



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ
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«Иностранный язык (английский): практический курс английского языка»

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Аннотация

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

Пособие включает пять составных элементов (модулей): Страноведение, Образование, Знаменитые люди, Защита окружающей среды, Специальность.

Все модули строятся по единой схеме и состоят из разделов. 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.

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MODULE 1. COUNTRY STUDY

UNIT 1. ROSTOV-ON-DON

SNAPSHOT

Rostov-on-Don city flag



Rostov-On-Don city coat of arms



1. Talk about these questions.

- Why do you think fortress is in the flag and coat of arms?
- What do you think about the origin of the crown in the coat of arms?
- Is Rostov-on-Don your native city?
- 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 Novocherkassk (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 4.5 billion passengers functions in the city. By 2018, it is planned to construct the Yuzhny (southern) airport – the largest international airport in the South of Russia.

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.

The project for Free Customs Zone "Southern Gates of Russia" is being implemented. The project is to consolidate the infrastructures of Rostov-on-Don and Rostov Region in order to broaden the export-import of the goods, capitals and services exchange going through the territory of Southern Russia.

Rostov-on-Don is a large educational and scientific centre of Russia. It has the third largest university after Moscow and Saint-Petersburg. 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

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)

11. 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.

12. 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.

13. 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

14. 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.

15. 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.

Формы времени глагола *to be* в обороте **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.

16. 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?

17. 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 / .

UNIT 2. THE RUSSIAN FEDERATION

SNAPSHOT



Flag



Coat of arms

1. Answer the questions:

- What are the colours of the national flag?
- What is depicted in the Russian coat of arms?
- 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.

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, a member of the G8, 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 centre. 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 superpower?

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).

TRANSLATING

8. Translate the text "The Great Patriotic War" into Russian.

The Great Patriotic War



The siege of Leningrad

The outbreak of the Second World War found the Soviet Union unprepared for the conflict ahead. Having signed a non-aggression pact with Germany in 1939, Hitler's invasion of June 1941 caught the USSR by surprise. By the end of the year, the Germans had seized most of the Soviet Union's western territory and surrounded Leningrad.

Leningrad's horrific siege was one of the most lethal in world history. It lasted for 900 days, from September 1941 to January 1944. The city's civilian population of almost three million refused to surrender, even though they were completely surrounded. By the first winter of the siege there was no heating, no water supply, almost no electricity and very little food. Somehow, the city survived, its heroic resistance summed up in the motto: "Troy fell, Rome fell, Leningrad did not fall".

Defending the capital

Meanwhile the Germans advanced as far as Moscow, reaching the outskirts by early December 1941. Hundreds of young recruits were preparing to defend the capital. But none could imagine that before going to battle they would march on Red Square in front of Joseph Stalin and top Communist Party officials. Stalin held a military parade on Red Square on November 7 to mark the anniversary of the Bolshevik Revolution. The troops left Red Square to head straight to the frontline. The parade had a tremendous impact on morale in Moscow and throughout the Soviet Union. The capital never surrendered.

The siege of Stalingrad

Stalingrad (now Volgograd) was a major industrial centre on the Volga. Control over it opened the way to the vital Caucasus oil fields. The city's very name drove Hitler's obsession with it. Stalin's order to the troops was: "Not One Step Back". The horror of Stalingrad lasted for 199 days, costing an estimated 1.5 million lives from both sides. One building that the Germans failed to take was the so-called "Pavlov's House". In September 1942, a Soviet platoon led by Yakov Pavlov turned an apartment block in the city centre into an impenetrable fortress.

The cost of victory

... in May... 1945... Berlin finally fell.

The famous photo of two Soviet soldiers unfurling a red flag over the Reichstag became an iconic image of World War II. It was a symbol of the USSR's triumph... the victory that came at a colossal cost.

The number of Soviet deaths was at first grossly distorted – the figure Stalin gave in 1946 was seven million. The USSR's losses are now estimated at about 26.6 million. In the USSR the end of the war was considered to be May 9, 1945. The date has become a national holiday – Victory Day – and is commemorated in a grand military parade on Red Square.

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 Germanys, 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

9. Write in plurals (поставьте следующие существительные во множественное число)

a. diary –

b. sheep –

c. book –

d. cherry –

e. fish –

f. baby –

g. key

h. match –

- i. bus –
- j. watch –

10. What are these irregular plurals (напишите во множественном числе существительные исключения)

- a. woman –
- b. mouse –
- c. tooth –
- d. foot –
- e. man –
- f. child –
- g. goose –
- h. ox –

11. Write in singular (поставьте следующие существительные в единственное число)

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

12. 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. – Многое 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

13. 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.

14. 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...

15. 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 деревьев, мало травы, мало детей, мало игрушек, мало света, мало парт, мало колбасы, мало сока, мало книг, мало цветов, мало соли, мало друзей, мало дворцов.

16. 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.

17. 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. It 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 in 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. There is ... traffic on the roads this morning. I'm so glad.

18. 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.

19. 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.

20. 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.

21. 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.

UNIT 3. MOSCOW

SNAPSHOT



Flag



Coat of arms

1. Answer the following questions.

What is depicted in the flag and coat of arms?

What do you see in this picture? Describe it.



VOCABULARY

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

1. prominent – выдающийся
2. densely populated – густозаселенный
3. to be situated – располагаться
4. unique – уникальный
5. Government – правительство
6. chamber – палата
7. retreat – отступать
8. outskirts – окраина
9. siege – осада
10. ancient – древний
11. annihilated – уничтоженный
12. volunteer – доброволец
13. expressive – выразительный
14. involvement – вмешательство
15. unemployment rate – уровень безработицы

READING

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

MOSCOW

In the early 19th century the prominent Russian historian Nikolay Karamzin said: "If you want to know Russia – go to Moscow." In the 21st century we have lots of reasons to repeat these words. It is the city where every stone breathes with history.

Moscow was founded in 1147 by the Prince of Suzdal, Jury Dolgoruky. Its wise founder built it in the middle of a densely populated country. The city ceased to be Russia's capital in 1712, after the founding of Saint Petersburg by Peter the Great near the Baltic coast in 1703. Moscow, like ancient Rome, stands on seven hills. The principle is the Borovitsky, the hill on which the Kremlin stands.

Moscow is situated on the Moskva River in the Central Federal District of European Russia. The city is well known for its unique architecture which consists of many different historic buildings such as Saint Basil's Cathedral with its brightly colored domes. With over 40 percent of its territory covered by greenery, it is one of the greenest capitals and major cities in Europe and the world. Moscow is also the seat of power of the Government of Russia, a medieval city-fortress

that is today the residence of the Russian president. The Moscow Kremlin and the Red Square are also one of several World Heritage Sites in the city. Both chambers of the Russian parliament (the State Duma and the Federation Council) also sit in the city.

Moscow's early architecture was simple but expressive. During the French invasion of Russia in 1812, the Muscovites burned the city and evacuated, as Napoleon's forces were approaching on 14 September. Napoleon's army, plagued by hunger, cold and poor supply lines, was forced to retreat and was nearly annihilated by the devastating Russian winter and sporadic attacks by Russian military forces.

In 1941, sixteen divisions of the national volunteers, twenty-five battalions and four engineering regiments were formed among the Muscovites. That November, the German Army Group Center was stopped at the outskirts of the city and then driven off in the Battle of Moscow. Many factories were evacuated, together with most of the government, and from 20 October the city was declared to be under siege. Its remaining inhabitants built and supervised antitank defenses, while the city was subjected to air bombing. Joseph Stalin refused to leave Moscow, meaning that the general staff and the council of people's commissars remained in the city as well. Estimates of casualties for the Battle of Moscow range from 248,000 to 400,000 for the Germans and from 650,000 to 1,280,000 for the Soviet Union.

In 1980, it hosted the Summer Olympic Games, which were boycotted by the United States and several other Western countries due to the Soviet Union's involvement in Afghanistan in late 1979.

The capital is the cultural centre. One of the most notable art museums in Moscow is the Tretyakov Gallery, which was founded by Pavel Tretyakov, a wealthy patron of the arts who donated a large private collection to the city. The Tretyakov Gallery is split into two buildings. The Old Tretyakov gallery, the original gallery in the Tretyakovskaya area on the south bank of the Moskva River, houses works in the classic Russian tradition.

Another art museum in the city of Moscow is the Pushkin Museum of Fine Arts, which was founded by, among others, the father of Marina Tsvetaeva. The Pushkin Museum is similar to the British Museum in London in that its halls are a cross-section of exhibits on world civilizations, with many copies of ancient sculptures.

The State Historical Museum of Russia is a museum of Russian history located between Red Square and Manege Square in Moscow. Its exhibitions range from relics of the prehistoric tribes inhabiting

present-day Russia, through priceless artworks acquired by members of the Romanov dynasty. The total number of objects in the museum's collection numbers is several million.

Moscow is the undisputed financial center of Russia and home to the country's largest banks and many of its largest companies, such as natural gas giant Gazprom. Moscow has the lowest unemployment rate of all federal subjects of Russia.

Primary industries in Moscow include the chemical, metallurgy, food, textile, furniture, energy production, software development and machinery industries. However, some industry is now being transferred out of Moscow to improve the ecological state of the city. Nevertheless, the city of Moscow remains one of Russia's major industrial centers.

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. Название статьи, автор, стиль.

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. Тема. Логические части.

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. Краткое содержание.

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. Вывод автора.

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. Ваш вывод.

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)

4. 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), last week/ year, month (на прошлой неделе/году/месяце, two hours ago(два часа назад), in 1492, in May 2004, in the 21 st 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 come late. (Мы всегда	(V-ed/2ф.н.гл.) We came late yesterday. Мы приехали поздно	(will+V) We will come late tomorrow.

	приходим поздно) He always comes late.	вчера.	
Negative	(Do/Does+not+V) We don't always come late. He doesn't always come late.	Did+not+V (didn't V) We didn't come late yesterday.	Will+not+V(won't V) We won't come late tomorrow
Interrogative	Do/Does+V? Do you always come late? – Yes, I do/No, I don't. Does he always come late? Yes, he does/No, he doesn't. When does he come? - He always comes late.	Did +V? Did you come late yesterday?	Will+V? Will you come late tomorrow? Yes, I will /No, I won't When will you come tomorrow? – We will come late tomorrow.

5. Complete the sentences with the present simple of the verbs in brackets.

- Lenaher 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)

6. Put the adverbs in the correct place.

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

7. 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)

8. 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!

9. 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)

10. 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**?

11. 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

12. 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.

13. 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.

UNIT 4. 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?

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



VOCABULARY

2. 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

3. 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.

The Britain Quiz

4. Britain is rich in different customs, traditions and has a lot of interesting historical facts. The next task is to do the Britain Quiz. You should write the number of the correct answer.

a. Which is the largest island of the British Isles?

1) Ireland, 2) Isle of Man 3) Great Britain

b. Which is the longest river in Britain?

4) the Clyde, 5) the Severn, 6) the Thames

c. What is the name of the flag of England?

7) St.Andrew's Cross, 8) St.Patrick's Cross, 9) St.George's Cross

d. When was the Great Plague?

10) 1665, 11) 1666, 12) 1863

e. How many parts is London divided into?

13) two parts, 14) four parts, 15) three parts

f. Who is the official head of the UK?

16) the President, 17) the Houses of Parliament, 18) the Queen

g. What place is the official home of the Queen?

19) the Tower, 20) Buckingham Palace, 21) St.Paul's Cathedral

h. What street do many British government offices stand in?

22) Whitehall, 23) Piccadilly Circus, 24) Fleet Street

i. What is the name of the poet who was called "The father of the English Poetry?"

25) W.Shakespeare, 26) George G. Byron, 27) Geoffrey Chaucer

j. What holiday is celebrated in Britain on the 25th of December?

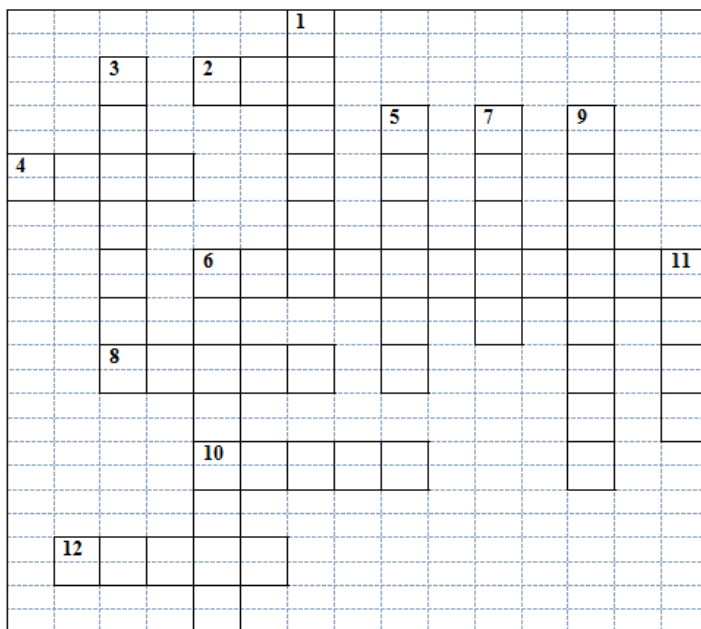
28) St.Valentine's Day, 29) Mother's Day, 30) Christmas

Answers:

3, 5, 9, 10, 14, 18, 20, 22, 27, 30

CROSSWORD

5. You are to complete the crossword. It is about Britain's traditions and customs.



Crossword

Across:

- 2) The Englishmen's favourite drink
- 4) Something that the English put into the tea
- 6) The political centre of London
- 8) The theatre where W.Shakespeare worked as an actor
- 10) The nickname of London in England
- 12) The colour of taxis in London

Down:

- 1) The birds living in the Tower o London
- 3) The most popular activity of English people
- 5) The river on which London is situated
- 6) The large bag of wool on which the Lord Chancellor sits in the House of Lords
- 7) 100 pence equal one ...
- 9) The major spectator sport in Britain
- 11) The national emblem of England

Key:

Across-

- 2) tea
- 4) milk
- 6) Westminster
- 8) globe
- 10) smoke
- 12) black

Down:

- 1) ravens
- 3) walking
- 5) Thames
- 6) woosack
- 7) pound
- 9) football
- 11) rose

TRANSLATING

6. 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(вчера в 5/с 2 до5)	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	Was/were+not+V-ing They were not	Will+not+be+V-ing They will not be playing tomorrow at

	playing really well. (Они играют не очень хорошо). They aren't playing really well	playing all morning. (Они не играли все утро) They weren't playing all morning.	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?) They are playing really well.	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 они играли?) They were playing all morning.	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. 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.
<p>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)</p>			

7. 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)

8. Choose the correct alternative.

1. I'm looking after my friend's pet spiders at the **moment/present**.
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?

9. 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!

10. 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)

11. 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?

12. 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)

13. 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.

14. Choose the correct verbs.

1. Can I help you, miss?
Yes, I for a birthday present for my daughter.

Практический Курс Английского Языка

- 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

15. Rearrange the words and write the questions.

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

16. Ask as many questions as it is possible.

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

17. Translate sentences into English.

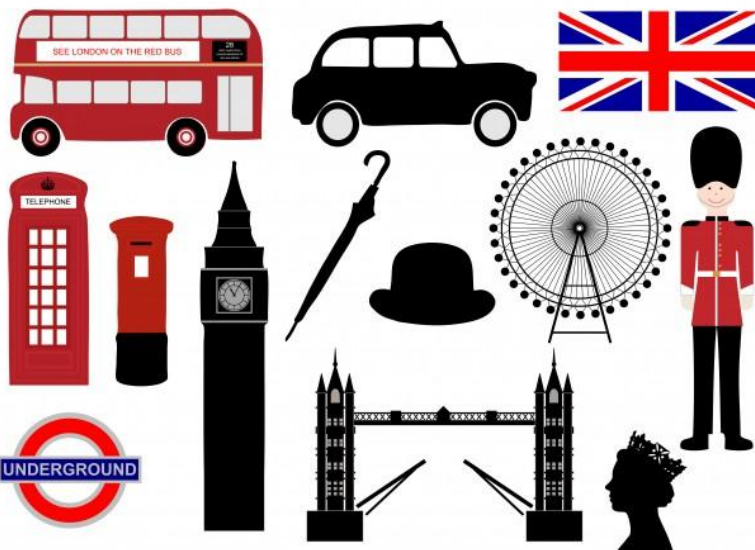
- Я делал домашнее задание вчера вечером.
- Я встречаюсь с ним завтра в десять.
- Что вы делаете сейчас?
- Кого вы ждете здесь?
- Не звони мне между девятью и десятью часами. Я буду читать лекцию.

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.

UNIT 5. 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 1st 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.

GRAMMAR FOCUS
Perfect

	Present	Past	Future
Time expressions	Present Perfect может употребляться с обстоятельственными словами, обозначающими период времени, который еще не закончился: Today -сегодня this week (month, year) на этой неделе, в этом месяце, в этом году. Часто употребляется с наречиями неопределенного времени и частотности: never <i>никогда</i> ever <i>когда-либо</i> often <i>часто</i> seldom <i>редко</i> already <i>уже</i> just только что lately в последнее время, недавно by now уже, к настоящему времени up to now до настоящего момента yet еще (в вопросах и отрицаниях)	Past Perfect обозначает действие, завершившееся до определенного момента в прошлом. By (к), by that time (к тому времени) ever <i>когда-либо</i> often <i>часто</i> seldom <i>редко</i> already <i>уже</i> just только lately в последнее время, недавно by now уже, к настоящему времени up to now до настоящего момента yet еще (в вопросах и отрицаниях)	Обычно время, до которого завершится будущее действие, обозначено в предложении при помощи выражений by (к), by then (к тому времени, тогда), by the time (к тому времени), before (до) и пр. Союзы until / till используются только в отрицательных предложениях.
Affirmative	Have/has+V3 You have spoiled everything. Ты все испортил. (все испорчено сейчас)	Had+V3 By six o'clock on Sunday I had already learned all the words. (К шести часам в воскресенье я уже выучил все слова.)	Will/shall+have+V3 We will have finished the report <u>by the evening</u> . (Мы закончим подготовку доклада к вечеру)

		She had just made coffee when I arrived	
Negative	Have/has+not+V3 I haven't seen Peter today. (Я не видел Петра сегодня)	Had+not+V3 I hadn't read the book by Saturday. (Я еще не прочитал эту книгу к субботе.)	Will+have+not+V3 I won't have read the book until next month. (Я не дочитаю книгу до следующего месяца.)
Interrogative	Have/has+S+V3 Have you already done your homework? Ты уже сделал домашнюю работу?	Had+S+V3 Had you known 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?)

7. 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."

8. 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?) _____?

5. (sleep / in the park?) _____?
6. (eat / Chinese food?) _____?
7. (to be / to New York?) _____?
8. (win / a lot of money?) _____?
9. (break / your leg?) _____?
10. (run / a marathon?) _____?
11. (speak / to famous people?) _____?
12. (live / in another town) _____?

9. 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.

10. 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?

11. 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.

12. 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?

13. 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 18th birthday I (not/be) out of England.
8. It is the easiest job I (ever/have).
9. I feel 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).

UNIT 6. 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.

GRAMMAR FOCUS

Perfect Continuous/Progressive

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

8. 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)

9. 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?)

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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?

16. 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.

UNIT 7. 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 con-

cerning 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 than 100 words).

TRANSLATING

6. Translate the text "Victory Parade 1945" into Russian.

VICTORY PARADE 1945



June 24, 1945 at 10:00 a.m. on the Red Square, Moscow, a Victory Parade took place to commemorate the victory of the Soviet Union over Nazi Germany in the Great Patriotic War. The parade was received by the First Deputy People's Commissar of Defense and Deputy Supreme Commander, the commander of the 1st Belorussian Front, Marshal of the Soviet Union, G. K. Zhukov. In charge of the parade was the commander of the 2nd Belorussian Front, Marshal of the Soviet Union, K. K. Rokossovsky.

In late May and early June in Moscow was held intensive preparations for the parade. In early June all the participants of the parade, wearing a new dress uniform, proceeded to the pre workout. To participate in the ceremony regiments were formed and trained representing each front which was in force at the end of the war, led by commanders of the fronts. It was decided to bring the Red flag from Berlin, hoisted over the Reichstag. The formation of the parade was in accordance with the general line of the fronts in force – from right to left. The favorite military marches were chosen for each regiment. Following the regiments of the fronts and the Navy, the combined column of Soviet soldiers entered Red Square. They were

carrying, dropped to the ground, 200 banners of Nazi troops, defeated on the battlefield. These banners were thrown to the foot of the mausoleum as a sign of a crushing defeat of the aggressor.

At 23 p. m. the sky over Moscow lit up with searchlights, there were hundreds of balloons in the air, and from the ground the volleys of fireworks with colorful lights were heard. The highlight of the holiday was the cloth with the image of the Order of "Victory", which appeared in the sky in the spotlight.

The next day, June 25, the Grand Kremlin Palace hosted a reception in honor of the Victory Day parade. After a grand celebration in Moscow, upon the suggestion of the Soviet government and the Supreme Command, in September 1945, there was held a small parade of allied troops in Berlin, which was attended by Soviet, American, British and French troops.

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 старее	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

7. 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. John-

ny 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.

8. 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.

9. Translate into English.

Старый, старше, самый старый, самый старший, мой старший брат, мой старший 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.

10. 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.

11. 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.

12. 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.

13. 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!

MODULE 2. HIGHER EDUCATION SYSTEM

UNIT 1. 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

- | A | 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

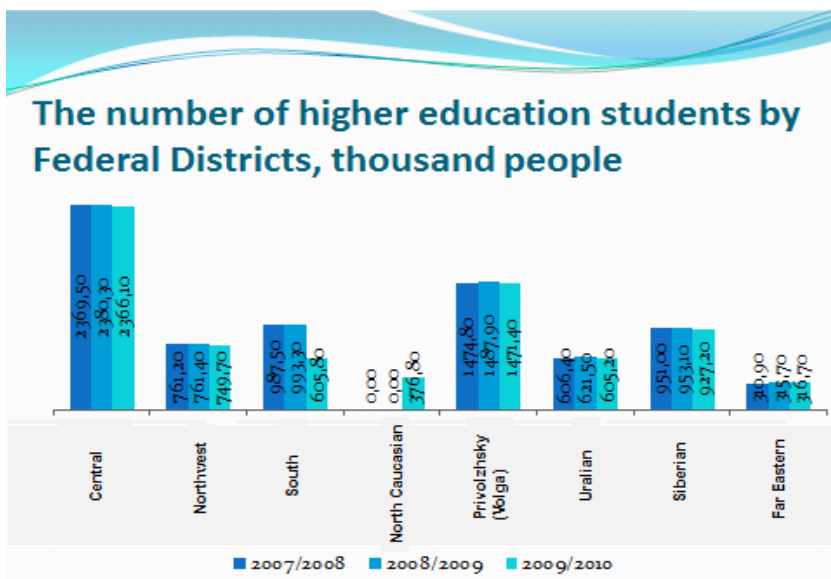


1. The number of state and private universities is almost

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.



TRANSLATING

11. Translate a supplementary text into Russian with a dictionary for 30 minutes.

12. Comment on the statement "Knowledge is Power". Why is it so important to be a well-educated person? What are the benefits of good education?

RENDERING

13. Read the article "Putin Signs Law on Western-Style Education System" and speak on the main idea of it.

The Moscow News

№ 43, 2-8 November, 2007.

Putin Signs Law on Western-Style Education System

by Anna Arutunyan the Moscow News

Russia's higher education system has been brought in line with that of the West after President Vladimir Putin signed a federal law on a two-tier higher education system on October 25.

Until now, most universities offered a diploma after five years of schooling. This kind of diploma was the equivalent of something between a bachelor's degree and a master's degree, meaning that with it a student could go on to study abroad either for a Ph. D or a master's degree. But the new federal law establishes a "four plus two" system, much like the one in place in the United States and Europe. A student will have to study four years for a bachelor's degree and two for a master's degree. Specialist degrees like those in medicine will continue on the five-year system.

The federal law will make most universities offer four-year bachelor programs by 2009.

This introduces significant changes to the availability of higher education in Russia. By law, a university education is supposed to be free for all Russians who make the grade. But in a two-tier system, that only applies to a bachelor's degree. Going to school for two additional years to get a master's degree will become more difficult — most of the available places will come at a price, and with just 10 to 15 percent of allotted free spaces, the competition will be high.

Aimed at modernizing Russia's universities and boosting their curricula so that are more compatible to the Western system, the federal law is just another step in years-long attempts to become a signatory to the Bologna Declaration on Higher Education, a pledge by 29 countries to reform their higher education system. Objectives in the Bologna Declaration include the adoption of a system of easily readable and comparable degrees and adopting a system based on two main cycles, undergraduate and graduate. The new federal law applies to both objectives.

Some universities in Russia have already adopted the two-tier

program. The Journalism Department at Moscow State University, for instance, already offers bachelors and masters degrees separately for foreign students, and has been doing so for years.

"The federal law will make most universities offer four-year bachelor programs". Some universities in Russia already issue bachelor's degrees and master's degrees.

14. Read the article again and discuss the questions with the partner.

1. What does Western-Style Education system mean?
2. What is the difference between the former Russian system of Higher Education and a new one?
3. How long is the course of study according to the new federal law?
4. What changes does this introduce to Higher Education in Russia?
5. Is Higher Education free of charge according to the new law?
6. Who will have to pay for their education?
7. What is the aim of a new federal law?

GRAMMAR FOCUS

15. Modal verbs

Модальные глаголы

Modal verbs	Ways of using	Examples	Equivalents	Ways of using	Examples
Can/could	<p>Выражает:</p> <p>a) умение</p> <p>b) разрешение</p> <p>c) вероятность в настоящем или в будущем</p>	<p>She can speak fluent German.</p> <p>Can/could I interrupt for a moment?</p> <p>Of course, I could be wrong.</p>	Be able to (am/is/are/ was/were able to)	<p>Выражает:</p> <p>a) умение</p> <p>b) разрешение</p>	<p>She is able to speak fluent German.</p> <p>Am I able to interrupt for a moment?</p>
May/Might	<p>Выражает:</p> <p>a) разрешение (в первом лице: формальный стиль)</p> <p>b) вероятность в настоящем или в будущем</p>	<p>May I speak to you for a moment?</p> <p>There may be a storm later.</p>	Be allowed to(am/is/are/ was/were allowed to)	<p>Выражает:</p> <p>a) разрешение</p>	<p>She is allowed to go to parties on weekends.</p>
Must	<p>Выражает</p> <p>a) обязанность</p>	<p>I must go home now. It's late.(=I have decided this)</p>	Have to /have got to	<p>Выражает необходимость в силу обстоятельств</p>	<p>I've got to be at work early tomorrow morning. (=my</p>

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	<p>б) запрет</p> <p>в) логическую необходимость</p>	<p>You mustn't smoke in here.</p> <p>He's not answering his phone. He must be in a meeting.</p>	<p>Don't have to</p> <p>Should/ shouldn't =Ought to/ought not to</p>	<p>(приходится, нужно)</p> <p>Выражает совет, пожелания</p>	<p>boss decided this, I have an early meeting)</p> <p>You don't have to buy a ticket if you don't want to.</p> <p>You should be in bed by now. (=this is the right thing).</p> <p>=You ought to be in bed now.</p> <p>You shouldn't eat so much chocolate. (=it's not a good idea).</p>
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16. 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.

17. Find the mistakes and underline them. Then write the correct sentences.

- I can't ~~to~~ come to your Christmas party next week.
I can't come
- Do you can ride a bicycle?
- They say she cans run very fast.
- Could they to go to the air show tomorrow?
- We can't visit the folk dance festival yesterday.
- He didn't can get to the school ball last Saturday.

18. Rewrite the sentences with perhaps or maybe, without changing the meaning.

- I may play football next Saturday. (perhaps)
Perhaps I will play football next Saturday.
- He might come with us to the New Year's Dance. (maybe)
- Chelsea might win the Champion League. (perhaps)
- They may invite us to their engagement party. (maybe)
- She might go to the Easter Races without you. (perhaps)
- We may put up the Christmas decorations tonight. (maybe)

19. Write the rules by completing them with you must (+) or you must not (-)

- 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 (-)

20. Tick the correct sentences.

1. a) (v) 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.

21. 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. _____

22. 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 _____

COMPREHENSION READING

23. 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 2. ROSTOV STATE UNIVERSITY OF CIVIL ENGINEERING

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 "Rostov State University of Civil Engineering".

Rostov State University of Civil Engineering – Ростовский государственный университет гражданского строительства

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 проекты

gain – приобретать

slogan – лозунг

3. Match information in columns A and B to make sentences about Rostov State University of Civil Engineering

A

1. It was established
2. University is headed

B

- a. was introduced
- b. as Civil Engineering Institute

- | | |
|-------------------------------|----------------------------------|
| 3. multilevel training system | c. wide range of activities |
| 4. it is considered | d. by professor V.S.Vagin |
| 5. students are offered | e. are technically equipped |
| 6. classrooms | f. to be the center of education |

READING

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

Rostov State University of Civil Engineering

Rostov State University of Civil Engineering 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 Rostov-on-Don. It was established as Civil Engineering Institute in 1944 and in 1997 it got the status of a University.

Rostov State University of Civil Engineering has 7 institutes, 3 faculties, a lyceum, a preparatory center, a center of scientific and technical construction examination, a certification center, two research institutes: "Dortrans Research Institute" and "Research Institute of Territorial Management and City Planning» and other departments.

Nowadays the University is headed by professor V.S.Vagin.

In 1992a multilevel training system was introduced. 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.

At present more than 11,000 students get training in Rostov State University of Civil Engineering. They get qualifications in 33 special subjects, 17 programs for masters in the fields of «Building», «Economics», «Transport systems», «Environmental protection» and others.

The University 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 university facilities provide opportunities to ensure high quality training and research. The University 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 three 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 in Germany, Great Britain, France, Spain, Mexico, China, India, Finland and Austria. Foreign scientists and researchers give lectures to the students of the University. They also take an active part in different joint educational projects.

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 University «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

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

1. Rostov State University of Civil Engineering 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 Mexico, France, Great Britain, Poland and China.

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 University trains civil engineers, architects and economists. **T\F**

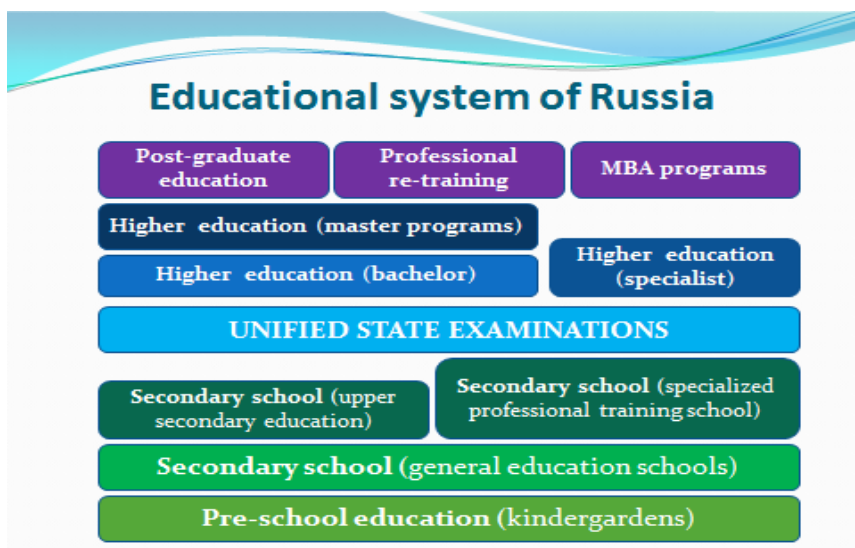
6. Heading the South-Russian Association of Institutions of Higher Civil Engineering Education, the University, along with the educational activities, carries out research, certification, expertise in the field of construction. **T\F**

5. Make up at least 10 questions about the text above.

6. Work in pairs.

Develop the situation: S1 is a student of the Rostov State University of Civil Engineering, 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.

7. 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

11. 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; сельскохозяйственное 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.

GRAMMAR FOCUS
Passive voice
Страдательный залог

Active Voice	Passive Voice
He often tells stories. Он часто рассказывает истории.	He is always told stories. Ему всегда рассказывают истории.
He often told stories. Он часто рассказывал истории.	He was often told stories. Ему часто рассказывали истории.
He will often tell stories. Он часто будет рассказывать истории.	He will be often told 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	am told	Мне рассказывают
He/she/it	is told	Ему/ей рассказывают
We/you/they	are told	Нам/вам/им рассказывают
I/he/she/it	was told	Мне/ему/ей рассказывали
We/you/they	were told	Нам/вам/им рассказывали
I/we/he/she/you/they	will be told	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.

7. 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.

8. 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.

9. Tick (✓) the correct sentences and correct the sentences that contain mistakes.

1. Glass bottles is made in that factory.

Практический Курс Английского Языка

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.
-

10. 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.

11. 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

12. 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 3. THE SYSTEM OF HIGHER EDUCATION IN THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

SNAPSHOT



1. 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

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

2. 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.

3. 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.

4. 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.

5. 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**

6. 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?

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

GRAMMAR FOCUS

Reported Speech

Косвенная речь

Direct speech	Reported speech
Present simple → Brenda said: "I walk to school every day. I live near the school."	Past simple Brenda told me she walked to school every day because she lived near the school.
Present continuous → "I'm going to a party tomorrow."	Past continuous She said she was going to a party the following day.
Past simple/present perfect/past perfect "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." →	Past perfect 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.
Am/is/are going to "I'm going to visit the new Tate Gallery next week." →	Was/were going She said she was going to visit the new Tate Gallery
Will/would	Would

"My teacher will be 30 tomorrow".	She said her teacher would be 30 the following day.
"I would attend a drama course next month if I could find the time." →	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

8. 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."

9. 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.

10. 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)

11. 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.....

12. 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.

13. 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 Jessy where would they go.

COMPREHENSION READING

14. Read the following text and do the tasks after the text:

Habitat for Humanity

Over 1 billion people lack adequate housing. These people are found in every country of the world and, indeed, in almost every community. They live in huts made of sticks, mud, cardboard, or metal; in some cases, they don't even have a roof over their heads. The problem is huge. Does this mean there is nothing that can be done?

According to the people at Habitat for Humanity International (HFHI), there is plenty that can be done. HFHI was founded in 1976 by Millard and Linda Fuller, millionaires who decided their money could best be sent helping people. Since then, HFHI has helped fix and build homes for tens of thousands of people in the United States and over 30 other countries.

A look at who builds these homes reveals a lot about HFHI. Jimmy Carter, former U.S. president, and his wife, Rosalynn, spend a week each year helping to build houses. Evinor Mira, a 16-year old high school student, recently helped to build houses for his family and others in his community in Tepetitan, El Salvador.

HFHI believes that the homes should not be given as charity; instead, the organization follows a system known as *partnership housing*. The people who live in the homes, like Evinor, work together with volunteers on the construction and then gradually pay off the basic cost of the homes. These payments, together with contributions, enable HFHI to help other people.

By tackling the problem of inadequate housing, HFHI tackles other important social problems as well. People who have decent homes are better able to manage in life and to be productive members of society. And when homes are improved, neighborhoods and communities can be improved, too

Read the text and

I. Answer the following questions

- 1) How many people haven't got adequate housing?
- 2) Who was a founder of HFHI?
- 3) Who can take part in construction of the homes?
- 4) What system does HFHI follow?
- 5) What social problem do you think HFHI is helping to solve?

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

Практический Курс Английского Языка

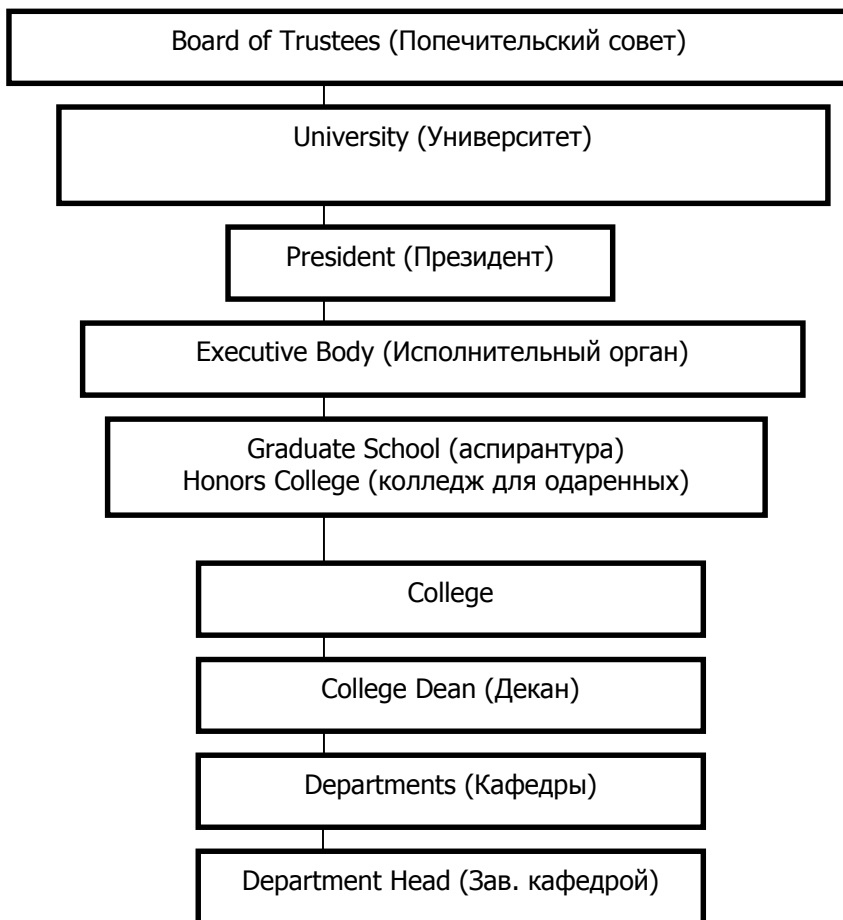
- 1) **T** **F** There are some countries without housing problems.
- 2) **T** **F** Habitat for Humanity International was founded in 1976.
- 3) **T** **F** Habitat for Humanity International was founded by Jimmy and Rosalynn Carter.
- 4) **T** **F** HFHI has helped people in over 30 countries.
- 5) **T** **F** *Partnership housing* means that HFHI works with a government agency.

TRANSLATING

15. Read and translate the supplementary text.

UNIT 4. THE SYSTEM OF HIGHER EDUCATION IN THE USA

SNAPSHOT



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.S.) The lower level of graduate school is for obtaining the Master's Degree (M.A. or M.S.), and the upper level is for the degree of a Doctor of Philosophy (Ph.D.)

The baccalaureate degree includes:

- the baccalaureate core
- an in-depth study in at least one major; and
- 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:

- | | |
|---|---|
| <ul style="list-style-type: none"> • 4 points for each credit of A grade • 3.7 for each credit of A- grade • 3.3 for each credit of B+ grade • 3.0 for each credit of B grade | <ul style="list-style-type: none"> • 2.7 for each credit of B- grade • 2.3 for each credit of C+ grade • 2.0 for each credit of C grade • 1.7 for each credit of C- grade |
|---|---|

- 1.3 for each credit of D+ grade
- 1.0 for each credit of D grades
- 0.7 for each credit of D-grade
- 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					

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.	Бы
	Present Simple	Present Simple	
	Если цветы не поливать, они погибают.		
	No particular time (не относится ни к какому конкретному времени)		
1	If you don't water the plants	they will die.	Бы
	Present Simple / Cont. / Perfect	Future Simple	
	Если не польешь цветы, они погибнут.		
	Future (будущее)		
2	If you didn't water plants	they would die.	Бы
	Past Simple / Continuous	would + V	

	Если бы цветы не поливали, они бы погибли.		
	Present / Future / No particular time		
3	If you hadn't watered the plants	they would have died.	Бы
	Past Perfect	would have + V ₃	
	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.	Бы
	Past Simple	would have + V ₃	
	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.	Бы
	Past Perfect	would + V	
	Если бы ты вчера полил цветы, сейчас бы они были живы.		
	Past (прошлое)	Present (настоящее)	

9. 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.

10. 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?

11. 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 (*to drink*) this medicine, she (*to feel*) much better.

12. 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.

13. 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.

14. 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

15. 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.

16. 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 table / cat eat it

17. 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.

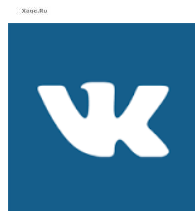
(но вы не использовали его)

TRANSLATING

18. Read and translate the supplementary text.

MODULE 3. FAMOUS PEOPLE

SNAPSHOT



1. Answer the following questions:

What famous people stand behind these world known logos?

What do you know about each of them?

READING

2. Choose the text you will read according to your specialization.

TEXT №1 Christopher Wren

1. Do you know the facts concerning Wren's genius and talent (in science, in architecture); what else can you say about him?

2. 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 Cathedrale.

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

4. 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?

5. Now read the text again and 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.

6. 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.

READING

TEXT №2 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 skilful 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.

READING

TEXT №3 Henry Ford

1. What do you know about Henry Ford? What is the secret of his success?
2. 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.

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

SPEAKING

3. 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?

4. 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.

5. 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. |

MODULE 4. THE ENVIRONMENT



QUIZ

Friend or Foe?

1. Are you doing enough to help our planet or are you its worst enemy? Do our quiz to find out.

- | | |
|--|--|
| 1. What do you do with your rubbish? | 4. Why should we help animals in danger? Because..... |
| A. Throw it all away, of course! | A. we need zoos. |
| B. Recycle cans, but throw the rest away. | B. other people do it. |
| C. Recycle as much of it as I can. | C. they need our protection. |
| 2. How do you usually travel around your area? | 5. When you leave a room, do you turn off the light? |
| A. By car. | A. No, never. |
| B. By bus or train. | B. Yes, sometimes. |
| C. On my bike. | C. Yes, always. |
| 3. Do you write on both sides of your paper? | 6. Do you leave the water running when you brush your teeth? |
| A. No, never. | A. No, never. |
| B. Yes, sometimes. | B. Yes, sometimes. |
| C. Yes, always. | C. Yes, always. |

*Mostly **A** answers:*

Oh, dear! You're one of planet Earth's worst enemies. You need to change a few things in your life before it's too late!

*Mostly **B** answers:*

You're not a bad friend of the planet – but you could do a lot better. Try harder – our planet needs you!

*Mostly **C** answers:*

Well done! You really are a friend in need! Keep up the good work!

READING

Environmental Protection

2. Answer the questions:

- *What do you think are the main ecological problems?*
- *What measures should be taken to protect the Nature?*

Discuss your ideas with the class.

3. 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.

4. 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?

5. 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.

6. 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.

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

GRAMMAR FOCUS

Review test

It covers: оборот there is/are/was/were, have got, to be, степени сравнения прилагательных, неопределенные местоимения (few, a few, little, a little, some, any, many, much), времена групп Simple, Continuous, Perfect, Perfect Continuous.

8. Choose the correct word to complete each sentence.

1. I often _____ basket-ball.

a) play	c) find
b) is playing	d) had found
c) has played	d) are
d) played	
2. My brother never _____ for us.

a) wait	c) cross
b) waited	d) have crossed
c) has waited	
d) had waited	
3. I _____ it in the bookcase yesterday.

a) was finding	c) cross
b) found	d) have crossed
4. Last winter _____ warm.

a) is	b) were
c) was	d) are
5. Now they _____ the street.

a) were crossing	c) cross
b) are crossing	d) have crossed

6. I _____ when you rang me up.
 a) was reading b) am reading
 c) read d) have read
7. He _____ from the University next year.
 a) will be graduating
 b) will graduate
 c) will have graduated
 d) graduates
8. I _____ busy next Monday.
 a) am b) will be
 c) was d) have been
9. The picture Mona Lisa _____ by Leonardo da Vinci.
 a) painted
 b) was painted
 c) had been painted
 d) has been painted
10. Five fruit- trees _____ in our garden last year.
 a) were planted
 b) was planted
 c) planted
 d) have been planted
11. I _____ this dictionary yet.
 a) don't buy b) haven't bought
 c) didn't buy d) hadn't bought
12. They _____ just.
 a) arrive b) have arrived
 c) arrived d) will arrive
13. There were so many questions heanswer.
 a) can't b) may not
 c) couldn't d) won't
14. His wife stay at home with their little son yesterday.
 a) should b) had to
- c) must d) can
15. How many languages ...you speak?
 a) should b) can
 c) are able to d) ought to
16. You put a raincoat on. It is raining
 a) can b) could
 c) should d) are to
17. She ... send e-mail now. She has no time.
 a) must b) should
 c) can d) have to
18. Shein Kiev two years ago
 a) were b) will be
 c) was d) is
19. She a lot of work to do last week.
 a) has b) will have
 c) had d) have
20.an institute in your town ten years ago.
 a) There is b) There was
 c) There were d) There are
21.some girls in the hall.
 a) There are b) There is
 c) There were d) There was
22. Wherethe girls? Ten minutes ago theyhere.
 a) are / are b) are / were
 c) were / are d) is / were
23. In deserts they get rain in all the seasons.
 a) Little b) few
 c) a little d) a few
24. All the buses ... from the bus stop.
 a) leaves b) are leaving
 c) have left d) leave

25. Bob and Mary don't have children.
 a) some b) every
 c) any d) anything
26. Yesterday I woke up, opened my eyes and remembered what Ithe day before.
 a) have do b) do
 c) had done d) did
27. If you want to become a teacher, you go to teachers training college for four years.
 a) May b) have to
 c) Should d) must
28. We have to hurry. We don't have time.
 a) many b) much
 c) a lot d) some
29. Tom drinks ... milk. – one liter a day.
 a) many b) much
 c) a lot d) any
30. I can't drink this tea. There is too sugar in it.
 a) many b) much
- c) a lot of d) few
31. He's not popular. He has friends.
 a) few b) much
 c) little d) a little
32. Last year my friends and I ... to take part in a TV program.
 a) invite b) invited
 c) were invited d) are invited
33. 1,000 children ... every year in this city.
 a) are born b) will be born
 c) were born d) born
34. This phenomenon ... for five years and now they publish their book.
 a) has been studied
 b) has been studying
 c) was being studied
 d) was studied
35. When we entered the wall ... bright yellow.
 a) was painted
 b) was been painted
 c) was painting
 d) was being painted

COMPREHENSION READING

9. 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 at-

mosphere. 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.

Read the text and

I. 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?

II. 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.

TRANSLATION

10. Read the supplementary text and translate it with a dictionary.

MODULE 5. SPECIALITY

UNIT 1. MY SPECIALITY IS AN ENGINEER

VOCABULARY

1. Read and memorize the active vocabulary to the text “What's it like to be a Civil Engineer?”

- water supply schemes – система водоснабжения
 sewerage systems – канализационная система
 harbors - порт
 dockyards – судоремонтный завод
 site – строительная площадка
 supervision - руководство
 foundation - фундамент
 construction - строительство
 advise on – советовать о
 meet a client's needs – удовлетворять нужды клиентов
 supervise labor – руководить рабочими
 natural disasters – природные бедствия
 water resources engineer – инженер в области водных ресурсов
- сов
- highway engineer – инженер по дорожному строительству
 culvert – кульверт, водопроводная труба
 overpass - эстакада
 structural engineer – инженер в области строительства
 materials and testing engineer- инженер по исследованию
 стройматериалов

READING

2. Read and translate the text “What's it like to be a Civil Engineer?”

What's it like to be a Civil Engineer?

Civil engineers plan, design, construct, operate and maintain roads, bridges, dams, water supply schemes, sewerage systems, transportation systems, harbors, canals, dockyards, airports, railways, factories and large buildings.

Civil engineers may work in offices or on site. They may be required to work long hours and meet strict deadlines while working under minimal supervision. Civil engineers deal with various professional, skilled and semi-skilled people.

Consulting and contracting engineers often travel interstate, and some travel overseas. It may be necessary for some civil

engineers to change residence every few years as their work takes them from one major engineering site to another.

Civil engineers may investigate sites to determine the most suitable foundation for a proposed construction; research and advise on the best engineering solution to meet a client's needs and budget. These engineers organize the delivery of materials, machinery and equipment needed for the construction project and supervise labor. They work with other engineers, architects, landscape architects and environmental scientists.

Civil engineers operate computers to assist with the design of civil engineering projects; research, advise on the control and minimization of air, water and solid waste pollution, and the management of water resources. They supervise the testing and commissioning of completed works.

These engineers also analyze risks associated with natural disasters (including cyclones, earthquakes, fires and floods), and design structures and services to meet appropriate standards.

Civil engineers have different specializations:

There is a hydraulic/water resources engineer which designs and supervises construction and advises on the operation, maintenance and repair of water resource facilities such as dams, aqueducts, hydro-electric plants, and water supply, drainage and sewerage systems.

A highway engineer specializes in analyzing population and growth statistics, traffic patterns and volume to project future requirements. Duties may include designing efficient and safe traffic systems, studying roadway and embankment design, and maintaining facilities such as culverts and overpasses.

Traffic engineers look at the symptoms of general traffic conditions, and make a competent diagnosis, they take traffic counts, analyze accident statistics, study speed data, examine roadway conditions, conduct research and study what other professionals are doing and the results they have achieved.

A structural engineer designs the frameworks of buildings, towers, bridges, water treatment facilities, tunnels and other structures to ensure strength and rigidity.

A materials and testing engineer conducts research, development, testing and evaluation of the quality or suitability of materials and products such as asphalt, concrete, steel, cement, timber and plastics, taking into account factors such as stresses and

strains, estimated load, water pressures, wind resistance and temperature fluctuations related to projects.

An Ecological engineer designs facilities and information systems in the manufacturing, finance or transportation industries. They are involved in planning, designing and building structures, transportation systems, water supply infrastructure and wastewater treatment facilities.

Potential applications of ecological engineering in cities have included the field of landscape architecture, urban planning, and urban horticulture, which can be synthesized into urban storm water management. Potential applications of ecological engineering in rural landscapes have included wetland treatment and community reforestation through traditional ecological knowledge.

3. Read and translate the topic "Economist".

Economist

I'm a student of the Rostov-on-Don State University of Civil Engineering. In the near future I'll graduate from the University and become a professional economist. I'm sure that the profession of an economist is one of the most important nowadays in our country. What makes a good economist? Whatever he does, an economist should have a special training in economic theory, mathematics and statistics and our University offers such training. At the University we are taught various general and special subjects, such as Macroeconomics, Microeconomics, Management, Accounting, Money and Banking, Economic Theory, Statistics, Computer Science, Business Ethics, Foreign Languages. The profession of an economist is quite diversified. The graduates of the faculty work at the educational institutions, various research centers and laboratories, in industry, business, banks. Being employed in industry and business, our graduates work as managers, as executive managers, sales managers, financial managers. Some of us work as accountants. An accountant is one of the prestigious and widely required professions in a society. You shouldn't mix an accountant with a book-keeper. While a book-keeper is mostly involved in calculations, like balance sheets, income statements, invoices, an accountant is responsible for designing the financial policy of a company. Some of us work at the banks, at the firms, others work for the government or are employed by various agencies and by military services. Economists should be able to solve many problems facing our country.

Notes:

diversified – разнообразный

accountant – бухгалтер-экономист

book-keeper – бухгалтер

to involve – включать, содержать

balance sheet – балансовый отчет

income statements – расчетная ведомость

invoice – счет, фактура

to be responsible for – отвечать за что-либо

4. Translate from English into Russian.

To graduate from; graduates; in view of; various; diversified; to be employed; an executive manager; a financial manager; an accountant; widely required; a book-keeper; balance sheets; income; statements; invoices; military services; to face problems.

5. Translate from Russian into English.

В ближайшем будущем; в настоящее время; предлагать; знание; вовлекать; разносторонний; исследовательские центры; менеджер по продажам; престижный; расчет; быть ответственным за что-либо; финансовая политика; сталкиваться с проблемами, доход; балансовый отчет; счет-фактура.

TRANSLATING

6. Translate the text "What is home?" orally.

What is home?

(after Ernestine Schumann-Heink)

A roof to keep out the rain? Four walls to keep out the wind?
Floors to keep out the cold?

Yes, but home is more than that. It's the laugh of a baby, the song of a mother, the strength of a father. Warmth of living hearts, light from happy eyes, kindness, loyalty, comradeship.

Home is first school and first church for young ones, where they learn what is right, what is good and what is kind. Where they go for comfort when they are heart or sick.

Where joy is shared and sorrow eased. Where mothers and fathers are respected and loved. Where children are wanted. Where the simplest food is good enough for kings because it is earned. Where money is not so important as loving kindness. Where even teakettle sings from happiness.

That is home. Sweet home.

GRAMMAR FOCUS

Review test

It covers: модальные глаголы, времена групп Simple, Continuous, Perfect в активном и страдательном залоге, косвенная речь, согласование времен, условные предложения.

7. Choose the correct word to complete each sentence.

1. If he worked harder, he more successful.
 a) would be
 b) will be
 c) would have been
 d) will have been
2. Mike told that he sky diving. It wasn't dangerous."
 a) likes b) liked
 c) would d) had liked
3. Christine told that she really water skiing the previous summer
 a) enjoyed b) had enjoyed
 c) has enjoyed d) enjoys
4. Julia asked Elenashe often went skiing
 a) if b) that
 c) - d) so
5. Rob asked if Mickto Siena.
 a) has ever been
 b) had ever been
 c) was
 d) was been
6. Dave told that hethis CD before I played it.
 a) hadn't heard b) hasn't heard
 c) didn't hear d) doesn't hear
7. If you hadn't used all the coffee, we some left now.
 a) would have
 b) have left
 c) would left
 d) would've had
8. If you asked him, I'm sure he us his camper van.
 a) will lend
 b) lend
 c) would lend
 d) would have lend
9. If they tried kayaking once, I'm sure they it.
 a) will enjoy
 b) would enjoy
 c) enjoy
 d) would have enjoyed
10. If we'd left earlier, we (not be) back so late.
 a) would not been
 b) wouldn't have been
 c) will not been
 d) had been
11. Emily never ... horror films.
 a) is watching
 b) has watched
 c) watches
 d) has been watching
12. Jim ... vegetables for 2 hours.
 a) picked has
 b) been picking
 c) picks
 d) have picked
13. Who ... my personal letters all the years?
 a) has read b) will read

- c) read d) had been reading
 14. ... you ... for a long time?
 No, I just came here.
 a) Has / waited
 b) Are / waiting
 c) Have / been waiting
 d) Do / wait
 15. He is tired. He ... hard.
 a) worked
 b) has been working
 c) is working
 d) works
 16. You must always ... your-
 self at school!
 a) behave
 b) has behaved
 c) behaves
 d) is behaving
 17. Jo asked if the children
enjoying themselves?
 a) will b) were
 c) had d) is
 18. I want this article.
 a) your to read
 b) were reading
 c) you to reading
 d) you to read
 19. The student said it
 not easy to study such subject
 as architecture.
 A) is b) has been
 c) was d) did
 20. She ... three foreign lan-
 guages.
 a) is speaking
 b) has been speaking
 c) has spoken
 d) speaks
 21. He when we come
 back.
 a) sleeps b) is sleeping
 c) will sleep d) would sleep
 22. I nevera camel.
 a) ride b) have ridden
 c) rode d) had ridden
 23. I think it will make
 the words.
 a) his learn b) him to learn
 c) him learn d) him learning
 24. Sammy wanted to know
 how to travel to
 Spain?"
 a) are we going
 b) we were going
 c) we are going
 d) were we going
 25. When I arrived, Tomon
 the sofa andover the
 phone.
 a) was sitting /speaking
 b) sat/ spoke
 c) sat/ was speaking
 d) sits/ speaks
 26. I wasn't hurry because I
 breakfast.
 a) have just had
 b) had just had
 c) had breakfast
 d) have breakfast
 27. We were late. The meeting
 an hour before.
 a) has started b) had started
 c) started d) starts
 28. My car last night.
 a) stole
 b) steal
 c) was stolen
 d) has been stolen
 29. Is this a very old film? Yes,
 it in 1949.
 a) made

- b) was made
c) had been made
d) has been made
30. She has a very good job.
She \$ 3.000 a month.
a) has been paid
b) is paid
c) was paid
d) are paid
31. New car yesterday.
a) was stolen
b) was steal
c) is stolen
d) had been stolen
32. A new hospital by
the end of the next year.
a) was built
b) will be built
c) will have been built
d) will built
33. The car repaired
right now.
a) is repaired
b) is being repaired
c) repairs
d) is repair
34. Many modern buildings
..... of glass and steel.
a) are made
b) have been made
c) were made
d) is made
35. The flat last week.
a) was sold
b) has been sold
c) is sold
d) sold

SUPPLEMENTARY TEXTS

Read and translate the text with a dictionary

Economics:

The Subject Matter of Economics

No one comes to economics as a traveller to an unknown land. Much of our everyday experience is related to economics. Studying economics is directly connected with very important things that involve everyone, such as unemployment, inflation, wages, poverty, taxes, banks, foreign currencies. Economics is the science that deals with the production, distribution and consumption of wealth and with the various related problems of labour, finance, taxation etc. Economics is concerned with the economy or economic system. The economic system determines how the nation's resources of land, labour, machinery and raw materials are allocated and used. The problem of allocating resources is a central theme of economics, because most resources are scarce. The allocation of scarce resources and the distribution of the product of those resources are a major part of the subject matter of economics.

The distribution is determined by the amounts of money paid as wages, rent and other forms of income.

Economists use assumptions to build models, both for explanation and for prediction of economic events. They summarize conclusions on economic questions into economic principles. Western economists believe that all economic questions can be analyzed by examining the decisions of individuals and the outcome of those decisions made by people as consumers or as managers of firms. The Marxist analysis of Western economies is based on the interrelations between social classes – workers and capitalists.

Economic Systems

Different economic systems answer the "what", "how" and "for whom" questions differently. The main economic systems today are capitalism, socialism, communism, mixed economies and traditional economies.

Capitalism - is an economic system characterized by private ownership of most resources, goods and services. Capitalism relies on the market system to allocate resources, goods and services to their most highly used value. In capitalist economy what to produce is determined by consumers, how to produce is determined by profit

seeking entrepreneurs, who maximize profit by producing in the most sufficient manner, and for whom to produce is determined by income and prices. In a capitalist system workers are generally paid according to how productive they are, and the distribution of income is unequal because people differ in their abilities.

Socialism - is an economic system characterized by government ownership of resources other than labour and centralized economic decision making. Under the socialist system the government authorities answer the "what", "how" and "for whom" questions. In socialist system government planners set wages and though wages are not equal for all workers, incomes tend to be more evenly distributed than in capitalist countries. In centrally planned economies government planners decide what goods will be produced and set the prices at which they are sold.

Communism - is an economic system in which all resources (including labour) are commonly owned and economic decisions making is centrally planned. According to communist theory, people contribute what they are able to the economy but receive what they need. In theory, this means that goods are produced for use rather than to earn profits and that everyone's needs are met.

Utility and Prices

Our basic needs are simple, but our additional individual wants are often very complex. Commodities of different kinds satisfy our wants in different ways. A banana, a bottle of medicine and a Textbook satisfy very different wants. The banana cannot satisfy the same wants as the Textbook. This characteristic of satisfying a want is known in economics as its utility. Utility, however, should not be confused with usefulness. For example, a submarine may or may not be useful in time of peace, but it satisfies a want. Many nations want submarines. Economists say that utility determines "the relationship between a consumer and a commodity. Utility varies between different people and between different nations. A vegetarian does not want meat, but may rate the utility of bananas very highly, while a meat-eater may prefer steak. A mountain-republic like Switzerland has little interest in submarines, while marine nations rate them highly. Utility varies not only in relation to individual tastes and to geography, but also in relation to time. In wartime, the utility of bombs is high, and the utility of pianos is low. Utility is therefore related to our decisions about priorities in production. The production of pianos falls sharply in wartime.

The utility of a commodity is also related to the quantity which is available to the consumer. If paper is freely available, people will not be so interested in buying too much of it. If there is an excess of paper, the relative demand for paper will go down. We can say that the utility of a commodity therefore decreases as the consumer's stock of that commodity increases. A special relationship exists between goods and services on the one hand, and a consumer and his money, on the other. The consumer's desire for a commodity tends to diminish as he buys more units of that commodity. Economists call this tendency the Law of Diminishing Marginal Utility.

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 21st 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.

A Few Tips of Marketing in General

It is not enough to have a great idea or new building technique as the basis of your construction business; you must also have a market that is sufficiently large, accessible and responsive. If you can't reach your market, or it isn't ready for you, your business will fail.

Consider the automatic teller machine (ATM) now seen on virtually every street corner. It was invented more than 10 years before it became popular, but the company that initially marketed the ATM was unsuccessful – people weren't yet willing to trust their banking to machines. Market readiness is one of the most difficult and most unpredictable aspects to measure when examining your market. That is why companies spend substantial amounts of money on market research before launching a product.

Even if you are not creating an entirely new product, service or technology, you should attempt to determine if your market is ready for you. For instance, if you are opening a flower shop in a neighborhood where none currently exists, what indications are there that the neighborhood residents are interested in buying flowers? Do they currently purchase flowers at a nearby supermarket? Does the national demographic data on flower purchasers coincide with neighborhood demographics? Perhaps, you should conduct a survey of the neighborhood's residents, asking about their flower - buying habits and preferences.

You may not have the funds to undertake extensive market research, but even a small amount of analysis can help you gauge the receptivity of a particular market to your idea.

In addition to market readiness, key market factors will influence your choice of marketing strategy and help you make realistic financial projections. When gathering information for your business plan, spend considerable time learning about your market.

The more thoroughly you understand the various factors that affect your market, the more likely you are to succeed.

Once you have clarified what you want to tell customers about your construction company, you must describe how you disseminate that information.

How do you reach potential customers? Do you advertise? If so, where? Do you send direct mail? If so, to what mailing list? Do you participate in trade shows? If so, which ones and how frequently?

Ancient Wonders of the World

The Great Pyramid is the only one of the Seven Wonders of the Ancient World that still stands. It was built by order of the Pharaoh Cheops, who once ruled Egypt. More than 100,000 slaves had been laboring for twenty years to build it. They had no machines, not even carts – all the work was done by human strength alone. Yet each huge block was so well laid that the Pyramid has stood for 5,000 years.

Near the Great Pyramid in Egypt there is a huge sculptured rock called the *Sphinx*. The face is that of a man, perhaps the Pharaoh Khafre who built it almost 5,000 years ago. But the body is that of a lion, and between its great stone paws there is a small temple.

In Babylon, one of the great cities of the Ancient World, there was a famous garden which amazed visitors for hundreds of years. It was called the *Hanging Gardens*, because it was built along arches and towers and looked like a wall of flowers and green shrubs. The garden was kept alive by a hidden pool on a highest terrace, from which the water was drawn to appear in a series of fountains. The gardens were built by King Nebuchodnozzor, who is mentioned in the Bible as a cruel conqueror of Jerusalem.

The greatest god of the ancient Greeks was Zeus, for whom the Roman name was Jupiter. The greatest *statue of Zeus* was at Olympia, where the famous Olympic Games were held in its honor. The statue was 40 feet high – about seven times a man's height – and was made of marble, decorated with pure gold and ivory. After 1,000 years, an earthquake tumbled it down.

The Temple of Artemis is one of the most famous temples of the ancient world. It stood for 600 years in Ephesus, a great city of Syria. The temple was sacred to Artemis, also called Diana, goddess of the moon. The finest sculptors and painters of Greece decorated this beautiful building, which was destroyed by barbaric Goths. Only a few pieces of statues columns remained. They were dug up by modern scientists.

Few remember the tiny kingdom of Caria, which once flourished in what is now southwestern Turkey. But the name of its king, Mausolus, is known because of the word "mausoleum" – a massive tomb. The original Mausoleum, built in memory of this king by his widow, Queen Artemisia, was so magnificent that it was one of the Wonders of the Ancient World.

Rhodes, an inland near Greece, was one of the richest and busiest towns of the ancient world. Standing across the entrance to its

big harbor, was a huge statue of the sun god Helios, famous as the *Colossus of Rhodes*. Although ships sailed beneath these giant feet, the Colossus was not as large as the American Statue of Liberty.

The Lighthouse of Alexandria, sometimes called the Pharos of Alexandria was a tower built by the Ptolemaic Kingdom between 280 and 247 BC which was between 393 and 450 ft (120 and 137 m) tall. It was one of the tallest man-made structures in the world for many centuries, and was regarded as one of the Seven Wonders of the Ancient World.

Pharos was a small island just off the coast of the Nile Delta's western edge. In 332 BC when Alexander the Great founded the city of Alexandria on an isthmus opposite to Pharos, he caused the island to be united to the coast by a mole more than three-quarters of a mile long (1260 m/4,100+ feet) called the Heptastadion

The Moscow Kremlin

The Moscow Kremlin is the chief architectural ensemble of the capital. It has few rivals in the number of unique masterpieces of architecture and other art concentrated within its walls.

The might of these walls, its ridge-roofed towers and the three-dimensional expressiveness of the buildings clustered on its grounds offer panoramas of rare beauty. The triangle of the Kremlin walls, repeating the outline of Borovitsky Hill, encloses an area of 27.5 hectares. The maximum height of the hill above the level of the Moskva river is about 25 meters.

The ensemble of the Moscow Kremlin is the result of the efforts of many generations. Signs of a Slavic settlement here date to no later than the end of the 11th century. At the time the fortress on the top of Borovitsky Hill covered an area of about 5 hectares. The first Moscow fortifications consisted of a moat, a rampart and a palisade. The city built here on the orders of Prince Yuri Dolgoruky in the 12th century was 5 to 6 times as large as the initial area.

By the end of the 15th century the unification of the Russian feudal principalities was completed and a United Russian State had been formed. Ivan the III the grand prince of all Russia launched reconstruction of the Kremlin on the large scale, having invited a number of master builders from Italy for the purpose. So the Italian architect and military engineer Aristotel Fioravanti arrived in Moscow to work there for many years.

The new Cathedral of the Dormition (1475-1479) was the first to be built. In 1484-1489 the festive Cathedral of Annunciation was

erected next to it. They were joined by the Cathedral of the Archangel in 1505-1508.

For a whole decade starting from 1485 old walls and towers were replaced with new ones. It was then that the Kremlin acquired its present-day outlines.

The fortress walls forming an irregular triangle are of 2.235 m long, from 3.5 to 6.5 m thick and from 5 to 19 m high. Atop the walls stand 1,045 bifurcated merlons from 2 to 2.5 m long in height and fitted with narrow embrasures.

Along the east a moat 12 m deep and 32 m high surrounded kremlin walls.

On its northwest side Borovitsky Hill was protected by the Neglinnaya river and on its south side by the Moskva river.

The Kremlin was a superb example of the fortification art of the period.

Air-Conditioning

Air-conditioning is the bringing of air in a building to a desired temperature, purity and humidity throughout the year to maintain healthy and comfortable atmosphere.

Air-conditioning may be divided into two main sections: one for the processing of materials in industry; the other for human comfort. It has been found that there is an optimum condition of temperature and humidity at which the processing of different materials may be carried out with the minimum of wastage and the maximum of goods of specification quality. The system is therefore designed to produce air of predetermined temperature and moisture content and to keep it so despite all external influences. Such air is filtered free of foreign material.

Conditioning air for human comfort may also be divided into two main sections – winter and summer. Frequently, the systems installed in office buildings provide control during both seasons. Complete air-conditioning provides the following services.

First, filtration of the air both in winter and summer to remove dust.

Second, calculation of the air at low velocity and with proper diffusion to prevent draughts and maintain a uniform temperature and humidity at all parts of the inhabited space.

Third, introduction of enough fresh air from the outside atmosphere.

Fourth, heating of the air in winter.

Fifth, cooling of the air in summer below the outside atmosphere.

Sixth, humidifying the air in winter to a relative humidity of at least 20-25 per cent.

Seventh, dehumidifying the air in summer to a relative humidity not exceeding 55 per cent.

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

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; гнуться; изгибаться*

Crack – *п 1. треск 2. трещина*

Desire – *желание; просьба, требование*

Gravel – *гравий*

Load – *п груз; нагрузка*

Sag – *в оседать; падать*

Store – *п запас; склад*

Tensile – *растяжимый*

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. *благодетельный*

Comply – v *исполнять (просьбу, приказ)*

Conviction – *убеждение, убежденность*

Enhance – *усиливать, повышать*

Have an impact – *оказывать влияние/воздействие*

Incentive – *n побуждение, стимул*

Jeopardize – *v угрожать, подвергать опасности*

Green Building

Green architecture, or green design, is an approach to building that minimizes harmful effects on human health and the environment. The "green" architect or designer attempts to safeguard air, water, and earth by choosing *eco-friendly* building materials and construction practices.

Green building (also known as green construction or sustainable building) is a process that is environmentally responsible and resource-efficient throughout a building's life-cycle: from siting to design, construction, operation, maintenance, renovation, and demolition. This requires close cooperation of the design team, the architects, the engineers, and the client at all project stages.

Although new technologies are constantly being developed to complement current practices in creating greener structures, the common objective is that green buildings are designed to reduce the overall impact of the built environment on human health and the natural environment by:

- Efficiently using energy, water, and other resources

- Protecting occupant health and improving employee productivity
- Reducing waste, pollution and environmental degradation.

Reducing environmental impact

Green building practices aim to reduce the environmental impact of buildings, so the very first rule is: the greenest building is the building that doesn't get built. New construction almost always degrades a building site, so not building is preferable to building. The second rule is: every building should be as small as possible. The third rule is: do not contribute to sprawl (the tendency for cities to spread out in a disordered fashion). No matter how much grass you put on your roof, no matter how many energy-efficient windows, etc., you use, if you contribute to sprawl, you've just defeated your purpose. Urban infill sites are preferable to suburban "greenfield" sites.

Buildings account for a large amount of land. According to the National Resources Inventory, approximately 107 million acres (430,000 km²) of land in the United States are developed. The International Energy Agency released a publication that estimated that existing buildings are responsible for more than 40% of the world's total primary energy consumption and for 24% of global carbon dioxide emissions.

Notes:

- to safeguard – сохранить
- eco-friendly – экологически-чистый
- sustainable building – устойчивое строительство
- environmentally responsible – ответственный за окружающую среду
- resource-efficient – ресурсосберегающий
- siting – подбор места для строительства
- operation - эксплуатация
- maintenance – содержание
- to complement - дополнить
- occupant – житель
- contribute – вкладывать деньги
- to sprawl – расшириться
- in a disordered fashion – в беспорядочной форме

Hot-water Supply

The term "central heating" applied to the heating of domestic and other buildings indicates that the whole of a building is heated

from a central source, usually an independent boiler, fired by solid fuel, gas, electricity or fuel oil.

In general, a heating system should be designed so that the water will circulate by gravity. In some installations, circumstances are such that a pump or accelerator must be used to achieve a satisfactory circulation. This should be avoided if possible.

When designing a heating system for a large building, it is usual – in the interests of economy and to ensure efficient heating – to first calculate how much heat will be needed to maintain the building at the desired temperature. Then the size of the boiler and the amount of pipe and radiator heating surface required to give out this heat will be estimated. For small systems, “rules-of-thumb” methods and past experience are generally a sufficient guide.

A steam, or a hot water heating plant consists essentially of the radiators, the boiler and the system of piping connecting the former with the latter. Steam or hot water from the boiler is circulated through the piping and radiators: in these the steam condenses giving up its latent heat and the water given up some of its heat, thus warming the rooms. In the usual hot water installation, the boiler, pipes and radiators are kept full of water at all times, an expansion tank being provided to compensate for the increase in volume of water when heated and to prevent explosions in case of generation of too much steam.

Boilers. The boiler is usually placed at the lowest available point in the building, having regard at the same time to the convenience of stoking and delivery of fuel.

The boiler may be one of a number of types. It may be solid one-piece casting, rectangular in form; it may be sectional; or it may be conical in shape and wrought or cast iron. For smaller systems, the first and last-named types are both cheap and suitable. The sectional boiler has the advantage of the possibility of added sections should more heat be needed subsequent to initial installation.

System of piping. For steam heating the systems of piping usually employed are the ordinary one-pipe system and two-pipe system. In the former, but one connection is made to each radiator, this connection serving both as inlet for the steam and an outlet for the water of condensation. In the latter, there is a supply pipe and a return pipe for each radiator. The two-pipe system is expensive, and hot used generally in steam heating except for indirect radiators which must always have two connections in order to function properly.

In hot-water heating, although one-pipe systems may be used, it is considered the best practice to have a supply pipe and a return pipe for each *****les and tables for computing the size of pipe for both system and hot water heating will be found in handbooks.

In selecting a heating plant for residences there must be considered the size, the type of building, the climate and the first cost of operation.

Water and Air Pollution Problems

Water and air pollution are the two main factors that destroy the environment in big cities. Paris has no industry, so the Seine is not polluted by industrial effluents but by sewer waters. However, this problem is being solved by building pollution control stations in a Paris suburb. The sewage is channeled into them and cleansed before it goes into the Seine. When visiting these installations, one can often see how pure water the processed water is – the engineers who work there drink it quite cheerfully.

Water is purified by mechanical and biological methods. The purified water is treated with chlorine and released into the rivers, whence it enters the water supply systems where it undergoes further and finer treatment.

Air is mainly polluted by heating systems and cars. When you look at a modern city from a hill top you get the impression of vapour (smog) lingering over the city especially when there are no winds which can air the city. However, when there is no wind they have smog. As regards heating, gas is used rather than coal for last years. The poisoned air is the most modern quarters of the city.

District heating is an effective method. Several heat-and-power plants generate steam, which is piped underground all round the city.

As for cars you know, of course, how heavy traffic is in big cities. The slower the traffic, the more exhaust fumes are. This problem will be solved in the near future.

The acuteness of the problem depends on how well the country is developed and on the number of the cars. Many of these problems are international in nature.

Water and Water Supply

Centralized water supply dates back to 2500 BC. Ancient Egypt had complex engineering structures for the purpose. Yet to this day the percentage of the population enjoying centralized water supply on the African continent and in Asia, too, is very low.

In our country, at the time of the Revolution of 1917, only one third of the towns had running water laid on, and, then, as a rule, only in the central part of the town. In the pre-war period of industrial development running water reached millions of flats all over the country. Water supply of the systems are practically all in the western and central parts of European Russia, were destroyed during the war and had to be built anew.

Fresh water shortage was first mentioned soon after the end of the Second World War. The first to feel the stint was Europe. The problem came to many as a complete surprise, something in the nature of an unexpected "catastrophe". This catastrophe, however, should have been foreseen, for it follows logically from the development of human life on our planet and of Man's industrial activity.

In the absence of centralized water supply, a man can do with about 25 litres of water a day for his various personal needs. But in the modern city water consumption per person is much higher. An average of 300 to 500 litres of water is spent daily on household and sanitary needs per one inhabitant of a modern city. You can see this vastly exceeds the necessary minimum of 25 litres. Why the discrepancy (difference)? Not because people leave their taps open. Because water is so abundant nobody thinks twice about taking a shower, or a bath, using the washing machine, washing the car, etc. The volume of water consumption is indicative not only of the efficiency of the water supply but also of the population's living standards.

One need in water is growing. Simultaneously, the globe's population is growing. In the past century the consumption of water by the world's largest cities, such as Paris, London, Berlin and Moscow, has grown 80 to 100 times. During the famous heat wave of 1972 Moscow "drank" almost 5,000,000 cubic metres of water a day. This staggering figure seems to confirm the immediacy of the water dearth problem. In actual fact, however, the problem consists not so much in where to get pure water but in how to deliver it to where people need it.

Water Resources of the USA

The USA is one of the first countries whose developing economy has met with a shortage of pure fresh water. Such conflicting situations have been caused by the exceptionally rapid growth of water consumption and by the constancy of the size of river

runoff. The water crisis began to show at the beginning of the 60s. It was then when the gigantic projects were born to transport fresh water from Canada and Alaska to the main territory of the USA. At the end of 60s it became evident that the problem could not be solved by purifying utilized water.

By spending large sums of money on developing gigantic desalination plants it became clear that by channeling the runoff from the neighbouring territories and from the ocean an increase in the volume of polluted water would be brought about, which even at present overfills the rivers and lakes of the country.

It is the runoff which can be used without a full regulation of rivers by hydrotechnical installations. It is possible by recycling the same volume of water, which claims great requirements to the quality of their purification.

The main increase in water consumption takes place in that sphere of national economy, where water is necessary principally for cooling purposes – in industry, especially in heat-power engineering.

How can water losses be replenished? It is necessary to note the evergrowing consumption of ground water. The removal of considerably greater volumes of ground water that are taken at present will not diminish their total storage for a long time. Water supply at the expense of ground water is also convenient to satisfy the every day necessities of the population.

Other reserves that can be used are the water of the ocean. A wide substitution of fresh water for salt water for cooling purposes is assumed, mainly in heat-power engineering.

Over one quarter of the whole consumption of water will become possible due to the use of seawater. As concerning the abovementioned projects according to which fresh water is to be transported from Canada and Alaska and the entailed possibility to use the great reserves of hydropower of the western part of the continent, they have been cancelled.

From the History of Dam Construction

Dams have a history just as long as such branches of civil engineering as bridge building, road construction and the laying down of canals. Not only do dams represent some of the most impressive achievements of engineers over the centuries but their vital role in supplying water to towns and cities, irrigating dry lands, providing a sources of [power and controlling floods is more than sufficient to

rank dam building among the most essential aspects of man's attempts to harness, control and improve his environment.

In antiquity dams were built as an essential part of the need to practice irrigation on which the production of food was based. It was not until the Roman came on the scene that the size of dams was increased and new uses were found, such as the application of dams to problems of flood control and protection. The most important contribution, however, was the reservoir dam which, to a large extent, was a result of the Roman's concern with the water supply to cities and towns. That they were able to build so many big dams, many of which have lasted for a very long time and survived, despite eighteen centuries of use and neglect, was also a result of their evolving better methods of construction based on better materials, especially hydraulic mortar and concrete. Moreover, proper attention was paid to hydraulic problems to ensure that the water could not percolate through the dams and that when it overflowed them, spillways were provided.

The Industrial Revolution contributed much to the further development of water resources not only for water supply purposes but also for water wheels, and, later, in the 19-th century, for their logical successor - water turbines. In their mode of operation, particularly that of reaction turbines, it was a fundamentally new idea closely linked with an improved understanding of hydrodynamics. The development of electric generators refers to the major scientific discoveries in the early part of the century, and one feature of electric power was of supreme significance, namely, that it is only form of energy in a ready-to-use state which can be transmitted over long distances.

One of the greatest advantages of a water-power station is that it utilizes an energy carrier which renews itself constantly and does not exhaust energy resources. This makes its maintenance costs relatively low.

With the discovery of a generator three separate seemingly diverse branches of engineering, those concerning dams, water turbines and electric generators, came together to found a new branch of power generation utilizing hydropower resources. All the three elements have undergone changes in the height, volume and efficiency.

Model analysis, a technique for stimulating the complex behaviour of a structure, a dam, for instance, promotes a reliable

forecast in designing new schemes and in the transformation and modernization of the old ones to increase their efficiencies.

Systems of Heating

Heating. In order to maintain standard room temperature, the heating apparatus must supply heat to replace the lost through the walls, floors, and ceilings, and, in addition, the heat necessary to warm the cold fresh air used for ventilation. Heat is lost by conduction through cracks around doors, windows, etc.

Systems of heating. Leaving stoves and fireplaces out of consideration, the systems ordinarily employed for heating may be classified as follows:

- a) hot air
- b) steam
- c) hot water

Hot air systems. In a hot air system, heated air from the furnace is introduced through leaders, stacks, and registers into the room. This air is at a higher temperature than the room, and, in flowing across the ceilings and down by the walls, heat is abstracted until it is eventually cooled to the desired room temperature. Fresh warm air from the furnace then forces the air that has been cooled to room temperature out of the room through cracks, fireplaces, etc. A heat balance may therefore be written as follows: the heat given up by the entering air equals the heat lost by conduction.

The force which causes hot air to flow from furnace to room results from the difference in densities of the cold air outside and the warm air inside the furnace and pipes.

Advantages. A hot air system is cheap to install, has a low cost of maintenance, and is not hard to manage, its operating cost is little, if any, greater that of hot water or steam system of equal capacity.

Positioning Tools

From using the sun, the moon and the stars to the development of compasses and maps and in very recent times the technology of satellite GPS systems and radar, man has always needed a way to find his bearings, whether travelling on foot, at sea or in the air. Navigation is as fundamental for humans today as it was in the past, and with all the sophisticated technology now available navigation tools are not just used to stop people getting lost.

Consider the transport industry for example. A GPS tracking system on a truck can ensure that a driver takes the best route - avoiding traffic, saving time and petrol costs - but it also helps the transport company to monitor the driver and ensure that he respects the speed limits, only travels at the permitted times and rests at regular intervals for the required amount of time, respecting the law and increasing safety. It can even allow the company to find the vehicle in case of theft!

You have probably used maps on the internet or your mobile phone, and have seen how satellite images can now identify places with incredible detail, even looking into your living room from the sky above! This can be useful for planning a trip before you leave or finding a friend's house; but the technology is also used for a whole series of professional purposes: from calculating weather to urban planning and even security and warfare.

Like all forms of technology the GPS has a few disadvantages of course - it is not always 100% reliable – the suggested route may not always be the best, because some problems are not signaled or the information transmitted to the map is not completely accurate; and some people consider that GPS is an invasion of their privacy. However, this technology is obviously here to stay, and destined to improve; and, if used properly, its advantages are clearly greater than its drawbacks.

Oil Tankers

The oil tanker was developed in the late 19th century as a solution for transporting large quantities of 'black gold ' across the globe. Today, oil tankers fall into two basic categories, crude tankers and product tankers.

Crude tankers are the larger of the two. They move raw, unrefined oil from the places where it's pumped out of the earth, to the refineries where it is processed into fuel and other products. Product tankers, on the other hand, are smaller than crude tankers and move already-processed petroleum products to markets where they can be sold and used. Corporations are always seeking the most efficient way to accomplish a task in order to maximize profits. Due to their immense size, oil tankers provide an easy and inexpensive way to transport oil over long distances.

In fact, it only costs around two to four cents per gallon to transport oil using a typical tanker. Like many other influential technologies, oil tankers have helped us progress as a civilization, but

they have also presented us with considerable problems. Without oil tankers, it would be impossible to travel as easily and often as we do. However, some of the worst man-made environmental disasters in history have resulted from oil tanker accidents. When oil spills into the sea it creates enormous damage to nature, which takes many years to recover. In order to prevent these accidents occurring again in the future new regulations have been introduced. For example, new oil tankers must be double-hulled, which means that there are two layers separating the oil they carry from the sea. This reduces the risk of oil spills in case the tanker has an accident, but of course it does not eliminate risk completely. Sea transportation of oil also carries other risks, including pirates, who take control of the tanker and demand money in return. The future of oil tankers is also uncertain, just as the future of the oil industry itself is. Man is looking for new ways of producing energy as oil reserves are finishing and ecological issues are becoming more important.

The Organization of an Airport

An airport is the location where aircraft take off and land, where goods, passengers and their baggage transit. Aircraft may be stored or maintained at an airport, where we usually distinguish two main parts: an air side and a land side. In the former we find all the infrastructures and services that serve to move aircraft, runways, taxiways, aircraft parkings, aprons and the air traffic control system; in the latter there are all the facilities and services associated with passengers such as the access to the airport, the terminal footpaths and the car parks. Gates are instead usually considered the border between the two areas.

The airport ramp or apron is the area where aircraft are parked, unloaded or loaded, refueled and boarded. The apron is not usually open to the general public and a license may be required to gain access.

The use of the apron may be controlled by the apron management service (apron control or apron advisory). The apron is designated by the LC.A.O. (International Civil Aviation Organization) as not being part of the maneuvering area. All vehicles, aircraft and people using the apron are referred to as 'apron traffic'.

In the USA, the words 'apron' and 'ramp' are used interchangeably in most circumstances. Generally, the preflight activities are carried out on ramps and areas for parking & maintenance are called aprons.

Air Safety

Many people feel very frightened when they travel by plane, but you may not know that, in fact, air travel is statistically the safest form of motorized transport known to man! Today it is estimated that there is only one fatality for every 2,000 million person-miles flown in the air. Accurate communication between the pilot and the ground is obviously fundamental for air safety, and indeed many accidents are caused when this information is inaccurate or provided too late. Four out of five accidents occur during take-off or landing procedures, that's why you must always seat with your seatbelt fastened during these procedures and you are not allowed to use electronic devices.

Another cause of accidents could be the presence of ice or snow on the wings, which increases the weight of the plane, requiring a higher speed to avoid stalling.

Engine failure rarely causes accidents in large aircraft because they operate with several engines, so an emergency landing is usually possible.

When an airplane flies through volcanic ash its engines can lose power completely. Today, meteorological information is so precise that airspace is simply closed in the presence of volcanic ash, as in the case of the eruptions in Iceland in 2010.

Aircraft safety is improving all the time. However it is important to read carefully and know all the safety indications on the passenger safety card.

Road and transportation:

The GPS System

GPS, which stands for Global Positioning System, is a radio navigation system belonging to the American Ministry of Defense, that allows land, sea, and airborne users to determine their exact location, velocity, and time 24 hours a day, in all weather conditions, anywhere in the world .

The complete name of the system is NAVSTAR GPS, which means 'Navigation Satellite Timing And Ranging Global Positioning System'. It was born as a top secret project of the American Department of Defense during the final years of the Cold War so initially it was intended just for military purposes.

Today the GPS service is provided free of charge by the United States Air Force to the entire world. It is a constellation of satellites (21 active and 3 spare ones) orbiting at 11,000 nautical miles above the Earth and a series of ground stations that control and monitor

those satellites. The satellites are spaced so that from any point on Earth, four satellites will be above the horizon.

On the ground, any GPS receiver contains a computer that 'triangulates' its own position by getting bearings from three of the four satellites. The result is provided in the form of a geographic position - longitude and latitude - for most receivers, with in a few metres. If the receiver is also equipped with a display screen that shows a map, the position can be shown on the map. When a fourth satellite can be received, the receiver/computer can calculate the altitude as well as the geographic position. If you are moving, your receiver may also be able to calculate your speed and direction of travel and give you estimated times of arrival to specified destinations.

Intermodal Freight Transport

A freight village is a complex set of facilities where all the activities relating to transport, logistics and distribution of goods are carried out on a commercial basis by various operators, who can either be the owners or the tenants of the spaces (warehouses, storage areas, offices, car parks etc.). It must be equipped with public facilities and, if possible, include public services for the staff and users. Other names for a freight village are: logistics park/centre, transport centre or logistics hub. A freight village enables change from one given transport mode to another (modal shift) through a set of technologies that facilitate the transfer. It is served by several transport modes (road, rail, deep sea, inland waterway, air) to encourage intermodal transport for the handling of goods. The most common examples of modal shifts are: train (rail) to lorry (road); barge (inland waterway) to train or lorry; airplane (air) to lorry. A freight village requires different activities such as warehousing, economic activities, support activities, unified management. The warehouse is the infrastructure where the transport operator mostly performs his business.

This activity may include the division of the goods into smaller quantities for a more functional distribution. Logistics hubs need active distribution centres and several industrial activities in the neighbourhood that can exploit the modal shift facilities within the village. Support activities include support services like lorry rest areas, office space, restaurants, banking, shops and hotels. Unified Management requires that the village is often under the management of a single entity. A freight village is the right solution to satisfy the

increasing requirements of a complex business based on transport. In order to work well it is imperative that the village is run by a single body, either public or private.

Real Estate Expertize and Management:

Real Estate Commissioner

The California Department of Real Estate is headed by the Real Estate Commissioner, who is appointed by the governor. The Commissioner is responsible for determining administrative policies, enforcing the California real estate law, and regulating certain real estate syndicates, real property securities transactions, subdivisions, and licensing procedures. The Commissioner has issued a regulation, called the Code of Ethics and professional Conduct, which is binding upon all licensees. The Code of Ethics does not permit "pocket listings." (A pocket listing occurs when a licensee takes a listing on a property, but keeps it a secret, so that no other licensee can earn any part of the commission. This practice harms the seller because it restricts the number of licensees who are looking for buyers for the property.) The enforcement of real estate law in California is very much divided. The Real Estate Commissioner has the sole authority to issue, restrict, suspend, and revoke all licenses. While the Commissioner can also fine a licensee, the Commissioner cannot award monetary damages to an injured party. Only the courts can do this. The Commissioner cannot prosecute a licensee for any violation of the law. The district attorney would prosecute the violator. Notice that the court system can award monetary damages and put someone in jail, but only the Commissioner can take action against a person's license. The Real Estate Commissioner also heads the Real Estate Advisory Commission, which is a group of ten advisors, appointed by the Commissioner to assist him or her. Six of the members must be licensed brokers, and the group must be geographically representative, with no more than three members from any one county. When a formal complaint is filed against a licensee, the Real Estate Commissioner investigates. A hearing may be held under the Administrative Procedures Act (which is found in the Government Code), after an accusation has been served upon the licensee. Action, in general, must be filed within three years of the act (longer limits are permitted in some cases for fraud, misrepresentation or false promise)

A Topographic Survey: Maps, Angles

A topographic survey is a survey made to secure data from which may be made a topographic map indicating the relief or elevation and irregularities of the land surface. (1) Maps are based on measurements of distances, directions and heights. Surveying is the name given to the methods of making these measurements. The simplest and most commonly used method of measuring the distance between two points on the ground is called chain surveying. It is very similar to the way in which the distance between two points on a piece of paper is measured using a foot-rule. In chain surveying the place of the foot-rule is taken by a chain which is laid down in a straight line between the two points. Small areas are often surveyed entirely by chain survey provided the ground is not too rough. (2) Angles in surveying are measured with special instruments called theodolites. In its simplest form the theodolite is a telescope mounted above a horizontal circular scale, which is rather like a protractor. It is marked in degrees, minutes and fractions of minutes. (There are 60 minutes one degree). Theodolite also allows the measurement of angles in a vertical plane, such as the angle between the horizon and the top of a tall building or hill.

A Topographic Survey: Route Survey

(3) Route survey is a survey necessary for the location and construction of transportation or communication lines such as highways, railroads, canals, transmission lines and pipe-lines. The preliminary work consists of a topographic survey. Mine surveying makes use of the principles of land, topographic and route surveying with modifications in practice made necessary by altered conditions. Both surface and underground surveys are required. City surveying is the term frequently applied to the operation of laying out lots and to the municipal surveys made in connection with the construction of streets, water supply systems and sewers. (4) The maps and data produced by surveyors are used by civil engineers in many ways. Before construction begins the exact position of the various parts of the dam, or the track of the railway or road, are fixed on the ground by using normal surveying methods. In choosing the site for a dam, for instance, an engineer can study on a map the courses of all the streams in the area. By reading the contours he can calculate the amount of water which can be stored by building a dam of a given height in a certain place. In the same way the results of soil survey marked on a map will give the engineer vital information about the

foundations. When deciding the route of a railway or road, the gradients, radii of curves, heights of embankments and depth of cutting can be calculated from data supplied by the surveyor. In case of a tunneling which is usually carried out from both ends simultaneously a base line is set out on the ground at each end and the course followed by the tunnellers is continually checked by measuring both levels and angles with reference to the base line. By this means it is possible to make the two tunnels meet accurately or within 1 or 2 inches over a distance of a mile or more.

A Topographic Survey: Terrestrial Photogrammetry

(5) Terrestrial photogrammetry or photographic surveying from ground stations had been found to be a useful addition to other methods in mapping of mountainous areas. The work consists of taking photographs from two or more control stations and in utilizing the photographs for the projection of the terrain in plan and elevation. (6) Surveying by the methods described above is very laborious. The surveyor has to work over all the ground step by step. A great deal of time is saved by modern methods of photographic air survey. Photographs taken from airplanes in flight have been used as aids to map-making since World War I. If such photographs are to be really useful the height and position of the airplane at the instant of taking the photographs must be accurately known. The development since 1940 of radar methods for finding the position of aircraft has increased the role of photogrammetry in surveying. Air photographs may be taken with the camera either pointing vertically downward, or at an angle. Vertical photographs are preferred for map-making especially when height and contours are required. The advantages of air survey are the speed with which the field work is accomplished, the wealth of details secured and used in locations otherwise difficult or impossible of access. Air survey is widely used by explorers in investigating the Arctic zone.

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