало домов, мало чая, мало чашек, мало яблок, мало окон, мало бумаги, мало кофе, мало статей, мало радости, мало супу, мало деревьевев, мало травы, мало детей, мало игрушек, мало света, мало парт, мало колбасы, мало сока, мало книг, мало цветов, мало соли, мало друзей, мало дворцов.

## 4. Fill in little or few.

1. He has got ... friends. 2. I drink ... coffee. I don't like it. 3. We must hurry. We've got very ... time. 4. This university offers very ... scholar ships. 5. The Smiths have ... money. They aren't rich. 6. The theatre was almost empty. There were very ... people there. 7. There was ... lemonade in the bottle. There were ... peaches in the basket. 8. I have ... time, so I can't go with you.9. He has ... English books. 10. There is ... juice in my glass. Have you got any juice? 11. There are ... bears in the zoo. 12. Tom Canty was the son of poor parents and had very ... clothes. 13. There is too ... soup in my soup plate. Give me some more, please. 14.The children returned from the wood very sad because they had found very ... mushrooms. 15. There was too ... light

in the room, and I could not read. 16. There are very ... people who don't know that the Earth is round. 17. I made very ... progress on this assignment. 18. There is very ... hope of getting financial support for the research project. 19. Fortunately, very ... passengers were injured in a traffic accident.

### 5. Fill in much, many, little or few.

1. Robert wrote so ... letters that he's never going to write a letter again. 2. She ate so ... ice cream that she's going to have a sore throat. 3. His father didn't earn ... money, but he enjoyed his job. He loved teaching English very ... . 4. There are ... cookies in the box. I should have bought them last Monday. 5. Does your sister read ... ? — Yes, she does. And your brother? — Oh, he doesn't. He has so ... books, but he reads very ... . 6. Do you have ... work to do today? — No, not very ... 7. Walk quicker, please We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott. 9. My brother is a young teacher. Everyday he spends too ... time preparing for his lessons. 10. I know very ... about this writer. I is the first book I am reading. 11. The pupils of our class ask so ... questions at the lesson. They want to know everything. 12. You do not make ... mistakes ' your spelling. Do you work hard on it? — Oh, yes, I do I work very ... . 13. He is lazy. He's done very ... today. 14. Very ... people can afford to own a plane. 15. The is ... traffic on the roads this morning. I'm so glad.

### 6. Translate into English the following pairs of words.

Немного денег, мало денег, несколько стульев, мало стульев, несколько песен, мало песен, немного веселья, мало веселья, мало мальчиков, немного воды, несколько человек, мало воды, мало воздуха, мало столов, несколько минут, несколько кошек, мало травы, немного удачи, несколько дней, мало работы, немного соли, несколько ложек, мало света, мало окон, несколько машин, немного сахара, мало яиц, мало сыра.

### 7. Fill in a little or a few.

1. There is ... milk in the bottle. 2. There are ... pears in the fruit bowl. 3. There is ... fruit salad in the salad bowl. 4. There are ... tomatoes on the kitchen table. Make a salad! Add ... drops of olive oil and ... salt to the salad. 5. Put ... cups of flour into a mixing bowl. 6. Slice ... apples. 7. Add ... sugar. 8. Cut up ... oranges. 9. Chop up ... nuts. 10. Pour in ... honey. 11. Mix in ... raisins. 12. Add ... baking soda. 13. Add ... eggs, ... vanilla and ... almonds and beat thoroughly. 14. Bake until brown and the fruitcake will be ready in ... minutes. Enjoy, dear!

15. This young man knows ... Russian. 16. Can't you stay ... longer and help me with my exam? 17. He's already been to the USA ... times. 18. Do you mind if I ask you ... questions? — Yes, please. I've got... time now and I can talk to you. 19. John has got only ... close friends and they meet quite often. 20. They had ... money left, so they could go shopping. 21. I always come on time or early, but she is always ... late.

### **8. Fill in little, a little, few or a few.**

1. There is ... salad left in this bowl. 2. Would you like ... salad? — Yes, thank you. My doctor says it's good for my health. 3. I have ... money, so we can go to the cinema. 4. I have ... money, so we cannot go to the cinema. 5. This girl works very ..., that's why she knows nothing. 6. Mother gave us ... apples, and we were glad. 7. He did not like it at the camp: he had very ... friends there. 8. This lemon drink is sour; if you put ... sugar in it, it will be sweeter. 9. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter. 10. The hall was almost empty: there were very ... people in it. 11. I can't buy this expensive hat today: I have too ... money. 12. She left and returned in ... minutes. 13. I think you can spare me ... time now. 14. I am sorry I have seen ... plays by this author.

### **9. Fill in much, many, little, few, a little or a few.**

1. When we walked ... farther down the road, we met another group of students. 2. Have you got ... money on you? — I'm sorry. I have very ... money at the moment. 3. At the conference we met ... people whom we knew well. 4. There are very ... old houses left in our street. Most of them have already been pulled down. 5. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 6. There are ... things here which I cannot understand. 7. Shall I bring ... more chalk? — No, thank you. There is ... chalk on the desk. I hope that will be enough for our lesson. 8. He had ... English books at home, so he had to go to the library for more books. 9. She gave him ... water to wash his hands and face. 10. I'd like to say ... words about my journey. 11. After the play everybody felt... tired. 12. Let's stay here ... longer: it is such a nice place. 13. Were there ... new words in the text? Did Peter spend ... time learning them? 14. There was not ... hay in the barn, and the children could play there. 15. My friend is going to the concert this evening because he hasn't got... work to do. 16. My mother knows German ... and she can help you with the translation of this letter. 17. He's got very ... time left. If he doesn't hurry up, he'll miss the plane. 18. I have very ... drinking water left.

## My University (Don State Technical University, Academy of Construction and Architecture))

**1. Work in groups. Think of three reasons you have decided to enter our University.**

Civil engineering is an interesting profession for me

My University has a good reputation

I like to create something

### • VOCABULARY

**2. Read and memorize the active vocabulary to the text "Don State Technical University".**

Don State Technical University – Донской государственный технический университет

Research Institute- научно-исследовательский институт

lyceum – лицей

up-to-date facilities- современное оборудование

competition – конкурс

hostel – общежитие

spare time activities- культурные мероприятия

qualification – квалификация

technically equipped classrooms – технически-оборудованные

аудитории

project competitions – проектные конкурсы

subject competitions – олимпиады по предметам

to ensure – гарантировать

extension – расширение

joint educational projects – совместные образовательные про-

екты

gain – приобретать

slogan – лозунг

**3. Match information in columns A and B to make sentences about Don State Technical University**

- | A                             | B                                 |
|-------------------------------|-----------------------------------|
| 1. It was established         | a. was introduced                 |
| 2. University is headed       | b. as Civil Engineering Institute |
| 3. multilevel training system | c. wide range of activities       |
| 4. it is considered           | d. by professor B.C. Mesche       |
| 5. students are offered       | e. are technically equipped       |
| 6. classrooms                 | f. to be the center of education  |

• **READING**

**4. Read the text and underline or mark the main ideas of this text.**

**Don State Technical University**

Don State Technical University is the largest University in the south of Russia with the dynamic development. It is a leading institution of national higher education and it is considered to be the center of education, science, culture and sport in the South of Russia. It was established as Agricultural Machinery Institute in 1930 and in 1992 it got the status of a University.

Now the University has 6 branches in Azov, Taganrog, Shakhty, Pyatigorsk, Volgodonsk, Stavropol, Academy of Construction and Architecture, Retraining Institute, Institute of Physical Culture and Sport, College of Economics, Management and Law, Aviation College, Technical Lyceum, 24 faculties.

The University is headed by professor B.C.Mesche.

The Academy of Construction and Architecture was established as Civil Engineering Institute in 1944 and in 1997 it got the status of a University. In 2016 the University joined the Don State Technical University and became an academy.

The Academy has a multilevel training system. It was introduced in 1992. Now there are 5 levels of study, each comprising 2 years. Having completed the first level students could get a certificate of education. At the second level they study Bachelor of Sciences courses. Then, other 2 years give an opportunity to get a Master of Sciences degree and the qualification of an engineer. On the fourth level students can get a Candidate of Science degree after defending a thesis. The final fifth level gives an opportunity to get a Doctor of Sciences degree.

The Academy has the following faculties: Construction, Industrial and Civil Engineering, Buildings Design, Real Estate Expert Evaluation, Water Supply and Drainage, Production of Building Materials, Mechanization and Automation of Construction, Heating and Gas Supply

and Ventilation, Construction of Unique Buildings, Automobile Bridges and Tunnels.

The Academy provides access to new learning opportunities, research and creative work. Students and young scientists participate in a number of degree project competitions, subject competitions and All-Russian and regional conferences.

The modern academy facilities provide opportunities to ensure high quality training and research. The Academy has 14 buildings, 13 research departments and a library of 800,000 volumes, 5 reading rooms, an IT centre and 40 computer rooms.

Non-resident students live in comfortable hostels. Students improve their health at the University Sanatorium and the Health Center.

The Academic body of the University has always been interested in extension of scientific and technical cooperation with other leading higher educational institutions and business companies. The University has cooperation with 58 countries. Foreign scientists and researchers give lectures to the students of the University. They also take an active part in different joint educational projects. More than 1000 foreign students study here every year.

The University is famous for being not only the educational and scientific center, but also the cultural center which offers a wide range of spare time activities for students.

There are different competition social programs "The Beauty of the University", "The Braves" – a sport holiday. There are several artistic groups: the ensemble of ballet dancing "RISIane", the pop band, the student theatre of variety miniatures "STEM". There is also a singing theatre "Fantasy", a theatre of folk dancing "Donskoye razdolie".

The slogan of the academy «Glorious in the Past, dynamic at Present and aimed at the Future» reflects the higher education philosophy with the combination of traditions, innovations, experience and creative research in its concept.

- ***SPEAKING***

**5. Decide if the sentences (1-6) below are true or false.**

1. The Academy of Construction and Architecture dates back to February, 1944 when Rostov Civil Engineering Institute was opened. **T\F**

2. The University maintains cooperation with higher education and leading companies of fifty eight countries. **T\F**

3. The Academic body of the University is not interested in extension of scientific and technical cooperation with the leading higher educational institutions. **T\F**

4. The academic year starts on the first of November and terminates as a rule at the end of August. The academic year is divided into three semesters. **T\F**

5. The Academy trains civil engineers, architects and economists. **T\F**

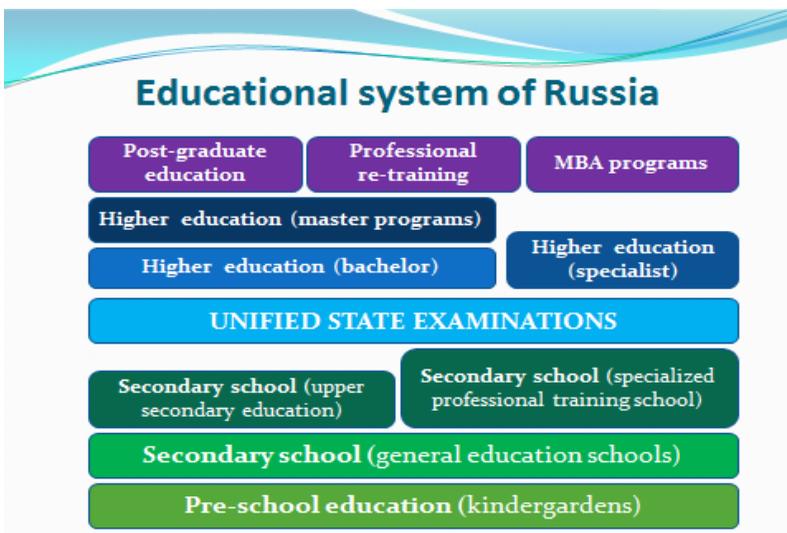
6. Heading the South-Russian Association of Institutions of Higher Civil Engineering Education, the University, along with the educational activities, carries out research, certification, expertise in the field of construction. **T\F**

**6. Make up at least 10 questions about the text above.**

**7. Work in pairs.**

Develop the situation: S1 is a student of the Don State Technical University, S2 is a foreigner, who would like to enter this University. S1 asks as many questions about RSUCE as he/she can, S2 answers these questions.

**8. Look at a diagram and then present the information about the educational system of Russia in your own words. You need to write at least 100 words.**



- **TRANSLATION**

**9. Translate the text into English.**

**История создания Ростовского строительного института**

14 февраля 1943 года Ростов был окончательно освобожден от фашистской оккупации. В то время население города составляло не более 170000 человек. Фашисты разрушили практически все заводы и фабрики, образовательные, культурные и общественные учреждения.

В сентябре 1943 года строительные организации выступили с предложением организовать в Ростове-на-Дону Инженерно-строительный институт. 16 декабря 1943 года был создан Ростовский инженерно-строительный институт (РИСИ).

7 февраля 1944 года начались первые занятия единственного тогда строительного факультета. К учебе приступило 269 студентов.

К сентябрю 1945 года в институте насчитывалось уже три факультета: строительный, строительно-технологический и промышленно-транспортный.

В 1944 году был произведен первый выпуск инженеров в области промышленного и гражданского строительства. Их оказалось немного – 4 человека. В следующем, 1945 году диплом получил всего один выпускник, в 1946 – 11, в 1947 – 20, в 1948 – 58, а в 1949 году уже 317 человек.

К началу 70-х годов РИСИ стал одним из крупнейших инженерно-строительных вузов страны с полным набором строительных специальностей. Учебный процесс осуществлялся по 12 специальностям. **Строительный факультет:** промышленно-гражданское строительство; сельско-хозяйственное строительство; экономика и организация строительства.

**Строительно-технологический:** производство строительных изделий и конструкций; экономика промышленности строительных материалов. **Дорожный:** автомобильные дороги; промышленный транспорт; инженерная геодезия.

**Архитектурный:** архитектура; городское строительство.

**Санитарно-технический:** теплогазоснабжение и вентиляция; водоснабжение и канализация.

Число студентов достигало на очном отделении 4500 человек, а на заочном – более 2500.

- **COMPREHENSION READING**

**10. Read the following text and do the tasks after the text:**

**Students These Days**

My son, Danny, is in his second year at university studying computing. He's not enjoying it. He tells me it's boring and too hard. He says he has to go to too many lectures, and he doesn't really have enough time to do the essays and projects he has to write. He wants to drop out and apply to do American studies at a different university, but I say he shouldn't. Last night we had a big argument about it while we were having dinner. "You don't understand. It was different when you went to university!" he shouted and then he left the house.

Actually, I really do understand and he is right to say things were different when I went to university. Twenty five years ago, being a student in Britain was really easy. We didn't have to pay anything to study at university. It was completely free. In fact, when I went to university the government actually GAVE me money. And I mean, gave. I got a grant of over two thousand pounds (which was a lot of money in those days) and I was free to spend it, and I never had to pay any of it back at all. Nowadays, lots of students (or their parents!) have to pay two or three thousand pounds for their course. They also have to pay for food, somewhere to live, books, bills and everything else. The government gives you a loan, which you then have to pay back after you graduate. Most people have to get a part-time job while they are studying.

I used to work in the summer holidays, but I didn't have to get a job during term-time, so I could just concentrate on studying. I say concentrate on studying, but actually a lot of the time we just sat around and chatted to each other, watched French films, read books, went on demonstrations or went to parties. I only had to go to ten hours of lectures each week, so I had lots of time to write my essays and do everything else I wanted to do. And of course, almost all students lived away from home. We had a lot of freedom – we didn't have to worry about coming home late or bringing friends home, because our parents weren't there. It was fun and easy.

**I. Answer the following questions**

- 1) Does Danny like to study at university? Why?
- 2) Did students pay to study at university twenty five years ago?
- 3) How much do students pay nowadays?
- 4) Did students use to work during term-time?

5) Did students twenty five years ago have more freedom than students nowadays?

**II. Choose T (true) or F (false)**

- 1) **T F** Danny’s mother didn’t want he to change his university.
- 2) **T F** When mother went to university the government actually gave her money.
- 3) **T F** Most people don’t have to get a part-time job while they are studying.
- 4) **T F** Danny’s mother really concentrated on studying.
- 5) **T F** Almost all students lived away from home twenty five years ago

**UNIT 1.2 EDUCATION IN THE WORLD NOWADAYS**

**The System of Higher Education in Russia**

• **SNAPSHOT**

**LEVEL OF EDUCATION IN RUSSIA (ELDER THAN 14 YEARS OLD, 2010, %)**

Higher Education	-----	23%
Incomplete Higher Education	-----	5%
Secondary Vocational Education (colleges, professional schools)	-----	37%
Secondary Education	-----	18%
General Education	-----	17%

**1. Talk about these questions.**

- 1. What do you think about a level of education in Russia? Is it high or low?
- 2. Is 23% of higher education enough to consider a country well-educated?

• **VOCABULARY**

**2. Read and memorize the active vocabulary to the text “The system of higher education in Russia”.**

- education – образование
- the [Ministry for Education and Science of the Russian Federation](#) – Министерство образования и науки Российской Федерации
- higher education establishment (institution) – высшее образовательное учреждение (ВУЗ)
- State Educational Standards – государственные образовательные стандарты
- to issue – выдавать

- to ensure – обеспечивать, гарантировать  
 vocational – профессиональный  
 to cover – защищать, разрешать  
 mutual recognition – взаимное признание  
 fields of study – области исследований. public (state) – государственные  
 non-public (non-state) – не государственные  
 tuition – обучение  
 to be entitled – иметь право  
 discerns – различать  
 to perform fundamental scientific research – выполнять фундаментальные научные исследования  
 is specified – определяется  
 Natural Sciences, Humanities – естественные и гуманитарные науки. curriculum (sing.) – учебный план, curricula (pl.) – учебные планы  
 to apply to enter – подать заявление на поступление  
 supervisor – научный руководитель  
 academic year – учебный год  
 assessment (test) week – зачетная неделя  
 to pass – сдавать экзамены  
 to defend project (paper) – защищать проект (реферат)  
 to award – присуждать  
 Bachelor of Science degree – степень бакалавра наук  
 Master of Science degree – степень магистра наук  
 Diploma of Specialist – диплом специалиста  
 Candidate of Sciences degree – степень кандидата наук  
 Doctor of Sciences degree – степень доктора наук

**3. Read and translate the following international words. Look up their transcriptions in the dictionary if necessary. Mind the part of speech.**

Jurisdiction, Ministry, accreditation, licensing, standards, diplomas, academic, international, documents, qualifications, University, Academy, Institute, students, professor, culture, fundamental, program, semester, session

**4. Match the words in column A with the definitions from column B**

- | <b>A</b>         | <b>B</b>                                  |
|------------------|-------------------------------------------|
| 1. public.....   | a) course of study in a school or college |
| 2. to award..... | b) teaching                               |

- |                    |                                 |
|--------------------|---------------------------------|
| 3. to pass.....    | c) speak or write in support of |
| 4. assessment..... | d) not private                  |
| 5. tuition.....    | e) give or grant                |
| 6. curriculum..... | f) be examined or accepted      |
| 7. to defend ..... | g) evaluation                   |

• **READING**

**5. Read the text and underline or mark the main ideas of this text.**

**RUSSIAN SYSTEM OF HIGHER EDUCATION**

The Russian higher education is under the jurisdiction of the [Ministry for Education and Science of the Russian Federation](#) , which is responsible for the accreditation and licensing of higher education establishments, and for developing and maintaining State Educational Standards.

Only accredited higher education establishments have the right to issue state diplomas and degrees ensuring full vocational and academic rights, and are covered by the international agreements on mutual recognition of education documents. All state degrees awarding specific qualifications to a graduate, irrespective of the type of educational institution (University, Academy, and Institute) and the ownership pattern (state, municipal, non-state), are equal in status.

Higher education is provided by state (public) and non-state (non-public) accredited higher education institutions. Part of students of state and all students of non-state institutions have to pay for their tuition.

Admission selections of higher education institutions are based on results of the State Unified Exam. School graduates are to pass three exams: two on obligatory subjects (Russian and Mathematics) and 1 for choice. Minimum requirements for admission include a grade point average of 100 for three subjects. Some prestige institutions require higher than 100 point average to be admitted.

There are two levels of higher education:

1. Basic higher education (4 years) leading to the Bachelor's degree, the first university level degree or Diploma of Specialist. The Bachelor's degree is awarded in all fields except Medicine after defending a Diploma project prepared under the guidance of a supervisor and passing the final exams.

2. Postgraduate higher education (5-6 years or more). After two years, students are entitled to receive a Master's degree. After a Master's degree, students can continue to study towards a doctoral degree: they are Candidate of Sciences and Doctor of Sciences degrees.

The Russian Federation discerns the following types of higher education establishments:

1. Federal University (FE) – the leading higher educational institution in the Federal District, the Center of Science and Education.

2. National Research University (NRU) – higher educational institution equally effective in carrying out the educational activity and scientific research programs based on the principles of integrating science and education.

3. University (U) is a diversified educational institution with a wide range of educational programs in various fields of knowledge.

4. Academy (A) prepares a wide range of professionals of any directions of human activity (agriculture, healthcare service, arts, tourism, economics, finance and so on).

5. Institute (I) is preparing specialists to work in a specific area of professional activity.

The study program follows the corresponding curriculum. The content of the subjects is specified in accordance with State Educational Standard. All the subjects in State Educational Standard are grouped in the following areas: general scientific, socio-economical, humanities, general professional, and special. Study program also includes practical training, independent study, course and diploma project (paper), state exam.

The academic year starts on the first of September and ends at the end of June. It is divided into autumn and spring semesters. Semester is a study period of 15- 16 weeks during which a course is taught. Each semester ends with one assessment week during which students take course tests and present assignment work and defend course projects. Exam session lasts for two or three weeks during which the students pass the exams.

• ***SPEAKING***

6. Answer these questions:

1) Is Russian higher education centralized or decentralized? If “yes”, what is the highest body of management? 2) What is the difference between University and Institute? 3) What are the main types of higher education institutions in Russia?

4) Do students of state institutions have to pay for their tuition? 5) How do students can be admitted to higher education institutions?

6) Tell about the academic year. 7) How long does the exam session last? 8) Enumerate the main academic grades. 9) What are two levels of doctoral degree, which do not have an equivalent in Western systems of education?

**7. Match the words and phrases in column A with the verbs from column B**

A	B
higher education	starts
students	are grouped
the Bachelor's degree	is defended
Diploma project	is awarded
subjects	pay for their tuition
the academic year	is provided

**8. Retell the text using the following key words:**

Jurisdiction, accredited higher education establishments, equal in status, public and non-public, Bachelor's degree, Master's degree, doctoral degree, types of higher education establishments, subjects are grouped, academic year.

**9. Complete the following description using information from the diagram. If you need help, there is a list of useful expressions below.**

**Ratio of state and private educational institutions in Russia**

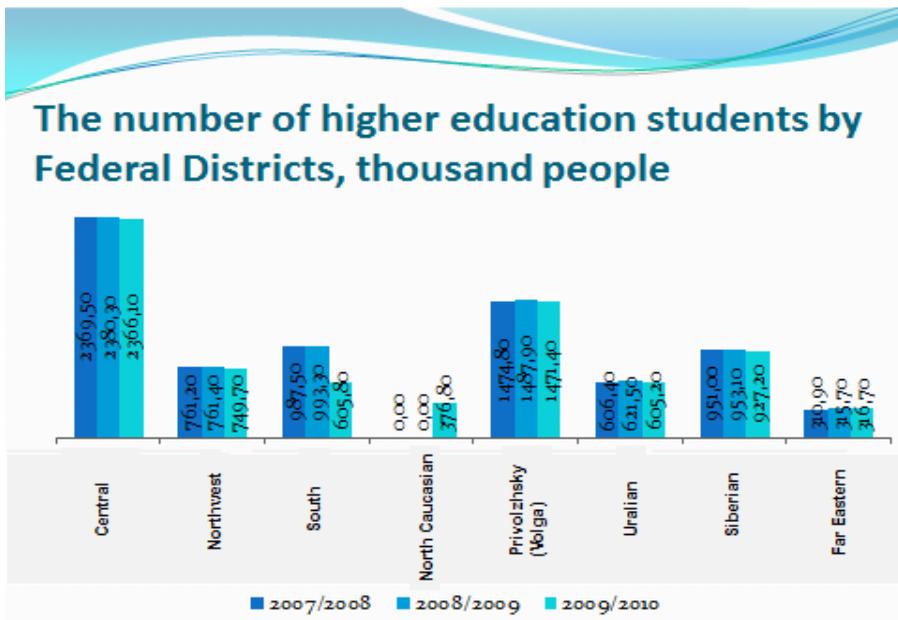


1. The number of state and private universities is almost .....
2. There are ..... as many state branches as universities in our country.

3. There are ..... more state branches than private branches.
4. The number of state specialized professional training schools is ..... than private ones.
5. There are ..... private postgraduate schools.
6. Compared with institutions there are ..... specialized professional training schools than universities.
7. The ..... of students study in postgraduate schools.

*much larger, twice, identical, two times, much more, smallest number, few*

**10. Describe this diagram, comparing the number of students in different districts of Russia.**



• **GRAMMAR FOCUS**
**Personal and Possessive Pronouns**

Subject pronouns	Object pronouns	Possessive pronouns
<b>I – я</b>	<b>Me – меня</b>	<b>My – мой</b>
<b>You – ты, Вы, вы</b>	<b>You – тебя</b>	<b>Your – твой</b>
<b>He – он</b>	<b>Him – его</b>	<b>His – его</b>
<b>She – она</b>	<b>Her – ее</b>	<b>Her – ее</b>
<b>It – он, она</b> (о неодушевленных предметах)	<b>It – его, ее</b>	<b>Its – его, ее</b>
<b>We – мы</b>	<b>Us – нам</b>	<b>Our – наш</b>
<b>They – они</b>	<b>Them – им</b>	<b>Their – их</b>

**1. Complete the sentences with the correct subject pronoun.**

1. Bob is in Greece. ....won't be back until Monday.
2. My sister can't find her Italian bag. I'm sure ..... is on her bed, as usual.
3. My name is Irina. .... used to be in the Russian Ballet Company.
4. Those Americans look angry. .... have already complained once.
5. Which one is the Spanish lady? Is ..... the one in the blue dress?
6. Did we tell you about our holiday? ..... went to the USA.

**2. Complete the sentences with the correct object pronoun.**

1. Tim never lets anyone tell ..... what to do.
2. My boyfriend loves blues music. If he sees a good CD, he always buys .....
3. I really like Jessica. Do you think she'd go out with ..... ?
4. We're going to raise money for charity. Do you want to help ..... ?
5. Sarah's so bossy! I really don't like .....
6. What happened to my keys? Has anyone seen ..... ?
7. You're always so stupid! I don't want to listen to .....

**3. Complete the sentences with the correct possessive pronoun.**

1. Daddy! Jack won't lend me ..... blue crayon!
2. Carol is a great actress, and tonight ..... performance was marvelous.
3. The dog wants to go out. Can you pass me ..... collar, please?
4. Why are you whispering? Is there a problem with ..... voice?
5. My grandparents live in the French capital. ..... flat is beautiful.
6. Michael has lost ..... copy of the Polish national anthem.

**THE SYSTEM OF HIGHER EDUCATION IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

• **SNAPSHOT**



**Talk about these questions.**

What are these universities famous for? How old are they? Do you know any outstanding people who graduated one of these universities?

• **VOCABULARY**

- a number of departments – много факультетов
- proceed to – получить ученую степень
- part-time – с отрывом от производства
- full-time – без отрыва от производства
- tutorial system – система обучения путем прикрепления студентов к отдельным консультантам
- admission – прием (в учебное заведение)
- submit – представлять на рассмотрение
- maintain – содержать
- application – заявление
- curriculum – учебный план
- responsible – ответственный
- thesis – диссертация
- defense – защищать
- national body – государственный орган

• **READING**

**2. Write down three important facts related to the topic "The system of higher education in the United Kingdom of Great Britain and Northern Ireland"**

**3. Skim the text, present its main ideas and discuss them in pairs.**

**THE SYSTEM OF HIGHER EDUCATION IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

The structure of higher education in Great Britain is very complex. The main sources of higher educational institutions are: universities, teacher-training colleges and polytechnics.

There are more than 60 universities in the U.K. They greatly differ from each other in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

The 2 intellectual eyes of Britain – [Oxford](#) & Cambridge Universities – date from the 12 & 13 centuries. They are known for all over the world and are the oldest and most prestigious universities in Britain. They are often called collectively Oxbridge, but both of them are completely independent. Only education elite go to [Oxford](#) and Cambridge.

In the nineteenth and the early part of the twentieth centuries the so-called Redbrick universities were founded. These include [London](#), Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixties and early seventies some 20 'new' universities were set up. Sometimes they are called 'concrete and glass' or "Whitebrick" universities. Among them are the universities of Sussex, York, East Anglia and some others.

There's an interesting form of studies which is called the Open University. It's intended for people who study in their own free time and who 'attend' lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

**Applications** from candidates for admission to nearly all universities are submitted to the Universities and Colleges Admission Service (UCAS). It is the UCAS that sends the copies to different universities and each university selects its own students.

Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews.

British universities are independent, self-governing institutions. Although they all receive financial support from the state (about 79 per cent) the Department of Education and Science has no control over their regulations, **curriculum**, examinations and the way the money is spent.

Teacher education is provided mostly by teacher-training colleges which receive their grants directly from the Department of Education and Science. The great majority of colleges are maintained by the Local Education Authorities.

The universities and teacher-training colleges are classed as higher educational institutions because they **award degrees**. The normal duration of a first degree course is three or four years. The Bachelor Degree is awarded on the results of examinations. The Master Degree is usually awarded after one or two years of studies. The highest degree is Doctor of Philosophy. It is awarded for research and defense of the thesis.

Apart from the Universities and teacher-training colleges there are 30 polytechnics in England and Wales and 14 Scottish central institutions. The work of the Polytechnics is of university level. But the universities, **funded** directly by the state, are less controlled than the

Polytechnics. Local Education Authorities are responsible for the budgets of the Polytechnics. Their work is planned and financed by the Polytechnics and Colleges Funding Council.

Most **degrees** in Polytechnics are awarded by a national **body** called the Council for National Academic Awards. The Council ensures that the degrees awarded in polytechnics are equal to the degrees awarded by universities. Polytechnics award the Diploma in Technology. The usual course for the diploma is 3 years for full-time students and 4 years for "sandwich" course ones. The "sandwich" course students alternate periods of full-time education and full-time employment. These courses provide many people with the opportunity of receiving higher technical education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July.

**4. Read the text again and put the sentences and phrases below in the correct order.**

1. The main sources of higher education in Great Britain.
2. Academic year in British higher educational establishments.
3. Types of British universities.
4. Admission to British universities.
5. Functions of the Department of Education and Science.
6. Scientific degrees awarded by the British higher educational establishments.
7. Polytechnics and their educational and financial authorities.

**5. Match the highlighted words in the text with the definitions (1-6) below.**

1. a list of subjects which are to be taught at some educational institutions
2. academic title given by a university to one who has passed an examination or defended a thesis.
3. a request, especially in written form.
4. to give as a result of an official decision, e.g. a degree, a prize, a medal.
5. money given by the state for a particular purpose, e.g. to a university or a student
6. a group of persons who do smth. together in a planned way.

**6. Read the text again and decide if the sentences (1-6) below are true or false.**

1. The applications for admission to British universities are sent to the Department of Education and Science. **T\F**

2. The Department of Education and Science does not control rules, programs and examinations in most British universities. **T\F**

3. Almost all teacher-training colleges receive their grants directly from the Department of Education and Science. **T\F**

4. The work of the Polytechnics is planned and financed by the Polytechnics and Colleges Funding Council. **T\F**

5. Local Educational Authorities do not bear responsibility for the budgets of the Polytechnics. **T\F**

6. The Council for National Academic Awards ensures that the degrees awarded by Polytechnics are equal to the degrees awarded by Universities. **T\F**

**7. Read the text again and answer these questions:**

1/ What are the main sources of higher education in Great Britain? 2/ How are British universities classified? 3/ How are the British students admitted to the universities? 4/ What is the role of the Department of Education and Science in controlling universities? 5/ What financial support do the universities get from the state? 6/ What are the main sources of teacher education in Great Britain? 7/ How are the teacher-training colleges maintained?

**8. Make up the plan of the text and retell it according to the plan (not less than 100 words).**

• **RENDERING**

Реферирование статьи на английском языке – это не просто краткое содержание, пересказ, а анализ. Вам необходимо выделить главную идею, описать главных героев или события, факты. Для всего этого есть вводные структуры, которые необходимо знать.

**Plan for rendering the article.**

**1. The head of the article, the author, style.**

***The article I'm going to give a review of is taken from...*** — Статья, которую я сейчас хочу проанализировать из...

***The headline of the article is*** — Заголовок статьи...

***The author of the article is...*** — Автор статьи...

***It is written by*** — Она написана ...

**The article under discussion is ...** — Статья, которую мне сейчас хочется обсудить, ...

**The headline foreshadows...** — Заголовок приоткрывает

## **2. The topic.**

**The topic of the article is...** — Тема статьи

**The article under discussion is devoted to the problem...**  
— Статью, которую мы обсуждаем, посвящена проблеме...

**The author in the article touches upon the problem of...** — В статье автор затрагивает проблему...

**I'd like to comment on the problem of...** — Я бы хотел прокомментировать проблему...

**The article under discussion may be divided into several logically connected parts which are...** — Статья может быть разделена на несколько логически взаимосвязанных частей, таких как...

## **3. Summary.**

**The author starts by telling the reader that** – Автор начинает, рассказывая читателю, что

**At the beginning of the story the author** – В начале истории автор

*describes* — описывает

*touches upon* – затрагивает

*explains* – объясняет

*introduces* – знакомит

*mentions* – упоминает

**Further the author reports** – далее автор говорит о

**According to the text** – в соответствии с текстом

**The author outlines...** – Автор описывает

**In conclusion the author** – в заключении автор

*points out* – указывает на то

*generalizes* – обобщает

*reveals* – показывает

*accuses/blames* – обвиняет

*gives a summary of* – дает обзор

## **4. The author's conclusion.**

**In conclusion the author says / makes it clear that.../ gives a warning that...** – В заключение автор говорит / проясняет, что ... / дает предупреждение, что

**At the end of the story the author sums it all up by saying ...** – В конце рассказа автор подводит итог всего этого, говоря ...

## **5. Your conclusion.**

***On the one hand..., but on the other hand...*** – С одной стороны ..., но с другой стороны ...

***Back to our main topic...*** – Вернемся к нашей основной теме

***To come back to what I was saying...*** – Чтобы вернуться к тому, что я говорил

***In conclusion I'd like to...*** – В заключение я хотел бы ...

***From my point of view...*** – С моей точки зрения ...

***My own attitude to this article is...*** – Мое личное отношение к

***I fully agree with / I don't agree with*** – Я полностью согласен с / Я не согласен с

***I have found the article dull / important / interesting / of great value*** – Я нахожу статью скучной / важной / интересной / имеющую большое значение (ценность)

## 1. Render the following article using the plan.

### «Eco-living comes to Moscow»

by [Yulia Ponomareva](#) at 02/02/2015 20:42

Asya, Kornei and their three young daughters Alisa, Polina and Marta live an unusual existence. Their home – a futuristic wooden and glass construction outside Moscow – is a giant science experiment and they human guinea pigs.

For six months they are testing out a prototype for a nearly 100-percent energy efficient house, a phenomenon of engineering in a country where environmental awareness is a little-known concept.

Equipped with a geothermal heat pump, a solar panel and 24 solar thermal collectors, the two-storey "Active House," as its Danish designers have dubbed it, was built using only materials available in Russia. The experiment seeks to prove that the construction of such houses is possible in the country.

"What impressed us about this place was that it's extremely spacious and there's a lot of light here," Asya says.

The house has three bedrooms, two bathrooms, a kitchen, a storeroom, a hall, and a large living room with big glass doors leading outdoors on each side.

In addition to the solar equipment and pump, the house is also equipped with an intuitive control system, which automatically regulates temperatures, CO2 levels, ventilation and light.

"If it's too bright in the room, the system shuts the blinds when someone enters it," Asya says. "But you can always adjust the temperature and light yourself with the remote control."

Modern design predominates inside with such features as a glass floor

Grigory Latyshev, the project's chief engineer, explains that the geothermal pump consumes eight times less power than ordinary boilers or gas pumps while generating the same amount of heat.

"It works like a freezer turned inside out, accumulating the heat from the earth in winter and exuding excessive heat in summer," Latyshev says. "All it needs is electricity and given that most houses are heated by gas, this solution is especially relevant for areas where there is no gas supply."

Although the energy efficiency of the Active House is fairly dependent on how much sunlight there is, Latyshev says the power produced by the solar and geothermal equipment is usually enough to meet the family's demand for hot water and heating. But the house, being still a work in progress, is by no means perfect. Since they moved here in December, the family has already identified some design faults.

"At first I didn't think too much about the safety of the place, but then I noticed that the kids were trying to climb on the shelf stands and hollow spaces in the walls and could fall," Asya says.

Poor water problem in the area is also a problem: "The water is very rusty here, and we sometimes have to take the kids to our parents' to wash them there," Asya says. Another issue is the house's distance from central Moscow. It takes Kornei around an hour to drive to work in the Sokol district every morning, and Asya around two hours. At weekends the family travels into town to see friends or entertains at home.

"It can't be mass-produced – it's a futurist model that allows us to develop advanced solutions," Makarov says (the manager of the project). His company recently announced a new architectural contest, Active House 2020, to develop an energy efficient and eco-friendly house of 150 to 180 square meters for under 50,000 rubles (\$1,700) a square meter.

• **GRAMMAR FOCUS**

**Indefinite/Simple**

	Present	Past	Future
Time expressions	Always (всегда), usually(обычно), often(часто), sometimes(иногда), seldom/rarely(редко), never(никогда), ever(когда-нибудь), every day(каждый день), once a week(раз в неделю), on Mondays(по понедельникам)	Yesterday(вчера), the day before yesterday(позавчера), week/ year, month(на прошлой неделе/году/месяце, two hours ago(два часа назад), in 1492, in May 2004, in the 21 <sup>st</sup> century, the other day(на днях)	Tomorrow(завтра) , this year(в этом году), next year(в следующем году), in five days(через пять лет), in 2050, in the future(в будущем), soon(скоро), later(позже), one of these days(на днях)
Affirmative	(V, V-s) We always <b>come</b> late. (Мы всегда приходим поздно) He always <b>comes</b> late.	(V-ed/2ф.н.гл.) We <b>came</b> late yesterday. Мы приехали поздно вчера.	(will+V) We <b>will come</b> late tomorrow.
Negative	(Do/Does+not+V) We <b>don't</b> always come late. He <b>doesn't</b> always come late.	Did+not+V (didn't V) We <b>didn't come</b> late yesterday.	Will+not+V(won't V) We <b>won't come</b> late tomorrow
Interrogative	Do/Does+V? <b>Do</b> you always <b>come</b> late? - Yes, I do/No, I don't. <b>Does</b> he always come late? Yes, he does/No, he doesn't. <b>When does</b> he come? - He always <b>comes</b> late.	Did +V? <b>Did</b> you <b>come</b> late yesterday?	Will+V? <b>Will</b> you <b>come</b> late tomorrow? Yes, I <b>will</b> /No, I <b>won't</b> When <b>will</b> you <b>come</b> tomorrow? – We <b>will come</b> late tomorrow.

**1. Complete the sentences with the present simple of the verbs in brackets.**

- Lena .....her bedroom at the weekend. (tidy)
- I ..... a sandwich for lunch on Saturdays. (make)
- Adam ..... on Sunday afternoons. (go jogging)
- ..... you often ..... surf the Internet on weekday evenings? – No, I .....
- I rarely ..... early on Sunday mornings. (get up)
- When ..... Janet ..... shopping? (do)
- Mum ..... breakfast on Sundays.(cook)
- Mum and Dad ..... relatives at the weekend (visit)

**2. Put the adverbs in the correct place.**

1. – What do you do on Saturday mornings? (usually)  
– Nothing much. I sleep until noon. (almost always)
2. – Do you go bicycling? (ever)  
– Yeah, I go bicycling on Saturdays. (often)
3. – How often do you play sports? (usually)  
– Well, I play tennis. (twice a week)
4. – What do you do after class? (usually)  
– I go out with my classmates. (about three times a week)
5. – How often do you exercise? (usually)  
– I exercise. (seldom)

**3. Complete the sentences with the past simple of the verbs in brackets**

1. I ..... Jack and his brother the day before yesterday. (see)
2. .... your mum and dad ..... fifteen years ago? (meet)
3. We ..... to the south of Spain in July. (go)
4. How well ..... you ..... your holiday last summer?(spend)
5. The weather ..... on the second day we were there. (change)
6. .... you ..... London last year?(visit)
7. The travel agent ..... us a full refund. (offer)
8. When ..... your son ..... his school? (finish)

**4. Choose the correct alternative.**

1. I saw Melanie and her sister the day **ago/before** yesterday.
2. Did you graduate from the university **at/in** 1990?
3. They had a great holiday **last/next** year.
4. We went to Australia **in/on** September.
5. The taxi picked me up an hour **ago/last**.
6. Helen's boyfriend dropped her off at the station **at/in** ten o'clock.
7. Where did you go **before/last** summer?
8. Just think – four hours **ago/then** we were in Spain!

**5. Complete the sentences with the future simple of the verbs in brackets.**

1. I think I ..... to see the manager about my position. (ask)
2. The union leader ..... us decide what to do. (help)
3. .... you..... some time off at Christmas? (have)
4. Don` t worry! I ..... you where everything is. (show)
5. I ..... any more favours for the boss! (not do)
6. What ..... you..... with your wages this week? (buy)

7. He ..... advice from anyone about how to do the job! (not take)

8. The manager ..... for you to take a taxi home. (pay)

**6. Choose the correct alternative.**

1. I`m **hope/sure** the strike will be over soon.

2. I **wonder/think** who the new boss will be!

3. I **sure/hope** they'll do up the offices next year.

4. Mel phoned to say she will be at work **soon/next**.

5. My mother will be 40 **next/last** month.

6. The climate will get warmer and warmer in the future/nowadays.

7. They will come **in/at** a few days.

8. Will Mum be home late **tonight/last night**?

**7. Choose the correct verbs.**

1. Stacey ..... shopping for fruit and vegetables every Saturday morning.

A) go B) goes C) went D) will go E) will went

2. He ..... five languages.

A) don't speak B) didn't speak C) doesn't speak D) won't speak

3. Michael ..... a great film last night.

A) watches B) will watch C) watch D) watched

4. I hope the temperature ..... soon.

A) drops B) will drop C) dropped D) will dropped

5. I'm thirsty. I..... a glass of water.

A) will have B) have C) had D) has

6. I always ..... reading fairy tales when I was young.

A) enjoyed B) enjoy C) will enjoy D) enjoys

7. My father ..... in the Second World War.

A) doesn't fight B) didn't fight C) won't fight D) didn't fought

8. .... the weather nice last weekend?

A) were B) is C) are D) was

**8. Ask as many questions as it is possible.**

1. Forty years ago, my grandmother walked two kilometers to school every day.

2. Julia enjoys listening to classical music.

3. Elizabeth will get a qualification in medicine.

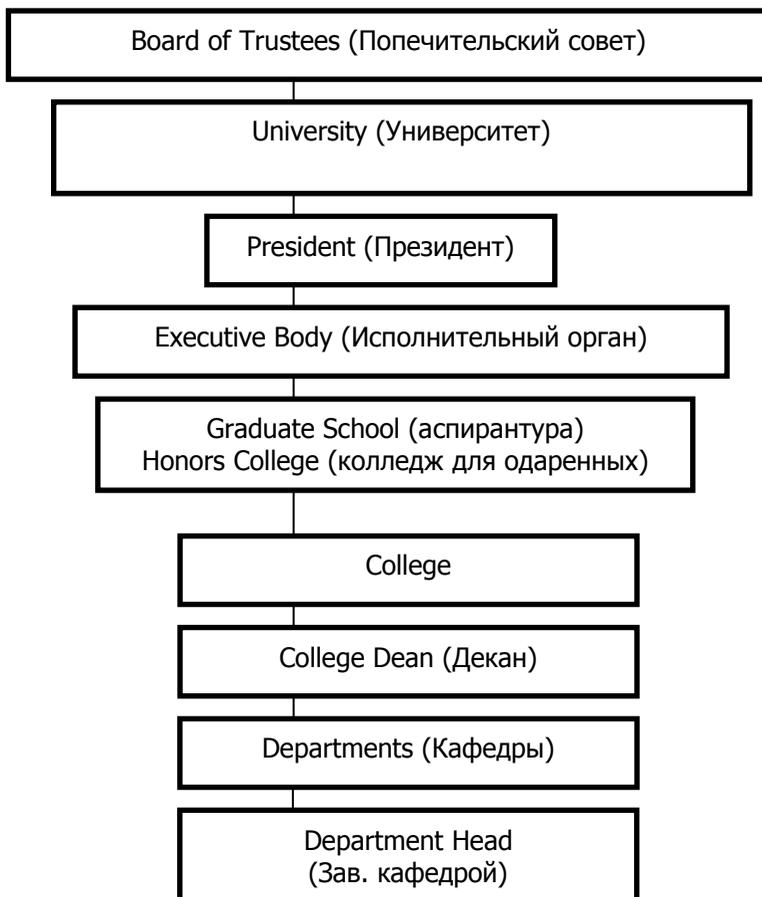
**9. Translate sentences into English.**

1. Пять лет назад я работал на заводе.

2. Они обычно заканчивают работу в пять часов.
3. Я буду рад снова увидеть вас в Москве.
4. Мы не обсудили много вопросов вчера.
5. Когда вы ответите на мой вопрос?
6. Где вы путешествовали прошлым летом?
7. Прошлая зима была теплой.
8. Я не изучаю французский, я учу английский.

## THE SYSTEM OF HIGHER EDUCATION IN THE USA

- **SNAPSHOT**



### 1. Talk about these questions.

1. Is the structure in American university the same like in Russian university?
2. What is the difference?

#### • VOCABULARY

tuition fees – плата за обучение  
financial assistance – финансовая помощь  
loan – заем  
interest – процент  
needy students – нуждающиеся студенты  
scholarships – стипендия  
dormitories – стандартные домики для проживания  
crown – завершать, заканчивать  
baccalaureate core – основа программы бакалавриата  
major – специализация  
critical thinking – критическое мышление  
appreciation of differences – понимание различий  
global awareness – знание мира  
internships – практика

### 1. Write out international words out of the text and translate them without a dictionary

#### • READING

### 2. Compose 10 questions you expect the text to provide answers to.

#### THE SYSTEM OF HIGHER EDUCATION IN THE USA

There is no national system of higher education in the United States. American higher education developed its own pattern by the adaptation of two traditions: the collegiate tradition of England and the university tradition of the Continent.

Higher education is given in colleges and universities. There are over 2100 various higher educational institutions including colleges, and universities. There are about 3,000 colleges and universities, both private and public, in the United States. Students have to pay both in private and state universities. Private universities are generally smaller but very expensive, which means that the tuition fees are extremely high. State colleges and universities are not that expensive, the tuition fees are usually lower and if the students are State residents, they pay much less.

Every young person who enters a higher educational institution can get financial assistance. If a student is offered a loan, he should repay it (with interest) after he has left the college. Needy students are

awarded grants which they do not have to repay. Scholarships are given when a student is doing exceptionally well at school.

American universities and colleges are usually built as a separate complex, called "campus", with teaching blocks, libraries, dormitories, and many other facilities grouped together on one site, often on the outskirts of the city. Some universities are comprised of many campuses.

All the universities are independent, offering their own choice of studies, setting their own admission standards and deciding which students meet their standards. The greater the prestige of the university, the higher the credits and grades required.

There are no final examinations at colleges and universities, and students receive a degree if they have collected enough credits in a particular subject. The traditional degree which crowns the undergraduate course is that of a Bachelor of Arts (B.A.) or a Bachelor of Science (B.C.) The lower level of graduate school is for obtaining the Master's Degree (M.A. or M.C.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.)

The baccalaureate degree includes:

1. the baccalaureate core
2. an in-depth study in at least one major; and
3. individual elective courses

*The baccalaureate core* emphasizes critical thinking, writing, world cultures, appreciation of differences, the arts, sciences, literature, lifelong fitness, and global awareness in 15 course categories. Over 250 courses are available to meet core requirements. Students must complete a total of 51 credits. Totally, a minimum of 180 credits are required to get a Bachelor degree, 45 credits beyond the baccalaureate degree to get a Master degree, 108 credits to get a Doctoral degree.

During each semester, you will take a variety of courses, each of which is awarded a number of 'credits.' A credit is a unit of study. Most courses carry 3 credits, although varying amount of credit can be awarded for lectures, independent project work, laboratory time and internships

The student's progress is evaluated by means of tests, term works and examinations. The student's work is given a credit, usually on a five (0-4) point scale:

1. 4 points for each credit of A grade
2. 3.7 for each credit of A- grade
3. 3.3 for each credit of B+ grade
4. 3.0 for each credit of B grade
5. 2.7 for each credit of B- grade

6. 2.3 for each credit of C+ grade
7. 2.0 for each credit of C grade
8. 1.7 for each credit of C- grade
9. 1.3 for each credit of D+ grade
10. 1.0 for each credit of D grades
11. 0.7 for each credit of D- grade
12. 0 for each credit of F

**3. Scan the text and answer your own questions from ex.1.**

**4. Decide if the sentences (1-8) below are true or false.**

1. The system of university education in the US is centralized. T\F
2. There is no difference between private and State universities. T\F
3. Students must pass final examinations to get a degree. T\F
4. Lifelong fitness is a major course. T\F
5. There are no special advanced University degrees. T\F
6. Any University has only one campus. T\F
7. Students get a credit, usually on a five (0-4) point scale. T\F

**5. Read the text again and answer these questions:**

- 1/ Is there a national system of higher education in the USA? 2/ What government bodies do control higher education in the country?
- 3/ What is the size of universities and colleges? 4/ What types of higher education institutions exist in the country? 5/ Where do the universities receive their financial support from? 6/ How is financial aid provided for students?

**6. Read and translate the text below. Put the following sentences and phrases in the correct order.**

1. American and British higher education systems compared.
2. Sources of financial support.
3. The organization and size of U.S. and British universities.
4. Students' grants in Great Britain and in the USA.
5. Types of higher educational establishments and their structure.

There is no national system of education and Ministry of Education in the USA such as exists in Great Britain. The British Department of Education and Science controls higher education sector in the country. In contrast, education in America is largely a business of the individual state, not of the Federal Government. Each of fifty states has its own system of education. Universities and colleges of Great Britain are

usually small and traditional. American higher educational establishments, combining a number of different colleges and professional schools are usually larger and more innovative than British ones, sometimes with 25.000 to 35.000 students on one campus. Universities have never had a monopoly on higher learning. Teacher training colleges and polytechnics are alternatives to universities for some English students. Some of them are of university level and their work is officially described as the higher education sector. On the contrary, all schools of education, engineering and business studies are integral parts of universities in the U.S. British universities receive about 79% of their financial support through Parliamentary grants. Similarly in the USA, public institutions get about 75% of their funds from local, state or federal sources, but private colleges and universities receive little or no government support. In Britain personal financial aid provided by the government to over 80% of the students is administered according to the parents' income. In the U.S., students' grants are administered by the university or the sponsoring agency and are supplied by private organizations and the state or federal governments.

Obviously, British and American universities have similar educational goals but different sources of financial support.

**7. Read the text again if necessary and choose the best title A, B or C.**

- A. The structure of British and American universities.
- B. Educational aims of universities in the USA and Great Britain.
- C. American and British universities: resemblance and differences.

**8. Complete the table with key words and give a talk comparing systems of higher education in three countries.**

THE SYSTEM OF HIGHER EDUCATION

	Institutions	Public/ non-public	Multilevel system	Academic year	Subjects
Russia	<i>Institute Academy University</i>	<i>Part students All students Pay</i>	<i>B.S, M.S, C.S, D.S degrees award, 4 years</i>	<i>Semesters, sessions, last, pass exams, test</i>	<i>general scientific, humanities, special</i>
UK					
USA					

## UNIT 1.3 ENGLISH-SPEAKING COUNTRIES

### THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

- **SNAPSHOT**



[Flag](#)



[Royal coat of arms](#)

**1. Answer the following questions.**

Do you know how British flag is called?

Why the coat of arms is called Royal?

**2. Try to describe the map. What information about UK can you get?**



- **VOCABULARY**

**3. Read and memorize the active vocabulary to the text "The United Kingdom of Great Britain and Northern Island".**

1. total area – общая площадь
2. to separate from – отделять
3. surround – окружать
4. shallow – мелкий
5. principal – основной
6. harbour – гавань
7. indented – изрезанный
8. current – течение
9. equipment – оборудование
10. patron – покровитель

- **READING**

**4. Read the text and underline or mark the main ideas of this text.**

**UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND**

The full and official name of the country is the United Kingdom of Great Britain and Northern Ireland. It is situated on the group of islands lying just off the mainland of the north-western Europe. The total area of the country is over 244,000 square kilometres.

Great Britain consists of England, Scotland and Wales. The southern part of Ireland is the Republic of Eire. The population of the UK is 57 million people. The largest and the most populated part of the UK is England. Its population is over 47 million people and its capital is London. London is also a federal capital where the official residences of the government and royal family are located. Scotland is the most northern part of Great Britain. Its population is over 5 million people. The rest part of the population is spread over Wales and Northern Ireland.

Great Britain is separated from the continent by the English Channel, the narrowest part of which is called the Strait of Dover. The British Isles are surrounded by the shallow waters of the Irish Sea and the North Sea, the Norwegian Sea, the North Channel and the Atlantic Ocean.

The rivers of the region are short and of no great importance as waterways. The longest of them is the "Father of London", the Thames, which is a little over 200 miles. Britain's principal ports are London, Liverpool, Manchester, Hull and Glasgow. They have splendid harbours, for the coast line is very indented.

The warm currents in the Atlantic Ocean influence the climate of Great Britain. The south-western winds carry the warmth and moisture into Britain. The winters are not severely cold, while summers are rarely hot so the climate is rather mild, temperate and humid. The average range of temperature (from winter to summer) is from 15 to 23 degrees above zero. It seldom snows heavily in winter, the frost is rare. January and February are usually the coldest months, July and August the warmest. Still the wind may bring winter cold in spring or summer days. Sometimes it brings the whirlwinds or hurricanes.

British people say: "Other countries have a climate, in England we have weather." because the weather in Britain changes very quickly. One day may be fine and the next day may be wet. The Englishmen joke that they have three variants of weather: when it rains in the morning, when it rains in the afternoon or when it rains all day long.

The UK is a highly developed industrial country. It is the world largest producer of marine navigational equipment as the main industrial branch of the country is shipbuilding. The UK enterprises are also widely-known for textile, television and radio sets production.

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. It means that the head of the state is a monarch but his powers are restricted by the elected government and the parliament. So that the monarch reigns but does not rule. For the last 50 years Queen Elizabeth II has been the monarch of the United Kingdom of Great Britain and Northern Ireland.

The parliament consists of two chambers: House of Lords and House of Commons. House of Lords includes those members who are given a privilege to be referred to as peers and consider being a nobility of the country. House of Commons is an elected legislative body consisting of members of the different political parties. The main function of the parliament is to issue the bills, laws and regulations. They are obligatory for every citizen of the UK.

The Prime-minister of the country is elected in a 4-year cycle by the total elections. The political party taken the most part of votes becomes the ruling party and its leader becomes a Prime-minister of the country. The ruling party nowadays is the Liberal party. The Prime-minister is Gordon Brown.

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The big red cross is the cross of Saint George, the patron saint of England. The white cross is the cross of Saint Andrew, the patron saint of Scotland. The red diagonal cross is the cross of Saint Patrick, the patron saint of Ireland.

- **TRANSLATING**
- 5. Translate the text "The Order of Victory" into Russian.**



### **The Order of Victory**

The Order of Victory was the highest military decoration awarded for World War II service in the Soviet Union, and one of the rarest orders in the world. The order was awarded only to Generals and Marshals for successfully conducting combat operations involving one or more army groups resulting in a radical change of the situation in favor of the Red Army. In its history, it has been awarded twenty times to twelve Soviet leaders and foreign leaders. The original name of the order was proposed as Order for Faithfulness to the Homeland, however, it was given its present name.

On the 25th of October 1943, artist A. I. Kuznetsov, who was already the designer of many Soviet orders, presented his first sketch to Stalin. The sketch of a round medallion with portraits of Lenin and Stalin was not approved by the Supreme Commander. Instead, Stalin wanted a design with the Spasskaya Tower in the centre. Kuznetsov returned four days later with several new sketches, of which Stalin chose one entitled "Victory". The order was officially adopted on the 8th of November 1943, and was first awarded to Georgy Zhukov, Alexandr Vasilevsky, and Joseph Stalin.

The order was also bestowed to top commanders of the Allied forces. British Field Marshal Bernard Montgomery was awarded The Order of Victory.

The Order is made out of platinum in the form of a pentangular star with rays between the arms, measuring 72 mm in diameter. The star is studded with 174 diamonds weighing a total of 16 carats (3.2 g), while the arms of the star are made out of synthetic rubies. In the center of the star is a silver medallion, with the Moscow Kremlin wall, the Spasskaya Tower. The sky in the background is inlaid with blue enamel.

Against the sky, the letters "СССР" (USSR) appear in gold centered on the top of the medallion, while the word "Победа" (Victory) is displayed on the red banner at the bottom.

• **GRAMMAR FOCUS**

**Continuous/Progressive**

	Present	Past	Future
Time expressions	Now (сейчас), just/right now (именно сейчас), at the moment (в данный момент), at present (в настоящее время)	When (когда), while (в то время как), as (когда, в то время как), all day/ night/ morning (весь день/ всю ночь/ все утро), yesterday at 5/ from 2 till 5/ from 2 to 5 (вчера в 5/ с 2 до 5)	Tomorrow at this time (завтра в это время), tonight (сегодня вечером), next week/month (на следующей неделе/ месяце), in two/three days (через два/ три дня), the day after tomorrow (послезавтра), soon (скоро).
Affirmative	am/is/are+V-ing They are playing really well. (Они играют очень хорошо) They're playing really well.	was/were+V-ing They were playing all morning. (Они играли все утро.)	Will be +V-ing They will be playing tomorrow at this time. (Они будут играть завтра в это время) They'll be playing tomorrow at this time.
Negative	am/is/are+not+V-ing They are not playing really well. (Они играют не очень хорошо). They aren't playing really well	Was/were+not+V-ing They were not playing all morning. (Они не играли все утро) They weren't playing all morning.	Will+not+be+V-ing They will not be playing tomorrow at this time. (Они не будут играть завтра в это время) They won't be playing tomorrow at this time.
Interrogative	Am/Is/Are+S+V-ing Are they playing really well? (Они играют очень хорошо?) – Yes, they are/No, they are not. How are they playing? (Как они играют?)	Was/were+S+V-ing Were they playing all morning? (Они играли все утро?) – Yes, they were/No, they weren't. How long were they playing? (Как долго	Will-S+be+V-ing Will they be playing tomorrow at this time? (они будут играть завтра в это время?) – Yes, they will/No, they won't.

	They are playing really well.	они играли?) They were playing all morning.	What will they be doing tomorrow at this time? (Что они будут делать завтра в это время?)- They will be playing tomorrow at this time.
--	-------------------------------	---------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

**Stative verbs are not usually used in the continuous form**

See, hear, forgive, care, like, mind, want, know, understand, believe, remember, own, possess, belong, have got, think (expressing an opinion), enjoy (synonym of like), see (synonym of understand)

**1. Complete the sentences with the present continuous of the verbs in brackets.**

1. They ..... around the country looking at castles. (travel)
2. Wally and I ..... to night school to learn Japanese. (go)
3. Phil ..... to music from South America. (dance)
4. We ..... to trace our family history. (try)
5. Martin and his dad ..... with some friends. (fish)
6. The boys ..... mountain biking with their youth club. (go)
7. I ..... On my bed thinking about what to do next! (lie)
8. Ellie ..... at the Moon through her telescope. (look)

**2. Choose the correct alternative.**

1. I'm looking after my friend's pet spiders at the **moment/pre-sent**.
2. The kids are going bird-watching **last/next** weekend.
3. Be quiet! You're **always/never** talking about hobbies!
4. Where are you going next **night/summer?**
5. Sol's going rollerblading **at/right** now.
6. Fred and Vera are spending a lot of time bird-watching these **days/moments**.
7. I'm not doing anything special **yesterday/tomorrow**.
8. Are you carrying on collecting Spider-Man comics **last/this** year?

**3. Choose the correct alternative.**

1. I **am thinking/think** of taking up mountain biking in my spare time.
2. What **are you doing/do you do** in your free time?
3. I **hate/ am hating** fishing!
4. I **forgive/am forgiving** you for taking my skateboard.

5. We **see/are seeing** Norman later to have a look at his DVD collection.
6. Frank **is eating/eats** sandwiches when he's out climbing.
7. I **don't remember/am not remembering** how to play the guitar.
8. Yes, **I am enjoying/enjoy** myself at the time!

**4. Complete the sentences with the past continuous of the verbs in brackets**

1. Terry ..... knee pads when he had his skateboarding accident. (not wear)
2. The children ..... for the ice rink to open. (wait)
3. The players ..... to the umpire. (not listen)
4. Some of the crowd ..... up to leave as the ref blew the final whistle. (get)
5. I ..... the match until Becks scored the first goal. (not enjoy)
6. Polly ..... as fast as usual. (not run)
7. The goalkeeper ..... attention, so the opposing team scored!(not play)
8. Joe ..... his new football boots for the match. (wear)

**5. Choose the correct alternative.**

1. This time yesterday, I **was playing/played** golf.
2. That tennis player was always **shouting / shouted** at the umpire.
3. I was tired by five o'clock yesterday – I **worked/was working** all afternoon.
4. **Did you enjoy/Were you enjoying** the match last night.
5. A lot of people **were turning up/turned up** to support the teams yesterday.
6. Ten minutes before full time, the referee **was stopping/stopped** the game.
7. I didn't hear the phone because I **was listening/listened** to the match on the radio.
8. **Were you doing/Did you do** your training when I phoned?

**6. Complete the sentences with the future continuous of the verbs in brackets.**

1. Sorry, I can't come to your house tomorrow night. I..... for the exam all evening. (study)
2. I ..... over the Pacific tomorrow at this time. (fly)

3. Don't call me between nine and ten. I ..... my physiotherapy then. (have)
4. They ..... tonight. (arrive) (*planned actions*)
5. Ian ..... his operation at this time tomorrow. (have)
6. The doctor ..... his rounds at one o'clock. (do) (*planned actions*)
7. The patients ..... their lunch at 11. (not eat)
8. .... you ..... in the surgery at six? (work)

### 7. Choose the correct alternative.

1. This time next week we will **be packing/pack** for our holidays.
2. Will you **be going/go** to the post office today? (*polite way*)
3. We'll **move/be moving** house next month.
4. Don't post Ann's invitation. I'll **be seeing /see** her at work tomorrow, so I'll give it to her.
5. The doctor will **examine/be examining** Gordon right now.
6. At two o'clock next Sunday I'll **be fishing/fish** with my grandson.
7. I will **be skiing/ski** next Sunday.
8. The surgeons will **use/be using** the operating theatre for two hours this afternoon.

### 8. Choose the correct verbs.

1. Can I help you, miss?  
Yes, I ..... for a birthday present for my daughter.  
A) look B) am looking C) will be looking D) was looking
2. You ..... very pretty today.  
Thanks.  
A) are looking B) will be looking C) is looking D) were looking
3. She ..... dinner when the doorbell rang.  
A) is cooking B) were cooking C) will be cooking D) was cooking
4. David was reading the newspaper while Carla ..... TV.  
A) is watching B) was watching C) will be watching D) watch
5. I ..... baseball at ten o'clock next Sunday.  
A) was playing B) will be playing C) will play D) play
6. The snow ..... heavily as Mary was walking in the park.  
A) was falling B) is falling C) fell D) fall
7. They ..... to Canada at seven o'clock this evening.  
A) fly B) 're flying C) both B and D are right D) will be flying
8. .... next weekend?

A) Will you be working B) Will you work C) Do you work D) Did you work

**9. Rearrange the words and write the questions.**

1. mum – drive – how – your – learning – to- Is – ?
2. you – drama – going – group – to – the – Are – ?
3. in – reading – Ian – his – Is – room – ?
4. are – What – doing – you – ?
5. kite – fly – learning – Who – how – is – to – a – ?
6. you – are – Where – going – ?
7. they – Why – aren't – the – watching – match – ?
8. Aren't – today – in – they – band – the – playing – ?

**10. Ask as many questions as it is possible.**

1. They were translating an article when we came.
2. I am writing a letter now.
3. She will be flying to London this time tomorrow.

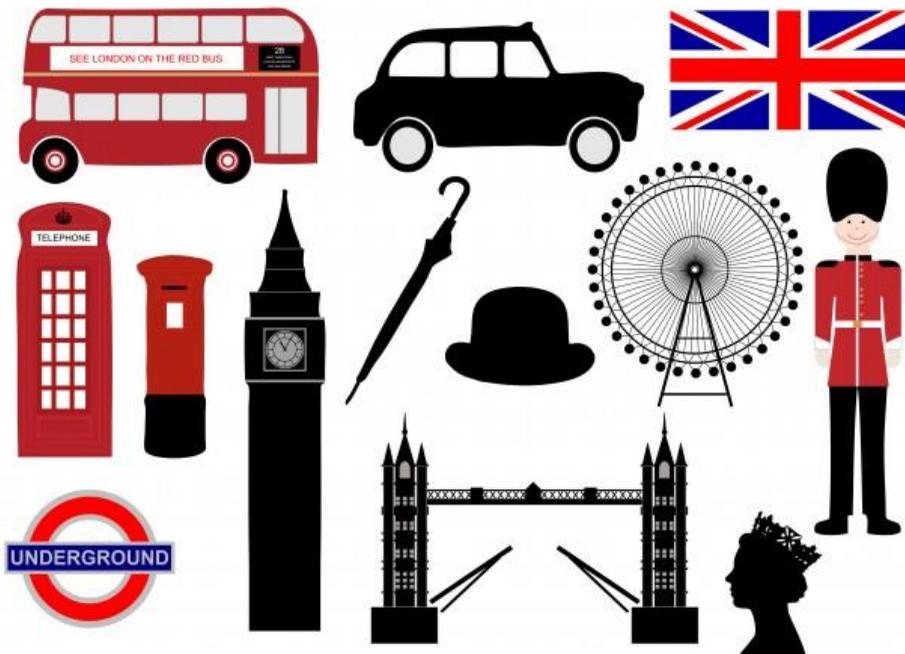
**11. Translate sentences into English.**

1. Я делал домашнее задание вчера вечером.
2. Я встречаюсь с ним завтра в десять.
3. Что вы делаете сейчас?
4. Кого вы ждете здесь?
5. Не звони мне между девятью и десятью часами. Я буду читать лекцию.
6. Мы едем на пикник в следующую субботу. (запланированное действие)
7. Что ты делал вчера днем?
8. В это время завтра Роб будет сдавать экзамен.

## LONDON

- **SNAPSHOT**

1. Name as many symbols of London as you can. Compose sentences with the named words.



- **VOCABULARY**

2. Read and memorize the active vocabulary to the text "London".

1. [Etymology](#) – происхождение
2. [mystery](#) – тайна
3. [A.D. \(Anno Domini\)](#) – годы нашей эры
4. [alongside](#) – наряду с
5. [city's core](#) – сердце города
6. [mediaeval](#) boundaries – средневековые границы
7. [headquarters](#) – головной офис
8. [cathedral](#) – собор
9. [peculiar](#) – характерный
10. [luxury](#) – роскошь

- **READING**

**3. Read the text and underline or mark the main ideas of this text.**

**London.**

London is the [capital](#) of the [United Kingdom](#) and the [constituent country](#) of [England](#), and is the largest city in the [European Union](#). It is the world's seventh biggest city and it is seven times larger than any other city in the country. London was not built as a city in the same way as Paris or New-York. The [etymology](#) of London remains a mystery. [London's history](#) goes back to its founding by the [Romans](#). It began life in the 1<sup>st</sup> century A.D. as a Roman fortification. The first major settlement was founded by the [Romans](#) in 43 A.D. and was called [Londinium](#). This [Londinium](#) lasted for just seventeen years.

London survived different periods and epochs such as the [English Renaissance](#), the [Industrial Revolution](#), and the [Gothic Revival](#) in architecture. Each of them left a sign on London's face and produced this or that change. In 1665 there was a Great Plaque in London, so many people left the city and escaped to the villages in the surrounding countryside. The Great Fire of 1666 ended the plaque but it also destroyed much of the city. After the disaster London was completely rebuilt and a great amount of people returned to the city but there were never again so many Londoners living in the city center.

Traditionally London is divided into four parts: the City, Westminster, the West End and the East End.

The city's core, the ancient [City of London](#), still retains its limited [mediaeval](#) boundaries. The City of London is the world's greatest financial centre alongside New York City and [Tokyo](#) and one of the most important [cultural](#) centers. London's influence in [politics](#), [education](#), [entertainment](#), [media](#), [fashion](#) and the [arts](#) contributes to its preeminent position. The City of London is the headquarters of more than half of the UK's top 100 listed companies including the Bank of England and the Stock Exchange. There are a lot of tourists' attractions within the City. Among them St. Paul's Cathedral, the greatest of English churches and the Tower of London.

St Paul's Cathedral is the [Anglican cathedral](#) and the seat of the [Bishop of London](#). The present building dates from the [17th century](#). Sir Christopher Wren was an architect of the masterpiece. The cathedral sits on the highest point of the [City of London](#), which originated as a [Roman trading post](#) situated on the [River Thames](#). The cathedral is one of London's most visited sights.

Another place of interest is the Tower of London. It was built in 1066 by William the Conqueror and since then has been playing an

important role in historical and governmental events of the United Kingdom.

**Westminster** is the governmental part of London. It has many historical places and the brightest of them is the Westminster Abbey. The official name of the Westminster Abbey is the Collegiate Church of St Peter at Westminster. It is a large, mainly [Gothic church](#) in [Westminster, London](#), just to the west of the [Palace of Westminster](#). It is the traditional place of [coronation](#) and [burial site](#) for [English](#), later [British](#) and later still (and currently) monarchs of the [Commonwealth Realms](#). It briefly held the status of a [cathedral](#) from 1546–1556, and is a [Royal Peculiar](#). It is also famous for its Poet's Corner, place where a lot of outstanding poets, writers, politicians are buried.

Buckingham Palace is the official residence of the Royal family. It is famous for the ceremony of the Royal Guard change. It attracts thousands of tourists.

London currently has a wide range of peoples, cultures, and religions, and more than 300 languages are spoken within the city. The official population of the city is more than 8 mln. within the boundaries of [Greater London](#) making it the [most populous municipality](#) in the [European Union](#).

**The East End** used to be a purely working district where working-class families lived. We still can find a great number of factories, workshops and docks there. The East End is in many ways the "real" London. Those who live in the East End are often called Cockneys, i. e. true Londoners. They have got their own peculiar dialect and accent. The Thames is a natural boundary between the West End and the East End of London.

**The West End** it is not far from the City and is a part of Westminster. Life never stops in the streets and squares here. The West End is a symbol of wealth and luxury. The best hotels, the most expensive restaurants, clubs, theatres, cinemas, casinos, shops and supermarkets are located here. It is also full of museums and art galleries.

- **SPEAKING**

**4. Answer these questions:**

- 1) When was London founded? 2) What parts is London divided into? 3) What places of interest can you find within the City of London? 4) What is the Westminster Abbey famous for? 5) Why is London considered to be the most populous municipality in the European Union? 6) Who was an architect of St. Paul's Cathedral? 7) Who are Cockneys?

8) What do you know about [Londinium](#)? 9) What is the district of factories, workshops and docks? 10) What is a symbol of wealth and luxury?

**5. Divide into 2 teams. Imagine that you are travel agents. Advertise London to attract tourists.**

• **COMPREHENSION READING**

**6. Read the text and fulfill the exercises after.**

The Climate of the British Isles

Like the scenery, the climate is not remarkable for great extremes. The winters are mild and the summers are not particularly warm, judged by Continental standards. A joker once said that the English climate was the best in the world, but the weather was terrible. The weather is certainly rather unpredictable, and yet in a way this gives it a charm of its own – which you may not appreciate if you are caught in a shower of rain without a waterproof, or find yourself driving in a thick fog.

Why is the climate so mild, even though the British Isles are situated as far north as, for example, Labrador? One reason is the Gulf Stream, and the prevailing westerly winds (or south-westerly) from the Atlantic, and another is the fact that Britain is an island.

The result is that on practically every day of the year, in every season, English people have always been able to spend part of the time out of doors. And perhaps it explains why the English are so fond of games and have invented so many different ways of amusing themselves in the open air. Snow and frost are not the permanent feature of the winter scene to most Englishmen, nor is it ever so warm in summer that people have to take a siesta, as they do, for instance, in Italy and Spain.

Take a look at the map of the British Isles. You will also see that, running rather like a spine or backbone down from the Scottish Border to somewhere in the middle of England, we have a line of hills known as the Pennines. As a rule the land to the west has a much higher rainfall than the land to the east of this line of hills.

**Choose the correct variant:**

**1. What is the climate of the British Isles?**

- a) The climate is remarkable for great extremes.
- b) The climate is temperate and humid.
- c) The climate is not remarkable for great extremes.
- d) The climate of GB is varied.



**2. What are the summers?**

- a) The summers are hot.
- b) The summers are not warm.
- c) The summers are short and wet.
- d) The summers are windy.

**3. What is the weather on the isles?**

- a) The weather is always nice.
- b) The weather is stable.
- c) It is constantly raining.
- d) The weather is certainly rather unpredictable.

**4. Why is the climate so mild?**

- a) Because of the warm currents.
- b) Because of Labrador.
- c) Because of the Gulf Stream.
- d) Because of the Atlantic Ocean.

**5. When do Englishmen have to take a siesta?**

- a) At the dinner time.
- b) In Summer.
- c) In the middle of the day.
- d) They don't have to.

**Decide if the statements are True or False:**

**6.** A joker once said that the English climate was the best in the world, but the weather was terrible.

**7.** English people have always been able to spend part of the time drinking tea.

**8.** The English are fond of indoor games.

**9.** The Scottish Border is a line of hills known as the Pennines.

**10.** The winters are mild and the summers are not particularly warm.

## THE UNITED STATES OF AMERICA

- **SNAPSHOT**



[Flag](#)



[Great Seal](#)

1. **Answer the following questions:**

**How many stars are there in the American flag?**

**What do they mean?**

**What bird is depicted in the Great Seal?**

- **VOCABULARY**

2. **Read and memorize the active vocabulary to the text "The United States of America".**

1. Residents – жители
2. increase – повышаться
3. tourist attraction – достопримечательность
4. industry – промышленность
5. gas extraction – добыча газа
6. subsequent – последовательный
7. representative – представитель
8. destination – пункт назначения
9. elections – выборы
10. entertainment – развлечение

- **READING**

3. **Read the text and underline or mark the main ideas of this text.**

### **The United States of America**

The United States of America is the fourth largest country in the world after Russia, Canada and China. It is situated in North America and is bordered on Canada and Mexico. The history of the country dates back to the 17th century when the first English settlement was established in 1602. It was the beginning of New England colonies consisting of 4 states only.

The USA consists of 50 states and the District of Columbia which is home to the capital of the country – Washington D.C. Two states – Alaska and Hawaii – are separated from the mainland. The total area of the USA is around 9 mln square kilometers. More than 250 million people live in this country. Their national language is English, although a large part of current American residents are immigrants who speak their native languages.

Due to the fact, that the territory of the USA spreads from the Atlantic to the Pacific ocean, the climate of the country varies greatly depending on the geographical position. Moreover, winter temperatures in northern states may reach 40 degrees below zero. At the same time summer temperatures in southern states may increase up to 49 degrees above zero.

The territory of the USA is crossed by the Mississippi river which is the longest in the world. 5 Great lakes in the north of the country on the border with Canada are a popular tourist attraction. Western part of the country is bound by the Rocky Mountains or the Rockies. Central states are situated on the Great Plains.

A wide variety of landscape and climatic zones has determined the country's industry and agriculture. In the USA farming is devoted to raising such plants as corn, sunflowers, tomatoes and many others. The major industrial fields are automobiles, oil and gas extraction and sustainable energy.

The United States of America is a democratic country with two ruling parties – the Democrats and the Republicans. Both parties propose a candidate for presidency. A president is elected once in four years and can serve no more than two subsequent terms. The highest legislative body of the country is the Congress which consists of two chambers – the House of Representatives and the Senate.

The judicial branch of the federal government consists of the Supreme Court and the system of federal courts.

The executive power is concentrated in the hands of the President, Vice-President and the President's Cabinet. The President is elected for four years of service. The present day President of the USA is Baraq Obama, the representative of the Democratic Party.

If you travel to the USA it's worth considering the following destinations: Washington D.C., Boston, New York, Chicago, San Francisco and Los Angeles. These cities present a wide range of attractions and entertainment, such as Hollywood, the Wall Street, the Statue of Liberty, the Library of Congress, the White House and many others.

- **SPEAKING**

**4. Answer the questions:**

1. How large is America? 2. Where is it situated? 3. What countries does it border on? 4. How many states were there in 1602? 5. What is the climate of the country? 6. What is the main river of the USA? 7. What oceans wash the shores of the USA? 8. How many states are in the USA? 9. What is the national language? 10. What do you know about the political system of the country?

**5. Prepare a report about any city of the USA (not less than 50 words). Use additional sources of information.**

**6. Make up the plan of the text and retell it according to the plan (not less than 100 words).**

- **TRANSLATING**

**7. Translate the text "The Second Front" into Russian.**

The Second Front

In November, 1943, [Joseph Stalin](#), [Winston Churchill](#) and [Franklin D. Roosevelt](#) met together in [Teheran](#), Iran, to discuss military strategy and post-war Europe. Ever since the Soviet Union had entered the war, Stalin had been demanding that the Allies open-up a second front in Europe. Churchill and Roosevelt argued that any attempt to land troops in Western Europe would result in heavy casualties.

Stalin believed that there were political, as well as military reasons for the Allies' failure to open up a second front in Europe. Stalin was still highly suspicious of [Winston Churchill](#) and [Franklin D. Roosevelt](#) and was worried about them signing a peace agreement with [Adolf Hitler](#). Stalin was fully aware that if Britain and the USA withdrew from the war, the [Red Army](#) would have great difficulty in dealing with Germany on its own.

At Teheran, [Joseph Stalin](#) reminded Churchill and Roosevelt of a previous promise of landing troops in Western Europe in 1942. Later they postponed it to the spring of 1943. Stalin complained that it was now November and there was still no sign of an allied invasion of France. After lengthy discussions it was agreed that the Allies would mount a major offensive in the spring of 1944.

From the memoirs published by those who took part in the negotiations in [Teheran](#), it would appear that Stalin dominated the conference. Alan Brook, chief of the British General Staff, said that Stalin had a military brain of the very highest calibre. Never once in any

of his statements he made any strategic error. In this respect he stood out compared with Roosevelt and Churchill.

The landings in June, 1944, created a second-front and took the pressure off the [Red Army](#) and from that date they made steady progress into territory held by Germany.

## WASHINGTON D. C.

- **SNAPSHOT**



[Seal](#)

**1. Answer the following questions:**

Why 2 letters (D.C.) are added to the name of the capital? Look at the seal.

Is it a large or a small capital?

Who is Washington?

- **VOCABULARY**

**2. Read and memorize the active vocabulary to the text "Washington".**

1. Select – выбирать
2. cornerstone – первый камень
3. preliminary – предварительный
4. rectangular – прямоугольный
5. to radiate – расходиться лучами; исходить из одной точки
6. embassy – посольство
7. headquarters – головной офис
8. the Supreme Court – Верховный суд
9. self-governance – самоуправление
10. incorporate – включать в себя
11. declare – заявлять, признавать
12. ratification – ратификация, утверждение
13. adjacent – расположенный рядом, смежный
14. amend – исправлять, вносить поправки
15. quadrant – квадрант, четверть круга

- **READING**

**3. Read the text and underline or mark the main ideas of this text.**

**Washington**

Washington, the capital of the USA, is situated on the Potomac River in the district of Columbia. The District is named in honor of Columbus, the discoverer of America. The capital owes a great deal to the nation's first president George Washington. It was he, who selected the site for the District and laid the cornerstone of the Capitol building, where Congress meets. The location of the city on the Potomac river was the result of a political compromise between the wishes of the northern and the southern states. Washington was founded in 1791. The city was built to a preliminary plan. A rectangular network of streets combines with wide avenues which radiate from two main centers. One of them is the Capitol and the other is the White House. Washington is not the largest city in the country, for it cannot be compared in size with the cities like New York, Chicago, Detroit and Los-Angeles. But in the political sense it is the center of the republic. It is the home of government. The US Presidents lives and works here, the Congress and the Supreme Court are all in Washington D.C.

The First Article of the United States Constitution provides for a federal district, distinct from the states, to serve as the permanent national capital. The centers of all three branches of the federal government of the United States are located in Washington just as many of the nation's monuments and museums. Washington, D.C. hosts 174 foreign embassies as well as the headquarters of the World Bank, the International Monetary Fund (IMF), the Organization of American States (OAS), the Inter-American Development Bank, and the Pan American Health Organization (PAHO). The headquarters of other institutions such as trade unions, lobbying groups, and professional associations are also located in Washington.

The United States Congress has supreme authority over Washington, D.C.; residents of the city therefore have less self-governance than residents of the states. D.C. residents could not vote in presidential elections until the ratification of the Twenty-third Amendment to the United States Constitution in 1961.

Washington, D.C., is a planned city. The design for the City of Washington was largely the work of Pierre (Peter) Charles L'Enfant, a French-born architect, engineer, and city planner who first arrived in the colonies as a military engineer with Major General Lafayette during the American Revolutionary War. In 1791, President Washington commissioned L'Enfant to plan the layout of the new capital city.

L'Enfant's plan was modeled in the Baroque style, which incorporated broad avenues radiating out from rectangles and circles, providing for open space and landscaping.

After the construction of the twelve-story Cairo Apartment Building in 1899, Congress passed the Heights of Buildings Act, which declared that no building could be taller than the Capitol. The Act was amended in 1910 to restrict building height to the width of the adjacent street plus 20 feet (6.1 m). As a result, the Washington Monument remains the District's tallest structure.

Washington is divided into four quadrants of unequal area: Northwest (NW), Northeast (NE), Southeast (SE), and Southwest (SW). The axes bounding the quadrants radiate from the U.S. Capitol building. All road names include the quadrant abbreviation to indicate their location. In most of the city, the streets are set out in a grid pattern with east–west streets named with letters (e.g., C Street SW) and north–south streets with numbers (e.g., 4th Street NW). The avenues radiating from the traffic circles are primarily named after states. Some Washington streets are particularly noteworthy, such as Pennsylvania Avenue, which connects the White House with the U.S. Capitol, and K Street, which houses the offices of many lobbying groups.

The architecture of Washington varies greatly. Six of the top 10 buildings in the American Institute of Architects' 2007 ranking of "America's Favorite Architecture" are located in the District of Columbia, including the White House; the Washington National Cathedral; the Thomas Jefferson Memorial; the United States Capitol; the Lincoln Memorial; and the Vietnam Veterans Memorial. The neoclassical, Georgian, gothic, and modern architectural styles are all reflected among those six structures and many other prominent edifices in Washington. Notable exceptions include buildings constructed in the French Second Empire style such as the Old Executive Office Building and Library of Congress.

- **SPEAKING**

**4. Answer the questions:**

1. When was the federal capital founded? 2. What is a population of the city proper and its suburbs? 4. What is the location of the city? 5. What is the peculiarity of the city planning? 6. What are the most famous tourists' attractions within the city? 7. What kind of organizations does Washington D.C. host? 8. What is the peculiarity about D.C. residents? 9. Who was the architect of Washington D.C.? 10. How many parts is the city divided into? 11. What is the law concerning the height

of the buildings? 12. Enumerate the most popular buildings of Washington D.C.

**5. Make up the plan of the text and retell it according to the plan (not less then 100 words).**

• **GRAMMAR FOCUS**

Adjectives. Degrees of comparison

В английском языке качественные прилагательные имеют три степени сравнения:

- положительную степень (positive degree) – это основная форма прилагательного;
- сравнительную степень (comparative degree);
- превосходную степень (superlative degree);

Степени сравнения прилагательных могут быть образованы тремя способами:

- путем прибавления окончаний –er, –est;
- путем прибавления слов more, most к основной форме;
- путем образования степеней сравнения от разных корней;

Степени сравнения односложных прилагательных

Односложные прилагательные образуют сравнительную степень путем прибавления к положительной степени суффикса –er, а превосходную степень – прибавлением суффикса –est. Перед существительным, определяемым прилагательным в превосходной степени, всегда стоит определенный артикль the.

Положительная степень	Сравнительная степень	Превосходная степень
old старый	older стаеe	oldest самый старый
tall высокий	taller выше	tallest самый высокий
easy легкий	easier легче	easiest самый легкий

Степени сравнения двухсложных и многосложных прилагательных

Большинство двухсложных прилагательных и прилагательных состоящих из трех и более слогов, образуют сравнительную степень при помощи слова more – более, а превосходную степень при помощи слова most – наиболее. More и most всегда ставятся

перед прилагательными в положительной степени (т.е. основной форме).

Положительная степень	Сравнительная степень	Превосходная степень
active энергичный	more active более энергичный, энергичнее	most active самый энергичный
interesting интересный	more interesting более интересный, интереснее	most interesting самый интересный
difficult трудный	more difficult более трудный, труднее	most difficult самый трудный

Обратите внимание, что двухсложные прилагательные, оканчивающиеся на -er, -y, -ow, -le чаще образуют степени сравнения, при помощи суффиксов – er, -est.

Положительная степень	Сравнительная степень	Превосходная степень
clever умный	cleverer умнее	cleverest самый умный
ИЛИ		
clever умный	more clever более умный	most clever самый умный

Степени сравнения прилагательных образованных от другого корня

Некоторые прилагательные образуют степени сравнения не по общим правилам, т.е. образуются от другого корня.

Положительная степень	Сравнительная степень	Превосходная степень
good хороший	better лучший, лучше	best самый лучший, наилучший
bad плохой	worse худший, хуже	worst самый плохой, наихудший
much/many много	more больше	most наибольшее
little мало	less меньше	least наименьшее
far далекий, дальний, далеко	farther более далекий, более дальний, further более дальний; дальнейший, добавочный	farthest furthest самый далекий, самый дальний

### 1. Translate into Russian.

1. English is as difficult as German. 2. My essay is not as long as yours. 3. It isn't as warm today as it was yesterday. 4. The house his aunt lives in is as old as the one his uncle lives in. 5. His apartment isn't as elegant as her apartment, but it's much bigger. 6. Johnny isn't as rich as Don but he is younger and much happier. 7. My dog isn't as friendly as your dog. 8. Eis hockey is as popular as football in Russia. 9. A football match isn't as exciting as a hockey match. 10. The hotel isn't as cheap as we expected. 11. The results of the experiment were not as bad as they had expected. 12. This book is as expensive as my dictionary.

**2. Form the comparative and superlative degree of these adjectives.**

Hot, long, short, clever, silly, great, red, black, white, thin, thick, fat, nice, warm, cold, merry, small, tall, high, weak, strong, heavy, light, green, dry, clean, dirty, wide, deep, brave.

**3. Translate into English.**

Старый, старше, самый старый, самый старший, мой старший брат, мой старый друг, дальше, самый дальний, самый длинный, короче, счастливый, счастливее, самый счастливый, самый лучший, самый черный, длиннее, хуже, лучше, теплее, её лучший друг, её младший сын, его старший сын.

**4. Use the adjectives in brackets in appropriate form.**

1. – How do you like Smucker’s Sweet Orange Marmalade, Mrs. Johnson? – I think it’s (delicious). It’s (delicious) than the marmalade I usually buy. – We agree with you, Mrs. Johnson. We think Smucker’s Sweet Orange Marmalade is (delicious) marmalade in the world. 2. The rivers in America are (big) than those in England. 3. The island of Great Britain is (small) than Greenland. 4. What is the name of the (high) mountain in Asia? 5. The English Channel is (wide) than the Straits of Gibraltar. 6. Russia is a very (large) country. 7. Which is (large): the United States or Canada? 8. What is the name of the (big) port in the United States? 9. Moscow is the (large) city in Russia. 10. The London Underground is the (old) in the world. 11. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. 12. St Petersburg is one of the (beautiful) cities in the world.

**5. Write in *as ... as* or *so ... as*.**

1. Mike is ... tall ... Pete. 2. Kate is not ... nice ... Ann. 3. My room is ... light ... this one. 4. This book is not ... thin ... that one. 5. Sergei is ... old... Michael. 6. She is ... young ... Tom’s brother. 7. This woman is ... good ... that one. 8. Nick’s English is not ... good ... his friend’s. 9. I am not ... tall ... Pete. 10. This woman is ... young ... that one. 11. I am ... thin ... you. 12. Kate is ... lazy ... her brother. 13. This child is not ... small... that one.

**6. Use the adjectives in brackets in appropriate form.**

1. We should eat (healthy) food. 2. Today the streets aren’t as (clean) as they used to be. 3. It’s (bad) mistake he has ever made. 4. This man is(tall) than that one. 5. Asia is (large) than Australia. 6. The Volga is (short) than the Mississippi. 7. Which building is the (high) in

Moscow? 8. Mary is a (good) student than Lucy. 9. The Alps are (high) than the Urals. 10. This garden is the (beautiful) in our town. 11. She speaks Italian (good) than English. 12. Is the word "newspaper" (long) than the word "book". 13. The Thames is (short) than the Volga. 14. The Arctic Ocean is (cold) than the Indian Ocean. 15. Chinese is (difficult) than English. 16. Spanish is (easy) than German. 17. She is not so (busy) as I am. 18. It is as (cold) today as it was yesterday. 19. She is not so (fond) of sports as my brother is. 20. Today the weather is (cold) than it was yesterday. 21. This book is (interesting) of all have read this year. 22. January is the (cold) month of the year. 23. My sister speaks English (bad) than I do. 24. Which is the (hot) month of the year? 25. Which is the (beautiful) place in this part of the country? 26. This good-looking girl is the (good) student in our group.

### **7. Use the adjectives in brackets in appropriate form.**

1. Her eyes are (grey) than mine. 2. He was the (fat) man in the village. 3. As he went on, the box became (heavy) and (heavy). 4. My sister is the (tall) girl in her class. 5. Who is the (attentive) student in your group? 6. It is autumn. Every day the air becomes (cold), the leaves (yellow). 7. This is the (beautiful) view I have ever seen in my life. 8. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all. 9. Oil is (light) than water. 10. We shall wait for a (dry) day to go on the excursion. 11. A bus is (fast) than a tram. 12. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 13. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 14. He worked (hard) and (hard) as the end of the term came nearer. 15. The (tall) trees in the world grow in California. 16. Please be (careful) next time and don't spill the milk again. 17. Bobby was a (quiet) child. He was (quiet) than his sister. 18. My pie is (delicious). Everybody says it's out of this world!

## UNIT 1.4 ENVIRONMENTAL PROTECTION



- **READING**

### Environmental Protection

#### 1. Answer the questions:

1. *What do you think are the main ecological problems?*
2. *What measures should be taken to protect the Nature? Discuss your ideas with the class.*

#### 2. Read and translate the text:

The poisoning of the world's land, air, and water is the fastest-spreading disease of civilization. It probably produces fewer headlines than wars, earthquakes and floods, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become uninhabitable.

Overpopulation, pollution and energy consumption have created such planet-wide problems as massive deforestation, ozone depletion, acid rains and the global warming that is believed to be caused by the greenhouse effect.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas.

Every ten minutes one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today will have become extinct twenty years from now.

Air pollution is a very serious problem. In Cairo just breathing the air is life threatening – equivalent to smoking two packs of cigarettes a day. The same holds true for Mexico City and 600 cities of the former Soviet Union. For example, Moscow is covered by a smoggy cloud that can be easily seen in sunrise even without any special gadgets. This smog is permanent and doesn't disappear even in rainy days.

Industrial enterprises emit tons of harmful substances. These emissions have disastrous consequences for our planet. They are the main reasons for the greenhouse effect and acid rains.

An even greater environmental threat is nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are. An awful explosion of a nuclear reactor happened in 1986. Since that time the nearest to the Chernobyl nuclear power station towns and settlements were left by the native residents and the "Dead zone" was announced.

The list of serious environmental problems could be continued.

People are beginning to realize that environmental problems are not somebody else's. They join and support various international organizations and green parties.

In 1987 a «Green Peace» public commission combined the people's efforts for peace with the huge and ever mounting movement for nature conservation. Another area of its work is to set up and strengthen cooperation among environmentalists from many similar organizations abroad.

Russia is cooperating in the field of environmental protection with the United States, Canada, Norway, Finland and other countries.

### 3. Scan the text and answer the questions:

1/What is the fastest-spreading disease of civilization? 2/ What planet-wide problems have overpopulation, pollution and energy consumption created? 3/ What will happen to our planet if present trends continue? 4/ What is happening to the seas and rivers? 5/ The Aral Sea is on the brink of extinction. Do you think it's possible to save it? 6/ A lot of animals are dying out. But people wear fur coats, crocodile handbags, leather shoes, etc. Are you for or against hunting? 7/ Is air pollution a serious problem? Why? 8/ What were the tragic consequences of the Chernobyl disaster? 9/ Are nuclear power stations dangerous? 10/ What do people of different countries do to save our planet?

### 4. Find out, whether these words are synonyms or not:

1. Damage/benefit;
2. Extinction/deforestation;
3. To halt/to sacrifice;
4. Prudent/efficient;
5. Inheritance/future;
6. Input/disposal;
7. To sustain/to pollute;
8. To annoy/to like;

9. Gains/achievements;
10. To halt/to stop.

**5. You are given a list of 10 practical ideas. Choose those, which in your opinion can help to save the environment and explain your choice.**

1. Buy fresh food that doesn't need a lot of packing.
2. Save as much water as possible.
3. Find out more about Green organizations in your area.
4. Write letters to the government of your country about Green problems, which you are worried about.
5. Use bottles more than once.
6. Try to save paper. Also, buy and use recycled paper as often as possible.
7. Make sure that your family and friends use unleaded petrol in their cars.
8. Use public transport as often as possible.
9. Use batteries as little as possible. It takes 50 times more energy to make them than they produce.
10. Don't leave on electric lights, TV, Hi-Fi, etc, if you are not using them.

**6. Make up the plan of the text and retell it according to the plan (not less than 100 words).**

• **COMPREHENSION READING**

**7. Read the following text and do the tasks after the text:  
The Threat to Kiribati**

The people of Kiribati are afraid that one day in the not-too-distant future, their country will disappear from the face of the earth – literally. Several times this year, the Pacific island nation has been flooded by a sudden high tide (волна). These tides, which swept across the island and destroyed houses, came when there was neither wind nor rain. "This never happened before," say the older citizens of Kiribati.

What is causing these mysterious high tides? The answer may well be global warming. When fuels like oil and coal are being burned, pollutants are released; these pollutants trap heat in the earth's atmosphere. Warmer temperatures cause water to expand and also create more water by melting glaciers and polar ice-caps.

If the trend continuous, scientists say, many countries will suffer. Bangladesh, for example might lose one-fifth of its land. The coral island nations of the Pacific, like Kiribati and the Marshall Islands, however, would face an even worse fate – they would be swallowed by

the sea. The loss of these coral islands would be everyone's loss. Coral formations are home to more species than any other place on earth.

The people of these nations feel frustrated. The sea on which their economies have always been based, is suddenly threatening their existence. They don't have the money expensive technological solutions like seawalls. And they have no control over the pollutants, which are being released mainly by activities in large industrialized countries. All they can do is to hope that industrialized countries will take steps to reduce pollution.

### 8. Read the text and answer the following questions

- 1) Why are the people of Kiribati afraid that one day their country will disappear from the face of the earth?
- 2) What is the reason of global warming?
- 3) What nations would be swallowed by the sea?
- 4) Why are coral islands vital important for the environment?
- 5) Can the nations of coral islands do anything to save their land?

### 9. Choose T (true) or F (false)

- 1) **T F** Several times this year, the Pacific island nation has been flooded by a usual high tide.
- 2) **T F** Warmer temperatures create more water by melting glaciers and polar ice-caps.
- 3) **T F** Bangladesh would be swallowed by the sea.
- 4) **T F** The people of Kiribati don't pollute their island.
- 5) **T F** Coral formations are just for beauty.

• **GRAMMAR FOCUS**

**Perfect**

	Present	Past	Future
Time expressions	<p>Present Perfect может употребляться обстоятельственными словами, обозначающими период времени, который еще не закончился:</p> <p><b>Today</b>-сегодня <b>this week (month, year)</b> на этой неделе, в этом месяце, в этом году. Часто употребляется с наречиями неопределенного времени и частотности:</p> <p><b>never</b> <i>никогда</i> <b>ever</b> <i>когда-либо</i> <b>often</b> <i>часто</i> <b>seldom</b> <i>редко</i> <b>already</b> <i>уже</i> <b>just</b> <i>только что</i> <b>lately</b> <i>в последнее время, недавно</i> <b>by now</b> <i>уже, к настоящему времени</i> <b>up to now</b> <i>до настоящего момента</i> <b>yet</b> <i>еще (в вопросах и отрицаниях)</i></p>	<p>Past Perfect обозначает действие, завершившееся до определенного момента в прошлом.</p> <p><i>By (к), by that time (к) тому времени)</i> <b>ever</b> <i>когда-либо</i> <b>often</b> <i>часто</i> <b>seldom</b> <i>редко</i> <b>already</b> <i>уже</i> <b>just</b> <i>только что</i> <b>lately</b> <i>в последнее время, недавно</i> <b>by now</b> <i>уже, к настоящему времени</i> <b>up to now</b> <i>до настоящего момента</i> <b>yet</b> <i>еще (в вопросах и отрицаниях)</i></p>	<p>Обычно время, до которого завершится будущее действие, обозначено в предложении при помощи выражений <i>by (к), by then (к) тому времени, тогда, by the time (к) тому времени, before (до) и пр.</i></p> <p>Союзы <b>until / till</b> используются только в отрицательных предложениях.</p>
Affirmative	<p>Have/has+V3 You <b>have spoiled</b> everything. Ты все испортил. (все испорчено сейчас)</p>	<p>Had+V3 By six o'clock on Sunday I <b>had already learned</b> all the words. (К шести часам в воскресенье я уже выучил все слова.) She <b>had just made</b> coffee when I arrived</p>	<p>Will/shall+have+V3 We <b>will have finished</b> the report by the evening. (Мы закончим подготовку доклада к вечеру)</p>
Negative	<p>Have/has+not+V3 I <b>haven't seen</b> Peter today. (Я не видел Петра сегодня)</p>	<p>Had+not+V3 I <b>hadn't read</b> the book by Saturday. (Я еще не прочитал эту книгу к субботе.)</p>	<p>Will+have+not+V3 I <b>won't have read</b> the book until next month. (Я не дочитаю книгу до следующего месяца.)</p>

Interrogative	Have/has+S+V3 <b>Have</b> you already <b>done</b> your homework? Ты уже сделал домашнюю работу?	Had+S+V3 <b>Had</b> you <b>known</b> about it before I left? (Ты уже знал об этом до того как я ушел?)	Will-S+have+V3 Will we have built our new house by the beginning of the next year? (Мы достроим наш новый дом к началу следующего года?)
---------------	----------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

**1. Insert have/has + one of the following verbs in the 3d form.**

*Break, buy, finish, do, go, go, lose, paint, read, take*

"Are they still having dinner?" "No, they have finished."

I \_\_\_\_\_ some new shoes. Do you want to see them?

"Is Tom here?" "No, he \_\_\_\_\_ to work."

"\_\_\_\_\_ you \_\_\_\_\_ the shopping" "No, I'm going to do it later."

"Where's your key?" "I don't know. I \_\_\_\_\_ it."

Look! Somebody \_\_\_\_\_ that window.

Your house looks different. \_\_\_\_\_ you \_\_\_\_\_ it?

I can't find my umbrella. Somebody \_\_\_\_\_ it.

I'm looking for Sarah. Where \_\_\_\_\_ she \_\_\_\_\_?

"Do you want the newspaper?" "No, thanks. I \_\_\_\_\_ it."

**2. Make up questions using *Have you ever ...?***

- (to be / to Paris?) *Have you ever been to Paris?*
- (play / golf?) *Have you ever played golf?*
- (to be / to Australia?) \_\_\_\_\_?
- (lose / your passport?) \_\_\_\_\_?
- (sleep / in the park?) \_\_\_\_\_?
- (eat / Chinese food?) \_\_\_\_\_?
- (to be / to New York?) \_\_\_\_\_?
- (win / a lot of money?) \_\_\_\_\_?
- (break / your leg?) \_\_\_\_\_?
- (run / a marathon?) \_\_\_\_\_?
- (speak / to famous people?) \_\_\_\_\_?
- (live / in another town) \_\_\_\_\_?

**3. Make these sentences negative and interrogative.**

1. Jack has washed the dog.
2. Father has already cleaned his car.

3. Mr. Snowdon has made a speech at the conference.
4. Granny has bought me some cakes.
5. They have painted their old house.
6. Liz has bought some flowers.
7. My sister has just cooked breakfast for the family.
8. The cat has already eaten fish.
9. Mrs. Gracy have gone to London.
10. I have never been to India.

**4. Use Past Perfect Tense of the verbs and translate the sentences into Russian.**

1. Joe began to work on his own project after the company ... (to fire) him.
2. ... (to hear) the news on the radio before you saw the program on TV?
3. Jacob didn't want to read the book because he ... (to see) already the movie.
4. The match ... (to begin) already when we ... (to enter) the stadium.
5. Until Susan ... (to meet) Jeremy, she never ... (to fall) in love.
6. Mr. Smith ... (to smoke) for year before he ... (to decide) to give up this bad habit.
7. ... (to drive) Kate ever on the highway by herself before that accident?
8. How many butterflies ... (to catch) the boys by the time it started raining?
9. Parents ... (to forbid) them to go to the forest, hadn't they?

**5. Open the brackets using Past Perfect. Mind! In some sentences Past Simple should be used!**

1. When he (to come) home, his mother already (to cook) dinner.
2. When we (to come) to my friend's house, he just (to leave).
3. When her husband (to enter) her office, she already (to finish) her work for that day.
4. Jennifer (to send) him an email after he (to call).
5. Andy (to ask) his friend before he (to propose) him his help.
6. We (to eat) a cake which I (to bring) an hour before.
7. My sister (to take) my dress which I (to buy) in Morocco.
8. I (to work) on the computer yesterday which I (to buy) a week ago.
9. I (to know) that my friend (not yet to complete) the test in the university.

10. Nick and his wife (to come) home from the theatre at five o'clock.

**6. Open the brackets using Future Perfect.**

1. We (to come) home by the evening tomorrow.
2. We (to finish) his project by the end of the next week?
3. She (to do) my homework by five o'clock tomorrow.
4. When I come home tomorrow, my family (to have) lunch.
5. When they (to come) to the party tomorrow, I (to cook) dinner. I (to finish) it by 5 pm.
6. If the weather is fine, we (to go) to the picnic.
7. You (to complete) the project by the end of the week?
8. What you (to do) by the end of the year?
9. What you (to make) by five o'clock tomorrow?
10. You (to finish playing) tennis by 7 pm?
11. You (to do) this project by next Friday?

**7. Open the brackets using Present Perfect, Past Perfect, Future Perfect.**

1. By the time you receive this letter I (finish) my final exams.
2. He (write) 3 reports on an accident when his mother called.
3. I don't think I (do) these exercises by 3 o'clock.
4. He was looking forward to a good meal at home, but Jill (go) out.
5. Your house looks nice. You (paint) it?
6. After we (discuss) all details on the phone I wrote a letter about it.
7. Before my 18<sup>th</sup> birthday I (not/be) out of England.
8. It is the easiest job I (ever/have).
9. I felt better after I (take) the medicine.
10. I (not/be) there for ages.
11. She (tidy up) the flat before he comes.
12. I was late. The teacher already (give) a quiz when I came into the classroom.
13. The workers (ship) the goods before the telegram arrives.
14. I am here for an hour. Where you (be)?
15. When I got to the station, the 9 o'clock train (already/leave).

## MODULE 2. ENGINEERING IN THE NOWADAYS WORLD

### Unit 2.1 Construction

- **READING**

#### Text №1 Christopher Wren

1. Read the text and check your answers.

#### Christopher Wren

It was in 1666 that Christopher Wren (1632 – 1723) was appointed Surveyor- General, and principal architect for rebuilding the City of London after the Great Fire, and in 1667 he became Surveyor – General of the Royal Works at the age of thirty-five. Mr. Wren had already achieved European fame as an astronomer and mathematician. For some years he had dabbled in architecture, and in 1662 had designed the Sheldonian Theatre, a building more remarkable for its constructional and acoustical properties than for its architectural attraction.

Wren had produced plans for the rebuilding of the City after the Fire , and had presented them to the King. Unfortunately this plan wasn't implemented and a great opportunity was lost.

For the next 38 years Wren was kept busy rebuilding the city churches, of which 35 are attributed to him, and with St. Paul's Cathedral.

Even before the Fire he had prepared designs for remodeling the cathedral, largely on the lines of the existing building. This design received the royal warrant in 1675, and the last stone is believed to have been laid in 1710. Wren got over the difficulty of satisfying both interior and exterior appearances by using a double dome separated by a structural brick cone which carried the lantern. The exterior wall is thus high enough to dominate the building without giving too well – like an effect inside.

St. Paul exhibits a handling of mass and detail, light and shade, which puts it in the front rank of English building. It is in the Grand manner, sometimes called Baroque, largely conceived yet neither overpowering in scale nor ostentatious in details.

Of other buildings designed by Wren the best known are Hampton Court Palace, Chelsea and Greenwich Hospitals, and some ranges in the Temple.

During Wren's lifetime classical design became firmly established, and was adopted almost everywhere, not only by architects

but also by working masons and carpenters, whose skill became known even on the continent.

• **SPEAKING**

**2. Read the text again and answer the questions:**

1. When was Christopher Wren appointed Surveyor-General?
2. Why did he become a principal architect?
3. Was he famous only as an architect?
4. Did he manage to realize his plans for the rebuilding of the City after the Fire? Why?
5. How did Christopher Wren rebuild the cathedral?
6. What other buildings designed by Wren do you know?

**3. Decide whether these statements are true or false.**

1. The Sheldonian Theatre was a building more remarkable for its architectural attraction than for its constructional and acoustical properties.
2. Wren's plans for the rebuilding of the City after the Fire weren't implemented.
3. Christopher Wren wasn't allowed to rebuild the cathedral.
4. St. Paul's Cathedral is in the Grand manner, called Baroque.
5. Classical design was adopted only by architects.

**4. Match the words from the text with their definitions:**

Astronomer	a person qualified to design buildings;
Architect	a person skilled in woodwork;
Carpenter	a person skilled in building with stone;
Mathematician	a scientist who studies astronomy;
Mason	an expert or specialist in mathematics.

**Unit 2.2 Economics**

• **READING**

**Text No2. Adam Smith**

**1. Discuss these questions with your partner:**

- Do you have any idea where the word economics comes from?
- Do you know the names of any famous economists from the past or anything about their ideas?

## 2. Read the text and check your answers.

### Adam Smith and the history of economic thought

Economic thought goes back thousands of years. The ancient Greek, Xenophon, used the word *oikonomikos* (from *oikos*, meaning family, household, estate, and *nomos*, for usage, law). He was talking about skillful or clever ways to manage land and households. We could call many of Aristotle's political writings economics, although he did not use the word. The English word economics first appeared in the 19th century – two and a half thousand years after Xenophon.

At this time, thinkers like Adam Smith wrote down ideas that are still important today. His work «Enquiry into Nature and Causes of the Wealth of Nations», which was published in 1776, was a great event in economic science and won him world recognition. Adam Smith is often called the Father of Modern Economics, although the science was called political economy then. Smith realized that a nation's wealth depended on its ability to produce goods. The value of these goods depended on the cost of production. The cost of production depended on the cost of workers, raw materials and land. This was really the first example of macroeconomics.

In his understanding the economic development is guided by objective laws and is independent of the volition of an individual. He called those laws "natural" and tried to deduce them from the nature of the human being. "The natural properties of man" upon which Smith proceeded were characteristic features of the capitalism of his time.

Smith and other classical economists were writing at a time of great change. The industrial revolution had begun. Paper money began to replace precious metals. The middle classes were growing stronger. Economists' theories echoed these changes. They wrote about the division of labour (each worker taking their part in the production process). They discussed the problems of population growth. They influenced thinking about social classes.

### • SPEAKING

#### 3. Answer the following questions:

1. What was Adam Smith?
2. What helped him to win the world recognition? Why?
3. What is the real source of a nation's wealth?
4. What are the features of the capitalism of his time?
5. How can you characterize the period of classical economists?

**4. Now read the text again and decide whether these statements are true or false.**

1. Aristotle did not use the word economics, but he did write about economic ideas.
2. Modern Economics was called political economy then.
3. Adam Smith gave the first example of microeconomics.
4. The economic development is guided by "natural" laws.
5. The industrial revolution had no effects on economists' theories.

**5. Read the text quickly and put the sentences in the correct order to explain ideas of Adam Smith.**

1. The cost of production depended on the cost of workers, raw materials and land.
2. Adam Smith wrote down ideas that are still important today.
3. Nation's wealth depended on its ability to produce goods.
4. This was really the first example of macroeconomics.
5. The value of these goods depended on the cost of production.

## Unit 2.3 Information Technologies

- **READING**

**Text No 3. Bill Gates**

**William Henry Gates III**, [KBE](#) (born October 28, 1955) is an American business magnate, investor, author, philanthropist, humanitarian, and co-founder of the [Microsoft Corporation](#) along with [Paul Allen](#).

In 1975, Gates and Allen launched Microsoft, which became the world's largest [PC](#) software company. During his career at Microsoft, Gates held the positions of [chairman](#), [CEO](#) and [chief software architect](#), while also being the largest individual [shareholder](#) until May 2014.

Gates stepped down as chief executive officer of Microsoft in January 2000, but he remained as chairman and created the position of chief software architect for himself.

In June 2006, Gates announced that he would be transitioning from full-time work at Microsoft to part-time work and full-time work at the [Bill & Melinda Gates Foundation](#). He gradually transferred his duties to [Ray Ozzie](#) and [Craig Mundie](#). He stepped down as chairman of Microsoft in February 2014 and assumed a new post as technology adviser to support the newly appointed CEO [Satya Nadella](#).

Gates is one of the best-known entrepreneurs of the [personal computer revolution](#). He has been [criticized for his business tactics](#), which have been considered [anti-competitive](#). This opinion has been upheld by numerous court rulings. Later in his career, Gates pursued a number of philanthropic endeavors. He donated large amounts of money to various charitable organizations and scientific research programs through the [Bill & Melinda Gates Foundation](#), which was established in 2000.

Since 1987, Gates has been included in the [Forbes list of the world's wealthiest people](#), an index of the wealthiest documented individuals, excluding and ranking against those with wealth that is not able to be completely ascertained.

From 1995 to 2017, he held the [Forbes](#) title of the richest person in the world all but four of those years, and held it consistently from March 2014–July 2017, with an estimated net worth of US\$89.9 billion as of October 2017. However, on July 27, 2017, and since October 27, 2017, he has been surpassed by [Amazon](#) founder and CEO [Jeff Bezos](#), who had an estimated net worth of US\$90.6 billion at the time.

In 2009, Gates and [Warren Buffett](#) founded [The Giving Pledge](#), whereby they and other billionaires pledge to give at least half of their wealth to philanthropy. The foundation works to save lives and improve global health, and is working with [Rotary International](#) to eliminate polio. As of February 11, 2018, Gates had a net worth of \$89.5 billion, making him the second richest person in the world, behind Bezos.

## Unit 2.4 Transport System

- **READING**

### Text No 4. Henry Ford

1. Read the text and check your answers.

#### Henry Ford

Henry Ford (1863 – 1947) was the American founder of the Ford Motor Company and father of modern assembly lines used in mass production. His introduction of the Model T automobile revolutionized transportation and American industry. The Model T was introduced on October 1, 1908. It had the steering wheel on the left, which every other company soon copied. The entire engine and transmission were enclosed, the four cylinders were cast in a solid block, the suspension used two semi-elliptic springs.

By 1918, half of all cars in America were Model T's. However, it was a monolithic block. As Ford wrote in his autobiography, "Any customer can have a car painted any colour that he wants so long as it is

black". Model T's were available in other colors including red. The design was fervently promoted and defended by Ford, and production continued as late as 1927. The final total production was 15,007,034. This record stood for the next 45 years.

As owner of the Ford Company he became one of the richest and best-known people in the world. He is credited with "Fordism", that is, the mass production of large numbers of inexpensive automobiles using the assembly line, coupled with high wages for his workers.

Ford had a global vision, with consumerism as the key to peace. Ford didn't believe in accountants. He amassed one of the world's largest fortunes without ever having his company audited under his administration.

Henry Ford's intense commitment to lowering costs resulted in many technical and business innovations, including a franchise system that put a dealership in every city in North America, and in major cities on six continents.

ord left most of his vast wealth to the Ford Foundation but arranged for his family to control the company permanently.

• **SPEAKING**

**2. Answer the following questions:**

1. What role did he play in American industry?
2. When was the Model T automobile introduced?
3. What are the distinctive features of the Model T?
4. How long was it popular?
5. What does the word "Fordism" mean?

**3. Now read the text again and decide whether these statements are true or false.**

1. The Model T automobile was introduced in XX century.
2. Model T's were available in any colour that any customer wanted.
3. Fordism is the mass production of large numbers of inexpensive automobiles using the assembly line, coupled with high wages for his workers.
4. Ford had a global vision, he believed in accounts.
5. A franchise system put a dealership only in North America.

**4. Match the words from the text with their definitions:**

- |          |                                                                    |
|----------|--------------------------------------------------------------------|
| Cylinder | a circular object that revolves on an axle, fixed below a vehicle. |
| Wheel    | a machine with moving parts that converts                          |

- power into motion.
- Spring a piston chamber in a steam or internal-combustion engine.
- Engine an elastic device, typically a helical metal coil, that can be pressed or pulled but returns to its former shape when released.

• **GRAMMAR FOCUS**  
**Perfect Continuous/Progressive**

	Present	Past	Future
Time expressions	<b>for</b> — в течение (for a month, for a long time, for an hour). Либо же используется союз <b>since</b> — с тех пор, который служит отправной точкой действия, с которой все начиналось.	( <b>for</b> ... hours/weeks/years – в течение ... часов/недель/лет, <b>since</b> 10 o'clock – с 10 часов, <b>since</b> morning – с утра, <b>since</b> 2005 – с 2005 года)	<b>by the time</b> ... - к тому моменту, времени, как ...; <b>by that time, by then</b> - к этому времени, к тому времени; <b>before</b> – прежде, чем; <b>after</b> – после того, как.
Affirmative	Have/has+ been +V-ing My sisters <b>have been watching</b> TV for 3 hours. (Мои сестры смотрят телевизор в течение 3 часов.)	Had been+V-ing He <b>had been sleeping</b> for half an hour when the phone rang. (Я (уже) спал пол часа, когда зазвонил телефон.)	Will+have been+V-ing You <b>will have been waiting</b> for more than two hours when her plane finally arrives. (Ты прождешь свыше двух часов, прежде чем ее самолет, наконец, приземлится.)
Negative	Have/has+not+been+V-ing I <b>haven't been waiting</b> for my brother for a long time. (Я не жду своего брата долго)	had+not+been+V-ing I <b>have not been working</b> since 10 o'clock, so I am not very tired now. (Я не работаю с 10 часов, поэтому я сейчас не очень уставший.)	Will+not+have been+V-ing You <b>will not have been waiting</b> for more than two hours when her plane finally arrives. (Ты не прождешь свыше двух часов, прежде чем ее самолет, наконец, приземлится.)
Interrogative	Have/has+S+been+V-ing <b>Has he been living</b> in Minsk for 5 years? (Он живет в Минске в течение 5 лет.)	had+S+been+V-ing <b>Had he been working</b> since 10 o'clock? (Он работал с 10 часов?)	Will-S+have been+V-ing <b>Will you have been waiting</b> for more than two hours when her plane finally arrives? (Ты прождешь свыше двух часов, прежде чем ее

			самолет, наконец, приземлится?)
<p>Формы Perfect Continuous (за исключением Future Perfect Continuous) имеют тенденцию ко все большему распространению в современном английском языке, хотя их употребление и ограничивается в некоторых случаях. Глаголы, которые не имеют формы Continuous, не употребляются и в Perfect Continuous. Это to be, to know, to see, to hear, to love и т.д. Вместо Perfect Continuous употребляется время группы Perfect.</p>			

### 1. Continue the situations using Present Perfect Continuous.

**Ex.** Kate is out of breath. (she/do exercises) – She has been doing exercises.

1. John has a cut lip and Steve has a black eye. (Boys/fight)
2. Peter is really tired. (He/work/hard)
3. Billy is thirsty. (He/play football)
4. Mary has just returned from the beach. She is really red. (She/lie/without umbrella in the sun)
5. Frank is very happy. (He/play/favorite computer game)

### 2. Ask questions using Present Perfect Continuous.

**Ex.** Your brother's hands are covered in dust. (You/clean/the garage?)

Have you been cleaning the garage?

1. You see a little girl. Her eyes are watery and red. (You/cry?)
2. Your boyfriend enters the room. His face and face are dirty. (You/work/on your car?)
3. You and your friend have just arrived to meet the friend of you who is waiting. (You/wait/long?)

### 3. Complete the sentences using Present Perfect Continuous.

**Ex.** It's snowing now. It began to snow three hours ago.

It has been snowing for three hours.

1. Martha is playing. She began to play four hours ago. She ... for four hours.
2. Kevin is learning French. He started learning French in November. He ... since November.
3. Peter is looking for new job. He started looking three months ago. Peter ... for three months.
4. Christen is working in Tokyo. She started working in Tokyo on 29 March. Christen ... since 29 March.

5. Michael smokes. He began to smoke six years ago. Michael ...  
for six years.

#### **4. Ask questions beginning with "how long".**

**Ex.** It is snowing.

How long has it been snowing?

1. My eyes are hurting.
2. Chris plays football.
3. Peter sells used cars.
4. Jane is living Wisteria Lane.
5. Amanda is working in Paris.
6. Frank smokes.
7. Rebecca is learning Spanish.

#### **5. Translate these sentences into Russian.**

1. He had been sitting here for 40 minutes when the telephone rang.
2. I had been trying to get him on the phone all day.
3. At eight in the morning we had been driving for six hours.
4. Tom had been doing his homework for an hour when his friend came to see him.
5. He had been waiting for her for long time before she came.
6. We had been walking in the rain for many hours when we saw a house.
7. She had been sitting there for half an hour before it started raining.
8. He had been looking for his glasses for an hour before he realized he had them in his pocket.

#### **6. Put the verbs into the correct form (past perfect progressive).**

1. We (sleep) for 12 hours when he woke us up.
2. They (wait) at the station for 90 minutes when the train finally arrived.
3. We (look for) her ring for two hours and then we found it in the bathroom.
4. I (not / walk) for a long time, when it suddenly began to rain.
5. How long (learn / she) English before she went to London?
6. Frank Sinatra caught the flu because he (sing) in the rain too long.
7. He (drive) less than an hour when he ran out of petrol.

8. They were very tired in the evening because they (help) on the farm all day.

9. I (not / work) all day; so I wasn't tired and went to the disco at night.

10. They (cycle) all day so their legs were sore in the evening.

**7. Make the past perfect continuous negative.**

1. I (not / work) there long when she quit.

2. She (not / work) but she was tired anyway.

3. It(not / rain) long when I got home.

4. He was in trouble with the teacher because he .(not / go) to classes.

5. We (not / live) in London for three years when we got married! It was more like five years.

6. Although it was hot in the kitchen, Julie (not / cook).

7. I (not / sleep) long when there was a knock at the door.

8. He didn't feel healthy, because he (not / go) to the gym.

9. I caught a cold because I (not / eat) properly.

**8. Make the past perfect continuous questions.**

1. When you got sick, (you / eat) enough?

2. There was water everywhere, (what / the children / do)?

3. (it / rain) when you left the restaurant?

4. (how long / she / live) in London when she found that job?

5. (why / you / study) so hard?

6. Why was the house so messy? (what/ she / do)?

7. (how long / we / wait) when the bus finally arrived?

8. (how long / he / play) football when he was injured?

9. (I / work) that day?

10. (she / see) him for long when they moved to Paris?

**9. Change the verb into the correct form (Future Perfect Progressive).**

1. By midnight, you (dance) for 4 hours.

2. By dinner, she (cook) the whole afternoon.

3. He (work) there for 10 years by 2015.

4. By next year, I (study) English for 7 years.

5. By next week, we (renovate) for over a month.

6. In 2012, they (live) here for 4 years.

7. Before December, Barbara (teach) for a year.

8. By this time tomorrow, I (do) this exercise for a long time.

9. Jessica (help) them for 12 months.

10. Bob and Sarah (cook) for 2 hours at 8 o'clock.



11. Tomorrow at 9 o'clock I (sleep) for 10 hours.
12. On Thursday, I (fix) the car for a whole month!
13. In 10 minutes, James (wait) for 2 hours.
14. They (stand) for a whole day.
15. By this time next week, we (vacation) for a month.

## MODULE 3. CONSTRUCTION

### Unit 3.1

#### 1. Read the text:

##### **Main Notions of Civil Engineering** **Civil engineering**

In modern usage, civil engineering is a broad field of engineering that deals with the planning, construction, and maintenance of fixed structures, or public works, as they are related to earth, water, or civilization and their processes. Most civil engineering today deals with power plants, bridges, roads, railways, structures, water supply, irrigation, environment, sewer, flood control, transportation and traffic. In essence, civil engineering may be regarded as the profession that makes the world a more agreeable place in which to live.

Engineering has developed from observations of the ways natural and constructed systems react and from the development of empirical equations that provide bases for design. Civil engineering is the broadest of the engineering fields, partly because it is the oldest of all engineering fields. In fact, engineering was once divided into only two fields - military and civil. Civil engineering is still an umbrella term, comprised of many related specialties.

#### 2. Find the following words and word combinations in the text:

гражданское строительство -  
стационарные сооружения -  
общественные сооружения -  
инженерное искусство, (зд.) строительство -  
водоснабжение -  
инфраструктура -  
мелиорация—  
канализация -  
регулирование паводкового стока -  
более приятное место -  
по существу-  
эмпирические соотношения -  
обобщающий термин -

#### 3. Give Russian equivalents of the following:

to deal (with) -

a broad field -  
a modern usage -  
a construction -  
a power plant -  
may be regarded - "  
maintenance -  
bases for design -  
transportation and traffic -  
observations of the ways -  
many related specialties -

**4. Translate the text and say whether these statements are true or false:**

- Civil engineering deals with construction only.
- Construction of fixed structures or public works is a part of a broad field of engineering.
- Civil engineering makes the world a more attractive place to live in.
- Civil engineering is a new field of engineering.
- Civil engineering is only a small part of all engineering fields.
- Engineering was once divided into only two fields.
- Observations of the ways natural and constructed systems react gave development to the engineering.

**5. Choose the right variant:**

**1.** ... deals with the planning, construction and maintenance of fixed structures or public works ...

а)... связана с планированием строительства и поддержанием стационарных и общественных сооружений...

б) ... связана с планированием, строительством, техническим обслуживанием и ремонтом стационарных и общественных сооружений...

в)... связана с планированием, строительством сооружений и техническим обслуживанием и ремонтом стационарных сооружений и общественных работ...

**2.** ... civil engineering may be regarded as the profession that makes the world...

а) ... гражданское строительство может быть профессиональным, что делает мир ...

б) ... гражданское строительство может рассматриваться как профессия, которая заставляет мир ...

в) ... гражданское строительство может рассматриваться как профессия, которая делает окружающий нас мир ...

## 6. Read the text

### HISTORY OF BUILDING INDUSTRY

In yearly times there were few special builders. People constructed their homes from whatever material was available where they lived. The only large buildings were communal ones such as granaries and places of worship for their gods. In ancient Egypt, Greece and Rome, large buildings were financed by the rulers of the country and built by slaves who had been captured in battle. Stone was used if it was available and where it was not, brick-making industry developed.

After the end of the Roman Empire in the 4<sup>th</sup> century AD there was very little large-scale building done in Europe for about six hundred years. There were two kinds of buildings other than cottages and farm buildings: castles and churches. Building a cathedral was such a vast undertaking that someone was required to organize all the craftsmen needed for the work. This was usually a master stonemason.

At the time of the Renaissance in the 15<sup>th</sup> and 16<sup>th</sup> centuries a new sort of building specialist emerged. He was usually a philosopher or artist, rather than a craftsman, who would get together a team of building workers and make arrangements to pay them. This was the beginning of the profession of architecture.

The Industrial Revolution in the 19<sup>th</sup> century brought to an end the craft traditions in building. Many new functional buildings were put up in the big towns that were developing – buildings that were not planned to be beautiful but were there to house machinery and the workers who operated it. They had to be built quickly and cheaply. The building materials were brought across the country on the new canals and railways that were quickly constructed to get the raw materials for industry and the finished products to the places where they were needed.

When the railways were built, tunnels were dug, and bridges, aqueducts, and roads were built. New materials such as steel were introduced and engineers were trained to use them. Advances in science meant that building designers could calculate in advance how a building should be constructed to ensure that it would stand up, instead of relying on a system of trial and error, for it sometimes happened that a building would collapse while it was being built.

It was important to calculate accurately the cost of materials and labour, and there came to be so much competition for doing the work

that a system of tendering developed. Different contractors would calculate what it would cost to complete a project and then the lowest estimate would be chosen. The quantity surveyor emerged in the 19<sup>th</sup> century as a professional specialist in building finance who could accurately predict the cost of a project.

In the late 19<sup>th</sup> century, all kinds of new technological developments affected the building industry. The emergence of the skyscraper in Chicago, United States, was made possible not only by the use of steel framing in the structure, but also by the invention of the elevator, the telephone, and air conditioning.

The present state of building construction is complex. There is a wide range of building products and systems which are aimed primarily at groups of building types or markets. The design process for buildings is highly organized and draws upon research establishments that study material properties and performance, code officials who adopt and enforce safety standards, and design professionals who determine user needs and design a building to meet those needs. The construction process is also highly organized; it includes the manufactures of building products and systems, the craftsmen who assemble them on the building site, the contractors who employ and coordinate the work of the craftsmen, and consultants who specialize in such aspects as construction management, quality control, and insurance.

### **7. Identify the topic of each paragraph of the text.**

### **8. Complete the sentences choosing the best variant corresponding to the contents of the text.**

1. In yearly times people constructed their homes from
  - a) stone available
  - b) any material available
  - c) bricks
2. At the time of Renaissance in the 15<sup>th</sup> and 16<sup>th</sup> centuries a new sort of building specialist was
  - a) a master stonemason
  - b) a craftsman
  - c) an artist
3. In the 19<sup>th</sup> century advances in science meant that
  - a) a system of trial and error was relied on.
  - b) design calculations were introduced
  - c) new materials began to be used.
4. The construction of the skyscraper made was possible by

- a) the use of steel framing, the invention of the elevator, the telephone, and air conditioning.
  - b) the use of steel framing.
  - c) the invention of the elevator and air conditioning.
5. Now the construction process is highly organized because
- a) it includes the manufacturers of building products.
  - b) it involves design professionals.
  - c) it involves different sorts of building experts.

• **GRAMMAR FOCUS**

**Passive voice**

**Страдательный залог**

<b>Active Voice</b>	<b>Passive Voice</b>
He often <b>tells</b> stories. Он часто рассказывает истории.	He <b>is</b> always <b>told</b> stories. Ему всегда рассказывают истории.
He often <b>told</b> stories. Он часто рассказывал истории.	He <b>was</b> always <b>told</b> stories. Ему часто рассказывали истории.
He <b>will</b> often <b>tell</b> stories. Он часто будет рассказывать истории.	He <b>will be</b> <b>told</b> stories. Ему часто будут рассказывать истории.

В форме страдательного залога могут быть только **переходные** глаголы, т.е. глаголы, после которых в действительном залоге стоит прямое дополнение.

**Образование**

I	<b>am told</b>	Мне рассказывают
He/she/it	<b>is told</b>	Ему/ей рассказывают
We/you/they	<b>are told</b>	Нам/вам/им рассказывают
I/he/she/it	<b>was told</b>	Мне/ему/ей рассказывали
We/you/they	<b>were told</b>	Нам/вам/им рассказывали
I/we/he/she/you/they	<b>will be told</b>	Мне/нам/ему/ей/вам/им будут рассказывать

### Употребление

tense	active	passive
present simple	..... makes	.....is made
past simple	..... made	.....was made
future simple	.....will make	.....will be made
present progressive	.....is making	..... is being made
past progressive	.....was making	..... was being made
present perfect	.....has made	.....has been made
past perfect	.....had made	.....had been made
future perfect	.....will have made	.....will have been made
Future (going to)	.....is going to make	.....is going to be made

В страдательном залоге часто употребляются **Present, Past, Future Simple**.

Формы **Present, Past, Future Perfect, Present, Past Progressive** встречаются реже.

Формы глаголов **Future Progressive**, а также всех времен группы **Perfect Progressive** в страдательном залоге не употребляются.

#### 1. Change the sentences from Active to Passive.

1. They grow a lot of oranges in Sicily.

*A lot of oranges are grown in Sicily.*

2. People borrow lots of books from the library every day.

---

3. They print the books in Hong Kong.

---

4. They don't use artificial colouring in these sweets.

---

5. They make parmesan cheese near Parma.

---

6. They wrote this poem two thousand years ago.

---

7. They speak English and German here.

---

8. They will build MINI cars in oxford.

---

**2. Choose the correct alternative.**

1. The arrangements **has been/had been** made before I arrived.
2. Their wedding **has been/had been** announced before I knew about it.
3. The results **have been/were** given last night.
4. Our lunch **is being /is** cooked now.
5. The match **wasn't /wasn't being** played when we arrived.
6. Our house **was/had been** built in 2005.

**3. Tick (v) the correct sentences and correct the sentences that contain mistakes.**

1.  Glass bottles is made in that factory. \_\_\_\_\_
2.  Cocoa is produced in West Africa. \_\_\_\_\_
3.  The bread is been baked now. \_\_\_\_\_
4.  The wheel was invented a long time ago. \_\_\_\_\_
5.  New laws were being introduced when I was in Egypt.

- 
6.  The motor car wasn't widely use before 1950.
- 

**4. Translate sentences from Russian into English.**

1. Университет был основан в 1944 г.
2. В настоящее время университет возглавляется профессором Вагиным.
3. Учебные аудитории оснащены современным оборудованием.
4. В университете введена многоуровневая система.
5. Выпускникам присваивается степень бакалавра наук, магистра наук.
6. Студенты зачисляются в университет согласно результатам ЕГЭ.
7. Содержание предметов определяется по государственным стандартам.
8. Все предметы группируются по областям.
9. Учебный год делится на семестры и сессии.

**5. Write a new sentence with the same meaning.**

1. Somebody has stolen my keys. *My keys have been stolen.*
2. Somebody stole my car last week. My car.....
3. Somebody wants you on the phone. You.....
4. Somebody has eaten the bananas. The.....

5. Somebody will repair the machine. The.....
6. Somebody is watching us. We .....
7. Somebody has to buy the food. The .....

**6. Complete the sentences.**

1. We *were invited* (invite) to the party but we didn't go.
2. The museum is very popular. Every year it ..... (visit) by thousands of people.
3. Many buildings ..... (damage) in the storm last week.
4. A new road is going to ..... (build) next year.
5. "Where is your jacket?" "It ..... (clean). It will be ready tomorrow."
6. She is famous now. But in a few years her name will ..... (forget).
7. "Shall I do the washing up?" No, it ..... (already /do).
8. Milk should ..... (keep) in a fridge.
9. .... you/ ever /bite by a snake.
10. My bag ..... (steal) from my car yesterday afternoon.

**Unit 2 Traditional and Modern Building Materials**

**1. Read the text:**

**Modern Building Materials**

**Concrete** is perhaps the most widely spread building material used nowadays. Concrete is an artificial stone, made by thoroughly mixing such natural ingredients or aggregates as cement, sand and gravel or broken stone together with sufficient water to produce a mixture of the proper consistency. It has many valuable properties. It sets under water, can be poured into moulds so as to get almost any desirable form, and together with steel in reinforced concrete it has very high strength, and also resist fire. Prestressed concrete is most widely used at present while prefabricated blocks are employed on vast scale for skeleton structures.

**Aggregate for concrete**

By the simple definition from the dictionary "aggregates are the materials, such as sand and small stones, that are mixed with cement to form concrete.

Aggregates have three principle functions in the concrete: they provide a relatively cheap filler for the concreting material, or binder, they provide a mass of particles which are suitable for resisting the action of applied loads, of abrasion, of percolation of moisture through the mass, and of climate factors, they reduce volume changes resulting from the action of the setting and hardening of the concrete mass.

All aggregates, both natural and artificial, which have sufficient strength and resistance to weathering, and which do not contain harmful impurities may be used for making concrete.

As aggregates such natural materials as sand, pebbles, broken stone, broken brick, gravel, slag, cinder, pumice and others can be used.

**Prestressed concrete** is not a new material. Its successful use has been developed rapidly during the last two decades, chiefly because steel of a more suitable character has been produced. Concrete is strong in compression but weak when used for tensile stresses.

If, therefore, we consider a beam made of plain concrete, and spanning a certain distance, it will at once be realized that the beam's own weight will cause the beam to 'sag' or bend. This sagging at once puts the lower edge of the beam in tension, and if the cross-sectional area is small, causes it to break, especially if the span is relatively large. If, on the other hand, we use the similar cross-section, but incorporate steel bars in the lower portion, the steel will resist the tensile stress derived from the sag of the beam, and thus assist in preventing it from breaking.

**Key vocabulary**

*Bend – в сгибаться; гнутьяся; изгибаться*

*Crack – n 1.треск 2.трещина*

*Desire- желание; просьба, требование*

*Gravel - гравий*

*Load – n груз; нагрузка*

*Sag – в оседать; падать*

*Store – n запас; склад*

*Tensile – растяжимый*

• **GRAMMAR FOCUS**

**Passive Voice**

**1. Complete the sentences in the text:**

The National Trust

There are lots of beautiful, large houses in Britain. Many of them (1) ..... built hundreds of years ago. In the past, they (2) ..... owned by very rich families. Today, many of them (3) ..... owned by an organization called the National Trust, which (4) ..... created to look after them. The houses (5) ..... kept in perfect condition, and visitors (6) ..... allowed to look round them. It's interesting to learn how different life was in an old house. Milk was (7) ..... kept in the fridge, because they didn't have fridges. Milk was (7) ..... kept

in the fridge, because they didn't have fridges! Washing machines (8) ..... only invented very recently, so washing (9) ..... done by hand. In some cases, the house (10) ..... still lived in today. When this happens, visitors (11) ..... only shown part of the house. The private rooms (12) ..... kept close to the public. These houses often have beautiful gardens, too. The gardens (13) ..... looked after by professional gardeners. You usually have to pay to look round National Trust houses. Members of the National Trust (14) ..... given a discount. This year, millions of people (15) ..... be given the chance to see what life in an old country house was like.

### Unit 3. Structure of Buildings

#### 1. Read the text:

##### Text: Construction Works

The building erected now can be divided into two broad classifications: they are either for housing or for industrial purpose. As far as the material is concerned, the building can be divided into stone (or brick), wood and concrete types. The brick is an artificial material made of clay then burnt to harden it. The natural stone (rubble masonry) is used for footing and foundations for external walls carrying the load. The buildings made of stone or brick are durable, fire-proof and have poor heat conductivity.

Almost everybody saw the construction of a building and \*followed its progress with interest. First the *excavation* is dug for the base-ment, then the foundation walls below ground level are constructed; after this the framework is erected and clothed with various finishing materials and protected by several coats of paint.

The part upon which the stability of the structure depends is the framework. It is intended for safety carrying the loads imposed. The floors, walls, roofs and other parts of the building must be carefully designed and proportioned.

The *architect* or *designer* must decide what the size of the walls, the floors, the beams, the girders and the parts, which make up the framework, will be and how they will be placed and arranged. Here are the main parts of a building and their functions.

*Foundations* serve to keep the walls and floors from contact with the soil, to guard them against the action of frost, to prevent them from sinking and setting which cause cracks in walls and uneven floors.

The tiers or levels which divide a building into stages or stories are called floors. These may be of timber but in stone buildings they are made of reinforced concrete details in great and small sizes.

The coverings or upper parts of buildings are called roofs. These should tie the walls and give strength and firmness to the construction. Every building must be beautiful in appearance and proportional in various parts. The interior should be planned to suit the requirements of the occupants while the exterior must be simple without any excesses.

Any building should be provided with water, electricity, ventilation and heating system.

Getting water into the house is called plumbing. The plumbers have also to get the water out after it has been used. The first part of this problem is called water supply and the second one is called drainage or Sewerage.

*Floors* divide the building into stories. They may be either of timber or may be constructed of a fire-resisting material. Walls are built to enclose areas and carry the weight of floors and roofs. The walls may be solid or hollow. The materials used for the walls construction can be brick, stone, concrete and other natural or artificial materials.

*Roofs* cover the building and protect it from exposure to the weather. They tie the walls and give strength and firmness to the structure.

## **2. General understanding. Answer the questions to the text**

1. What purpose is the natural stone used for?
2. What are the buildings made of stone and brick?
3. Should the coverings tie the walls?
4. What must every building be?
5. What are the main parts of a building?
6. What are their functions?

• **GRAMMAR FOCUS**

**Modal verbs**

**Модальные глаголы**

Modal verbs	Ways of using	Examples	Equivalents	Ways of using	Examples
Can/could	Выражает: а) умение  б) разрешение  с) вероятность в настоящем или в будущем	She <b>can</b> speak fluent German. <b>Can/could</b> I interrupt for a moment?  Of course, I <b>could</b> be wrong.	Be able to (am/is/are/ was/were able to)	Выражает: а) умение  б) разрешение	She is able to speak fluent German. Am I able to interrupt for a moment?
May/Might	Выражает: а) разрешение (в первом лице: формальный стиль) б) вероятность в настоящем или в будущем	<b>May</b> I speak to you for a moment?  There <b>may</b> be a storm later.	Be allowed to(am/is/are/ was/were allowed to)	Выражает: а) разрешение	She is allowed to go to parties on weekends.
Must	Выражает а) обязанность  б) запрет  в) логическую необходимость	I <b>must</b> go home now. It's late.(=I have decided this)  You <b>mustn't</b> smoke in here.  He's not answering his phone. He <b>must</b> be in a meeting.	Have to /have got to  Don't have to  Should/ shouldn't =Ought to/ought not to	Выражает необходимость в силу обстоятельств (приходится, нужно)  Выражает совет, пожелания	<b>I've got to</b> be at work early tomorrow morning. (=my boss decided this, I have an early meeting) You <b>don't have to</b> buy a ticket if you don't want to. You <b>should</b> be in bed by now. (=this is the right thing). =You <b>ought to</b> be in bed now. You <b>shouldn't</b> eat so much chocolate. (=it's not a good idea).

### 1. Choose the correct alternative

- a) If you like, I *can/may* make an appointment for you to see Dr. Krall tomorrow.
- b) Passengers *mustn't/don't have to* smoke while on board the plane.
- c) Don't let Sylvie climb that tree. She *can/might* fall.
- d) You probably *shouldn't/mustn't* keep your passport in that pocket: it *should/could* easily be stolen.
- e) I'm afraid Karen *can't/couldn't* come to the party tomorrow because she's got flu.
- f) Oh no! It *mustn't/can't* be seven o'clock already! Jill and Graham will be here in fifteen minutes!
- g) I absolutely *ought to/have to* leave the house at six if I want to be at the station by six-thirty.
- h) Be careful, that pot's very heavy. You *have to/could* hurt your back.

### 2. Find the mistakes and underline them. Then write the correct sentences.

1. I can't to come to your Christmas party next week. I can't come
2. Do you can ride a bicycle?
3. They say she cans run very fast.
4. Could they to go to the air show tomorrow?
5. We can't visit the folk dance festival yesterday.
6. He didn't can get to the school ball last Saturday.

### 3. Rewrite the sentences with perhaps or maybe, without changing the meaning.

1. I may play football next Saturday. (perhaps)  
*Perhaps I will play football next Saturday.*
2. He might come with us to the New Year's Dance. (maybe)
3. Chelsea might win the Champion League. (perhaps)
4. They may invite us to their engagement party. (maybe)
5. She might go to the Easter Races without you. (perhaps)
6. We may put up the Christmas decorations tonight. (maybe)

### 4. Write the rules by completing them with you must (+) or you must not (-)

1. drive on the left in Britain. (+) *You must drive on the left in Britain.*
2. cross the road at the zebra crossing (+)



3. walk on the grass (-)
4. smoke inside the restaurant (-)
5. wear a seat belt when you drive (+)
6. go out without your identity card (-)

**5. Tick the correct sentences.**

1. a)  Notice: Deep water. You must not swim here.  
b)  Notice: Deep water. You don't have to swim here.
2. a)  Mother: You mustn't get up early tomorrow. There is no school.  
b)  Mother: You don't have to get up early tomorrow. There is no school.
3. a)  Teacher: You mustn't run in the corridors. It's dangerous.  
b)  Teacher: You don't have to run in the corridors. It's dangerous.
4. a)  Policeman: You mustn't drive so fast. It's 50-km-per-hour zone.  
b)  Policeman: You don't have to drive so fast. It's 50-km-per-hour zone.
5. a)  Classmate: You mustn't give in your essay until Friday. There's lots of time.  
b)  Classmate: You don't have to give in your essay until Friday. There's lots of time.
6. a)  Judge: I'm banning you from driving for 12 months. You mustn't drink and drive again.  
b)  Judge: I'm banning you from driving for 12 months. You don't have to drink and drive again.

**6. Replace the phrases in bold with a modal verb phrase. Sometimes there is more than one possible answer.**

1. Is it true that cats **are able to** see in the dark?  
\_\_\_\_\_ *can* \_\_\_\_\_
2. **It's necessary for you to** wear sunscreen when you go to beach. \_\_\_\_\_
3. **It's impossible for it to** be that expensive. **I'm sure there is** a mistake. \_\_\_\_\_
4. Do you think **it's the right thing for me to** buy Alex a birthday present? \_\_\_\_\_
5. The doctor said **I'm not allowed to** lift anything heavy.  
\_\_\_\_\_
6. **It's possible that we'll** be a bit late tonight.  
\_\_\_\_\_



7. **It's not necessary for you to** join the team if you don't want to. \_\_\_\_\_

8. Frank's not in his office. I suppose **it's possible that he's** at lunch. \_\_\_\_\_

9. Come on, put those books away – **it's not a good idea for you to** be studying at this time of night. \_\_\_\_\_

**7. Complete these sentences so that they are true for you.**

1. I can \_\_\_\_\_

2. I can't \_\_\_\_\_

3. Tomorrow I may \_\_\_\_\_

4. This week I ought to \_\_\_\_\_

5. Tomorrow I have to \_\_\_\_\_

6. Tonight I might \_\_\_\_\_

## MODULE 4. ARCHITECTURE

### Unit 1. Forms and Functions of Architecture

#### 1. Read the text:

##### **Architecture, Construction, Ecology: Its forms and Functions**

Architecture is the art or science of planning, building and structures. Without consideration of structural principles, materials, social and economic requirements a building cannot take form. But without aesthetical quality inherent in its form a building cannot be considered as a work of architecture as well.

Architecture is an art. Its nowadays expression should be creative and consequently new. The heritage of the past cannot be ignored, but it must be expressed in modern terms.

Architecture is also a style or manner of building in a particular country or period of history. There are widely known examples of Gothic architecture all round the globe. During many centuries mankind admires the architecture of ancient Greece or Roman Empire as well.

Nearly two thousand years ago the Roman architect Vitruvius listed three basic factors and architecture. They are convenience, strength and beauty. These three factors have been present and are always interrelated in the best constructions till the 21<sup>st</sup> century.

This triple nature of architectural design is one of the reasons why architecture is a difficult art. It needs some unique type of imagination as well as long years of training and experience to make a designer capable of getting requite in the light of these three factors – use, construction and esthetic effect – simultaneously. The designer must have a good knowledge as of engineering as of building materials. The designer, in addition, must possess the creative imagination, which will enable him to integrate the plan and the construction into the harmonies whole. The architect's feeling of satisfaction in achieving such integration is one of his/her/their greatest rewards.

• **GRAMMAR FOCUS**

<b>Reported Speech</b>	<b>Косвенная речь</b>
<b>Direct speech</b>	<b>Reported speech</b>
<b>Present simple</b> → Brenda said: "I walk to school every day. I live near the school."	<b>Past simple</b> Brenda told me she walked to school every day because she lived near the school.
<b>Present continuous</b> → "I'm going to a party tomorrow."	<b>Past continuous</b> She said she was going to a party the following day.
<b>Past simple/present perfect/past perfect</b> "We went to Oxford yesterday." →  "I haven't been to Hyde Park yet." →  "I hadn't been here a week when I met an old friend." →	<b>Past perfect</b> She said they had been to Oxford the day before. She told me she hadn't been to Hyde Park yet.  She said she hadn't been here a week when I met an old friend.
<b>Am/is/are going to</b> "I'm going to visit the new Tate Gallery next week." →	<b>Was/were going</b> She said she was going to visit the new Tate Gallery
<b>Will/would</b> "My teacher will be 30 tomorrow".  "I would attend a drama course next month if I could find the time." →	<b>Would</b> She said her teacher would be 30 the following day. She said she would attend a drama course the following month if she could find the time.

В переводе из прямой речи в косвенную речь меняются следующие наречия и обстоятельства времени:

- |             |                                             |
|-------------|---------------------------------------------|
| Now         | → then                                      |
| Today       | → that day                                  |
| Tonight     | → that night/that evening                   |
| Yesterday   | → the day before, the previous day          |
| Tomorrow    | → the following day/next day, the day after |
| Last Sunday | → the previous Sunday                       |
| Next week   | → the following week                        |

**1. Change these statements into reported speech.**

1. Mike said: "I like sky diving. It isn't dangerous."
2. Suzie said: "I fell off my BMX bike eight times yesterday."
3. Christine said: "I really enjoyed water skiing last summer."
4. Dave said: "I hadn't heard this CD before you played it."
5. Johnny said: "I'll go and help them."
6. Pauline said: "I enjoyed climbing Everest."

**2. Change the following *Yes/No* questions into reported interrogatives.**

1. "Did you enjoy the concert, John?" she asked.
2. "Do you often go skiing, Elena?" asked Julia.
3. "Have you ever been to Siena, Mick?" asked Rob.
4. "Are you enjoying yourselves, children?" asked Jo.
5. "Does Muriel eat meat?" asked Angela.
6. "Is Donald happy in his new job?" asked George.

**3. Change the following *Wh-questions* into reported interrogatives using the verbs in brackets in the past simple.**

1. Mary: "When is Jane coming tomorrow?" (ask)
2. Sammy: "How are we going to travel to Spain?" (want to know)
3. Joyce: "Why did you phone him last night?" (ask)
4. Brian: "Who has read this novel?" (wonder)
5. Alex: "Where will you go for your holidays?" (inquire)
6. Laura: "What is the time?" (want to know)

## Unit 2. Green Buildings

**1. Read the text:**

**What is Meant by "Bioclimatic Architecture"**

Bioclimatic architecture is a way of designing buildings and manipulating the environment within buildings by working with natural forces around the building rather than against them. Thus it concerns itself with climate as a major contextual generator, and with benign environments using minimal energy as its target. Bioclimatic architecture aims to protect and enhance the environment and life. It is developing on many different levels from rethinking basic concepts about our need for shelter and the function of the "city" in our lives to developing recycled or sustainable building materials.

The impact of traditional building on the environment and natural resources is enormous. However, the ideal of designing and building structures that are environmentally friendly has become fairly widespread throughout the community of architects and builders in developed nations. In many areas there is the necessity of complying with new regulations and standards aimed at protecting the environment. In addition, there are an increasing number of incentives for putting up buildings with more efficient energy consumption and that reduces the negative impacts on natural resources by using recycled or sustainable materials. While these vary around the world, there is awareness that our need for shelter must not jeopardize the environment.

There is growing interest in “green” building practice, which offer an opportunity to create environmentally sound and resource-efficient buildings by using an integrated approach to design. “Green” buildings promote resource conservation through energy efficiency, renewable energy, and water conservation features. They take into consideration the environmental impact of the building and minimize waste. Other goals are to create a healthy and comfortable, reduce operation and maintenance costs, and address issues such as historical preservation, access to public transportation and other community infrastructure systems. The entire life cycle of the building and its components is considered, as well as the economic and environmental impact and performance.

### Key vocabulary

*Benign* – adj. *благотворный*

*Comply* – v *исполнять (просьбу, приказ)*

*Conviction* – *пубеждение, убежденность*

*Enhance* – *вусиливать, повышать*

*Have an impact* – *воказывать влияние/воздействие*

*Incentive* – *n побуждение, стимул*

*Jeopardize* – *v угрожать, подвергать опасности*

### • GRAMMAR FOCUS

#### Reported Speech

**1. Yesterday you ran into your friend of yours, Helen. Helen told you a lot of things. Here are some of the things she said to you:**

1. I'm thinking of going to live in France.	2. My father is in the hospital.	3. Sue and Jim are getting married next month.
---------------------------------------------	----------------------------------	------------------------------------------------

4. I haven't seen Bill for a while.	5. I've been playing tennis a lot lately.	6. Barbara has had a baby.
-------------------------------------	-------------------------------------------	----------------------------

7. I don't know what Fred is doing.	8. I hardly ever go out these days.	9. I work 14 hours a day.
-------------------------------------	-------------------------------------	---------------------------

10. I'll tell Jim I saw you.	11. You can come and stay with me if you are ever in Toronto.	12. Tom had an accident last week, but he wasn't injured.
------------------------------	---------------------------------------------------------------	-----------------------------------------------------------

**Later that day you tell another friend what Helen said.  
Use reported speech.**

1. *Helen said that she was thinking of going to live in France.*
2. Helen said that.....

**2. Put the following into direct speech.**

1. He told Jane he would help her.
2. She told Mike he was very helpful.
3. Liz told mark that she had said that the previous day.
4. He said he would be glad to meet Jane.
5. She asked George if he would come the next day.
6. They asked Tim to tell them the truth.

**3. Correct the errors.**

1. He wanted to know where was the nearest bank.
2. He said he'll come again.
3. She said she went to Dallas five years before.
4. I told Ron I would ring him up tomorrow.
5. She asked Bella what she was doing here.
6. Rod asked Jessie where would they go.

**Unit 3. Buildings Design**

**1. Skim the text and try to understand what it is about and what information is known to you.**

**2. Read the text:**

**Building Design**

The design of a building begins with its future user or owner, who has in mind a perceived need for the structure, as well as a specific site and a general idea of its projected cost. The user or client brings these facts to a team of design professionals composed of architects and engineers, who can develop from them a set of construction documents that define the proposed building exactly and from which it can be constructed.

Building design professionals include those licensed by the state, such as architects and structural, mechanical, and electrical engineers, who must formally certify that the building they design will conform to all governmental codes and regulations. Architects are the primary design professionals; they orchestrate and direct the work of engineers as well as many other consultants in such specialized areas as lighting, acoustics, and vertical transportation.

The design professionals draw upon a number of sources in preparing their design. The most fundamental of these is building science, which has been gradually built up over the past 300 years. This includes the parts of physical theory that relate to building, such as the elastic theory of structures and theories of light, electricity, and fluid flow. There is also a large compendium of information on the specific properties of building materials that can be applied in mathematical models to reliably project building performance. There is also a large body of data on criteria for human comfort in such matters as thermal environment, lighting levels, and sound levels that influence a building design.

In addition to general knowledge of building science, the design team collects specific data related to the proposed building site. These include topographic and boundary surveys, investigations of subsoil conditions for foundation and water – exclusion design, and climate data and other local elements.

Concurrently with the collection of the site data, the design team works with the client to better define the often vague notions of building function into more precise and concrete terms. These definitions are summarized in a building space program, which gives a detailed written description of each required space in terms of floor area, equipment, and functional performance criteria.

This document forms an agreement between the client and the design team as to expected building size and performance.

The process by which building science, site data, and the building space program are used by the design team is the art of building design. The design process involves the selection of systems for foundations, structure, atmosphere, enclosure, space division, electrical distribution, water supply and drainage, and other building functions. These systems are made from a limited range of manufactured components but permit a wide range of variation in the final product. Once the systems and components have been selected the design team prepares a set of contract documents consisting of a written text and conventionalized drawings to describe completely the desired building configuration in terms of the specified building systems and their expected performance. When the contract documents have been completed, the final costs of the building can usually be accurately estimated and the construction process can begin.

### **3. Identify the topic of each paragraph of the text.**

**4. Answer the following questions:**

1. What does the design of a building begin with?
2. Who develops construction documents?
3. What are design professionals' responsibilities?
4. What sources do design professionals use to prepare their design?
5. What site information is required for design engineers?
6. What is a building space program?
7. What is the definition of the art of building design?
8. What does the design process involve?

• **GRAMMAR FOCUS**

**If clauses**

**Условные предложения**

Type	Subordinate Clause (придаточное предложение – условие)	Main Clause (главное предложение – следствие)	
0	If you don't water plants	they die.	Был
	Present Simple	Present Simple	
	Если цветы не поливать, они погибают.		
1	No particular time (не относится ни к какому конкретному времени)		
	If you don't water the plants	they will die.	Был
	Present Simple / Cont. / Perfect	Future Simple	
	Если не польешь цветы, они погибнут.		
Future (будущее)			
2	If you didn't water plants	they would die.	Был
	Past Simple / Continuous	would + V	
	Если бы цветы не поливали, они бы погибали.		
	Present / Future / No particular time		
3	If you hadn't watered the plants	they would have died.	Был
	Past Perfect	would have + V <sub>3</sub>	

	Если бы ты не полил цветы, они бы погибли.		
	Past (прошлое)		
1 mixed	If you were not so absent-minded	you would have watered the plants.	Был
	Past Simple	would have + V <sub>3</sub>	
	Если бы ты не был так рассеян, ты бы полил вчера цветы.		
	Present / no particular time (настоящее)	Past (прошлое)	
2 mixed	If you had watered the plants yesterday	they would be alive now.	Был
	Past Perfect	would + V	
	Если бы ты вчера полил цветы, сейчас бы они были живы.		
	Past (прошлое)	Present (настоящее)	

**1. Complete the sentences. Write each sentence three times in first, second and third conditionals.**

E.g. If you (*to be*) free, I (*to come*) to see you.:

If you are free, I will come to see you.

If you were free, I would come to see you.

If you had been free, I would have come to see you.

If I (*to see*) her, I (*to be*) glad.

If I see her, I will be glad.

If I saw her, I would be glad.

If I had seen her, I would have been glad.

1. If my friend (*to come*) to see me, I (*to be*) very glad. 2. If mother (*to buy*) a cake, we (*to have*) a very nice tea party. 3. If we (*to receive*) a telegram from him, we (*not to worry*). 4. If you (*not to work*) systematically, you (*to fail*) the examinations. 5. If you (*to be*) busy, I (*to leave*) you alone. 6. If I (*to live*) in Moscow, I (*to visit*) the Tretyakov Gallery every year. 7. If I (*to get*) a ticket, I (*to go*) to the Philharmonic. 8. If I (*to live*) near a wood, I (*to gather*) a lot of mushrooms. 9. If my father (*to return*) early, we (*to watch*) TV together. 10. If she (*to know*) English, she (*to try*) to enter the university.

## **2. Change the sentences of real conditions into unreal conditions in the present or future and in the past.**

1. If I am not too busy, I shall go to the concert. 2. They will all be surprised if I make such a mistake. 3. If he doesn't come in time, shall we have to wait for him? 4. If no one comes to help, we shall be obliged to do the work ourselves. 5. If you put on your glasses, you will see better. 6. What shall we do if they are late? 7. Will you be very angry if we don't come? 8. Will he be very displeased if I don't ring him up?

## **3. Complete the sentences in real conditions.**

1. If I (to see) John, I (to tell) him your news. 2. He (to be) very pleased if it (to be) really true. 3. If you (to go) to town on Monday, you (to meet) my brother Tom. 4. If you (to need) help, my father (to help) you. 5. We (to have) a picnic lunch if the day (to be) fine. 6. If you (to ask) a policeman, he (to tell) you the way. 7. I (to finish) the job tomorrow if I (to can). 8. I (not / to require) an umbrella if it (not / to rain). 9. If she (to think) it over carefully, she (to form) a clear opinion. 10. If they (to catch) the bus now, they (to arrive) at half past nine. 11. He (to find) the answers if he (to look) at the back of the book. 12. If you (to want) me to, I (to come) for a walk with you. 13. If he (to write) to her, she (to answer) at once. 14. If you (to wait) a few moments, the waiter (to bring) your coffee. 15. He (to lose) weight if he (to stop) eating too much. 16. If she (to be) patient, I (to try) to explain. 17. I (to wear) a purple tie only if I (to must). 18. If we (to leave) at once, we (to catch) the early train. 19. If he (to do) that again, his father (to punish) him. 20. If she (drink) this medicine, she (to feel) much better.

## **4. Complete the sentences in a) real conditions, b) unreal conditions in the present.**

1. If I (to know), I (to tell) you. 2. If she (to want) to talk she (to ring up). 3. Her health (to improve) if she (to sleep) longer. 4. If he (to have) enough money, he (to buy) a large house. 5. She (to feel) lonely if Peter (to go) out every evening. 6. We (to be) pleased to see you if you (to arrive). 7. If we (to can) come on Sunday, we (to come). 8. I (to understand) Mr. Smith if he (to speak) slowly. 9. We (not / to go) by ship unless there (to be) no other way. 10. If you (not / to give) him good meals, he (not / to be able) to work hard.

**5. Change the sentences of unreal conditions in the present into unreal conditions in the past.**

1. If she tired, she could be better. 2. He would do more work if he were able. 3. I should live better if I earned more money. 4. If I knew the answer, I should tell you. 5. He wouldn't come unless you invited him. 6. We shouldn't remember it if it weren't so strange. 7. If I had time, I would help you. 8. Peter would come if you wanted him to. 10. If you wrote more often, you would receive more letters. 11. They would prefer to keep it if they could. 12. I would buy it by myself if I had money. 13. If they offered it to me for nothing, I wouldn't take it. 14. I should break a promise if I answered your question. 15. If you swore to keep a secret, I would tell you.

**6. Match the sentences in column A with the sentences from column B**

A	B
1. If I go on a diet	a. we'll make a snowman
2. If it's sunny tomorrow	b. I'll buy you some chocolate
3. If John doesn't hurry	c. she'll have to take a taxi
4. If it snows	d. I'll lose weight
5. If there sre no buses	e. he'll be late
6. If you are a good girl	f. we'll go for a picnic

**7. Complete the sentences in proper type of conditional sentences.**

John Smith is in prison. How did it happen? If John (not / to oversleep), he (not / to be) late for work. If he (not / to be) late for work, his boss (not / to fire) him. If John (not / to lose) his job, he (not / to need) money and he (not / to rob) the bank. If he (not / to rob) the bank, the police (not / to arrest) him.

**8. Make up sentences from the right column according to the situation in the left column.**

e.g. Daniel had fallen ill. put on coat / catch cold  
Daniel wouldn't have caught cold if he had put on coat.

1. Nick has broken his leg.	climb ladder / break his leg
2. Mr. Davidson had got a smashed car.	drive carefully / avoid accident
3. John Smithson was the second in the competition.	run faster / win the race
4. Chris has cut his finger.	play with knife / cut finger
5. Mary has got a terrible headache.	have headache / take aspirin
6. Mrs. Claydon has nothing left for supper.	leave fish on the tablet / cat eat it

**9. Translate the sentences into English the different types of the Conditionals.**

1. Если вы пришлете кирпич, мы закончим строительство объекта в этом месяце.

Если бы вы прислали кирпич в следующем месяце, мы бы закончили строительство объекта.

Если бы вы прислали кирпич в прошлом месяце, мы бы уже закончили строительство объекта.

2. Если вы не будете нам мешать, мы закончим работу в срок.

Если бы вы не мешали нам сейчас, мы бы закончили работу в срок.

Если бы вы не мешали нам вчера, мы бы закончили работу в срок.

3. Конструкция будет надежнее, если вы используете этот материал.

Конструкция была бы надежнее, если бы вы использовали этот материал. (используйте его)

Конструкция была бы надежнее, если бы вы использовали этот материал. (но вы не использовали его)

