Министерство образования и науки Российской Федерации

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

ENGLISH

Учебное пособие по английскому языку
по развитию навыков устной речи и чтения

Владимир 2017

УДК 811.111
ББК 81.2Англ
Engl56

Авторы:
Л. Д. Ермолаева (Units III, VI), Г. Н. Замараева (Units I, IV),
Г. Ф. Крылова (Units V, VII), Л. В. Новикова (Unit II)

Рецензенты:

Кандидат педагогических наук
доцент кафедры профессиональной языковой подготовки
Владимирского юридического института Федеральной службы
исполнения наказаний
С. П. Фокина

Кандидат филологических наук
зав. кафедрой гуманитарных и естественно-научных дисциплин
Владимирского филиала Российского университета кооперации
С. В. Бузина

Печатается по решению редакционно-издательского совета ВлГУ

English : учеб. пособие по англ. яз. по развитию навыков
Engl56 устной речи и чтения / Л. Д. Ермолаева [и др.] ; Владим. гос.
ун-т им. А. Г. и Н. Г. Столетовых. – Владимир : Изд-во ВлГУ,
2017. – 168 с. – ISBN 978-5-9984-0830-4.

Составлено в соответствии с рабочими программами и направлено на развитие навыков устной речи на основе переработки информации оригинальных текстов и системы коммуникативно-ориентированных упражнений.

Аутентичные тексты делают пособие актуальным, современным и доступным для использования в качестве основного материала на занятиях по английскому языку для студентов 1 – 2-го курсов бакалавриата всех направлений.

Рекомендовано для формирования профессиональных компетенций в соответствии с ФГОС ВО.

Библиогр.: 19 назв.

УДК 811.111
ББК 81.2Англ

ISBN 978-5-9984-0830-4

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Life is a coin.
You can spend it any way you wish,
but you can only spend it once.

Lillian Dickson

ПРЕДИСЛОВИЕ

Пособие предназначено для обучения иностранному языку студентов-бакалавров всех направлений в соответствии с требованиями к результатам освоения основных образовательных программ бакалавриата ФГОС высшего образования.

Цель пособия – развитие способности к коммуникации на английском языке в устной и письменной формах для решения задач межличностного и межкультурного взаимодействия.

Структурно пособие состоит из семи разделов, каждый из которых включает: два-три адаптированных текста, взятых из британских и американских источников; вокабуляр; лексические и грамматические упражнения; специально разработанные творческие задания, развивающие речевые умения и навыки, необходимые для общения в реальных жизненных ситуациях.

Пособие расширяет кругозор студентов, предоставляя информацию о системах образования, проблемах современной молодёжи, а также истории, традициях, достижениях как родной страны, так и стран изучаемого языка.

В процессе работы с пособием формируются лингвострановедческие знания, способствующие расширению контактов с носителями иностранного языка, а значит и усвоению новой культуры.

Авторы благодарят рецензентов С. П. Фокину, кандидата педагогических наук доцента кафедры профессиональной языковой подготовки Владимирского юридического института Федеральной службы исполнения наказаний, и С. В. Бузину, кандидата филологических наук зав. кафедрой гуманитарных и естественно-научных дисциплин Владимирского филиала Российского университета кооперации, за ценные замечания, высказанные ими в процессе работы над рукописью.

Unit I. AUTOBIOGRAPHY

Grammar: *to be, to have, there + to be*

Lesson 1. Family

The family is one of nature's masterpieces.

George Santayana

I. Discuss these questions with other students.

1. What do you think a family is? 2. How big is your family? 3. Are you the only child in the family? What are the advantages and disadvantages? 4. Do you spend more time with your family or friends? 5. Do you think of your best friend as a member of your family? 6. Do you think of your parents as your friends? 7. What do you have in common with your parents and other members of the family?

II. Match each word/word combination with its explanation.

1) be close to	*a) take care of*
2) bring (someone) up	*b) change from child to adult*
3) extended family	*c) your brothers and sisters*
4) get along with	*d) respect and like/admire someone*
5) grow up	*e) raise/educate a child*
6) look after (someone)	*f) extends beyond the nuclear family, including grandparents, aunts, uncles and other relatives*
7) look up to (someone)	*g) an elementary family, a type of family group consisting of a pair of adults and their children*
8) nuclear family	*h) your family members*
9) relationship	*i) having a strong bonding*
10) relatives	*j) depend on*
11) rely on	*k) tie, link, attachment*
12) siblings	*l) being close and friendly*

III. What's the difference between each of these pairs of words and expressions? Try to explain.

a son or a daughter	⇔	a stepson or a stepdaughter
a brother or a sister	⇔	a stepbrother or a stepsister
a mother or a father	⇔	a stepmother or a stepfather
a cousin	⇔	a brother or a sister
a niece	⇔	a nephew
a mother or a father	⇔	a mother-in-law or a father-in-law
an acquaintance	⇔	a friend
a parent	⇔	a godparent
a girlfriend	⇔	a female friend
a boyfriend/girlfriend	⇔	a lover
a school friend	⇔	a classmate

IV. Complete the sentences with words and word combinations from the previous exercises.

1. Do you remember a fairy tale about Cinderella? Her mum died. So she lived with her father and his wife, her … . She didn't have any sisters or brothers but she had …, daughters of her dad's wife. 2. Is he your brother? – No, we go to school together. He is my … . 3. Are you …? No, we are cousins. 4. Most families nowadays consist of two adults and children. We call such families … . 5. Parents … their children up 6. Parents, their children, aunts, uncles are all … . 7. When you get married your husband's or wife's mum becomes your … . 8. Who helped Cinderella to get to the ball? – Her … . 9. My elder brother has got a daughter. She is my … .

V. Study the vocabulary.

1) a couple of	➢ несколько
2) amusement park	➢ парк аттракционов, парк развлечений
3) attend school	➢ учиться в школе
4) attendance	➢ посещаемость
5) break up	➢ рассориться, расстаться
6) community college	➢ местный колледж

7) honor roll	➢ доска почёта, список отличников
8) look out for	➢ приглядывать за, заботиться о
9) plan on	➢ намереваться, строить планы
10) see somebody	➢ встречаться
11) senior	➢ старшеклассник
12) sort of	➢ как бы, так сказать

VI. Read the text. Use this example to write your own biography.

AN EXAMPLE OF A SHORT AUTOBIOGRAPHY

I was born on a warm, sunny day in June 1988 in Sarasota, Florida, the USA. I still live in Sarasota, and I go to Booker High School. I've got a small family with only four members and all of us are very close to each other and we love each other very much. I live with my mom Kate, my brother Jake, and my aunt Molly. When I was born, my brother was fifteen months old and hid under the table from me. Jake is a sweet kid and he would do anything for me, but like all brothers and sisters we fight like cats and dogs. I still love him but only because he is my brother.

Who I Am in Life

My name is Sally Friday. I started school when I was six years old. I went to kindergarten through fifth grade at Booker Elementary and while I was there, I won an award for perfect **attendance**. I also won an award for **honor roll** all four terms. Then I attended Booker Middle School, and there I also won **a couple of** awards: one for perfect attendance and two for being named Student of the Year – one in the sixth grade and the other in the eighth grade. I am now a **senior** at Booker High School. I **plan on** finishing school and maybe going to a **community college**.

What Life Means to Me

Life to me means friends and family who you can trust and who trusts you. I am pretty much on the happy side of life, but like all teens I do have my "days off". That means I do have some sad days or depressed days. I have a few friends here that **sort of look out for** me and when I am having a bad day I have someone here at school to talk to. I make my school days go by thinking of either the next hour or what I will do when I

get home or on the weekend. I'm not **seeing anyone** now but when I did have a boyfriend, our favorite places to go were the movies and out to dinner. Sometimes we went to the beach. Only once we went to an **amusement park**: Universal Studios. We were together for twenty-nine days and then we **broke-up**; so no, I don't think it was forever.

What's My Outlook on the Future

Next year will make twenty years since I graduated from high school. I think I will probably be still living here in Sarasota. I will be quite comfortable with my living situation, meaning that I will be married to Paul Smith. We will have one child.

Conclusion

As I said in the beginning, I was born here in Florida and I've lived here my whole life. I would like to see more of the USA but unfortunately, I don't have any money to leave Florida to go anywhere right now. I hope you have enjoyed reading my life story as much as I have enjoyed writing it for you. Try to get as much as you can out of school; you're only there for twelve years and when you graduate, you're home free. Here's a tip for you to live or try to live by: if you think it, it can be done.

http://www.autobiographyof.me/an_example.html

VII. Answer the questions that follow.

What are you now? Was it difficult to pass final exams at school? Are you glad to be a student? What is your major? What subjects are you interested in? What are you good at? What is important for you now: studies, sports, social activities? Is there anything new in your current life? Are you excited about your new life? Is student life similar to school one?

***VIII. Complete the sentences with the correct form of the verbs* to be *or* to have.**

William Henry Gates … born on 28 October 1955, in Seattle, Washington. He … from Medina, WA, the USA. He … from a middle-class family; his father … a lawyer, his mother … on the board of directors for a large company, and his grandfather, J. W. Maxwell, … a national bank

president. Gates … one elder sister, Kristi, and one younger sister, Libby. He … married to Melinda. They … three children: daughters Jennifer Katharine Gates and Phoebe Adele Gates, and son Rory John Gates.

As the principal founder of Microsoft, Bill Gates … one of the most influential and richest people on the planet. His wealth of $84.2 billion (Jan. 2017) … the equivalent of the combined GDP of several African economies. Gates … one of the "fathers" of the personal computer revolution. Aged 13, Gates attended the private Lakeside school. It … here that Gates had his first introduction to computers. In 1973 Gates enrolled at Harvard, where he studied mathematics and computer science. However, Gates … more interested in founding his own company, so he dropped out of Harvard without finishing his course. Microsoft … founded by Bill Gates in 1976. In 1990 Microsoft released its first version of Windows. This … a breakthrough in operating software.

Although Microsoft … the dominant computer firm of the 1980s, and 1990s, they … now seen as an ageing and declining company – compared to the more dynamic Google and Apple.

William Henry Gates III … also a founder of the Bill & Melinda Gates Foundation. Gates has said that he … no use for money, and his children … only … a small percentage of his wealth.

Bill … ambitious, intelligent and competitive. Bill Gates … not a greedy person. In fact, he … a quite giving person.

IX. Complete the sentences with the correct form of the verbs in brackets (Present Simple, Past Simple, Future Simple).

I have got a small family with only five members and all of us (be) very close to each other and we (love) each other very much. Among them, I (love) my mother more than anyone else in the whole world. I (adore[1]) my mother for her caring, loving, adorable[2] behaviours and wit. She (be) the person I can share everything with and that's the reason I worship[3] her so much.

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[1] *adore – обожать, души не чаять.*
[2] *adorable – достойный обожания, милый.*
[3] *worship – души не чаять, преклоняться.*

Possibly she (be) the first human I (see) when I (open) my eyes in this world. A relationship with a mother (be) divine[4] and all of my childhood memories (be) either related to my mom or my school. I can still remember a day I (be) late to come back home after school and that's because there (be) a ceremony at the school I (not know) about. All of a certain I (find) that my mother (be) entering through the school gate to find me. I (be) so frightened that my mother would rebuke[5] me for being late unnoticed and she must be mad at me. But to my best surprise, when my mother (see) me she (have) a warm smile on her face that I never (forget) till my last breath on this earth. Then she (hug) me and (give) me a kiss. I (feel) then that I love my mother more than me. She (attend) the program at the school and afterwards we (come) back home together.

I (spend) my 19 years or so with my father and mother but I (stay) at a metropolitan city now for my education. Whenever I (get) a vacation, I (meet) my mother at my village home. On an average, I (spend) 2/3 months with my mother each year but I (talk) to her over the phone almost twice a day.

The reasons why I (admire) her are endless. She (be) caring, tender, she has got a big heart and she (possess) a great love for everyone. She had been an ideal mother to raise 3 kids and making sure our education and moral values. She (be) the person who (remind) me the power of love and caring.

X. Pay attention to the vocabulary you can use to describe your close family.

He/She is honest, brave, talented, hardworking, punctual, caring, loving, very close to me, very understanding, well mannered, etc. He/She is one of my best friends, is the best person I have ever seen, is like a mentor to me, is my best buddy, knows a lot of things and has so many practical skills, taught me almost everything he/she knows, always protects me, has a good heart, leads an ideal life, is an exemplary person, everybody respects him/her. He/She knows a lot about different things, has always supported you no matter what, helps you on study or on other tasks, supportive, etc. He/She loves me very much.

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[4] *divine – чудесный, превосходный, изумительный.*

[5] *rebuke – стыдить, упрекать.*

XI. Read to yourself. Do you agree with the author? Why? Why not?

You do not have to be famous or someone of importance to write an autobiography. It is said that everyone has a story to tell about one's life and times, sadly countless millions of people will pass over and their life story will be forgotten forever within the sands of time.

Our personal lives can be full of highs and lows, good times and bad, sad periods and happy times. We all experience them throughout our short time on this planet, whereas history can shape our future. Therefore our vision of these precious moments can be preserved and documented for future generations.

XII. Get ready with your autobiography and then tell your groupmates about yourself and your family.

XIII. It is interesting to know.

In 1993 the General Assembly decided that 15 May of every year should be observed as The International Day of Families. This day provides an opportunity to promote awareness of issues relating to families and to increase the knowledge of the social, economic and demographic processes affecting families.

The symbol of the International Day of Families (International Family Day) consists of a solid green circle with an image in red. The image consists of simple drawings of a heart and a house. This whole indicates that families all over the world are the center of society and provide a stable and supporting home for people of all ages.

Since 2008 Russia has celebrated a new holiday: the Day of Family, Love and Faithfulness on July 8, when the Church commemorates the Holy Right-Believing Prince Peter and Princess Fevronia of Murom.

"Every holiday can have a symbol. When thinking of what could be used to symbolize devotion, purity and love, the

thought of daisies came to me on its own, as they say. The daisy is a simple but simultaneously beautiful flower, one familiar to us all. It is a very dear, intimate and homely symbol. Moreover, it is a symbol of summer, warmth, comfort, purity and innocence" (Excerpt from an interview given in 2009 by Svetlana Vladimirovna Medvedeva, wife of then-President Dmitri Medvedev, who heads the holiday's organizing committee).

Lesson 2. Friends

A friend is someone who knows all about you and still loves you.

Elbert Hubbard

I. Discuss these questions with other students.

1. Is friendship important in your culture? 2. How many close friends can you have? 3. Are friends more important than family? 4. What are the important things for friendship? 5. Do you have any friends from a foreign country? 6. What are the differences between real life friends and pen friends? 7. Do you think people need friends? 8. Do you have any virtual friends? Can you really get to know such friends?

II. Study the vocabulary.

1) be busy with one's own stuff	➢ быть занятым/заниматься своими делами
2) be passionate about	➢ страстно увлекаться
3) extend a helping hand	➢ протянуть руку помощи
4) feel bored	➢ скучать
5) get/be admitted/accepted to the university	➢ поступить в университет
6) intimacy	➢ тесные дружеские отношения
7) make a good bonding with smb	➢ подружиться с кем-либо

III. Read the text. Use this example to tell your groupmates about your friend(s).

The friend I like to spend time with is Steven. I met him when I was only 8 years old and was in primary school. After that our **intimacy** grew up and we became best friends. One day he forgot to bring his book to school and that day I helped him with my books. After that we talked for a long after school and our friendship started. We went to college together and then **got admitted to different universities**. Since we are studying in the same city, we could meet each other and spend time together.

We are yet to finish our graduation and **busy with our own stuff** but whenever we get vacation we spend time together. Since our hometown is same, we go there together and thus we meet each other at least twice a month. He is a helpful and talented friend who helps people and always wishes best for people. He is studying Mathematics and he has a talent in Mathematics. Sometimes he explains some complex mathematical theories in a very simple and interesting way. He **is passionate about** reading books and that **makes a good bonding with** me. We often exchange our thought and criticism about books and politics.

I like to spend time with him because we have many common interests between us. I never **feel bored** spending time with him. Since we are friends for a long time, we understand each other. A good friend always **extends helping hands** when in need and I've found Steven by my side always. We do so much fun stuff together and help each other in our study. Good friendship, understanding and common interests make us close friends and those are the major factors for what I like to spend time with him.

http://www.qposter.com/2017/02/ielts-cue-card-with-answer-describe-a-friend-who-you-really-like-to-spend-time-with.html

IV. Match the synonyms.

1) attend school	a) raise a helping hand
2) look after	b) go to school
3) extend a helping hand	c) be good at
4) have many common interests	d) take care of
5) have a talent in	e) have much in common

6) get accepted to the university	f) raise/educate
7) siblings	g) be admitted to the university
8) bring up	h) brothers and sisters

V. Complete the sentences with the words from the box. The first one has been done as an example.

Personality, intelligent, attractive, active, housework, walking, like, much, computer programmer, guitar, bike

Anna, my friend, has the kind of (1) **personality** people describe as "sunny". She is amusing, (2) _____ and lively. She is very good-looking; quite tall, with long red hair and brown eyes. Anna is very (3) _____ and always seems to be doing something. She wants to be a (4) _____. She paints, play the (5) _____ and rides her (6) _____. She doesn't like cooking very (7) _____ and she hates (8) _____. And I know there is one thing she would secretly like to do. She loves (9) _____ in the mountains, and one day she would (10) _____ to go on trekking holiday to the Hymalayas to see the roof of the world.

VI. Study the vocabulary.

1) all of a sudden	➢ вдруг, неожиданно
2) auditorium	➢ концертный зал, зрительный зал
3) chat-room	➢ место для киберобщения, дискуссионная группа
4) online friend	➢ друг по Интернету
5) raise a helping hand	➢ протянуть руку помощи
6) social networking	➢ социальные сети, взаимодействие через социальные сети
7) tough	➢ трудный
8) vice versa	➢ и наоборот, в свою очередь
9) well-behaved	➢ добропорядочный

VII. Get ready to talk about your friend. There are some questions and tips to help you.

When and How Did You Meet Your Friend(s)?

You met him/her at the school. He/she is your neighbour and you two met on a family occasion, you met him/her in a playground while play-

ing, you met him/her in a relative's house, you met him/her in a situation when he/she needed help and you were there to help or **vice versa**, you can also mention you met at college/university or even **all of a sudden** in a shopping mall/**auditorium**/park. Sometimes friendship starts from fights and quarrel. A friend can be an **online friend** whom you have met only a few times or maybe never met. In this scenario your friendship can start from an online **chat-room** or from a **social networking** platform.

How Often Do You Meet?

If you talk about a friend who lives in the same street or study/work with you then you would meet him daily. If you pick a friend from your hometown where you no longer live, then your meeting frequency would be 2 – 5 times a year or so. For online friends whom you have never met, simply say that you have never met him/her in person but you talk/chat over the internet almost every day.

What Kind of Personality Does Your Friend Have?

He/she is very friendly, helpful and caring. He/She values your friendship and always **raises a helping hand**. For his/her personality, say that he/she is talented, creative and has an attractive personality. Also, mention that he/she is understanding and **well-behaved**. For an online friend, mentioning personality is a bit **tough** as you might have never met him/her. In this case, say that he/she is caring and have positive attitudes and his/her opinion on different issues seems very well thought and positive.

Why Do You Like Spending Time With This Particular Person?

What common interests do you have and what do you do together (for online friends they are topics you discuss and share). You have learned many positive things from him/her and you two have a great understanding. He/she is a good friend who is ready to support you no matter what and has already advised you or helped you in different issues.

http://www.ielts-mentor.com/cue-card-sample/500-ielts-cue-card-sample-19-describe-a-friend

VIII. Read and comment on the use of the italicized words.

There is *a* cinema club at our university. There are *some/few/a lot of/no* sports clubs at our university. There weren't *any/many* opportunities

for the university students. There is *some/little/much/no* interest to tennis at our university. There isn't *any/much* money for my hobby. There were not *any/many* English books in the library. There aren't *any/many* cafes in the university. There are *no/few/some/a lot of* students in the class. There was not *any* dictionary on the desk. There wasn't *any/much* chalk at the board. There was *no/a lot of/little* chalk at the board. Are there *any/many* letters for me? Is there *any/much* money for our business trip? What is there in the bookcase? Is there *a* museum in our university? – Yes, there is. Are there *any* art galleries in Vladimir? – Yes, there are. Are there *any* churches in your town? – Yes, there are. There are *many/few* churches in our town. Is there *a* church at your university? – Yes, there is. There is *a* church at our university. Is there *a* sea port in your town? – No, there isn't. There is *no* sea port in our town.

IX. Complete the sentences with a, some, any, no, a lot of, many, much, little, few.

There is … museum on the first floor. There is … money for this project. There wasn't … interest to our collaboration. There was … snow last winter. Is there … fruit at home? Is there … hospital near here? There are … opportunities at the university. There were … students at the university. There weren't … cafes there. There are … people at the playground. Are there … students at the university?

X. Make up sentences.

There	is 's are 're isn't aren't	a many any some no much a lot of little few	restaurant or café people ice-cream snow men/women monuments concert hall and a hotel coffee/tea children lot of museums meat	near here? in my family. in the city. in the office. in the square? not far from here. in the cup. in the street. in the bank. on the plate?
Is Are	there there			

XI. It is interesting to know.

In 1997 the United Nations named Winnie the Pooh as the world's Ambassador of Friendship.

The International Day of Friendship (30 July) was proclaimed in 2011 by the UN General Assembly with the idea that friendship between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities.

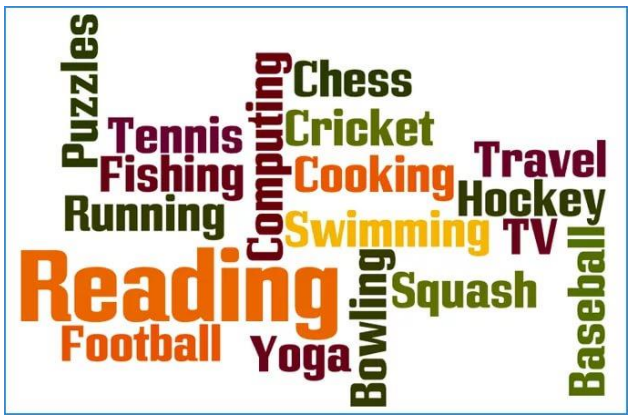
Lesson 3. Hobby

A hobby a day keeps the doldrums away.

Phyllis McGinley

I. Discuss these questions with other students.

1. What is a hobby? 2. What hobbies do people have? 3. Does a person usually do his / her hobby alone? 4. What is your hobby? 5. Does your family support you in your hobby? What do your parents think about it? 6. Does your family like doing anything together? 7. Do you travel together? 8. Are you a collector? What do you collect? 9. What is your friend's hobby? 10. Do you have pets as a hobby? 11. Do hobbies help us in our life? Do they make it more interesting? 12. Are hobbies a great Russian tradition?



II. Read and act out the dialogues.

Dialogue I

Simon: Hi! What's your name?

Lesie: My name is Lesie Gregory.

Simon: And do you want to tell us about your hobbies?

Lesie: Sure, I'll tell you about my hobbies.

Simon: OK. What are they?

Lesie: My first hobby is *going to the gym*. I go to the gym three times a week. I *do floor exercises, aerobics classes, swimming* and I *do weight training*.

Simon: Of all those things, what are your favourites? What's your favourite? What's your favourite thing to do?

Lesie: My favorite thing to do is either swimming or what they call *aqua-aerobics*.

Simon: Aqua-aerobics? What's that?

Lesie: Well, actually, there're different kinds of aqua-aerobics. It's just like an aerobics class but it's in a swimming pool, so there's, so you're not *putting pressure on your joints* when you're *jumping up and down*.

Simon: Ah, cool! Any other hobbies?

Lesie: Yeah, um, because it's going to be Christmas soon, I'll be able to enjoy my hobby of *baking*.

Simon: So what kind of things do you bake?

Lesie: Oh, well, sometimes I bake pies, like pumpkin pies or pecan pie. Pecan pies are very famous where I come from in Florida because we have pecan trees and then sometimes I do cakes, like really rich cakes like red velvet cakes, or carrot cakes, but this year I'm going to be baking cookies.

Simon: Cookies! What kind of cookies, Lesie?

Lesie: Ah, let's see this year's cookies are going to be the traditional Christmas sugar cookie, which is a big cookie in a kind of a Christmas shape, like a Christmas tree or Santa Claus with icing or some colored sugar, very yummy, and some M&M cookies with red and green M&M's.

Simon: Oh, wow! Sounds interesting! OK. I've got a question, or I've got something to ask you. Describe how your cookies taste. Use your three favorite adjectives.

Lesie: Three favourite adjectives? Soft, moist, and sweet!

Dialogue II

Ann: What is your hobby, Helen?

Helen: I *collect hand-made dolls.* I always buy them in the country and abroad.

Ann: It is very interesting! Have you got a lot in your collection?

Helen: There are almost one hundred of them.

Ann: Quite a number I should say! I wonder whether you manage to show them all.

Helen: I can't say with certainty, but showing is not essential. It's the process of collecting itself that interests me.

Ann: Where do you keep them all?

Helen: Oh, I have some special *curios*[6]. And not so long ago there was an exhibition in the Art Gallery. It lasted 2 months.

Ann: Really? It sounds exciting! It must be interesting pastime! Why don't have a look at it just now?

Dialogue III

Andrew: What is your favourite pastime, Boris?

Boris: Fishing. I *enjoy fishing* very much.

Andrew: Do you often *go fishing*?

Boris: Well, yes. I make it a point of spending a few hours by the river every weekend.

Andrew: Do you usually catch much?

Boris: Well, it depends. Last Sunday, for instance, I caught so many fish that my wife cooked a fish dish for the whole family.

Dialogue IV

Gregory: What are *the most common hobbies* of Englishmen?

Bill: Well, it isn't an easy question. Many British *like sports and games,*

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[6] *curio – антикварная вещь.*

others, *gardening or collecting different things*. I, for one, *enjoy carpentry*, just making shelves, boxes, stools and so on.

***Gregory**: Your hobby seems to be both interesting and useful* for the house. Your wife must like your pastime, eh?

***Bill**:* Oh yes. When I come home after work she's ready to give some "orders" to repair this or that.

Dialogue V

***John**:* What do you usually do after work, Susan?

***Susan**:* Oh, a lot of things. There's always a lot of work to do about the house, washing up, doing the rooms, mending clothes.

***John**:* No, I don't mean that. What's your favourite pastime?

***Susan**:* Again – nothing very special. Sometimes I *read a little, watch TV* or *listen in*[7]. When Jane calls, we *go to the cinema*, very seldom, though, *to the theatre*.

***John**:* I see. What about dancing? Do you like it?

***Susan**:* Oh, very. Actually *I'm crazy about dancing*. Do you mean to say we'll go to a dance?

***John**:* Yes, I'd like to. There's a very good band at the College Club.

III. Read the dialogues again and decide if the following sentences are true or false?

1. Lesie goes to the gym once a week.
2. Lesie's favourite things to do are floor exercises, aerobics classes, swimming and weight training.
3. Lesie also enjoys baking.
4. Helen collects hand-made dolls.
5. Helen makes them herself.
6. Helen is interested both in collecting and showing dolls.
7. Boris goes fishing every week.
8. Boris usually catches much.
9. Bill enjoys sports, games, gardening and collecting different things.

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[7] *listen in – слушать радио/радиопередачу.*

10. Bill’s wife likes carpentry.
11. Susan does nothing special in her free time.
12. Susan’s favourite pastime is going to the cinema or to the theatre.

IV. Make up a dialogue on hobbies. Use the dialogues from the previous exercise as an example. First think of questions you can ask each other on the topic. Make them of different types (yes/no questions, alternative questions, wh-questions, tag/tail questions), e. g.

Are you a chess player? Is your friend a collector or rock climber? Do you have/have you got any collection? What is singing for you? Who is interested in travelling? You are an amateur football player, aren’t you? They have got some hobbies, haven’t they? There are lots of interesting hobbies, aren’t there?

V. Study the vocabulary.

1) a ton of	➢ масса, уйма
2) after all	➢ все-таки, в конечном счете
3) awesome	➢ потрясающий, фантастический, грандиозный
4) be good for	➢ положительно сказываться на, быть полезным для
5) benefits	➢ положительные стороны, плюсы, достоинства
6) capture one’s attention	➢ привлечь внимание
7) carve out	➢ выделить, выкроить
8) catch up	➢ оказаться вовлеченным в, быть погруженным в
9) convention	➢ сбор, собрание
10) craft kit	➢ набор для рукоделия
11) crafts store	➢ магазин товаров для рукоделия
12) creative outlet	➢ творческая разрядка, отдушина
13) crochet	➢ вязание крючком
14) decompress	➢ выходить из состояния стресса

15) every other day ➢ через день
16) experience adventures ➢ испытать/пережить приключения
17) fit one’s personality ➢ соответствовать личностным свойствам, особенностям характера
18) focus away from ➢ не акцентировать внимание на
19) get paid ➢ получать зарплату/деньги
20) hang out with ➢ общаться, проводить время с
21) homebody ➢ домосед (-ка)
22) jump out at ➢ броситься в глаза
23) leisure activity ➢ форма досуга, деятельность в свободное время
24) like-minded ➢ единомышленник, близкий по духу
25) music emporium ➢ большой музыкальный магазин
26) pick up ➢ *зд*. продолжать что-либо после перерыва
27) play pool ➢ играть в бильярд
28) portable ➢ переносной, малогабаритный
29) pursuit ➢ занятие, не связанное с работой, хобби
30) quilting ➢ квилтинг (изготовление лоскутных изделий)
31) record collection ➢ фонотека
32) relieve stress ➢ снять стресс
33) right out of the gate ➢ с самого начала
34) rock climbing ➢ альпинизм, скалолазание
35) scavenger hunt ➢ игра «поиск предметов»
36) seem like ➢ кажется, что; похоже, что
37) take a class ➢ взять урок, пойти на курсы, учиться на курсах
38) take on a new trail ➢ ступить на новую тропу, начать что-то новое
39) That’s a shame ➢ Обидно! Как жаль!
40) unwind [an’waind] ➢ успокоиться, развеяться, разрядиться, расслабиться

VI. Read the text. Use this example to tell your groupmates about your hobby (hobbies).

HOBBIES ARE GOOD FOR YOU: HOW TO FIND ONE THAT FITS YOUR PERSONALITY

Having a hobby is a great way to **relieve stress**, a **creative outlet** and a way to meet new people. In fact, there are lots of ways hobbies **are good for** you. But if you don't have a regular **leisure activity** that you enjoy, it can be difficult to decide which one will be enjoyable for you. Here are some tips for finding an interest that **fits your personality** and interests.

What Is a Hobby?

Hobbies are simply anything you do that's for fun. You aren't **getting paid** to do it, it's something you like to do with your free time that helps you **decompress** and connect with other people.

For a lot of people these days it seems like their only leisure activities are watching television and **catching up** on Facebook. **That's a shame**, because hobbies – from **rock climbing** to collecting silver spoons – can have real **benefits**.

Why Are Hobbies Important?

Hobbies often provide a creative outlet that you might not get in your everyday life. They allow you to do something that's just for you, that can help you forget your daily problems, **unwind** after a hard day and give you a lot of pleasure.

If you can find **like-minded** people in your area, an outside **pursuit** can also be a great way to meet new people and **experience** new **adventures**, whether that's **taking on a new trail** or going to a knitting convention.

Look to Your Past

Are there things you enjoyed as a kid that you might still enjoy as an adult? Maybe you had an **awesome record collection**, loved to sew clothes for your dolls or were always out on your bike. Those are all things you could **pick up** again as an adult that would make great hobbies.

Or there may be hobbies in your home right now that you started but have recently neglected. Maybe it's time to finish that **crochet** project or pick up the guitar again.

Go on a Scavenger Hunt

If something from your past doesn't immediately **jump out at** you, it might be useful to hit the **crafts store**, the sporting goods store or the nearest **music emporium** or book store. Browse around and see what **captures your attention**. Maybe you find yourself drawn to the cookbooks or the scrapbooking section; this can give you a clue as to what you might be interested in.

Start Small

If you're adding a new thing into your life, you have to take time and **focus away from** something else. The good news is that most of us have a lot of time we're not using well, either because we're spending a lot of time online or watching TV or just wasting time we could be spending on our hobbies.

See if you can **carve out** a half hour or so every day or **every other day** to explore your interest. If there's a way to start small, such as going to **play pool** at a bar before investing in your own table or buying **a craft kit** instead of **a ton of** supplies, that would be best in case you find that hobby isn't for you **after all**.

Finding a Hobby That Fits

Of course everyone is different and your personality does play a role in what sorts of hobbies you'll like. If you don't have a lot of patience you might feel like **quilting** might be too much for you, but exploring quick sewing projects might be a better choice.

Maybe you really like **hanging out with** friends, so you need to **take a class** or have an interest that you can do with a group. If you travel a lot, something **portable** or that you can do anywhere is helpful; if you're a **homebody** you might love to be surrounded by a cool collection.

Think about the things you already like and how they might expand. If you're always ordering fun drinks, maybe you could learn to make some at home. If you can't resist the colors in the paintings at your favorite res-

taurant, perhaps you should pick up some paint or a camera and explore color in your own way.

The truth is you may not hit the perfect activity for you **right out of the gate**, but you can have a lot of fun trying out new things and exploring what's out there. Do some web searches, visit the library, don't be afraid to try new things, and soon you'll have a hobby that provides you with a lot of fun and stress relief, too.

http://www.lifehack.org/articles/lifestyle/hobbies-are-good-for-you-how-find-one-that-fits-your-personality.html

VII. Read and discuss with your groupmates.

In the context of a job interview this type of question is asked to see if you are *introverted* [8]/*extroverted* [9], have interest common to your coworkers etc. It also determines if you can *think on your feet* [10]. The definition of hobby is *loose*[11] so words about your interests can be substituted for hobbies.

A job interview is something to prepare for. You know the job (and associated skills) that you are applying for, you know the company's personality (or you should have found out) so make your answer make your seem to fit. In this question about hobbies:

- If you are trying for a job which requires detailed careful work, think of hobbies you have that require this skill set (stamp collecting, woodcarving, painting).
- If the job is outdoors talk about camping, hiking or biking.
- If the job requires meeting people underscore[12] your interest in social work, being a DJ, or collecting stories from old folks about your community.

http://www.answers.com/Q/What_are_your_hobbies

VIII. Get ready to talk about your hobby (hobbies).

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[8] *introverted – необщительный, замкнутый.*

[9] *extroverted – экстраверт (общительный, активный).*

[10] *think on your feet – быстро соображать.*

[11] *loose – расплывчатый, объемный.*

[12] *underscore – подчеркивать, делать акцент.*

Unit II. ENGLISH LANGUAGE AS A MEANS OF CROSS-CULTURAL COMMUNICATION

Grammar: *Simple Tenses in the Active Voice*

Lesson 1. Cross-cultural Communication in the Time of Globalization

I. Study the vocabulary.

1) be enhanced by	➢ улучшаться кем-либо/чем-либо
2) be exposed to	➢ подвергаться воздействию
3) beyond	➢ за пределами/по ту сторону
4) challenge	➢ оспаривать, ставить под сомнение
5) cross-cultural communication	➢ межкультурная коммуникация
6) deterritorialized	➢ не имеющий статус территории
7) enhance	➢ усилить, углубить, дополнить
8) values and attitudes	➢ ценности и отношения
9) identities	➢ отличительные черты, колорит
10) conflicting cultures	➢ несовместимые/противоречащие культуры
11) misunderstandings	➢ неправильное понимание чего-либо
12) pluricultural individuals	➢ поликультурное общество
13) promote	➢ способствовать развитию
14) remotely	➢ удаленно, на расстоянии
15) throw into the society	➢ погружаться в общество

II. Complete the sentences with the correct form of the verbs in brackets (Present Simple).

1. In our time of globalization, we (to have) more to be exposed to and share with than ever before in terms of culture – beliefs, worldviews, values, attitudes and ideologies. 2. But at the same time much of them (to remain) different and unshared, which is enhanced by raising people's awareness of cultural, ethnic, and religious identities. 3. Today we (to communicate) beyond the national borders by e-mailing, chatting, blogging, web browsing besides speaking and writing. 4. Effective communication with people of different cultures (to be) especially challenging. 5. Cultures (to provide) people with ways of thinking – ways of seeing, hearing, and interpreting the world. 6. When the languages (to be) different, and

translation (to have) to be used to communicate, the potential for misunderstandings increases. 7. In the light of cross-cultural communication the language policy and planning of the Council of Europe (to be) a grand experiment based on plurilingualism and pluriculturalism.

III. Train the pronunciation of the following words.

Globalization, ideology, awareness, identity, technology, communicate, chatting, blogging, web browsing, deterritorialized, hybrid, society, pluricultural, individuals, plurilingualism, pluriculturalism, interpreting, values, attitudes, remotely.

IV. Match the English words and word combinations and their Russian equivalents.

Worldviews, values, attitudes, different and unshared, religious identity, modern technology, the new norm, chatting, blogging, web browsing, the language policy, the Council of Europe, different things, important to teach.

Совет Европы, религиозная принадлежность, обмен текстовыми сообщениями в реальном времени, мировоззрение, ценности, отношения, непохожий и неразделенный, языковая политика, современная технология, ведение блогов, просмотр веб-страниц, новая норма, различные вещи, важно научить.

V. Read and translate the text.

ENGLISH LANGUAGE AS A MEANS OF CROSS-CULTURAL COMMUNICATION

In our time of globalization, we have more to **be exposed to** and share with than ever before **in terms of** culture – beliefs, worldviews, **values**, **attitudes** and ideologies – but at the same time much of them remains different and unshared, which is **enhanced** by raising people's awareness of cultural, ethnic and religious **identities**.

The Internet and modern technology have opened up new marketplaces and allow us to **promote** our businesses to new geographic loca-

tions and cultures. And given that it can now be as easy to work with people **remotely** as it is to work face-to-face, **cross-cultural communication** is increasingly becoming the new norm.

Today we communicate beyond the national borders by e-mailing, chatting, blogging, web browsing besides speaking and writing. In these days of global networking, we are **thrown into the society** of **deterritorialized**, hybrid, changing and **conflicting cultures**, where we are expected to become **pluricultural individuals**. In the light of **cross-cultural communication** the language policy and planning of the Council of Europe is a grand experiment based on plurilingualism and pluriculturalism.

Effective communication with people of different cultures is especially **challenging**. Cultures provide people with ways of thinking – ways of seeing, hearing and interpreting the world. Thus, the same words can mean different things to people from different cultures, even when they talk the "same" language. When the languages are different, and translation has to be used to communicate, the potential for **misunderstandings** increases.

It is important to teach our students cross-cultural values and attitudes and their impact on how we communicate across cultures.

VI. Find the sentences with these words and word combinations in the text and translate them.

Globalization, opened up, geographic locations, national borders, expected, grand experiment, effective, ways of thinking, interpreting the world, different things, the same words, misunderstandings increases, across cultures, mean.

VII. Insert the missing words from the text and translate the sentences.

1. In our time of …, we have more to be … … and … … than ever before in terms of culture-beliefs, …, values, … and ideologies.

2. But … … … … much of them remains … and …, which is … … raising people's awareness of …, … and … identities.

3. The … and … … have opened up new … and allow us … … our businesses to new … … and … .

4. And given that it can now be as … to work with … … as it is to work …-…-…, cross-cultural … is increasingly the … … .

5. Today, we communicate beyond the … … by …, …, …, … besides … and ….

6. In these days of … …, we are … … the society of …, …, … and … cultures, where we are expected to become… … .

7. In the light of …-… communication, the … … and … of the Council of Europe is a … … based on … and … .

8. … provide … with ways of… - ways of …, … and … the world.

9. When the … are …, and … has to be used to …, the potential for … increases.

10. It is … to teach our students …-… values and attitudes and their … on how we … across … .

VIII. Arrange the sentences below in the order they appear in the text. Use them to summarize the text.

1. When the languages are different, and translation has to be used to communicate, the potential for misunderstandings increases.

2. The Internet and modern technology have opened up new market-places and allow us to promote our businesses to new geographic locations and cultures.

3. In our time of globalization we have more to be exposed to and share with than ever before in terms of culture-beliefs, worldviews, values, attitudes and ideologies.

4. In the light of cross-cultural communication the language policy and planning of the Council of Europe is a grand experiment based on plu-rilingualism and pluriculturalism.

5. It can now be as easy to work with people remotely as it is to work face-to-face, cross-cultural communication is increasingly becoming the new norm.

6. We are thrown into the society of deterritorialized, hybrid, chang-ing and conflicting cultures, where we are expected to become pluricultural individuals.

7. Cultures provide people with ways of thinking – ways of seeing, hearing and interpreting the world.

IX. Match the adjectives with the nouns.

1) geographic	a) borders
2) cross-cultural	b) networking
3) national	c) locations
4) language	d) communication

5) effective	e) attitudes
6) new	f) experiment
7) grand	g) communication
8) different	h) policy
9) global	i) norm

X. Match the words and word combinations in A with their synonyms in B.

A: to expose, to share, modern, to allow, to promote, location, to communicate, policy, experiment, translation, potential, important.

B: to admit, examination, to exhibit, significant, place, contemporary, to socialize, to divide up, strategy, possible, interpretation, to support.

XI. Answer the following questions.

1. What does the term cross-cultural communication mean?
2. What modern technologies allow us to promote our business?
3. How do people communicate beyond the national borders?
4. What is the language policy based on?
5. Cultures provide people with ways of thinking, don't they?
6. Do you agree with the statement: "Thus, the same words can mean different things to people from different cultures, even when they talk the "same" language"? Why? Why not?
7. When does the potential for misunderstandings increase?
8. Is it important to teach students cross-cultural values and why?
9. Why is it important to study means of cross-cultural communication?

XII. Make up a dialogue on the topic "Meeting People". Here are the words and phrases which are commonly used when we meet people. Translate and use them to make up dialogues.

1. GREETINGS.

A. You say "How do you do" to a person when formally introduced or when you meet him/her for the first time. This formula may be used almost any time of the day. You say this without expecting any answer but "How do you do", and do not offer to shake hands. "Pleased to meet you" or

“Glad to meet you” is also a possible variant when you meet a person for the first time.

B. You say “Good morning” to people you know little or when your greeting is more formal. This formula is used before lunch. To those you know well you may say simply “Morning”.

C. You say “Good afternoon” to people you do not know well between lunch time and tea-time.

D. You say “Good evening” to people you do not know very well after 6 p. m. To those you know well you may just say “Evening”.

E. The proper universal informal greeting is “Hello”. This formula is usually used with the first name. You can say “Hi!” to your close friends. After an informal or a friendly greeting often comes the question: “How are you?” The answer is: “I’m all right, thank you” or “I’m fine, thanks”.

2. FAREWELLS.

The usual phrase to use when you leave is “Good bye”, but there are a number of other less formal ways of parting, such as:

Bye-bye!
Cheerio! (Br.)
See you later!
See you tomorrow!
(I’ll) be seeing you (soon).
So long.
Farewell. (When parting for long)
Say “Good night” only when you leave and it is after 8 o’clock at night.

3. THANKS AND POSSIBLE ANSWERS.

Thank you very much.	My pleasure.
Thank you.	Anytime.
Thanks.	You are welcome.
	Don’t mention it.
	It’s nothing.
	Not at all

4. FIRST WORDS.

Often the first words are the most difficult. Below are some suggestions for “breaking the ice” (either could be said by a visitor or by the person receiving the visitor).

Would you like a cup of coffee?
Sorry to keep you waiting. I was rather tied up just now.
Is it your first visit? What do you think of the city?
Isn't it cold today?
You found us without too much difficulty, I hope?
Did you have a good trip?
Have you been to New York before?
Sorry I'm a little early. I hope it is not inconvenient.
I'm pleased to be here, after a trip like that.
I like your office.
People are very helpful here. On my way to meet you … .

XIII. Read and act out the dialogues.

***Jack**:* Good morning, Mrs. Dawson!
***Mrs. Dawson**:* Oh, Jack! Good morning! Haven't seen you for ages!
***Jack**:* I am studying in Russia now and just came home for a vacation.
***Mrs. Dawson**:* I see. I am really pleased to meet you!
***Jack**:* I'm also glad to meet you. How are you feeling today?
***Mrs. Dawson**:* Never better, my young friend! There is a wonderful weather for a stroll today, isn't it?
***Jack**:* Yes, it's a beautiful sunny day today. I think you will enjoy it.
***Mrs. Dawson**:* Thank you! See you, Jack!
***Jack**:* Good luck, Mrs. Dawson!

XIV. Read and act out the dialogues.

A. – Sorry, but I've got to rush off. I have another appointment in half an hour, so I am afraid I have to go. Good bye, Frank. See you tomorrow.
– It was a pleasure meeting you. Talk to you later. Have a nice day.
– You too. Bye.

B. – It's quite late, Mum. Thank you for dinner. It was lovely. I have to leave now.
– OK. Take care, Robin. See you soon.
– Bye-bye, Mum. Good night, Dad.

C (informal). – Alright, guys! I gotta[13] go. See you later.
– Have a good one. See ya[14].
– So long!

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[13] *gotta = got to (US).*
[14] *ya = you (SMS).*

D (informal). – Well then, folks! We are ready and off we go!

– Bye for now. Catch you later in the swimming pool!

– Cheerio!

XV. Learn the following proverbs.

Live and learn. – Век живи, век учись.

No pains, no gains. – Меньше слов – больше дела.

It is never too late to learn. – Учиться никогда не поздно.

XVI. Discuss the following statements.

1. Time is very important in your culture. When you are talking to someone you must get to the point quickly. Otherwise, they will think you are wasting time.

2. In your culture it is important to look directly into the eyes of the people you are talking to. If you do not, the people you are talking to may get the idea that you are not being completely honest with them.

3. When you are talking to someone in a friendly way, you stand close enough to them to feel their breath.

4. In your culture it is impolite to talk about another person's belongings – clothes, furniture, etc.

Lesson 2. English as an International Language

I. Study the vocabulary.

1) accommodate	➢ приспосабливаться
2) in time and space	➢ во времени и пространстве
3) inevitable	➢ неизбежный
4) indigenous languages	➢ коренные языки
5) consonants	➢ согласные звуки
6) data processing	➢ обработка данных
7) destination	➢ конечный пункт, территория распространения
8) earn a degree	➢ получить степень
9) employer	➢ работодатель
10) environment	➢ среда, условия

11) furthermore	➢ более того
12) gain admission	➢ добиться признания
13) identities	➢ отличительные черты, колорит
14) language proficiency	➢ владение языком
15) multilingual and multicultural	➢ многоязычный и межкультурный
16) outsourcing	➢ передача выполнения функций сторонней организации
17) prerequisite	➢ необходимость

II. Train the pronunciation of the following words.

Island, Australian, Nigerian, Indian, Philippine, Singapore, schedule, Australia, climate, African, Asian, invariable, recognizing, bilingual, knowledge, certain, prerequisite, proficiency, outsourcing, multinational, China, company, customer, service, Associated Press, Reuters, unquestionable, furthermore, the European Union (EU), the United Nations Organisation (UNO), UNESCO, the World Trade Organisation (WTO).

III. Complete the sentences with the correct form of the verbs in brackets (Present Simple, Past Simple and Future Simple).

1. The population of the United Kingdom (to speak) not only English but also Scottish, Welsh, Irish and many other languages. 2. The English language (to play) a key role in the labour market and people that (to have) a good command of the language (to find) a job easily. 3. In Shakespeare's time only 6 million people living in England (to speak) English, the population of other European countries (to think) it of no importance. 4. Nowadays over 300 million people (to use) English as their mother tongue. 5. England's history (to help) to understand the present condition of English. Many English words (to come) from the language of Angles and Saxons, Scandinavian languages and French. 6. This exporting of English (to begin) in the seventeenth century, with the first settlements in North America. 7. English as a world language (to retain) its leading position in the near future and (to fulfil) its role in our **multilingual and multicultural** environment. 8. Many English nouns and verbs (to have) the same form. 9. If English popularity (to grow), speakers of English as a second language soon (to outnumber) those who (to speak) it as a first language. 10. Among the non-English-speaking EU countries 90 percent of the adult population in the Netherlands (to claim) to know English. 11. British ex-

plorers and colonists (to take) the English language to North America, Canada, South Africa, India, Australia and New Zealand. 12. English steadily (to remain) the dominant language in international business. 13. Now there (to be) an increasing number of bilingual schools, where students (to study) certain subjects in English.

IV. Match the English word combinations with their Russian equivalents.

This means, higher education institution, leading role, international ranking list, knowledge of English, to recognize, local, proficiency, to play a key role in, small island, to develop into.

Знание английского языка, маленький остров, это значит, играть главную роль, распознавать (узнавать), ведущая роль, местный, профессиональные навыки, превратиться в, учреждение высшего образования, международный рейтинг.

V. Read and translate the text.

ENGLISH AS AN INTERNATIONAL LANGUAGE

The English language has become an international language since it was brought from the Continent 1,500 years ago. As language changes **in time and space**, English has changed in Britain and has transformed into North American English, Australian English and further into Nigerian, Indian, Philippine, Singapore kinds of English as the language spread globally. In its **destinations**, English has developed into local varieties by adopting and adapting to local languages and cultures in its process of **inevitable** localization and internalization. English has adopted concepts and forms of **indigenous languages** and incorporated local cultures and traditions in order to **accommodate** local needs and find new **identities**.

In North America, ‘potato chips’, ‘lift’, ‘underground’, and ‘lorry’ have become ‘French fries’, ‘elevator’, ‘subway’, and ‘truck’; the spelling of ‘programme’ and ‘centre’ have changed to ‘program’ and ‘centre’; bilingual elementary schools of the first **consonant** sound in ‘schedule’ has changed from that of the first consonants sound as in ‘shirt’ to that of the first consonant combination as in ‘skirt’.

In the former British colonies in Asia and Africa which have adopted English as the official language, the transformation is more drastic than in North America or Australia due to the cultural climates. In many African and Asian Englishes, ‘discuss about’ is the standard usage; the tags of tag questions are invariable ‘isn’t it’; telephone operators say ‘Come again’ instead of ‘Please repeat it again’.

Recognizing the role played by English in international communication, the educational systems of different countries have started teaching it at a younger age. There is an increasing number of bilingual elementary schools and academic grammar schools, where students study certain subjects in the given foreign language, which is most often English. In higher education, language knowledge (practically, the knowledge of English) is more and more a **prerequisite** of not just **earning a degree**, but that of **gaining admission** as well. The English language plays a key role in the labour market and **employers** are less and less satisfied with some document – rather, they themselves test the applicant’s **language proficiency** in real life situations.

English steadily remains the dominant language in international business. Global companies are increasingly choosing English as their common communication language. Adopters of English include Air-bus (headquartered in France), Daimler-Chrysler (United States), Nokia (Finland) and Samsung (Seoul).

Similarly, English is the language of the widespread outsourcing activities of multinational companies. This means that these companies **shift** certain operations (e. g.: book-keeping, **data processing**, the operation of customer service call centres) to countries where human labour is cheap. At present the most attractive outsourcing country in the world is India, followed by China.

English is the basic language of the Internet and electronic communication. Its role in the media can well be illustrated by referring to such global media companies as CNN, BBC Worldwide, Associated Press or Reuters. The leading role official of the English language is unquestionable in higher education, as well. Nowadays, there is global competition among higher education institutions. According to the 2008 international ranking list of universities there were 8 American and 2 British (Oxford, Cambridge) universities among the first ten institutions in the list.

Furthermore, it is a well-known fact that English is one of the working languages of the European Union (EU), the United Nations Organisation (UNO), UNESCO, the World Trade Organisation (WTO) and many others.

Despite the challenges it faces, in terms of growing popularity and expansion of other languages, English as a world language will retain its leading position in the near future and fulfil its role in our **multilingual and multicultural environment**.

VI. Find the sentences with these words and word combinations in the text and translate them.

Attractive outsourcing country, retain its leading position, expansion of other languages, the working languages of the European Union, international ranking list, global competition, unquestionable, global media companies, cheap, widespread, dominant language, steadily, remain, bilingual elementary schools, consonants sound, find new identities, adopting and adapting.

VII. Arrange the sentences below in the order they appear in the text. Use them to summarize the text.

1. English has changed in Britain and has transformed into North American English, Australian English, and further into Nigerian, Indian, Philippine, Singapore kinds of English as the language spread globally.
2. The English language has become an international language since it was brought from the Continent 1,500 years ago.
3. In higher education, language knowledge (practically, the knowledge of English) is more and more a prerequisite of not just earning a degree, but that of gaining admission, as well.
4. English is the basic language of the Internet and electronic communication.
5. Global companies are increasingly choosing English as their common communication language.
6. Furthermore, it is a well-known fact that English is one of the working languages of the European Union (EU), the United Nations Organisation (UNO), UNESCO, the World Trade Organisation (WTO) and many others.
7. English steadily remains the dominant language in international business.

8. In the former British colonies in Asia and Africa which have adopted English as the official language, the transformation is more drastic than in North America or Australia due to the cultural climates.
9. In many African and Asian Englishes, ‘discuss about’ is the standard usage; the tags of tag questions are invariable ‘isn’t it’; telephone operators say ‘Come again’ instead of ‘Please repeat it again’.

VIII. Match the adjectives with the nouns.

1) different	a) languages
2) human	b) competition
3) local	c) environment
4) multicultural	d) labour
5) new	e) varieties
6) global	f) identities

IX. Answer the following questions.

1. How has the English language changed since it was brought from the Continent 1,500 years ago?
2. What variants has English transformed into as it spread globally?
3. In what way has English developed in its destinations?
4. How do the educational systems of different countries recognize the role played by English in international communication?
5. In what way is the knowledge of English looked upon in higher education?
6. What is the role of English in the labour market?
7. Are employers satisfied with some document of the English language proficiency or test the applicant’s language proficiency in real life situations?
8. Can you prove that English steadily remains the dominant language in international business?
9. What global companies choose English as their common communication language?
10. Is English the basic language of the Internet and electronic communication?
11. What universities are among the top ten institutions in the 2008 international ranking list of universities?
12. In what organisations is English one of the working languages?
13. Will English retain its leading position as a world language in the near future or give its position to another language?

X. Insert the missing words from the text and translate the sentences.

1. In its …, English has developed into … … by adopting and … to local … and cultures in its process of inevitable … and … .

2. English has adopted … and … of indigenous languages and incorporated … … and … in order to accommodate local needs and find … … .

3. In the former … … in Asia and Africa which have … . English as the … language, the transformation is more drastic than in North America or Australia due to the cultural climates.

4. Recognizing the role played by … in international …, the educational systems of the different countries have … teaching it at a … … .

5. In … …, language knowledge (practically, the … of …) is more and more a … of not just earning a …, but that of … …, as well.

6. The … … plays a key role in the … … and … are less and less satisfied with some document – rather, they themselves test the applicant's … … in real life situations.

7. … of … include Air-bus (headquartered in …), Daimler-Chrysler (… …), Nokia (…) and Samsung (…).

8. This … that these companies … certain … (e.g. book-keeping, … …, the operation of … … call centres) to countries where … … is cheap.

9. Its role in the … can well be … by … to such global … … as …, … Worldwide, Associated … or … .

10. According to the … … ranking list of … there were … … and … … (Oxford, Cambridge) universities among the first … … in the list.

XI. Match the words and word combinations in A with their synonyms in B.

A: to become, international, to change, space, to transform, to develop, to adopt, process, form, to accommodate, tradition, culture, competition.

B: to accept, to turn into, to modify, shape, to substitute, worldwide, to advance, expanse, operation, way of life, custom, struggle, to adapt.

XII. Here are the words and word combinations which are commonly used in the dialogues. Translate and memorize them.

How is your foreign language learning going? What languages do you study? for my career development, certain difficulties with , grammar and pronunciation, How is your progress? rather well, different ways to explain, rather experienced, I will do much better, chat with native speak-

ers, That's a good idea, Why don't you try it? to arrange an educational tour to, speaking practice, it's a good chance, to improve our language skills, It's the first step to learning foreign languages.

XIII. Read and act the dialogues.

A. ***Diana:*** Hi, Julia. How are you?

Julia: Hi, Diana. I'm fine, thank you. And you?

Diana: I'm also well, thanks. How is your foreign language learning going?

Julia: Great. I really like the classes. Our teachers tell us lots of interesting things every day.

Diana: What languages do you study?

Julia: I study English and French. English is for my career development and French is for pleasure.

Diana: I remember that you had certain difficulties with English grammar and French pronunciation. How is your progress?

Julia: Well, my teacher of English explains grammar rather well. Each time I don't understand something, I ask her to explain it again. She finds many different ways to explain each topic. So, now I don't have any problems with grammar.

B. ***Diana:*** How about French?

Julia: The teacher of French is also rather experienced. I understand everything he explains. However, the problem with my pronunciation still exists. He says I will do much better if I visit France and chat with native speakers.

Diana: That's a good idea. Why don't you try it?

Julia: I will. In spring my teacher is planning to arrange an educational tour to Paris. He is looking for students who want to join. The more students we attract, the funnier and more interesting the tour will be.

Diana: Are you going to attend the lessons of French there?

Julia: Yes, we are. We are going to live in our pen friends' houses. The good thing is that we get to have lots of speaking practice while we stay in French families. Apart from that, we will go to the French school everyday. I hope such training will help me to improve my poor pronunciation.

Diana: Sounds interesting. I'd like to join you. I need to ask my parents' permission though.

C. *Julia:* Do you know any Deutsch?

Diana: Just a little bit. I used to attend supplementary classes of Deutsch last year. Then, I gave up as I didn't have much free time. My sports training takes lots of time and effort, as you know.

Julia: I see. Well, it's a good chance for you to learn some basics.

Diana: Yes, that's why I find this educational tour rather interesting. What else are you going to do during your stay in Germany?

Julia: We are going to see the sights of Germany, but the main goal is to improve our language skills. It includes reading, speaking, listening, writing and most importantly comprehension skills.

Diana: What do you mean by comprehension skills?

Julia: My teacher says that these skills are the most important ones. They involve everything at once. As soon as you start understanding what you read or hear, you can try to respond according to the situation. It's the first step to learning foreign languages.

Diana: I see what you mean, but I've never spoken to anyone in English, French or German. I should be extra attentive if I want to understand their speech.

Julia: That's the main clue. As soon as you understand separate words and put them together into phrases, other language skills start to develop without any difficulties.

Diana: Thanks for telling me this. I have always wanted to learn at least one or two foreign languages.

Julia: You can join me at my foreign language classes anytime.

XIV. Learn the following proverbs.

There is no knowledge so dangerous as half-knowledge. – Недоученый хуже неученого.

Knowledge is a treasure, but practice is the key to it. – Знание – сокровищница, но ключ к ней – практика.

No man is born wise or learned. – Мастером нельзя родиться, мастерству надо учиться.

XV. Make up a dialogue on the topic "We Learn Foreign Languages".

You must give your groupmates all the important information they will need to be more comfortable and successful in learning foreign languages.

XVI. Discuss the following statements.

1. Language changes in time and space.
2. English has developed into local varieties.
3. In higher education language knowledge is more and more a prerequisite.
4. English as a world language has leading position in our multilingual and multicultural environment.

Lesson 3. English-speaking World

I. Study the vocabulary.

1) adult population	➢ взрослое население
2) aeronautical and maritime communications	➢ воздушные и морские системы связи
3) ahead of	➢ впереди, перед
4) approximately	➢ приблизительно
5) as early as	➢ ещё, ещё в
6) by a ratio	➢ в соотношении
7) claim	➢ утверждать, заявлять
8) converse	➢ общаться
9) estimate	➢ оценивать
10) excluding	➢ за исключением
11) have impact on	➢ оказывать влияние на
12) in descending order	➢ в убывающем порядке
13) international treaty	➢ международный договор
14) lingua franca	➢ универсальный язык, язык межнационального общения
15) majority	➢ большинство, большая часть
16) native speaker	➢ носитель языка
17) outnumber	➢ превосходить числом
18) percentage	➢ процентное отношение
19) perception	➢ осознание, понимание

20) predominate	➢ преобладать
21) Science Citation Index	➢ индекс научного цитирования
22) taught as a foreign language	➢ преподаваемый как иностранный язык
23) the European Union	➢ Европейский Союз
24) the United Nations/the United Nations Organisation/the UN	➢ Организация Объединенных Наций
25) treaty	➢ договор
26) widely spoken language	➢ широко распространенный язык

II. Train the pronunciation of the following words.

Approximately, native, calculate, majority, Anglosphere, descending, substantial, communities, ratio, percent, at least, primary, protectorates, current, colony, aeronautical, maritime, perception, percentages, adult, excluding, available, science, predominate, considerably, globally, claim, linguistic, multiple, regional.

III. Find the pronunciation of the geographic names and memorize them.

The United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, Anguilla, Antigua, Barbuda, the Bahamas, Barbados, Belize, Bermuda, the British Indian Ocean Territory, the British Virgin Islands, the Cayman Islands, Dominica, the Falkland Islands, Gibraltar, Grenada, Guam, Nigeria, Botswana, Cameroon, the Federated States of Micronesia, Fiji, Ghana, Hong Kong, India, Kenya, Kiribati, Lesotho, Liberia, Malaysia, Malta, the Marshall Islands, Mauritius, Namibia, Pakistan, Palau, Papua New Guinea, the Philippines, Rwanda, Saint Lucia, Samoa, Seychelles, Sierra Leone, Singapore, the Solomon Islands, Sri Lanka, Sudan, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia, Zimbabwe, Netherlands, Malta, Sweden, Denmark, Cyprus, Austria, Finland, Greece, Luxembourg, Slovenia, Germany, Bahrain, Bangladesh, Brunei, Cyprus, the United Arab Emirates.

IV. Complete the sentences with the correct form of the verbs in brackets (Present Simple, Past Simple and Future Simple).

1. Non-native speakers as of 2003 (outnumber) native speakers by a ratio of three to one. 2. Approximately 330 to 360 million people (to speak)

English as their first language. 3. English (to be) the third largest language by number of native speakers, after Mandarin and Spanish. 4. When combining native and non-native speakers, English (to be) the most widely spoken language worldwide. 5. There are six large countries with a majority of native English speakers that (to be) sometimes grouped under the term Anglosphere. 6. It (to be) an official language of the countries including Botswana, Cameroon, the Federated States of Micronesia, Fiji, Ghana, Hong Kong and others. 7. India (to have) the largest number of second-language speakers of English, India (to have) more people who (to speak) or (to understand) English than any other country in the world. 8. While English (to be) not an official language in most countries, it (to be) the language most often taught as a foreign language in the nearest future. 9. English (to be) one of the eleven official languages that (to be) given equal status in South Africa (South African English). 10. This increasing use of the English language globally (have) a large impact on many other languages in perspective.

V. Match the English word combinations and their Russian equivalents.

The following percentage, multiple regional varieties, feed back into the language, open to language shift, lead to, increasing use of the English language, web content, English literature predominates, came from authors; articles, magazines and journals.

Открытый для изменения язык, написанные авторами, многочисленные местные диалекты, подпитывать язык, увеличение использования английского языка, приводить к чему-либо, информационное наполнение сайта, английская литература доминирует; статьи и журналы (популярные и научные периодические издания); следующее процентное соотношение.

VI. Find the sentences with these words and word combinations in the text and translate them.

Third largest language, include, non-native speakers, by a ratio, a majority of native English speakers, the primary natively spoken language in the countries, the term Anglosphere, an official language, second-language speakers of English, equal status in South Africa.

VII. Read and translate the text.

ENGLISH-SPEAKING WORLD

Approximately 330 to 360 million people speak English as their first language. More than half of these (231 million) live in the United States, followed by some 60 million in the United Kingdom, the first place where English was spoken.

English is the third largest language by number of **native speakers**, after Mandarin and Spanish.

Estimates that include second language speakers vary greatly, from 470 million to more than 1 billion. David Crystal calculates that non-native speakers as of 2003 **outnumbered** native speakers **by a ratio** of 3 to 1. When combining native and non-native speakers, English is the most widely spoken language worldwide.

There are six large countries with a **majority** of native English speakers that are sometimes grouped under the term Anglosphere. They are, **in descending order** of English speakers, the United States (at least 231 million), the United Kingdom (60 million), Canada (19 million), Australia (at least 17 million), Ireland (4.2 million), and New Zealand (3.7 million).

English is also the primary natively spoken language in the countries and territories of Anguilla, Antigua and Barbuda, the Bahamas, Barbados, Belize, Bermuda, the British Indian Ocean Territory, the British Virgin Islands, the Cayman Islands, Dominica, the Falkland Islands, Gibraltar, Grenada, Guam, and some others.

Other substantial communities of native speakers are found in South Africa (4.8 million), and Nigeria (4 million, 5%).

In some countries where English is not the most spoken language, it is an official language; these countries include Botswana, Cameroon, the Federated States of Micronesia, Fiji, Ghana, Hong Kong, India, Kenya, Kiribati, Lesotho, Liberia, Malaysia, Malta, the Marshall Islands, Mauritius, Namibia, Nigeria, Pakistan, Palau, Papua New Guinea, the Philip-

pines, Rwanda, Saint Lucia, Samoa, Seychelles, Sierra Leone, Singapore, the Solomon Islands, Sri Lanka, Sudan, South Africa, South Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe.

India has the largest number of second-language speakers of English, India has more people who speak or understand English than any other country in the world.

English is one of the eleven official languages that are given equal status in South Africa (South African English). It is also the official language in current dependent territories of Australia and of the United States and the former British colony of Hong Kong.

Although the United States federal government has no official languages, English has been given official status by 32 of the 50 state governments. Although falling short of official status, English is also an important language in several former colonies and protectorates of the United Kingdom, such as Bahrain, Bangladesh, Brunei, Cyprus and the United Arab Emirates.

Because English is so widely spoken, it has often been referred to as a "world language", the **lingua franca** of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. It is, by international **treaty**, the official language for aeronautical and maritime communications. English is one of the official languages of **the United Nations** and many other international organizations, including the International Olympic Committee.

English is studied most often in **the European Union**, and the **perception** of the usefulness of foreign languages among Europeans is 67 %[15] in favour of English **ahead of** 17 % for German and 16 % for French (as of 2012). Among some of the non-English-speaking EU countries, the following percentages of the **adult population claimed** to be able to **converse** in English in 2012: 90 % in the Netherlands, 89 % in Malta, 86 % in Sweden and Denmark, 73 % in Cyprus and Austria, 70 % in Finland, and over 50 % in Greece, Luxembourg, Slovenia and Germany. In 2012, **excluding** native speakers, 38 % of Europeans consider that they can speak English.

Books, magazines and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with **Science Citation Index** reporting **as early as** 1997 that 95 % of its articles were written in English, even though only half of them came from authors in English-speaking countries.

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[15] *% = percent.*

In publishing, English literature **predominates** considerably with 28 % of all books published in the world and 30 % of web content in 2011 (from 50 % in 2000).

This increasing use of the English language globally **has** had a large **impact on** many other languages, leading to language shift and even language death, and to claims of linguistic imperialism. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole.

VIII. Match the adjectives with the nouns.

1) largest	a) communities
2) federal	b) territories
3) dependent	c) language
4) modern	d) government
5) linguistic	e) colony
6) international	f) era
7) former British	g) treaty
8) foreign	h) imperialism

IX. Match the words and word combinations in A with their synonyms in B.

A: native, to publish, to complain, official, to exclude, to understand, to teach, to study, to claim, indeed.

B: natural, to grumble, keep out, ceremonial, to train, comprehend, to demand, to lean, make public, certainly.

X. Answer the following questions.

1. How many people speak English as their first language? 2. Where do more than half of them live? 3. Where was English first spoken? 4. How does English rate in the world by number of native speakers? 5. What is the number of the second language speakers of English? 6. How did the number of non-native English speakers outnumber native ones in 2003? 7. How does English rate in the world when combining native and non-native speakers? 8. What is the term “Anglosphere” mean? 9. What country has the largest number of second-language speakers of English? 10. Why has English often been referred to as a “world language”? 11. In what fields is English the official language by international treaty? 12. In

what international organizations is English one of the official languages? 13. How is English treated in the European Union? 14. What percent of Europeans considers that they can speak English? 15. Are books, magazines and newspapers written in English available in many countries around the world? 16. What language is the most commonly used in sciences? 17. What did Science Citation Index report as early as 1997? 18. What situation with the English language can be observed in publishing? 19. What will the increasing use of the English language globally lead to? 20. How has English changed? 21. What is the status of English in the USA?

XI. Arrange the following sentences in the order they appear in the text. Use them to summarize the text.

1. There are six large countries with a majority of native English speakers that are sometimes grouped under the term Anglosphere.
2. English is the third largest language by number of native speakers, after Mandarin and Spanish.
3. Estimates that include second language speakers vary greatly, from 470 million to more than one billion.
4. Approximately 330 to 360 million people speak English as their first language.
5. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee.
6. India has the largest number of second-language speakers of English, India has more people who speak or understand English than any other country in the world.
7. In some countries where English is not the most spoken language, it is an official language.
8. It is also the official language in current dependent territories of Australia and of the United States and the former British colony of Hong Kong.
9. There are six large countries with a majority of native English speakers that are sometimes grouped under the term Anglosphere.

XII. Insert the missing words from the text and translate the sentences.

1. … itself has become more open to … … as multiple regional … feed back into the language as a … .

2. It is, by international …, the official language for … and … communications.

3. English is … most often in the … … .

4. In …, excluding native speakers, … … of Europeans consider that they can speak … .

5. Because English is so … …, it has often been referred to as a "… …".

6. More than half of these (… …) live in the … …, followed by some … … in the United …, the … … where English was spoken.

7. … … calculates that … … speakers as of 2003 outnumbered native speakers by a … of … to … .

8. English is also the … … spoken language in the … and … of …, … and …, … …, …, …, …, … … … … …, … … … …, … … …, …, … … …, …, …, … and some others.

9. … is one of the eleven … languages that are given … … in … … (South … English).

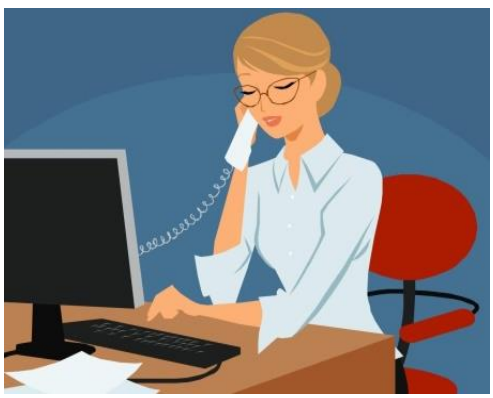
10. English is the most commonly used language in the … .

XIII. Here are the words and phrases which are commonly used in dialogues. Translate and memorize them.

Pretty busy, I can't complain, there is something I'd like to talk to you about, next week, with pleasure, could you come in my office, let me consult my schedule, Will it suit you?, Fine, thanks, sure, I guess, suggest, suppose, to get in touch with, to settle the matter, to confirm, an appointment, my best regards, to receive an invitation to.

XIV. Read and act out the dialogue.

Secretary: Two-four-nine; double eight-double-two.



Ivanov: This is Mr. Ivanov speaking. I would like to make an appointment with Mr. Jeffries.

Secretary: Oh, yes, Mr. Ivanov. Good morning. I'll get his schedule. Are you there?

Ivanov: Yes.

Secretary: When would you like to come, Mr. Ivanov?

Ivanov: Tomorrow, if possible.

Secretary: I'm afraid he's tied up tomorrow. Is it urgent? If it is, perhaps we could fit you in somewhere.

Ivanov: No, it isn't so urgent. Is the day after tomorrow possible?

Secretary: What time would you like to come?

Ivanov: As late as possible in the afternoon.

Secretary: I'm sorry, that afternoon's full, too. How is Friday afternoon at five?

Ivanov: Yes, that's perfect, thank you. Good-bye.

XV. Make up a dialogue with your fellow students on the topic: "An Appointment of Business Meeting".

You must give your groupmates all the important information they will need to be more comfortable and successful with their business partners.

XVI. Learn the following proverbs.

Industriousness is the mother of good luck. – Без труда нет плода.

Knowledge is power. – Знания – сила.

All things are difficult before they are easy. – Терпение и труд всё перетрут.

XVII. Discuss the following statements.

1. English is the third largest language by number of native speakers.
2. English is also the primary natively spoken language.
3. English is one of the eleven official languages.
4. English is currently the language most often taught as a foreign language.
5. Books, magazines, and newspapers published in English are available in many countries around the world.
6. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole.

Unit III. UNIVERSITY. STUDENT LIFE

Grammar: *All tenses in the Active Voice*

Lesson 1. Vladimir State University

I. Study the vocabulary.

1) academic progress	➢ успеваемость
2) access	➢ доступ
3) achievement	➢ достижение
4) advanced	➢ передовой, современный, развитый, продвинутый
5) associate professor	➢ доцент
6) attendance	➢ посещаемость
7) available	➢ имеющийся в наличии, доступный
8) be awarded	➢ присуждать, награждать
9) carry out	➢ осуществлять
10) comprise (include)	➢ включать в себя
11) curriculum (*pl*.curricula)	➢ учебный план, программа
12) defend the honour	➢ защищать честь
13) equipment	➢ оборудование
14) general educational subject	➢ общеобразовательный предмет
15) go on (continue, keep on)	➢ продолжить
16) hold (held, held)	➢ проводить, вмещать
17) Humanities	➢ гуманитарные науки
18) improve language skills	➢ усовершенствовать знания языка
19) in addition to (besides)	➢ кроме, помимо
20) lawyer	➢ юрист
21) major	➢ профилирующий предмет, специальность, специализироваться
22) meet admission requirements	➢ удовлетворять требованиям приёма в учебное заведение
23) minor	➢ непрофилирующая дисциплина, специальность

24) monitor	➢ староста
25) opportunity	➢ возможность
26) participate	➢ принимать участие
27) place emphasis on	➢ делать упор на что-либо
28) rated athlete	➢ спортсмен-разрядник
29) senior lecturer	➢ старший преподаватель
30) student body	➢ студенческий коллектив, контингент
31) submit	➢ представлять, защищать
32) undergraduate	➢ старшекурсник, студент
33) workshop	➢ мастерская
34) wrestling	➢ борьба

II. Discuss the questions.

1. What should you do to enter a Russian university? (*Unified State Exam, required scores in*)
2. What does the term admission requirements mean? (*application form, medical certificate, writing application essay, teacher recommendations, average of high school grades*)
3. Would you like to enter any American or British university? Give your reasons.

***III. Express your opinion on the following statements using the following expressions:* "Yes, I agree / No, I strongly disagree / I don't know / Yes, that's right / I think so / I don't think so".**

1. Higher education in Russia is free.
2. You need a good teacher's recommendation if you want to enter a university in Russia.
3. Russian universities don't require official records of your previous achievements.
4. In general, the academic system of different Russian universities is the same.
5. Application forms are standard for all the universities.
6. To get higher education in Russia is a very complicated task.

IV. Translate the derivatives.

To achieve – achievement; available – availability; to participate – participator – participation; to add – addition – additional; to advance – advanced – advancement; access – accessible; to educate – education – educational; to provide – provision; to establish – establishment; to submit – submission; technique – technical – technician.

V. Match the Russian sentences with the English ones paying attention to the meaning of the words graduate and undergraduate.

Graduate 1) выпускник учебного заведения, аспирант; 2) *амер.* выпускник или аспирант учебного заведения (*syn*. alumnus, postgraduate, degree); 3) оканчивать учебное заведение.

Undergraduate *амер.* [ˌʌndərˈgrædʒuət]; *брит.* [ʌndəˈgradjʊət] студент, студент последнего курса.

1. And I did well, I **graduated** with honors.	A. Он окончил Оксфордский университет.
2. He's **a graduate** in Philosophy.	B. Есть различные программы для аспирантов.
3. He is **an undergraduate** at Oxford.	C. Одна из моих подруг учится в аспирантуре.
4. He **graduated** in Physics from Cambridge University.	D. Именно это я и хотела изучать, когда была аспиранткой.
5. There are different programs for **graduate** students.	E. Я хорошо учился и закончил с отличием (с красным дипломом).
6. One of my friends is in **graduate** school.	F. Он студент Оксфордского университета.
7. I've had **graduate** students, I've also taught undergraduate classes.	G. У меня было несколько аспирантов, я вел курсы и для студентов тоже.
8. So, that's what I wanted to study when I was a **graduate** student.	H. Он окончил факультет физики Кембриджского университета.
9. He is an Oxford **graduate.**	I. Он выпускник факультета философии.

VI. Complete the sentences with the proper form of the verbs in brackets (in the Active Voice).

1. In 2016 I (to enter) the University after I successfully (to pass) my entrance exams. 2. This semester I (to take) courses in Mathematics, Foreign language and History. 3. My brother (to graduate) from our university this year and I (to graduate) from it in five years. 4. I (to work) on my diploma project for a month when my advisor (to decide) to change the theme. 5. By the end of my studies for bachelor's degree I (to make) the decision to go on education or to work. 6. Usually I (to prepare) my homework at home but today I (to work) in the reading hall. 7. Yesterday I (to work) in the Media Center of our library from 5 till 7. 8. My friend (not to see) me in the library as I (to sit) at the computer. 9. Don't enter this lecture room. Students (to defend) their diploma projects. I think, they (to finish) by noon. 10. If I (to win) this competition I (to participate) in the national one. 11. Our next lecture (to start) in 15 minutes. 12. How long you (to work) on the term paper? – I already (to do) my term paper for two weeks.

VII. Complete the table with the proper information from the text while reading.

Academic programs	
The structure of the University	
The reasons to learn foreign languages	
The staff	
University libraries	
Final year	
Curriculum	
Academic facilities	
Athletic facilities	
Career opportunities	

VLADIMIR STATE UNIVERSITY

Vladimir State University is one of the biggest higher education institutions in the central region of Russia. It is known for the high standards of

teaching and research. Founded as Vladimir Polytechnic Institute in 1964, it was given the status of a classical University in 1996. In 2002 the University became a full member of Eurasian Association of Classical Universities.

The student body comprises more than 26,000 students, foreign students being among them. The University offers a wide range of academic programs **leading to** bachelor's, master's, candidate and doctoral degrees. After four years students get Bachelor's degree. Then students may **go on** with their studies and in a year or two of further training and research they **are awarded** Master of Science degree.

Vladimir State University provides education in more than 60 majors (professions). It trains engineers for various fields of industry, **lawyers,** teachers, architects, economists and other specialists.

Our University **carries out** educational activities for both day-time and part-time studies. Educating may be provided free of charge or on contract basis. Now the University incorporates 12 institutes, including Law Institute, Teachers' Training Institute, the Institute of Economics and Management, etc. The teaching staff consists of highly qualified specialists: professors, **associate professors**, **senior lecturers**, lecturers. The institutes **are housed** in 11 academic buildings that contain lecture halls, classrooms, laboratories, **workshops** provided with **advanced equipment**. All the students and the University staff have **access** to external and internal web sites to be used for their studies, teaching and research.

There are 7 libraries at the University, containing thousands of books on different branches of science, technical journals and periodicals **available** for students' studies. The modern electronic library avails access to electronic resources of the world libraries.

Each academic group consists of 25 – 30 students. One of the students is a **monitor** who is responsible for the discipline, **attendance** and **academic progress** of the group.

According to the **curricula** during the first two years students study mostly **general educational subjects** such as Mathematics, Physics, the **Humanities** and Social sciences, etc. In the final two years more **emphasis** is **placed** on specialized subjects. Twice a year the students take examinations. The academic year lasts 10 months and there are vacations twice a year: in winter and summer. At the end of the course of studies **undergraduates** have to take final exams and defend diploma projects.

In addition to their studies students also take an active part in the research work carried out at different departments. They have a chance **to submit** the results of their researches at the students' scientific conferences **held** at the University annually.

As the progress of science and engineering is impossible without a wide exchange of scientific and technical information, serious attention is paid at the University to the teaching and learning foreign languages. The most advanced students can **participate** in different contests to show their **accomplishments** in foreign languages. If students want **to improve** their language skills they can take the additionally paid foreign language courses "Translator in the field of professional communication" or "Language School".

The University has an excellent sports complex with its swimming pool, gyms, fitness-center and other sporting facilities. Almost all the students of the University do sports. There are a lot of sport sections (clubs) at the University, where athletes are trained by qualified coaches. The most popular sports are skiing, skating, athletics, swimming, **wrestling** and boxing. There are a lot of highly **rated athletes** and masters of sport who **defended the honour** of our country on the international sporting and Olympic arenas.

The graduates of our University can find job **opportunities** in different industrial enterprises, business and financial organizations, social and state establishments. Thousands of our graduates have become famous academic researchers, managers of large enterprises, scientific and educational institutions, leading statesmen. At present the main University goal is to be a modern, dynamic institution providing a high level of academic, scientific and educational standards.

VIII. Choose the word to match the translation into Russian.

1. Более высокого уровня
   a) advanced; b) excellent; c) fundamental; d) highly-qualified.
2. Включать
   a) to evolve; b) to include; c) to obtain; d) to receive.
3. Размещать
   a) to graduate; b) to find; c) to defend; d) to house.
4. Снабжать
   a) to award; b) to entitle; c) to provide; d) to recognize.
5. Проводить
   a) to hold; b) to consist; c) to train; d) to receive.
6. Исследование
   a) design; b) honor; c) education; d) research.
7. Улучшать
   a) to enrich; b) to meet; c) to prepare; d) to recognize.
8. Принимать участие
   a) to take; b) to achieve; c) to participate; d) to provide.
9. Предлагать
   a) to entitle; b) to offer; c) to provide; d) to sponsor.
10. Отличный
    a) advanced; b) important; c) excellent; d) thorough.
11. Осуществлять
    a) to broaden; b) to include; c) to obtain; d) to carry out.

IX. Match the words and phrases in column A with their opposites in column B.

A	**B**
1) to enter a university	a) native
2) future	b) to fail an examination
3) theory	c) full-time
4) to receive	d) to graduate from a university
5) part-time	e) to give
6) to pass an examination	f) to finish
7) foreign	g) practice
8) to go on	h) past

X. Replace the underlined words with the words used in the text.

1. *Besides* their studies students *are* also actively *involved* in the research work. 2. *The team of students* *includes* more than 26,000 students. 3. The institutes *are accommodated* in several academic buildings that *hold* advanced equipment. 4. *Training* may be provided free or on contract basis. 5. Twice a year students have *holidays*. 6. After graduating from the university students may *continue* their studies and *get* a higher degree.

XI. Match the words and phrases from the text to these definitions:

1) a room or building where work is done;
2) all the courses of study in a university;
3) all the students at an educational institution;
4) giving special attention to something;
5) a field of study in which a student specializes;
6) the branches of learning concerned with Literature, Philosophy, History etc.;
7) a student at a university who has not received a bachelor's degree yet.

XII. Fill in the gaps with the prepositions where necessary.

My sister studies ... NSTU. She entered ... the University two years ago. Her major subject is economics, so she takes many courses ... this subject. She studies free ... a full-time basis. Some students from her group didn't meet the admission requirements completely, so they are sponsored ... their parents or industrial organizations on condition they will work ... those enterprises after graduating ... the University.

My sister is a good student, she attends all the lectures and seminars, so she didn't fail ... her examinations and now she gets a state grant once ... a month. She hasn't known yet what kind of diploma she will try to get. If she gets the Bachelor's degree and decides to go on ... her studies she may get the Master's degree. I believe she will become a good specialist.

XIII. Complete the sentences using information from the text.

1) Vladimir State University includes (comprises) ... .
2) Training is provided ... .

3) Sportsmen are trained ... .
4) Our outstanding sportsmen defend ... .
5) The academic year usually lasts … .
6) At the end of each semester … .
7) Students can show their achievements in foreign languages … .
8) Students submit the results of their research ... .
9) In the final two years students ... .
10) After four years students ... .
11) After graduating from the University students may ... .
12) Electronic library ... .
13) The University is housed in ... .

XIV. Answer the following questions.

1. When was VlSU given the status of a classical university?
2. How many students study at VlSU?
3. How many institutes does it comprise?
4. What educational programs does our University offer?
5. What can you say about the material basis of our University?
6. Where can students get information and material necessary for their studies?
7. What subjects do students mostly study in their first two years?
8. When does their specialization begin?
9. Where do the students submit the results of their researches?
10. Why is serious attention at the University paid to the teaching of foreign languages?
11. What facilities do the students of the University have for going in for sports?
12. What are the most popular kinds of sport at the University?
13. Where can graduates of the University find job opportunities?
14. What did you like about the University?
15. What didn’t meet your expectations?

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

Lesson 2. Student Life

I. Read the text and answer these questions.

1. Why does the life of students only seem to be simple and easy-going?
2. Where can students get money to pay for their accommodation and living costs?
3. What do we mean when we say about students' social life?
4. If you could take a gap year, where would you go and what would you do?

STUDENT LIFE

The life of students only seems to be simple, easy-going and joyful. It can be so only on holidays and some weekends. All the rest of the time students have to work and sometimes to work very hard.

The students have to attend lectures and practicals; moreover, they have to prepare homework for most of the classes. At the end of each term students are to pass tests and exams in different subjects. In addition, every student writes a research paper, which demands studies and experimentation, taking a lot of his or her time.

In order to pay for their accommodation, living costs and their tuition fees some students have to take part-time jobs while they are studying. Since 1999, the British government, for example, has been offering student loan to help the situation. Students have to pay back their loans when they leave the university, but not until their income reaches a certain level. The interest rates are low and there is no deadline for repayment.

But there is another side of student life – the social one. Despite the compressed timetable students always find time for communication and active rest. They organize different themed parties, hold contests, concerts, festivals and deal with the matters of university (or other institution they study at). Those who like sports join the local sports teams. It is even more interesting to be a student if you live in a hostel. After sessions students can play the guitar and sing songs or go to local discos. Others get together simply to chat and discuss the topics they've learned.

Student life is never boring. It is always full of excitement and interesting experiences. But one only has to remember – business before pleasure.

II. Use these words or word combinations from the text to answer the questions below.

time-table, assignment, accommodation, tuition fee, loan, interest rate, deadline

Which word or phrase:

1) means a schedule of the times certain things are to happen? .....
2) refers to a time limit? ……..
3) is money paid for the use of money? ……..
4) implies a place to live? …….
5) means a task or piece of work you are given to do? ……..
6) refers to a sum of money lent? ……..
7) is payment for higher education? ……..

III. Express your opinion. What are the advantages and disadvantages of:

1) living in a dormitory?
2) being actively involved in social life of the university?
3) combining work and study?

IV. Before reading and memorizing the dialogue about students' life match the words and phrases to their definitions.

1) near, close to a place	a) tuition
2) busy	b) to support
3) profession	c) neighborhood
4) to find a job and be hired	d) hectic
5) to maintain (a person, a family) with money	e) to land a job
6) teaching or instruction	f) academic scholarship
7) a grant made to support a student's education	g) major

Victoria: Oh, Hi, Albert. Long time, no see!

Albert: Hi, Victoria. I was in the neighborhood, so I thought I'd drop by.

Victoria: Come on in. [Thanks.] Take a seat. Would you like anything to drink? I have Sprite or orange juice.

Albert: Sprite would be fine. Uh, so, how have you been?

Victoria: Oh, not bad. And you?

Albert: Oh, I'm doing okay, but school has been really hectic these days, and I haven't had time to relax.

Victoria: By the way, what's your major anyway?

Albert: Hotel management.

Victoria: Well, what do you want to do once you graduate?

Albert: Uh… I haven't decided for sure, but I think I'd like to work for a hotel or a travel agency in this area. How about you?

Victoria: Well, when I first started college, I wanted to major in French, but I realized I might have a hard time finding a job using the language, so I changed majors to computer science. [Oh]. With the right skills, landing a job in the computer industry shouldn't be as difficult.

Albert: So, do you have a part-time job to support yourself through school?

Victoria: Well, fortunately for me, I received a four-year academic scholarship [Wow] that pays for all of my tuition and books.

Albert: Wow. That's great.

Victoria: Yeah. How about you? Are you working your way through school?

Albert: Yeah. I work three times a week at a restaurant near the campus.

Victoria: Oh. What do you do there?

Albert: I'm a cook.

Victoria: How do you like your job?

Albert: It's okay. The other workers are friendly, and the pay isn't bad.

V. Complete the dialogue using the words and phrases from the box (change the form of the words where necessary).

Bachelor, degree, Diploma in Engineering, free, further study and research, to go on with, grant, hostel, Master, to meet the admission requirements, to offer training, to pass entrance examinations, to provide accommodation, results of the examinations, to take exams, to be offered, a contract basis

A: Good morning. Can I help you?

B: Good morning. Could you tell me about studying at this University?

A: First of all, our University (1) ... on a full-time and part-time basis.

B: Should students pay for their tuition?

A: Well, tuition is (2) ... for Russian citizens who fully (3) ... and successfully (4) … . Most of the programs are funded from the limited Federal Government budget.

B: And what about the students who are to pay for their tuition?

A: They may be sponsored either by students themselves, their parents, private individuals or industrial organizations on (5) … .

B: Can students get (6) ... ?

A: Students (7) ... at the end of each semester, you know. If the (8) ... are good, students get state scholarships.

B: What (9) ... are awarded at this University?

A: After four years of study students will get the (10) ... degree. Then the students may (11) ... their studies and in a year or two of (12) ... get the (13) ... degree. They may also (14)... a five-year program and get a (15) ... .

B: And the last question. Does the University (16) ... for the students?

A: Our University has its own students' (17) ... , so students who arrive from other cities can stay there.

B: Thank you very much for the information.

A: You are welcome.

VI. Grammar Focus: Wh-questions.

Wh-questions start with *What…*?, *When…*?, *Where…*?,*Which..*?, *Who…*?, *Whose…*?, *Why…*?, *How…*? Wh-questions pattern: *Wh word + auxiliary verb + subject + infinitive +* (*direct object*) (*e. g.:* Why don't you pay for tuition? What curriculum does the university provide?)

If the Wh-word is the subject of the question we don't use an auxiliary verb and the word order is different*: Wh-word + verb + object* (*e. g.:* Who pays for tuition? Who majors in IT? Who failed the exams? – Present Simple and Past Simple).

Complete the following questions to the groupmates.

1. What … … surname?
2. … … you come from?
3. What school … … leave?
4. How many … … … speak?
5. Which university … … … at?
6. What faculty … … … at?
7. What year … … …?
8. … entrance examination?
9. … … your major?
10. … … … course start?
11. What … … after the course?

VII. The academic year has already started and you are first-year students. Work in groups of three. Write six Wh-questions asking for information concerning your major and the university you study at.

VIII. Translate from Russian into English and act out the dialogue.

A: Привет! Как дела?

B: Fine. How are you? I haven't seen you for ages. What are you doing now?

A: Видишь ли, я поступил в университет, и теперь у меня не так уж много свободного времени.

B: Is it difficult to study at a university?

A: Математика и физика были моими любимыми предметами в школе. Так что здесь у меня нет никаких проблем. Информатика – очень интересный предмет. А вот черчение…

B: Everything will be OK. I'm sure. Do you study only Mathematics, Physics and Technical Drawing?

A: Конечно, нет. В учебный план входят иностранный язык и история.

B: Will you study the same subjects all the five years?

A: Нет, первые два года я буду изучать базовые предметы. На третьем курсе я буду изучать профилирующие предметы.

B: What about Physical Training? You used to be a good athlete at school.

A: В университете есть большой спорткомплекс. Я играю в баскетбол два раза в неделю. Сегодня вечером наша команда играет против команды Педагогического университета. Приходи посмотреть игру.

B: I'm sorry, but I can't. I am going to the library. I must deliver a report tomorrow.

A: В таком случае желаю тебе удачи.

B: Good luck. Bye.

A: Увидимся.

IX. Read the text about international students and answer the questions.

1. What are the three biggest groups of overseas students?
2. What are two main destinations for overseas students?
3. What do figures released by the British Council show?
4. What are the two reasons of speeding up the process of academic co-operation?

INTERNATIONAL STUDENTS

The number of international students around the world is continuing to rise sharply with annual increase of 12 %. The United States is the biggest destination. But its dominance now depends on the ever-growing number of arrivals from China, overtaking (обогнать, опередить) India as the largest single group of overseas students. The number of Chinese students in the US rose by almost 30 % in a single year. The third biggest contingent in the US comes from South Korea. There are more than 440,000 Chinese students abroad but there are plans to rapidly increase the number of overseas students coming to China's universities.

The figures released by the British Council show that there are now more "overseas students" taking UK degrees in their own countries than there are overseas students coming to study in the UK. The UK is the second biggest destination for overseas students.

More than 160 branch campuses (college, university) have been opened in more than 50 countries – mostly by the US universities. There are also a multitude of partnerships and joint degrees as part of this academic cooperation.

Technology can only accelerate this process. Online degrees are making progress in this direction. The US Laureate Education Inc. is the leading global network of accredited and internet universities offering a wide range internet-based courses. It has a network of university links in 24 countries.

Another key to this growth in internalization is competition for the most talented students and staff. Major research institutions are competing to recruit the best individuals from around the world.

X. Agree or disagree. Start with: **I think; as far as I know; if I'm not mistaken; to my mind; as far as I am concerned; to be honest.**

1. The number of Chinese students coming to the USA is decreasing.
2. At present the number of international students taking the UK degrees in the UK is more than there are overseas students taking degrees in their own countries.
3. The US Laureate Education Inc. operates foreign institutions online.
4. The US universities opened more than 100 branch universities in other countries.

XI. Make a presentation about the US Laureate Education Inc. or some other organization providing higher education for overseas students. Use information from the Internet or some other sources.

XII. Work in groups of four. Student A is a school-leaver intending to go to a university. Student B is an undergraduate. Student C is a graduate. Student D is a postgraduate student. Speak about the opportunities of getting higher education at different levels using the information from the text and exercises.

XIII. Memory game. The rules are the following:

– one of the students begins with the words "When I finished school I decided to go to university";
– the next student repeats this sentence and adds what he/she did then;

– the game continues until someone says: “And now I am a Doctor of Science”. The student who says these words loses;
– those who forget words or sentences said by the previous players are out of the game.

XIV. Role-play. Now you know quite a bit about student life. Imagine that you are a sophomore. Give some good advice to a freshman concerning:

a) establishing a place to study (at home or a reading hall) and a routine time to study for each class;
b) getting involved in campus or university activities;
c) university clubs and organizations;
d) life in a dormitory;
e) getting medical assistance.

Lesson 3. Higher Education in the UK

I. Study the vocabulary.

1) arts	➢ гуманитарные науки
2) award degree	➢ присуждать степень
3) charter	➢ устав
4) cluster	➢ группа
5) come into existence	➢ возникать
6) entitle to	➢ давать право, получать право
7) First Class Honours	➢ диплом с отличием (первой степени)
8) give grants	➢ предоставить субсидии
9) grant degrees = award degrees	➢ присуждать степени
10) ordinary degree	➢ степень бакалавра без отличия
11) postgraduate (advanced) studies	➢ аспирантура
12) pursue	➢ продолжать
13) sit (for) an exam (*syn.* take an exam)	➢ сдавать экзамен

14) syllabus	➢ программа (обучения)
15) thesis	➢ диссертация
16) tuition fee(s)	➢ плата за обучение

II. Read and entitle the text given below and then answer the following questions.

1. What main types of institutions offer higher education in the UK?
2. What is the total number of universities in the United Kingdom today?
3. Is higher education free in Great Britain?
4. In what case is the degree of Bachelor of Arts awarded in Great Britain?
5. When is the degree of Master of Arts awarded?
6. When do students do more work during the terms or on holidays?

There are 36 universities in England, one in Wales, 8 in Scotland and 2 in Northern Ireland: each has its own government and administration. It is from the state, however, that they receive **charters** which define their status and give them the power to **grant degrees** to students.

The biggest contrast within the higher educational system is that between so-called "sectors". The contrast (which is most frequently noted) is between the "university sector" and the "polytechnic sector" and the "institutes and colleges of higher education sector". The universities do not have a monopoly of degree-granting powers in Britain.

There are 8 types of universities in Great Britain. They come in all ages, sizes and shapes with the oldest of them in England: Oxford and Cambridge, being founded in the 12th and 13th centuries and with the newest of them **coming into existence** as a **cluster** during the 1960s. ("Redbrick" universities: Belfast, Birmingham, Bristol, Hull, Leeds universities; "white-brick" universities (new universities): Essex, Kent, Sussex, York etc.).

All the universities take both male and female students, and about a quarter of all students are women. Students have to pay fees, but the local authorities of the places where they have their homes **give grants**, equal to the full cost of both fees and of living, to most students whose parents cannot pay.

Each university has its own **syllabuses**, and there are some quite important differences between one and another. The academic year is divided

into 4 terms, eight weeks each. Students do more work in the vacations than they do during the terms.

Most students now do some paid work during their vacations, such as helping at the post office, at Christmas and seasonal jobs in the summer, but practically none do paid work during term-time.

In England, Wales and Northern Ireland the most usual titles for a first degree are Bachelor of **Arts** (BA) or Bachelor of Science (BSc) and for a second degree Master of Arts (MA), Master of Science (MSc) and Doctor of Philosophy (PhD or D Phil): in Scotland Master is usually used for a first degree.

After a course of studies lasting from 3 or 4 years which must be **pursued** at one and the same university the undergraduate student **sits for a** final **examination**, which, if he passes it, **entitles** him **to** a first degree (Bachelor). The present 3-year degree course in Britain is one of the shortest in the world.

Most universities award their undergraduate degree in five categories: **First Class Honours** (70 % and more), Upper Second (60 – 70 %), Lower Second (50 – 60 %), Third Class (40 – 50 %) and **Ordinary** (less than 40 %). After taking a first degree the graduated who are interested in research work follow **postgraduate or advanced studies**. Postgraduate students are granted the Master's degree by **thesis** or examination after a minimum 1 or 2 years of advanced studies.

III. Give English equivalents for the following word combinations.

Система высшего образования, выпускники вузов, колледж высшего образования, диплом с отличием, научно-исследовательская работа, плата за обучение, полномочия на присуждение степеней, бакалавр наук, давать право на получение ступени бакалавра, учиться в магистратуре, бакалавр гуманитарных наук, во время семестра, диплом без отличия.

IV. Complete the following sentences.

1. A college or a university offering academic instructions suitable for students who have completed secondary schooling is called … .

2. The money local authorities give students to cover both fees and living is called … . 3. A person who has been awarded a degree after a period of study at the institution of higher learning is called … . 4. Fees paid for teaching alone are called … . 5. The requirements for an MA or PhD degree usually include the preparation of … .

V. Read the following text and then be ready to name the distinguishing features of Oxford and Cambridge Universities in their:

- functions;
- admission requirements;
- the system of teaching;
- popular social activities.

The most famous and the oldest Universities in England are Oxford and Cambridge. Oxford has twenty-seven colleges for men and five for women. The University is a sort of federation of colleges. It prescribes syllabuses, arranges lectures, conducts examinations and awards degrees. Cambridge University, like London, Durham and Dublin Universities, is a collegiate University, comprising 31 different colleges. The first Cambridge College was founded in the late 13th century by Bishop of Ely. It is a college and not to the university itself that a student will apply. They will live and study there whilst attending departmental lectures provided by the University. Admission to Cambridge University is determined by interview and is conditional on (зависит) students attaining certain (very high) grades in their exams at the end of school, at age of 18.

The organization system of the two Universities (Oxbridge) differs from that of all other universities and colleges.

The teachers are commonly called “dons”. Apart from lectures teaching is carried out by tutorial systems. This is a system of individual tuition organized by the college.

Lectures at Cambridge are relatively few – since the overall emphasis is on independent study. The focus of study is the supervision: students meet regularly, often on a one-to-one basis, with their supervisor/tutor,

with whom they discuss their work. The tutor requires a student to write essays on their various subjects every week and these show what he/she has mastered. The classifications (отбор) are not the same in all universities, and students do not normally move from one university to another during studies.

All tastes are catered for sport, rowing being the most popular of all. Most colleges have their own sports grounds and boathouses. Creative initiatives are especially realized in music and drama.

VI. Replace underlined words and word combinations in the exercise with words from the text.

1. The University sets down courses of studies, holds exams and grants degrees.
2. Cambridge University includes 31 different colleges.
3. The enrollment at Cambridge University is dependent on students achieving definite grades in their exams at school.
4. Individual direction of students in their studies characterizes the teaching system of Oxbridge.
5. The composition written by a student for tutorial every week demonstrates what knowledge he or she has acquired.

VII. Make a presentation on one of the following topics.

1. The Open University in GB.
2. Higher Education in the United States.
3. Teaching and study methods at British universities.
4. International student exchange programs.
5. Erasmus +. Aims and opportunities.

Unit IV. VLADIMIR

East or West, home is best.

Grammar: *All tenses in the Passive Voice*

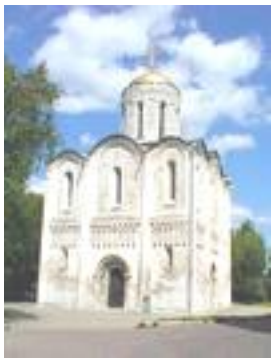
Lesson 1. Vladimir History

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

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

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

A) the Cathedral of Dormition (Assumption); B) the Cathedral of St. Demetrius; C) the Church of the Intercession; D) the Golden Gate; E) the Water tower.



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

1) Chambers of Prince Andrei Bogolyubsky (former village of Bogolyubovo); 2) Church of the Intercession on the Nerl river (former village of Bogolyubovo); 3) Cathedral of the Nativity (Suzdal); 4) Monastery of Our Savior and St. Euthimius (Suzdal); 5) Convent of the Intercession (Suzdal); 6) the … (Vladimir); 7) the … (Vladimir); 8) the … (Vladimir).

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

1) был основан; 2) населенный пункт; 3) князь; 4) перемещать, перевозить; 5) центр княжества; 6) страдать, испытывать; 7) православный митрополит; 8) обладать; 9) великолепный; 10) особого внимания заслуживает (заслуживающий особого внимания); 11) второстепенный, незначительный местный центр.

Vladimir, city and administrative centre of Vladimir oblast (province), western Russia, is situated on the Klyazma river. Vladimir was founded in 1108 by Vladimir II Monomakh, grand prince of Kiev. The community became the centre of a princedom, deriving importance from trade along the Klyazma. In 1157 Prince Andrew Bogolyubsky moved his capital there from Kiev. The city was twice sacked by the Mongols (1238, 1293); on each occasion it rapidly recovered. In 1300 the Orthodox metropolitan was established	Владимир, город и административный центр Владимирской области, расположен в западной части России на реке Клязьме. Владимир был основан в 1108 году Владимиром II Мономахом, великим князем Киевским. Населенный пункт стал центром княжества, обретя значимость благодаря торговле на реке Клязьме. В 1157 году князь Андрей Боголюбский переместил туда свою столицу из Киева. Город дважды подвергся разграблению монголами (1238, 1293); каждый раз он быстро восстанавливался. В 1300 году православный митрополит обосновался там, но в 1326 году церковная

there, but in 1326 the church authority and in 1328 temporal authority was transferred to Moscow. Thereafter the city, suffering several further Tatar attacks in the 15th century, became a minor local centre, although in 1796 it was made a seat of provincial government. Post-revolutionary Vladimir grew chiefly on the basis of its textile, machine-building and chemical industries. The city possesses some superb examples of early Russian architecture. Especially noteworthy among these are the Kremlin; the Cathedral of the Assumption, originally built in 1158; the triumphal Golden Gate of 1158, restored under Catherine II the Great; and the Cathedral of St. Dmitry (1197, restored 1835). Pop. (1991 est.) 355,600.	власть, а в 1328 году светская власть переместились в Москву. После этого (впоследствии) город, пострадавший еще от нескольких нападений татар в XV веке, стал второстепенным местным центром, хотя в 1796 году в нем разместилось губернское управление. Послереволюционный Владимир рос главным образом на основе текстильной, машиностроительной и химической промышленности. Город обладает несколькими великолепными образцами ранней русской архитектуры. Особого внимания среди них заслуживают кремль, Успенский собор, первоначально построенный в 1158 году, триумфальные Золотые Ворота 1158 года, реконструированные в правление Екатерины II Великой; и собор Святого Дмитрия (1197, реконструирован в 1835). Население (1991) 355 600 человек.

V. Study the vocabulary.

1) along with ➢ наряду с
2) approach smth ➢ приближаться, подходить
3) convent ➢ монастырь (женский)
4) craft ➢ ремесло
5) descend from ➢ спускаться
6) despite smth ➢ несмотря на что-либо
7) dome ➢ купол

8) embroidery ➢ вышивка
9) encroach on ➢ вторгаться, посягать
10) ledge ➢ выступ, уступ, край
11) rampart ➢ крепостной вал
12) refugee ➢ беженец
13) resemble smth ➢ походить на что-либо, иметь сходство с чем-либо

VI. Match these Russian proper names with their English equivalents.

1) Владимир Мономах	a) Vsevolod Big Nest
2) Андрей Боголюбский	b) Princess' Convent
3) Андрей Рублев	c) Yuri Dolgoruky
4) Всеволод Большое Гнездо	d) Vladimir Monomakh
5) Княгинин монастырь	e) Assumption Cathedral
6) Александр Невский	f) Andrey Bogolyubsky
7) Рождественский монастырь	g) Old Believers' Trinity Church
8) Юрий Долгорукий	h) Monastery of the Nativity
9) Золотые ворота	i) the Golden Gate
10) Успенский собор	j) Alexander Nevsky
11) Старообрядческая Троицкая церковь	k) Andrey Rublyov

VII. Read two passages and answer the following questions.

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

VLADIMIR

2. What do the factories of Vladimir produce? Do they make the city more attractive? Why?

Despite its history, today's Vladimir (Vla-DEE-meer) is not the most attractive of Russian cities. First of all it is an industrial center, producing electric motors, watches and shoes; these factories tend to **encroach on** the historic part. The main street is reasonably pleasant, and a walk along the top of the **ledge** past the cathedrals

would be beautiful, were it not for the railway line spoiling the view of the Klyazma River[16].

3. *Where are the most of architectural monuments and museums concentrated?*

Along with its ancient churches, Vladimir has a number of other interesting architectural monuments and many well-kept museums. The greatest concentration is around the Golden Gate.

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

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

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

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

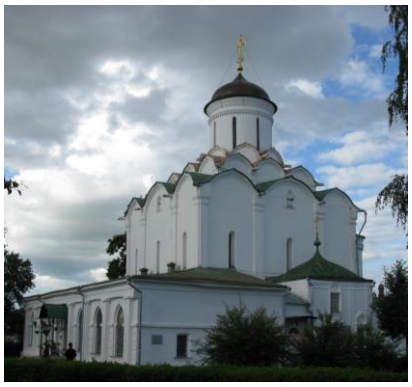
6. *What architectural monument houses an exhibition of local crafts?*

Across the square to the left is the huge Old Believers' Trinity Church with exhibition of local **crafts** – **embroidery** and lacquer boxes from Mstyora and glass from Gus Khrustalny included. Further left, the large modern building is the Lunacharsky Drama Theatre.

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

7. *When was the Assumption Cathedral of the Princess' Convent built? What buildings did it replace? Is it a museum or a church nowadays?*

Descending from the Golden Gate by Ulitsa Pervomaiskaya (now Nikitskaya Ulitsa – *прим. авт.*) will bring you to the striking green baroque Church of St. Nikita. Turn right here and proceed to the small church ahead to the left. This is the 16th century Assumption Cathedral of the Princess' **Convent**, the earliest of Vladimir's post-Mongolian churches. It replaced 12th century buildings where the sisters Maria and Anna, both wives of Vsevolod Big Nest, were buried. The present church has no carvings, but several tiers[17] of *kokoshniki* tapering[18] to a single **dome**, giving it a different kind of charm. Formerly a museum, it has now been returned to the Church.



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

Walking back along Ulitsa Tretyego Internatsionala (now Bolshaya Moskovskaya Ulitsa – *прим. авт*.) toward the cathedrals, you pass the Arcade *(Gostiny Dvor)* on your left, an example of late 18th century Russian Classicism and now a row of shops before crossing a bridge into Ploshchad Svobody (now Sobornaya Ploshchad – *прим. авт*.). Continuing past the cathedrals, you come to the History Museum at #64. This contained the origi-

[17] *tier* – ряд, ярус.
[18] *tape* – связывать.

nal coffin[19] of Alexander Nevsky, once buried nearby in the Monastery of the Nativity. You may need a guided tour here, because written information is sparse[20].

THE ANCIENT CAPITAL

9. When and by whom was Vladimir founded (according to the text)?

10. Who played a great role in the moving the capital to Vladimir? Why did he do it?

Vladimir stretches along a highway going from West to East. Despite its present ramshackle[21] outlook, Vladimir was once a capital. It was founded in the 12th century by Vladimir Monomakh and remained a tiny provincial town for some time. Nevertheless, Prince Andrei Bogolyubsky liked it, preferring it to his town of Vyshgorod which had been given to him by his father, Prince Yuri Dolgoruky, the founder of Moscow. Andrei Bogolyubsky went up north with the intention of founding a united and strong princedom far from Kiev, where there were so many squabbles[22]. He was followed by numerous **refugees** from the troubled south who settled peacefully on the fertile land of Vladimir and its close neighbour, Suzdal.

11. How was Bogolyubovo founded?

On the way to Vladimir, Prince Andrei experienced a miracle. In a tent put up for the night he beheld[23] an angel that told him that this was a blessed place. Soon after that the prince built his residence there. It was called Bogolyubovo and it was there, several kilometers from Vladimir, that he spent most of his time.

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[19] *coffin* – гроб.
[20] *sparse* – скудный.
[21] *ramshackle* – ветхий, разваливающийся, пришедший в упадок.
[22] *squabble* – перебранка, ссора из-за пустяков.
[23] *beheld* – видел.

12. When did Vladimir become a place to exile undesirable persons to?	When Moscow became the capital of Rus, Vladimir was the place to exile[24] undesirable persons to. Later, in the 18th century, Vladimir was given the status of a gubernia (province) centre.

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

1. We *reached/were reached* the Golden Gate 10 minutes ago. 2. The Golden Gate *founded/was founded* in the 12th century. 3. The tourists *were taking/were being taken* photos of the Old Believers' Trinity Church when arrived. 4. Traveler brochures *sell/are sold* everywhere in this ancient town. 5. Sometimes tourists *show/are shown* an unusual monument to a yard-keeper when they go round the town. 6. Different pictures of Vladimir sights *are looking/are being looked* for by my friends now. 7. I *will wait/will be waited* for my groupmates opposite the Assumption Cathedral. 8. He *was showing/was being shown* a new film about white stone architecture from 5 till 7 p. m. yesterday. 9. Our University *has given/has been given* the name of brothers Stoletov. 10. We *shall be asking/shall be asked* questions about our town by our teacher from 2 to 3 p. m. tomorrow. 11. Vladimir became a minor local centre after it *had damaged/had been damaged* by the Mongol invaders.

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

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

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

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

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[24] *exile* – изгнание, ссылка.

X. Tell your groupmates about the best and the worst things in Vladimir you wrote.

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

A. Draw pictures.

B. Make up a slogan.

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

Lesson 2. The White Stone Architecture of Vladimir

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

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

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

My favorite place in Vladimir was a park next to the Assumption Cathedral. I can't remember the name of the park, but I do know that there

was a statue of Andrei Rublyov at the entrance, and a portrait of Pushkin along with one of his poems painted on a wall. I used to take walks in the park by myself. It was always very peaceful, even though it was usually filled with people enjoying it with me. My other favorite place in Vladimir wasn't actually in Vladimir. I used to take the bus out to Bogolyubovo whenever I got the chance. I thought the famous church of that village is among the most beautiful places I have ever been. I went during the winter when it was buried in snow, and in the spring when the trees and flowers were blooming. I would go alone or with people, and it was always terrific. I was so happy to live near a place so peaceful and serene.

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

II. Study the vocabulary.

1) abundance	➢ изобилие, избыток
2) ascendancy	➢ власть, доминирующее влияние
3) aspiration	➢ стремление, сильное желание
4) buttress	➢ поддерживать
5) carving	➢ резьба (по дереву, кости, камню)
6) craftsman	➢ ремесленник
7) diminished	➢ уменьшенный
8) divinity	➢ божественность
9) embody	➢ воплощать, олицетворять
10) frame	➢ сооружение
11) goodness	➢ добродетель
12) hallmark	➢ отличительный признак
13) heritage	➢ наследство, наследие
14) pagan	➢ языческий

15) reminiscent ➢ напоминающий
16) siege ➢ осада
17) stunning ➢ ошеломляющий, великолепный
18) surpass ➢ превосходить
19) survive ➢ пережить, выдержать, уцелеть
20) take over ➢ захватывать, овладевать
21) vault ➢ склеп (со сводом)
22) virtually ➢ фактически

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

VLADIMIR REGION

The Vladimir Region is a **diminished** version of the former Vladimir-Suzdal Princedom, which from the mid-12th century until the rise of Moscow in the 14th was considered the most influential in Russia. Before it was **taken over** by the Tatars in 1238, Vladimir was Russia's cultural center; its limestone[25] masonry[26] and **carvings** have never been **surpassed**. This rich **heritage** and later treasures have in part **survived** to the present.

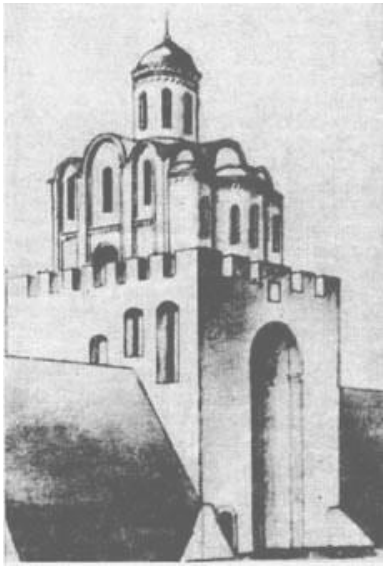
The White Stone Architecture of Vladimir

Vladimir's huge **Assumption Cathedral** is one of the surviving pre-Mongolian churches, built in 1160 by Prince Andrey Bogolyubsky. It was the successor[27] to St. Sophia's in Kiev (Andrey had moved his capital to Vladimir two years earlier). In 1185 the cathedral was damaged by fire, and then **virtually** rebuilt by the **craftsmen** of the then leader Prince Vsevolod Big Nest. New walls went up around the old, and four domes

[25] *limestone* – известняк.
[26] *masonry* – каменная кладка.
[27] *successor* – преемник, наследник.

were added to the original one. This is the form in which the cathedral has reached us today (apart from[28] a bell-tower and connecting chapel added in the 19th century). Even now, it towers over the city, and from a distance even seems to be floating[29], separated from the ground by the foliage[30] that surrounds it. Inside, the cathedral is no less **stunning**, with a 25 m iconostasis, boasting several icons painted by Andrey Rublyov (Now they are in the collection of Moscow's Tretyakov Gallery). Rublyov's frescoes still remain in some spots. A common theme is The Last Judgement. Vladimir's greatest Princes, Bogolyubsky and Big Nest, are buried in the **vaults**, and their sarcophags can be seen in one of the niches.

The reasons for the building of the **Church of the Intercession on the Nerl at Bogolyubovo** are not entirely clear. But whether it was put there in memory of Prince Andrey's son who died fighting the Volga Bulgar tribe or to impress visitors arriving in the princedom by boat, the main thing is that it is there, and can simply be admired for its **surpassing** charm and beauty. Approaching closer, you can see the church's modest **carvings** of King David entrancing[31] birds and lions with his psaltery[32] playing, a symbol of the ultimate triumph of peace and **goodness**.



In the later part of Vladimir's **ascendancy** white stone carving became the **hallmark** of its cathedrals. The earliest such example is the Cathedral of St. Demetrius, also in Vladimir, built by Vsevolod Big Nest in 1197. This church, like the Church of the Intercession, is fascinating for its simple charm, but is distinguished by

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[28] *apart from* – кроме.
[29] *float* – плыть по небу.
[30] *foliage* – листва, зеленая растительность.
[31] *entrancing* – очаровывающий, чарующий.
[32] *psaltery* – псалтерион (древний струнный музыкальный инструмент).

the ornamentation of its upper tier. The most striking thing about these carvings is that they are shamelessly **pagan**. The **abundance** of mythological creatures is **reminiscent** of early Russian woodcarving, while the presence of the enthroned[33] Vsevolod among them shows his **aspirations** to power and **divinity**. Alexander the Great drawn in another section **embodies** hopes that Russia would become as great as expansionist Macedonia.

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

The structure is now topped by the tiny 19th century Church of the Deposition of the Robe[34] and **buttressed** by round towers on each side. Inside is the local Military History Museum, with a dramatic and graphic model of the Tatar **siege**.

The first seat of the Vladimir princes at Bogolyubovo was entirely destroyed over the centuries by Tatar Hordes, and **virtually** nothing is left of Andrey's palace and churches. However, one part of the complex has survived – the Staircase Tower and passageway connecting it to the original Cathedral of the Nativity. It is immediately distinguishable from the building beside it by the color of the stone and the familiar blind arcading and semi-columns.

(From "An Explorer's Guide to Russia" by Robert Greenall)

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[33] *enthrone* – возводить на престол.

[34] *Church of the Deposition of the Robe* – церковь Ризоположения.

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

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

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

Where's a good place to …?

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

Which of the suggested things have you done?

V. Complete the sentences with the correct verb forms.

1. Many cultural facilities can (to find) in Vladimir. 2. Vladimir as an ancient Russian town and former capital of Rus (to include) into the Golden Ring tourist route. 3. The tiny Church of the Deposition of the Robe (to built) on the top of the Golden Gate in the 19th century. 4. Unfortunately you can't (to see) Andrey's palace in Bogolyubovo as it (to destroy) by Tatar Hordes. 5. The Cathedral of St. Demetrius (to distinguish) by shamelessly pagan carvings. 6. The Church of the Intercession on the Nerl at Bogolyubovo (to built) after Prince Andrey's son (to defeat and to kill) by the Volga Bulgars. 7. The Cathedral of St. Demetrius (to restore) recently.

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

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

Example: – What do you know about your town? Does it differ from other Russian towns and cities?
– I think it is very special.
– ...

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

IX. Get ready with the presentation about one of the architectural monuments of Vladimir or Vladimir region.

Lesson 3. Vladimir Famous Citizens

I. Do you know these famous people? What are they famous for? Match them with their achievements. Some match more than one.

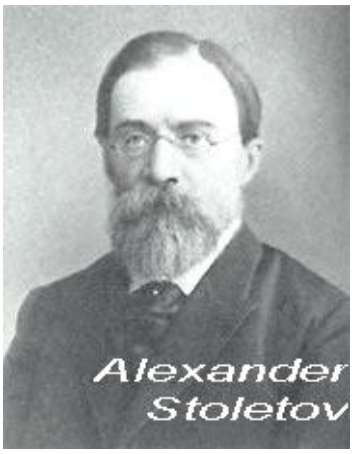
Vladimir Monomakh (1053 – May 19, 1125)	➢ was a prince of Vladimir-Suzdal, moved the capital from Kiev to Vladimir.
Andrew (Andrey) Bogolyubsky (1111 – June 28, 1174)	➢ was a professor of the Moscow University. He is known for his researches in the field of electrical engineering. He had done the pioneer work in the field of ferromagnetism and discovered the principles of outer photoelectric effect.
Vsevolod Big Nest (1154 – 1212)	➢ built Vladimir's huge Assumption Cathedral in 1160.
Alexander Nevsky (May 30, 1220 – November 14, 1263)	➢ was a military leader. He is known as the organizer and the leader of the Bulgarian people's volunteer corps in the war of liberation from the Turks (1877 – 1878), a national hero of Bulgaria.
Andrey Rublyov (1360 or 1370 – 1427 or January 29, 1430)	➢ was an outstanding Russian composer, pianist, teacher, scientist; he was one of the first composers who started creating Russian polyphonic music. He combined Russian song and musical traditions with the Western forms.
Mikhail Speransky (1772 – 1839)	➢ was the primary Soviet radio announcer during and after World War II. He announced on Radio Moscow all major international events in the 1940 – 60s including the German attack on the Soviet Union in 1941, the surrender of Germany on 9 May 1945, the death of Joseph Stalin, and the first manned spaceflight in 1961.

Mikhail Lazarev (1788 – 1851)	➢ was the Grand Prince of Vladimir, built the Cathedral of St. Demetrius in 1197.
General Nickolai Stoletov (1831 – 1912)	➢ was the Grand Prince of Novgorod and Vladimir, was depicted in a chronicle as an ideal prince-soldier and defender of Russia.
Physicist Alexander Stoletov (1839 – 1896)	➢ participated in three voyages around the globe, in the first Russian Antarctic expedition led by Admiral Faddei Bellingshausen.
Sergey Taneev (1856 – 1915)	➢ built the church of Intercession on the Nerl at Bogolyubovo in memory of his dead son.
Nikolay Zhukovsky (1847 – 1921)	➢ painted several icons and frescoes in Vladimir's Assumption Cathedral.
Yuri Levitan (1914 – 1983)	➢ founded Vladimir.
Aleksey Batalov (1928 – 1917)	➢ rebuilt Assumption Cathedral in 1185.
Nikolai Andrianov (1952 – 2011)	➢ was a Russian writer and Soviet dissident. He is best known for his 1969 "poem in prose" (ironical assignment of the genre) "Moscow-Petushki".
Alexey Prokurorov (1964 – 2008)	➢ was a Soviet and Russian actor acclaimed for his portrayal of noble and positive characters.
Venedikt Yerofeyev (1938 – 1990)	➢ is most famous, however, as the founder of the Russian schools of hydromechanics and aeromechanics. For his work in these areas he became known as the *Father of Russian Aviation*.
	➢ was a Soviet/Russian gymnast. He held the record for men for the most Olympic medals at 15 (7 gold medals, 5 silver medals, 3 bronze medals) until 2008.
	➢ was a Soviet/Russian cross-country skier who competed in the late 1980s and 1990s for both the Soviet Union and Russia.

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

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

Grigory Stoletov, the 3rd class merchant, who respected educated people wanted his sons Vasily (1825 – 1896) Nikolay (1834 – 1912), Alexander (1839 – 1896), and Dmitry (1845 – 1899) to get university education. Aleksandra Stoletova, their mother, was a well-educated woman, did her best to teach her children Russian language and Arithmetics before they started a secondary school.



Under the parents' influence three sons, Nikolay, Alexander and Dmitry entered Moscow University one after another. Vasily, as the eldest son, according to the merchant tradition had to help his father in the grocery (so he had to leave school). He became a merchant, lived in Vladimir and helped his brothers. Their sisters, Varvara and Anna, got home education.

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

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

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

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

Vladimir State University got the name of Alexander and Nikolay Stoletovs in 2008.

III. Answer the questions on the text.

1. What kind of family did the Stoletov brothers come from?
2. What was their father?
3. Was their father interested in his sons' education?
4. Did all the brothers get higher education?
5. Who helped the father and support brothers?
6. What did Aleksandra Stoletova do for her children?
7. What are Nikolay and Alexander famous for?
8. Were all the members of the family as famous as Nikolay and Alexander?
9. Where can we get detailed information about the family?
10. When was Vladimir State University named after the Stoletov brothers?

IV. Get ready with a presentation about one of the notable people of Vladimir and Vladimir region.

Unit V. RUSSIA

Lesson 1. Russia at a Glance

Grammar: *Sequence of tenses*

I. Study the vocabulary.

1) anthem	➢ гимн
2) appoint	➢ назначать
3) approve	➢ одобрять
4) arable	➢ пахотный
5) area	➢ площадь
6) banner	➢ знамя
7) barley	➢ ячмень
8) border on	➢ граничить
9) chemical fibre	➢ химическое волокно
10) coal	➢ каменный уголь
11) council	➢ совет
12) density	➢ плотность
13) desert	➢ пустыня
14) eagle	➢ орёл
15) executive	➢ исполнительный
16) Federal Assembly	➢ Федеральное Собрание
17) ferrous metals	➢ черные металлы
18) independent	➢ независимый, самостоятельный
19) judicial	➢ судебный
20) law	➢ закон
21) legislative	➢ законодательный
22) mainland	➢ материк
23) manufacturing industry	➢ обрабатывающая промышленность
24) mechanical engineering	➢ машиностроение
25) metallurgy	➢ металлургия
26) moderate	➢ умеренный

27) non-ferrous metals ➢ цветные металлы
28) oat ➢ овес
29) rye ➢ рожь
30) the Supreme Court ➢ Верховный Суд
31) to extend ➢ простираться
32) to supply ➢ снабжать
33) tolerant ➢ терпимый, толерантный
34) treaty ➢ договор
35) unique ➢ единственный в своем роде, уникальный
36) valley ➢ долина
37) wheat ➢ пшеница

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

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

III. Train the pronunciation of the geographical names.

The Urals; the Caucasus; the Altai; Europe, European; Asia; Asian; Ukraine; China; the Pacific Ocean; the Arctic Ocean; the Baltic Sea; Siberia; the Baikal; the Ob; the Yenisei; the Amur.

IV. Read the international words and give their Russian equivalents.

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

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

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

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

A. **Model**: *They are listening to music. – I knew that they were listening to music.*

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

B. **Model:** *The boy is interested in history. – I was sure that the boy was interested in history.*

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

C. **Model:** *They left for Moscow. – I hoped that they had left for Moscow.*

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

D. **Model:** *She will write a letter. – I hope that she would write a letter.*

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

VII. Change the following sentences into Indirect Speech.

1. She asked, “What places of Russia have you been to?” 2. He said, “Listen to her story about Moscow.” 3. She said, “We shall visit the Pushkin museum tomorrow.” 4. They asked, “When shall we arrive to the capital?” 5. The child exclaimed, “Someone has taken the book I was reading.” 6. John asked Mary, “Will you go to Moscow for Easter?” 7. The guide said, “We shall visit the History Museum tomorrow.” 8. They asked us,

“What places of interest in Vladimir have impressed you most of all?”
9. The guide asked, “Do you like visiting picture galleries?”

VIII. a) Match the adjectives in A with the nouns in B to form meaningful phrases.

A: 1) large; 2) total; 3) official; 4) mild; 5) different; 6) natural; 7) Russian; 8) horizontal; 9) national; 10) mechanical; 11) favourable.

B: a) engineering; b) territory; c) climate; d) stripes; e) zones; f) resources; g) flag; h) area; i) language; j) conditions; k) emblem.

b) Decide which of the verbs in A collocate with the nouns in B.

A: to border on …; to include …; to appoint …; to attract …; to approve; to produce; to wash; to symbolize; to respect.

B: deposits; ministers; tourists; chemical fibres; laws; countries; the borders; the earth; the rights.

IX. Match the English words and word combinations in A with their Russian equivalents in B.

A: executive power; former; desert; the Supreme Court; non-ferrous metals; legislative power; to include; to elect; to border on.

B: бывший; пустыня; исполнительная власть; Верховный Суд; судебная ветвь власти; цветные металлы; законодательная ветвь власти; граничить с; включать; избирать.

X. Complete the table with the proper information from the text while reading.

The location of Russia	
The population	
The climate of Russia	
The main industries	
The main branches of agriculture	
The mineral resources	
The legislative power	
The executive power	
The judicial power	

RUSSIA

The Land and the People. Russia or the Russian Federation is one of the largest countries in the world. It **extends** from the Arctic Ocean to the Black Sea and from the Baltic Sea to the Pacific Ocean. Russia is located both in Europe and Asia. Its territory is over 17 million square kilometres.

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

Relief. To describe our land one needs to be a poet. The land of Russia varies a lot from heavy forests to **deserts**, from high-picked mountains to deep **valleys**. There are several mountain chains in Russia: the Urals, the Caucasus, the Altai and others.

Rivers and lakes. Russia is a land of long rivers; the biggest of them are the Volga, the Ob, the Yenisei, the Amur, the Lena and others. They offer excellent possibilities for navigation and hydrolic construction. Our land is also rich in lakes with the deepest lake in the world, the Baikal, included.

Climate. There are different climatic zones on the vast area of our country. In the north, it is very cold even in summer. The central part of the country has a continental climate. In the south the climate is subtropical.

Mineral resources. Russia is rich in natural resources. It has a **unique** combination of mineral and fuel reserves. It can fully **supply** itself with all the necessary mineral reserves. Russia has deposits of gold, diamonds, silver, **non-ferrous metals** (copper, lead, zinc, nickel). Particularly great are fuel and energy resources of natural gas, oil, coal and uranium, which are traditionally articles of Russian export.

Industry. The fuel and energy complex of Russia is represented by electric power industry and all branches of a fuel industry. The **metallurgy** is of great importance; it works on its own raw materials. There are many modern branches of industry in Russia, such as the transport **mechanical engineering**, motor industry, aircraft industry, shipbuilding and others. The agricultural mechanical engineering is advanced too. Besides, Russia is among the countries with advanced chemical industry. There is a number of enterprises producing **chemical fibres**, synthetic rubber and plastics.

Agriculture. Agriculture is one of the important branches of economy in the Russian Federation. We have a natural base (10 % of the world's **arable** land and 20 % of fresh water) for the development of agriculture. Russia is developing various branches of plant and animal industries. We grow **wheat, rye, barley** and **oat**. Russia has favourable conditions for developing sheep keeping, pig keeping, beekeeping, milk and meat industries.

Today Russia's population is about 146 million people. The national structure of the population of Russia is various. More than 40 nations of different confessions inhabit Russia making it one of the most multinational countries in the world. The average population **density** is 8.6 people per square kilometre, it is the lowest in the Far East and highest in the Central economic region.

Political System and Administration Structure. Politically the Russian Federation is a republic. A new Constitution was adopted by referen-

dum on December 12, 1993. Under the Constitution Russia is a presidential Republic and there are three branches of power in Russia: **legislative**, **executive** and **judicial**. The legislative power is vested in the bicameral **Federal Assembly**, consisting of an upper house called the Council of Federation and a lower house called the State Duma. Each house is headed by the speaker. The President is elected for a six-year term. The President with the **approval** of the State Duma **appoints** a cabinet headed by the Prime minister. The first action of the Prime Minister is to form the Government. The judicial power belongs to the system of courts: the Constitutional Court, the **Supreme Court** and regional courts.

Administratively Russia is based on federal principles and the legal status of its subjects (national republics, territories, administrative regions and autonomous areas) is determined by the Constitution and the Federative **Treaty.** Russian is the state language of the country but each republic within the Russian Federation has its own national language. To build a federation it is necessary to be **tolerant** and to respect the rights of all nations and nationalities of the country.

Every modern state has a national emblem, flag and **anthem** as its symbols. The two-headed **eagle** is the state emblem which remained the main heraldic and symbolic representation of the Russian state because it organically and symbolically took under its wings Great Russia situated on two continents: the European and Asian **mainlands**. The contemporary state symbol of Russia is a three-coloured flag. It has three horizontal stripes: white, dark blue and red. The white stripe symbolizes the earth, the blue one stands for the sky and the red one symbolizes liberty.

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

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

1. Russia extends from … . 2. Russia is located … . 3. Russia is washed by … . 4. The land of Russia varies a lot from … . 5. The Volga, the Ob, the Enisei … . 6. Iron ore, gold, silver, diamonds, natural gas … . 7. Russia can fully supply … . 8. The Urals … . 9. The fuel and energy

complex of Russia ... . 10. Russia unites people of … . 11. The Federal Assembly … . 12. The legislative power is vested in … . 13. The judicial power belongs to … . 14. The first action of the Prime Minister is … .

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

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

XIII. Choose the proper words and fill in the blanks.

1. We are proud … the country.
   a) in;
   b) of;
   c) on;
   d) to.
2. … rivers include the Volga in Europe, the Yenisei, the Ob, the Lena in Asia.
   a) abundant;
   b) national;
   c) major;
   d) total.
3. The greatest … of natural gas are located in Siberia and the Far East.
   a) mineral;
   b) concentrate;
   c) deposits;
   d) plains.
4. The European part of Russia is … populated.
   a) especially;
   b) densely;
   c) naturally;
   d) gradually.

5. St. Basil's Cathedral has many … .
   a) eagles;
   b) domes;
   c) chambers;
   d) courts.
6. The … power is realized by the Federal Assembly.
   a) executive;
   b) judicial;
   c) legislative;
   d) federal.
7. The Upper chamber of the Federal Assembly is called the … of Federation.
   a) Duma;
   b) Council;
   c) Court;
   d) State.
8. At the end of the 18th century the Russian aristocracy … the European clothes and speech.
   a) approved;
   b) appointed;
   c) adopted;
   d) destroyed.
9. The period, when Catherine the Great …, was characterized by the great culture growth.
   a) reigned;
   b) adopted;
   c) ruined;
   d) restored.
10. Now we can easily travel abroad, enjoy … of speech and religion.
   a) abundant;
   b) wealth;
   c) court;
   d) freedom.

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

1. What territory does the country occupy?
   a) 9 million square kilometers;
   b) 17 million square kilometers;
   c) 15 million square kilometers.
2. What countries does Russia border on?
   a) Spain, China, Ukraine;
   b) Finland, China, Ukraine;
   c) Finland, Mongolia, Norway.
3. What are the major rivers of Russia?
   a) the Lena, the Volga, the Don;
   b) the Lena, the Volga, the Ob;
   c) the Yenisei, the Volga, the Don.
4. Where is the world's deepest lake situated?
   a) In the European part of the country;
   b) in the Asian part of the country;
   c) in the Northern part of the country.
5. Where is the most of the mineral wealth of Russia?
   a) in Siberia and the Far East;
   b) in the European part of country;
   c) near the Black Sea.
6. How many million people live in Russia?
   a) more than 145 million people;
   b) more than 100 million people;
   c) more than 90 million people.
7. What part of the country is densely populated?
   a) Siberia;
   b) the Far East;
   c) the European part of the country.
8. Who is the head of the country?
   a) The President;
   b) the Prime Minister;
   c) the King.

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

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

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

Andrew: Hi, Max! Glad to see you, too.

Max: Have you prepared for your History classes?

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

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

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

Max: Naturally. It is … who the commander-in-chief of the armed forces is. He also … .

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

Max: I wish I knew.

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

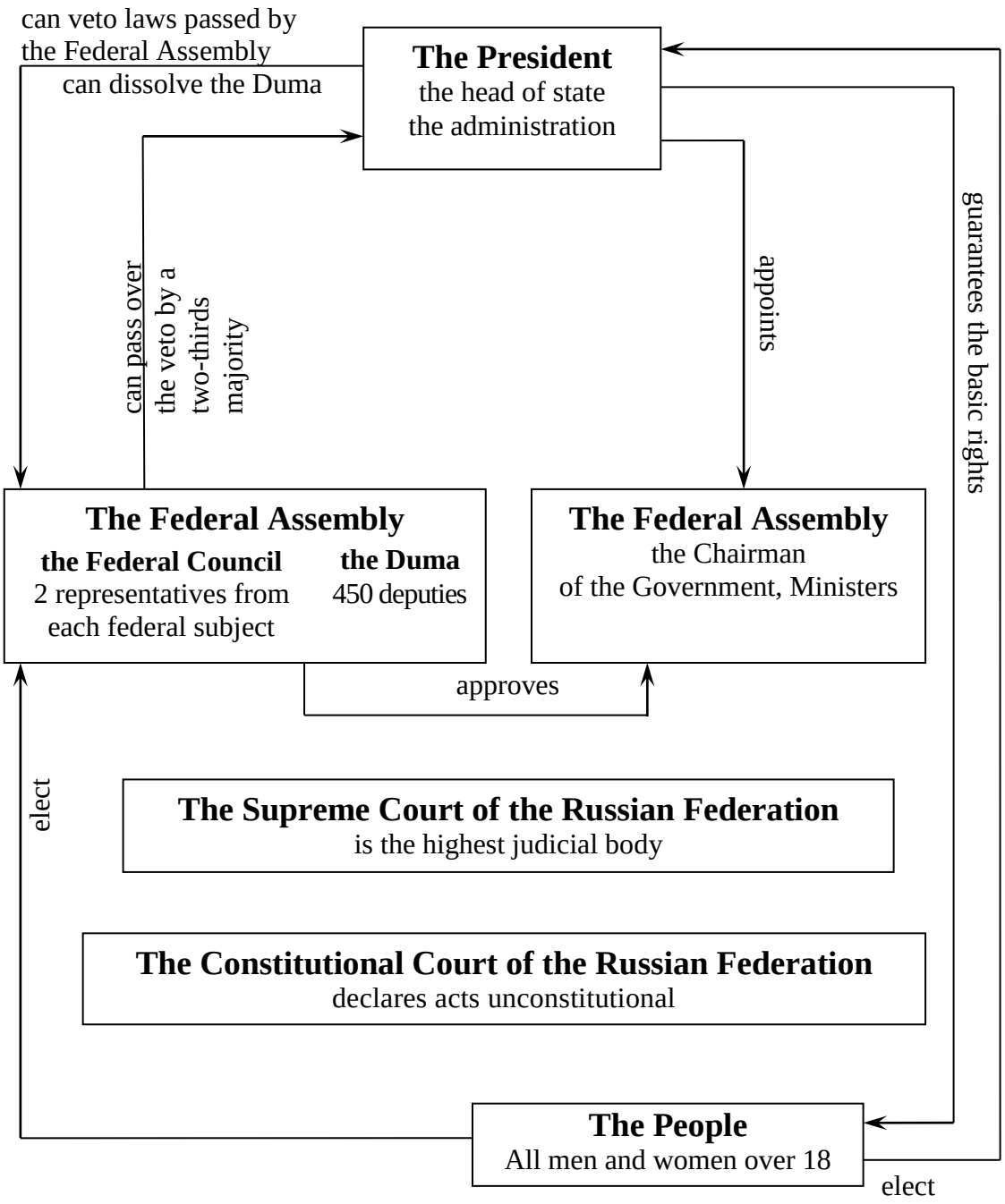
Max: Oh, sorry for interrupting you. I do know about it. It belongs to … , which is headed by… .

Andrew: Good for you. And the judicial power is represented by… . That's all.

Max: I don't know how to thank you.

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

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



XVII. On the basis of the vocabulary and information of the text get ready to speak about the Russian Federation answering the questions.

1. What is the official name of Russia? 2. What are the territory and the population of the Russian Federation? 3. Why is Russia both a European and Asian country? 4. How does the land of Russia vary? 5. How different are the climate conditions in Russia? 6. What minerals is Russia rich in? 7. What fuel and power resources are traditional articles of Russian export? 8. What branches of industry are well developed in Russia and where

are they concentrated? 9. How large is the percentage of arable land in Russia? 10. What parts of Russia are the most suitable for developing agriculture? 11. What are the priorities of the presidential economic programme for today? 12. When was the last Constitution of the Russian Federation adopted? 13. What is the capital of Russia?

XVIII. Speak on:

1) mineral resources of Russia;
2) the surface of Russia;
3) the climate of Russia;
4) the political system of Russia;
5) Russia is a highly developed country.

XIX. On the basis of the vocabulary and information of the lesson get ready to speak about Russia.

Lesson 2. Moscow

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

1. Have you ever been to Moscow? If yes, when was it? Was it a business trip or a pleasure tour? 2. How did you get to Moscow (by plane, by bus or by train)? 3. What was your first impression of Moscow? 4. Where did you stay? 5. What places of interest did you visit? 6. How long did you stay in Moscow? 7. Did you enjoy your visit to the capital? 8. Were you filled with admiration for the beauty and magnificence of our capital? 9. Did you go to the Vorobyev hills? What would you admire there? 10. Did you attend any art exhibitions in the capital?

II. Study the vocabulary.

1) both … and…	➢ и … и; как … так и
2) Christ the Savior Cathedral	➢ Собор Христа Спасителя
3) embodiment	➢ олицетворение
4) goods	➢ товары
5) imposing	➢ производящий сильное впечатление, впечатляющий, величавый
6) landmark	➢ заметный объект

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

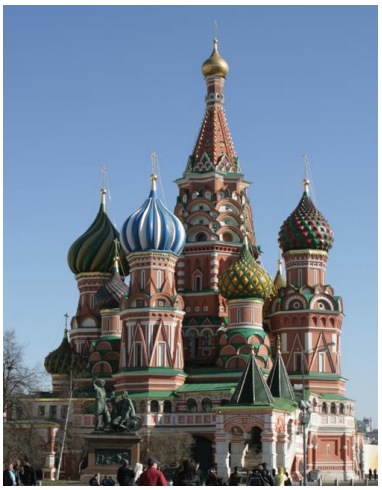
MOSCOW

Moscow, the capital of Russia, is **both** the most important political centre of the country **and** one of the world's, greatest centers of science, culture and art. A lot of both Russian and foreign tourists and businessmen come to Moscow to see its beautiful cathedrals, monuments, theatres, museums, art galleries. Moscow is the **embodiment** of Russian character and Russian history.

Moscow was founded eight and a half centuries ago by Prince Yury Dolgoruky in 1147. The historical heart of Moscow was and is the Kremlin. The Kremlin is a unique creation of the world culture. A stone wall up to 21 metres in height and 19 towers surround this complex of former palaces, cathedrals and other monuments of tsarist times. Some of them date from the Middle ages. The Kremlin towers are unique in appearance; the most famous of them is the Spasskaya tower. The chimes of its clock are familiar to all Russian people. Among many cathedrals and palaces the most **imposing** structures are the Great Kremlin Palace, the Granovitaya Chamber. Another **landmark** of the Kremlin is the Bell Tower of Ivan the Great, 98 metres high. St. Basil's Cathedral that stands on Red Square is famous for its unique architecture and colored domes. It is much admired by tourists. Recently the **Christ the Savior Cathedral** has been built on the bank of the Moskva river. Along the east wall of the Kremlin is Red Square, the ceremonial centre of the capital. Red Square is the place of parades, meetings and demonstrations. It is the best starting point of the tour around the city.

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

But historical places are not the only attraction for tourists. The building of Moscow university on the Vorobyev Hills attracts a lot of visitors. In fine weather they can enjoy a beautiful view of the city. Moscow is the home of more than 80 institutes of higher education, universities and academies.



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

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

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

V. a) Discuss in pairs which places of Moscow would you like to visit and why.

b) Make up a dialogue: "Planning a day during your stay in Moscow".

VI. Make the presentations on the following topics.

1. Russian symbols (the Russian flag, the state emblem).
2. Famous Russian people (Alexander Pushkin, Peter the Great, Ilya Repin, Mikhail Lomonosov, etc.).

Lesson 3. Russians as They Are

I. Study the vocabulary.

1) closeness	➢ близость
2) contribution	➢ вклад
3) encourage	➢ поощрять
4) indifferent	➢ равнодушный
5) open-hearted	➢ с открытой душой
6) prosperous	➢ процветающий
7) responsive	➢ отзывчивый
8) revive	➢ возрождать

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

RUSSIANS AS THEY ARE. THEIR CULTURE AND TRADITIONS

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

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

Russia is constantly changing, but it preserves and **revives** its customs and traditions which the people in Russia are very proud of. They celebrate religious holidays such as Easter, Christmas and Maslenitsa. Cities, towns, avenues and streets get their original prerevolutionary names. We are preserving folk music, dance which have always been naturally linked to Russian culture and life style. Russian people are **openhearted**, hospitable and friendly. They like to invite guests to their towns and cities and give them traditional souvenirs. The Americans describing Russian character say that the Russians take a long time to saddle up but they ride fast (Русские долго запрягают да быстро едут). The Russians are brave

in battle (смелые воины). They are kind and **responsive** – capable to share their last bit of food. When they must they are capable of hard work. They are fairly long-suffering (терпеливые).

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

III. Choose the word to match with the translation into Russian.

1. Поощрять – a) to support; b) to get; c) to encourage; d) to include.
2. Возрождать – a) to revive; b) to receive; c) to preserve; d) to keep.
3. Отзывчивый – a) responsible; b) friendly; c) responsive; d) brave.
4. Терпеливый – a) hospitable; b) long suffering; c) different; d) hard-working.
5. Процветающий – a) prosperous; b) outstanding; c) open hearted; d) brave.

IV. Answer the following questions.

1. What fields have the Russian citizens won Nobel prizes in? 2. What outstanding Russian writers, poets and musicians do you know? What are they famous for? 3. How is Russia changing now? 4. What are the specific features of the “Russian soul”? 5. What state do the Russians dream about?

V. Do you agree with the traits given to Russians in the text? Can you add anything more about specific features of Russians?

Unit VI. THE UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

***Grammar**: Modal verbs and their equivalents*

Lesson 1. Great Britain at a Glance

I. Study the vocabulary.

1) agreement	➢ соглашение
2) appoint (make an appointment)	➢ назначать, назначать встречу
3) behavior	➢ поведение
4) county	➢ графство
5) define	➢ определять
6) density	➢ плотность
7) descendant	➢ отпрыск, потомок
8) discover (*syn*. find out)	➢ обнаруживать, открывать
9) distinguish	➢ различать, отличать
10) due to (*syn*. because of)	➢ из-за, по причине
11) engineering	➢ машиностроение
12) essential (*syn*. important)	➢ важный, существенный
13) establish (*syn*. found)	➢ основывать, учреждать
14) exist	➢ существовать
15) foodstuffs	➢ продукты питания, продовольствие
16) have a vote	➢ обладать избирательными правами
17) hereditary peer	➢ наследственный пэр
18) in addition to (*syn*. besides, except)	➢ кроме, помимо
19) inherit	➢ наследовать
20) insular	➢ островной
21) judicial precedents	➢ судебный прецедент
22) lack (*syn*. shortage)	➢ недостаток, отсутствие; испытывать недостаток

23) life peer	➢ пожизненный пэр
24) light engineering	➢ машиностроение для лёгкой промышленности
25) observe (*syn*. watch)	➢ наблюдать
26) representative	➢ представитель, представительный
27) statute law	➢ статутное право
28) sufficient (*syn*. enough)	➢ достаточный
29) vehicle	➢ автотранспортное средство

II. What do you know about the UK? Refresh your memories.

1. How many countries does the UK consist of? Use the map.
2. What countries does Great Britain comprise?
3. What are the capitals of these countries?
4. What is the largest island of the country?
5. What is the official language of the whole country?
6. How do people call the national flag?

III. Train the pronunciation of the geographic names.

Great Britain; the United Kingdom; Northern Ireland; the British Isles; England; Wales; Scotland; London; Cardiff; Edinburgh; Belfast; the North Sea; the English Channel; the Atlantic Ocean; the Irish Sea; the Severn; the Thames; the Gulf Stream; France; Lancashire; Glasgow; Yorkshire; Birmingham; Sheffield.

IV. Translate the derivatives.

To observe – observer – observation – observational; to exist – existence – existent; to inherit – inheritance – inheritor; essence – essential – essentiality; to establish – establishment; sufficient – sufficiency – insuffi-

cient; to define – definition – definite – indefinite; to appoint – appointment – disappointment; to agree – agreement; to behave – behavior – to misbehave.

V. While translating the sentences distinguish which of the modal verbs and their equivalents express ability, permission, possibility, necessity, obligation and certainty.

1. He may arrive from Brighton tonight but I am not sure. 2. Tom could have asked us to take him round London. 3. You must have been surprised by some British customs. 4. There is no ticket to the Tower in my pocket. I might have lost it. 5. May I ask you some questions about British Parliament? 6. You should have read some information about Great Britain before you went there. 7. Lord Chancellor is to sit on the 'woolsack'. 8. We shall not be able to see the Tower Bridge as it is under the restoration. 9. Didn't you have to make presentation on sightseeings of London at the previous class? – No, I will have to do that at the conference. 10. You ought to have studied some useful expressions before going to GB otherwise you wouldn't have had to run into so many difficulties.

VI. Complete the table with the proper information from the text while reading.

The location of the UK	
The population	
The area	
The climate of the UK	
The main industries	
The main branches of agriculture	
Mineral resources	
Legislative power	
Executive power	
The political parties of the UK	

GREAT BRITAIN

Geographical position and population. Great Britain (official name – the United Kingdom of Great Britain and Northern Ireland) is situated on two large islands, the larger of which is Great Britain, the smaller is Ireland. **In addition to** these two islands the United Kingdom includes over five hundred small isles. The total area of the UK is 240,000 square kilometers with its population around 63,000,000. Its overall population **density** is one of the highest in the world at 259 people per square kilometer

In the north-west and west the country is washed by the Atlantic Ocean and the Irish Sea, in the East – by the North Sea. The island of Great Britain is separated from France by the English Channel. Northern Ireland, that is a part of Great Britain which is situated on the island of Ireland, is separated from Great Britain by the North Channel.

The island of Great Britain is divided into two parts: mountainous (in the north and west of the island) and low land (in the south and east). There are not any very long rivers in Great Britain. The most important rivers are the Thames (the deepest one) and the Severn (the longest one). The rivers seldom freeze in winter. Due to the moderating influence of the sea Great Britain has an **insular** climate, rather humid and mild, without extreme contrasts in temperature anywhere.

The United Kingdom consists of four main parts: England, Scotland, Wales and Northern Ireland. England is the largest part of Great Britain as it occupies over 50 % of the territory. Administratively Great Britain is divided into 55 **counties.**

The UK is not very rich in mineral resources: it has some deposits of coal, iron ore and vast deposits of oil and gas that were **discovered** in the North Sea.

Industries and Agriculture. Britain is a highly developed industrial country. Its main industries are coal-mining, machinery, textiles and clothing, shipbuilding, vehicles, metal manufacture, electronics, telecommunication equipment, chemicals, etc. Commerce and transport are essential to the British economy. There are a lot of big industrial cities in Great Britain. Glasgow and Newcastle are great centers of engineering and shipbuilding. Lancashire produces cotton goods and Yorkshire woolens, with Sheffield concentrating on iron and steel. Birmingham is known for light engineer-

ing. The import of raw materials and export of manufactured goods is the distinguishing feature of the British economy

English agriculture is also a highly developed industry. The mild and damp climate is very good for vegetable-farming, sheep – and cattle-farming, but because of **lack** of cultivated lands, it cannot supply the country with **sufficient** food products. Britain has to import grain, meat, wine, fruit and other **foodstuffs**.

The political system. The state system of the country may be **defined** as a constitutional monarchy. It means that the power of the king or queen is limited by Parliament. He or she reigns but doesn't rule. The Sovereign power is for life and is **inherited** by the monarch's direct **descendants** according to seniority.

The UK has not got a single constitutional document. It has the so called **statute law**, **judicial precedents** and constitutional **agreements** or customs assembled over a long period of time.

The highest body of legislative power is British Parliament, which has been in existence since 1265 and is the oldest Parliament in the world. It consists of the King (or Queen), the House of Lords and the House of Commons. The House of Lords is composed of around 821 **hereditary** and **life peers** and peeresses who are **appointed** directly by the Queen, by recommendation of the Prime Minister. The House of Commons consists of 635 members. It is a nation-wide **representative** body which is elected by the people at a general election no less frequently than once every 5 years. At this election every person above the age of twenty has a vote.

The executive power belongs to the Cabinet of Ministers with the Prime Minister at the head. After a general election the Queen appoints the head of the Government – the Prime Minister. As a rule, the Prime Minister is the leader of the party that has won the election. The Prime Minister appoints the ministers to compose the government. The majority of ministers are members of the House of Commons. The members of the Cabinet of Ministers are selected personally by the Prime Minister. The Cabinet of Ministers is comprised of ministers who occupy the most important posts in the government.

At present there are three main political parties in Great Britain:

Conservative, Labor and Liberal. Practically, only two political parties are represented in Parliament – the Conservative and the Labor ones.

English people are famous for their love of tradition. They want their customs, like their buildings, their machinery, the operation of their institutions, their church to stay **established**. Their love of traditions can be **observed** in practically all the aspects of life and **behavior**.

VII. Choose the appropriate translation of the following Russian words and word combinations.

1) быть расположенным на	➢ to be fixed on; to be situated on; to be concentrated on; to be written on; to be located on;
2) представитель	➢ member; representative; minister; elector;
3) влажный	➢ dry; insular; humid; mild; damp;
4) оказывать влияние	➢ to have no effect on; to be fluent in; to influence; to pay attention to;
5) состоять	➢ to consist of; to include; to be exercised; to be produced by; to be comprised of;
6) власть	➢ poverty; power; strength; weakness; authority;
7) судостроение	➢ machinery; textile; electronics; shipbuilding;
8) достаточный	➢ essential; manufactured; general; sufficient; enough;
9) единственный	➢ official; common; distinguishing; single; sole;
10) назначать	➢ to appoint; to determine; to form; to select.

VIII. Translate the words in brackets into English.

1. The United Kingdom (состоять из) four countries: England, Wales, Scotland and Northern Ireland. 2. (Из-за нехватки) of cultivated lands, British agriculture cannot supply the country with (достаточный) food products. 3. The ministers who (занимать) the most important posts in the government (составляют) the Cabinet of Minister. 4. The British Isles (отделяться от) the European continent by the North Sea and the English Channel. 5. The North of Scotland is (гористый) and is called the Highlands. 6. Life peers and peeresses are (назначать) directly by the Queen. 7. The Prime Minister is (назначать) by the Queen. 8. Great Brit-

ain is (высокоразвитый) industrial country. 9. One of the chief industries of the country is (судостроение).

IX. Match the words and word combinations in A with their synonyms in B.

A: to influence, humid, to separate, overall, due to, particularly, essential, to rule, to compose, established, to observe.

B: to watch, stable, to govern, something necessary, to comprise, to affect, to divide, damp, owing to, especially, total.

X. Complete the sentences using the text.

1. Great Britain is situated on … .
2. The country is washed by … .
3. The United Kingdom is made up of four countries … .
4. Due to the influence of the sea … .
5. As for mineral resources Great Britain has … .
6. The leading industries of Great Britain are … .
7. The main branches of agriculture in GB are … .
8. The constitutional monarchy means … .
9. The legislative power in the country … .
10. The House of Lords is composed … .
11. The members of the House of Commons … .
12. Instead of written constitution the UK has … .
13. The main political parties of the UK … .

XI. Fill in the gaps with prepositions where necessary.

1. Great Britain is situated … the British Isles. 2. Its population is … 63 million. 3. The British Isles consist … two large islands and five thousand small islands. 4. The United Kingdom is made … four countries: England, Scotland, Wales and Northern Ireland. 5. The western coast … Great Britain is washed … the Atlantic Ocean and the Irish Sea. 6. The legislative power … the country is exercised … Parliament. 7. There are a lot … rivers … Great Britain. 8. The British Parliament consists … two cham-

bers: the House … Lords and the House …Commons. 9. The House … Lords is composed … hereditary and life peers and peeresses. 10. The Prime Minister is the majority party leader and is appointed to this post … the Queen. 11. One … the chief industries … the country is shipbuilding. 12. The mountains, the Atlantic Ocean and the warm waters … the Gulf Stream influence … the climate … the British Isles. 13. The climate is mild … the whole year round.

XII. Translate from Russian into English.

1. Соединенное Королевство Великобритании и Северной Ирландии расположено на Британских островах, состоящих из двух больших и сотен маленьких островов. 2. Соединенное Королевство состоит из четырех частей: Англии, Шотландии, Уэльса и Северной Ирландии. 3. Британские острова омываются Атлантическим океаном, Ирландским морем и Северным морем. 4. Британские острова состоят из гористой части и низин. 5. Реки в Великобритании не очень длинные. 6. На климат Великобритании оказывает влияние Гольфстрим. 7. Великобритания – конституционная монархия. 8. Термин «конституционная монархия» означает, что Великобритания управляется парламентом, а главой государства является королева. 9. Законодательная власть принадлежит парламенту, состоящему из двух палат. 10. Члены палаты общин, реального органа управления страной, избираются народом. 11. Премьер-министр назначается королевой, но сам формирует правительство. 12. Исполнительная власть в стране осуществляется премьер-министром и его кабинетом. 13. В Англии вместо письменной конституции существует статутное право и юридические прецеденты. 14. Палата лордов состоит из наследственных пэров, пожизненных пэров и пэресс. 15. Великобритания – высокоразвитая промышленная страна. 16. Великобритания производит и экспортирует станки, электронику, текстиль, суда. 17. Одна из ведущих отраслей промышленности страны – судостроение. 18. Импорт сырья и экспорт промышленных товаров – отличительная черта британской экономики.

XIII. Read the dialogue "The Climate in England", answer the questions and then act out the dialogue.

1. Why was Natasha lucky with the weather?
2. How can you characterize the weather in Bognor Regis resort?

Jane has come to visit Natasha who is recovering after the flu. Natasha is much better now.

Jane: Hello, Natasha. You're better now, I can see it myself.

Natasha*:* Oh, yes. I'm fine.

Jane: Well, and now you know that our climate is not as good as you imagined. It's true that our winters are warmer than yours, but our summers are much cooler too.

Natasha: But fortunately, there are fewer rainy days here than I expected. Last summer in Moscow I had to use my umbrella more often than here now.

Jane: You're just lucky. We are having less rain this summer than usual. And the temperature is a bit higher too. But still, remember what I said about the weather.

Natasha: I will. Especially when we go for a weekend to Bognor Regis. I think the winds are likely to be stronger there because it's on the coast.

Jane: They may be stronger but they are warmer. The air is much cleaner there, as in other resorts.

Natasha: That's good. The air in London is not very clean, is it?

Jane: No, it's not. Though it's not so dirty as it used to be. Clean air is so important for people's health!

Natasha: It certainly is.

XIV. Answer the following questions.

1. What islands is the United Kingdom situated on?
2. The population of the United Kingdom is over 57 million, isn't it?
3. What countries is the United Kingdom composed of?
4. What seas is the United Kingdom washed by?
5. The capital of the whole United Kingdom is London, isn't it?

6. How can you characterize the surface of the British Isles?
7. What are peculiarities of the climate of Great Britain?
8. What does the term “constitutional monarchy” mean?
9. What body exercises the legislative power in the country?
10. What body exercises the executive power?
11. How many members are there in each chamber?
12. What do British people have instead of the written constitution?
13. What are the functions of the Prime Minister and the Cabinet of Ministers?
14. What are the major political parties in the UK?
15. What are the leading industries of the UK?
16. What is the distinguishing feature of the British economy?
17. What can you say about English agriculture?

XV. Speak on one of the following topics.

1. The mineral resources of the UK.
2. The climate of the UK.
3. The surface of the British Isles.
4. The rivers of the UK.
5. The political system of the UK.
6. The UK as a highly developed industrial country.
7. The UK as one of the world’s largest importers of agricultural products.

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

XVII. Make up dialogues on the following situations.

1. Your English friend and you are speaking about the climate in your countries.
2. You are on holiday. You are going to Great Britain. What are your intentions and plans?
3. Your friend is going to Scotland. What advice would you give him?

4. Your friend doesn't make the difference between the United Kingdom, Great Britain and Britain. Help him to sort it out.
5. Your friend is a diplomat. He has travelled all over the world. You are asking him about Great Britain.

Here are some expressions you can use when discussing the situations.

Can I have a word with you? – Могу я с вами поговорить?
Let's talk it over. – Давайте обсудим это.
I'd like to ask you … – Мне бы хотелось спросить вас о …
I'd like to know. – Мне бы хотелось знать.
I think (suppose, presume) that …– Я думаю, что …
I believe … – Я полагаю …
Do you consider that … – Считаете ли вы, что …
What is your opinion on … – Каково ваше мнение о …
In my opinion … – По-моему, …
As for me … – Что касается меня, …
They say that … – Говорят, что …
It seems to me … – Мне кажется, …
There's no doubt (that) – Несомненно
Be so kind as to … – Будьте любезны, …
Can you give me some information about …? – Не могли бы вы рассказать мне о …?
I'd like some details about … – Не могли бы вы подробно рассказать о …
I believe you know that … – Я думаю, вы знаете, что …
What would you think of …? – А что вы думаете о …?

Lesson 2. British Parliament

I. Study the vocabulary.

1) abolish	➢ отменять, упразднять
2) alter	➢ изменяться
3) ban	➢ запрещать
4) bishop	➢ епископ
5) creation	➢ создание

6) enact a reform ➢ принять реформу
7) impose ➢ навязывать
8) prosperity ➢ процветание
9) receiver ➢ получатель
10) refer to ➢ обращаться
11) split into ➢ расколоться

II. Read the text and answer the following questions.

1. How did British Parliament split in the 14th century?
2. What House is more powerful now?
3. What is the difference between life Peers and hereditary Peers?
4. What customs in British Parliament are foreigners often puzzled by?
5. What other changes have taken place in British parliament? Since what time?

UK PARLIAMENT: TRADITION AND CHANGE

In the 14th century, British Parliament **split into** two Chambers, the House of Lords, that included the **bishops** and the aristocracy (or "peers"), and the House of Commons, that included representatives of the common people. The two Houses still exist today, but over the centuries the elected House of Commons has become more powerful. The Lords, whose members are not elected and who traditionally inherited their seats in the House from their fathers, no longer have the automatic right to block new laws. Although hereditary peers were **banned** in the late 1990s, 92 internally elected hereditary peers were allowed to hold seats until Parliament **enacts** another **set of reforms**.

The Life Peerages Act 1958 **altered** the composition of the House of Lords because it introduced more people from different professions, and more women. A life peer differs from a hereditary peer in that the **receiver** cannot pass the title on to his or her children.

British parliament is one of the oldest parliamentary systems in the world, and some of its ancient customs often puzzle foreigners. During the debates in the House of Commons, for example, members are not permitted **to refer to** each other by name, but must use the title "The Honorable Member". The Lord Chancellor, who controls debates in the House of Lords, is to sit on the "woolsack", a seat filled with wool that originated in the 14th century when wool was a symbol of Britain's **prosperity**. The position of the Lord Chancellor will soon be **abolished.** This is just one of the radical changes that have been **imposed** on the 700-year-old Parliament in recent years, including the **creation** of a separate Scottish Parliament and Welsh and Northern Irish Assemblies.

III. Find words or phrases in the text that match with these definitions.

a) successfulness in something …
b) recipient of the title …
c) to make something different …
d) to receive property or title from a predecessor …
e) a high official secretary in the British parliament …

Lesson 3. London

I. Study the vocabulary.

1) be worth doing smth	➢ стоит что-либо делать
2) defeat	➢ победить
3) fascinating	➢ очаровательный
4) fitting burial ground	➢ достойное место захоронения
5) lovely	➢ удивительный, красивый
6) measure	➢ покрывать, измерять

7) raven	➢ ворон
8) Raven Master	➢ хранитель воронов
9) royal court	➢ королевский двор
10) sovereign	➢ монарх, правитель
11) stretch	➢ простираться
12) the crypt of the chapel	➢ склеп часовни

II. Read the text and then answer the following questions.

1. How many parts is London divided into?
2. Why is the name the “West End” associated with wealth and luxury?
3. How are people living in the East End called?
4. What is the City of London famous for?
5. Why did Trafalgar Square get such a name?
6. What does Piccadilly Circus present itself?
7. What is the official name of the Houses of Parliament?
8. What is Westminster Abbey famous for?
9. What was the Tower of London used for?

WHAT IS LONDON?

London is one of the most **fascinating** and biggest cities in the world. It is a very old city even by European standards. London is more than two thousand years old.

London today **stretches** for nearly thirty miles from north to south and nearly thirty miles from east to west. This is the area with a population of nine million. The river Thames divides London into two parts: Northern and Southern ones. And to the right is the West End; to the left is the East End.

Many years ago the City and Westminster, where the Kings and Queens lived, became parts of one urban organism, and the area around the **royal court** was called the “West End”. In the West End there are many parks, squares, wide and straight streets, that are famous for their splendid shops and restaurants. One can see here elegant people, grand hotels, club-

houses and modern cars. The name “the West End” is associated with wealth, luxury and goods of high quality.

As for the East End it is the workers’ district. There are miles of docks and great industrial areas. The East End has many old houses built in Dickens’ time. But the people are fond of their district and are proud of being called Cockneys or true Londoners. A foreigner with a fair knowledge of Standard English can’t understand their **lovely** Cockney dialect.

Besides, there is the City of London, its commercial and business centre. It is only a very small part of modern London; it **measures** only one square mile and the number of people who live there is only about ten thousand. The City is famous for its offices, banks and museums.

One can find many sights and memorial places there. Trafalgar Square is one of the tourist centres of the city. On the column in the centre there is a statue of Admiral Nelson who **defeated** the French in the Battle of Trafalgar in 1805. Orators often use the large platform at the foot of it. This square is a place for all sorts of meetings and demonstrations.

To the left of Trafalgar Square there is the National Gallery. It has a fine collection of European painting. Another sight, which **is worth** mentioning, is Piccadilly Circus. It is a square with the wonderful famous Eros statue on top of the fountain in the centre. It is the meeting point of six streets. There is Regent Street, one of London’s most fashionable shopping streets. Another one leading off Piccadilly Circus in the direction of Soho is Shaftesbury Avenue. Soho is one of the entertainment centres of London where artists, actors and writers live. There are many restaurants, cafes and clubs. Other famous streets of the centre of London are Oxford Street, the Strand and Fleet Street.

The Houses of Parliament are located on the north side of the Thames. The official name of the building is the Palace of Westminster.

It was built in Gothic style. In 11th century it was destroyed by fire many times. Only Westminster Hall and **the crypt of the chapel** remained intact. It was rebuilt only in 1840.

Everyone knows that Westminster Abbey is a royal church and the centre of the Westminster Area. It was founded in the middle of the 11th century by Edward the Confessor and was mainly built by Henry III in the 13th century as a **fitting burial ground** for English **sovereigns**.

In addition, one should mention the Tower of London. It used to be a fortress, a royal palace and later a royal prison. It is a museum of armoury now. There are many interesting collections in the Tower of London. The **ravens** are another famous sight. The legend runs that without them the Tower will fall. **The Raven Master** is the person who feeds them.

St. Paul's Cathedral is the greatest work of Sir Christopher Wren, the architect. It took him 35 years to plan and carry out his plan of building this cathedral.

There is so much to see in London that even Londoners can always find new sights. They like to say, "When a man is tired of London, he is tired of life".

III. Which of these statements are true? Correct the false ones.

1. The river Thames divides London into four parts.
2. The West End is the area where mostly wealthy people live.
3. Cockneys or true Londoners living in old houses dislike their district.
4. The City of London is the part of London where a great number of people live but do not work.
5. The statue of Admiral Nelson is devoted to the victory over the French in the Battle of Trafalgar.
6. The Palace of Westminster was completely destroyed by fire in 11th century.

7. Piccadilly Circus is a round open space at a street junction in the City of Westminster.
8. Many English monarchs were buried and coronated in Westminster Abbey.

IV. Read the dialogue "Sightseeings in London" and answer the questions.

One of the places of interest in London is the Tower of London with its Crown Jewels (драгоценности из королевской казны) and the famous Beefeaters (бифитеры). You can notice several towers with different names: the White Tower, the Bloody Tower, the Green Tower and others. Natasha and Jane are there now.

1. What ceremony usually takes place in the Tower at 10 o'clock?
2. Who are the Beefeaters?
3. What is a particular place of interest in the Tower of London?
4. What other palaces of London can you name?

Natasha: Well… There's so much history here. Everything is so impressive, almost terrifying.

Jane: Exactly. Let's have another look at the White Tower, which is 900 years old.

Natasha: And who are those men wearing the striking uniforms, Jane?

Jane: You see, those are the «beefeaters», the wardens (стражник). There are a lot of them here. I suggest coming here tonight. A very interesting ceremony will take place at 10 o'clock here. The Ceremony of the Keys (церемония передачи ключей).

Natasha: Very well, let's come tonight. There must be a lot of stories about the Tower.

Jane: Oh, sure! Quite a lot. Generally speaking, there are also a lot of books and films about it; and they are about English Kings and Queens. And the Tower Bridge… Isn't it beautiful?

Natasha: Certainly it's beautiful and quite unique in design. And as far as I know, Tower Bridge is the most spectacular out of all the bridges crossing the river Thames. The roadway is raised to allow the ships to pass through.

Jane: It goes without saying. But there are lots of bridges over the Thames and they are all different. I suppose we'd better make a trip down the Thames in one of the water buses one of these days instead of wandering about the city.

Natasha: That's a good idea! And how many palaces are there in London, Jane? One?

Jane: You must be joking! There are two main ones, Buckingham Palace and St. James's Palace, and there is Kensington Palace with the Russian embassy nearby.

V. Find the expressions in the dialogue that mean:

a) part of a road used by cars, trucks, etc.;
b) any large, magnificent house or building;
c) a person who guards;
d) the official residence or offices of an ambassador;
e) different from all others;
f) unusual to a wonderful degree.

VI. a) Discuss in pairs, which places of London you would like to visit and why.

b) Make up a dialogue: planning a day during your stay in London.

VII. Make presentations on the following topics.

1. Famous British People (Sir Winston Churchill, Alexander Fleming, etc.).
2. British Symbols (floral emblems, the United Kingdom's flag, the Royal Banner).
3. Welcome to (Ireland, Wales, Scotland, England).
4. Famous British Sports (cricket, football, golf, rugby, lawn tennis).
5. Coming to Britain (about people who have come to Britain through the ages and what they have brought with them).

Unit VII. HISTORY AND CULTURE OF ENGLISH SPEAKING COUNTRIES

Grammar Revision

Lesson 1. The British

I. Study the vocabulary.

1) affection	➢ воздействие, влияние, привязанность
2) afford	➢ позволить себе
3) aloof	➢ отчуждённый, стоящий в стороне
4) arrogance	➢ высокомерие, надменность, заносчивость
5) common sense	➢ здравый смысл
6) contempt	➢ презрение
7) delusion	➢ иллюзия
8) hostile	➢ враждебный
9) infatuated	➢ потерявший голову, ослепленный
10) inhabitant	➢ житель, обитатель
11) insular	➢ замкнутый, сдержанный
12) insularity	➢ замкнутость, сдержанность
13) merchant	➢ оптовый торговец
14) mislead (misled, misled)	➢ вводить в заблуждение
15) notorious	➢ хорошо известный
16) outlook	➢ взгляд, точка зрения
17) particularism	➢ исключительность
18) prudent	➢ осторожный, благоразумный, предусмотрительный
19) prune	➢ обрезать, подрезать
20) reference	➢ ссылка, сноска
21) regard	➢ считать, рассматривать, относиться
22) reverence	➢ благоговение, почтение
23) sense	➢ восприятие

24) snobbery ➢ снобизм
25) tend ➢ иметь склонность
26) vanity ➢ суета, суетливость, тщеславие

II. What is a stereotype? Give some examples of stereotypes.

III. Divide all these adjectives into 6 columns (British, Japanese, Italian, French, American, and German). Write down the adjectives, which go with each nationality in column.

Hard working, easy-going, punctual, reserved, emotional, lazy, outgoing, hospitable, sociable, formal, casual, enthusiastic, quiet, tolerant, talkative, sophisticated, fun-loving, well-dressed, respectful, humorous, serious, nationalistic, romantic

British	Japanese	Italian	French	American	German

Did you know that in Britain…

- strangers usually don't talk to each other on trains?
- it is polite to queue for everything: buses, theatre tickets, in shops, etc.?
- people say "Thank you" when they give money to a shop assistant?
- people open presents in front of people they receive them from?
- people don't take their shoes off when they enter a house?

IV. Translate the derivatives.

To affect – affection – affected – affect; to refer – reference – referable – referee; insular – insularity – to insulate; to inhabit – inhabitant – inhabitancy – inhabitation; snob – snobbish – snobbery; social – sociable – unsociable – sociability; conservative – conservatism; to advertise – advertiser – advertisement; to produce – producer – production – productivity; to compose – composition – composer; to define – definition – definite – indefinite; to introduce – introduction – introductory.

V. While translating the sentences distinguish which of the modal verbs and their equivalents express ability, permission, possibility, necessity, obligation and certainty.

1. We must have met somewhere; your face seems very familiar to me. 2. He must have written to the parents about his arrival in due time. 3. You will have to leave at six not to be late for the tram. 4. Will the students have to come here every day? 5. You needn't help him with this work. He could have managed it himself. 6. They must have given us the correct information about the road. 7. The children recognized the voices of the men who would have been sent after them. 8. Her English is rather good; she must have studied hard during her vacation. 9. She couldn't have failed to notice the mistake. 10. The young ought to respect old age. 11. You ought to have worked hard at your project. 12. He might have gone about half a mile when he saw the lake. 13. You could have helped me. 14. She may have missed her train. 15. You ought to have arrived at her office by 5 p. m. 16. We ought to have got here earlier.

VI. Use the verbs in brackets in the Passive Voice.

1. Festivals of folk songs (to attend) by a lot of people annually. 2. The translation (to do) by tomorrow. 3. Thousands of foreign guests (to invite) every year to attend the Winter Music Festival in Moscow. 4. Many young people from foreign countries (to teach) in Moscow University. 5. I'm sure a lot of questions (to discuss) at the conference tomorrow. 6. The streets in New York (to well plan). 7. In 1814 in order to hide the marks of the fire the brown stone walls of the President's home (to paint) white. 8. That important treaty (to sign) very soon. 9. The new play (to discuss) last Monday.

VII. Now read other interesting facts about the English. Be ready to compare them to the Russians.

THE BRITISH PEOPLE AS THEY ARE

Great Britain is an island on the outer edge of the European continent, and its geographical situation has produced a certain **insular** spirit

among its **inhabitants**, who **tend**, a little more perhaps than other people, **to regard** their own community as the centre of the world. The **insularity** produces a certain **particularism** among the numerous groups of whom the whole community is composed. The British look on foreigners in general with **contempt** and think that nothing is as well done elsewhere as in their own country. The British people have also been known as superior, snobbish, **aloof**, hypocritical and unsociable.

These characteristics have been noted by people from all over the world, but are they typical of all the Britons? The ordinary Briton was seen to be friendly and sociable. There are indeed two nations with basically different **outlooks** and characters in Britain. The two nations are defined simply as the rich and the poor. The traditional opinion about the British, or the English in earlier centuries, was based on the habits of those Britons who could **afford** to travel, the diplomats and **merchants**. English **vanity** and **arrogance** grew as England fought off the competition from other European countries and became the world's leading trading nation, going on to industrialize rapidly.

Englishmen tend to be rather conservative, they love familiar things. They are **hostile**, or at least bored, when they hear any suggestion that some modification of their habits, or the introduction of something new and unknown into their lives, might be to their advantage. This conservatism, on a national scale, may be illustrated by **reference** to the public attitude to the monarchy, an institution which is held in **affection** and **reverence** by nearly all English people.

Britain is supposed to be the land of law and order. Part of the British **sense** for law and orderliness is a love of precedent. For an Englishman the best of all reasons for doing something in a certain way is that it has always been done in that way.

The Britons are practical and realistic; they are **infatuated** with **common sense**. They are not **misled** by romantic **delusions**.

The English sense and feeling for privacy is **notorious**. England is the land of brick fences and stone walls (often with glass embedded along the top), of hedges, of thick draperies at all the windows, and reluctant introductions, but nothing is stable now. English people rarely shake hands except when being introduced to someone for the first time. They hardly ever shake hands with their friends except seeing them after a long interval or saying good-bye before a long journey.

Snobbery is not as common in England today as it was at the beginning of the 19th century. It still exists, and advertisers know how to use it in order to sell their goods. The advertisers are very clever in their use of snobbery. Motorcar manufactures, for example, advertise the colour of their cars as "Embassy Black" or "Balmoral Stone". Embassy black is plain, ordinary black, but the name suggests diplomats and all the social importance that surrounds them, and this is what the snobs need. The British people are **prudent** and careful about almost everything. Their lawns are closely cropped, their flower beds primly cultivated, and their trees neatly **pruned**. Everything is orderly. Drinks are carefully measured, seats in a cinema are carefully assigned (even if the theatre is empty you are required to sit in the seat assigned to you), closing hours rigorously observed.

A tradition that is rooted not only in their own soul, but in the minds of the rest of the world is the devotion of the English to animals. Animals are protected by law. If, for instance, anyone leaves a cat to starve in an empty house while he goes for his holiday, he can be sent to prison. There are special dogs' cemeteries. The Royal Society for the Prevention of Cruelty to Animals was founded half a century before its counterpart for the prevention of cruelty to children.

VIII. Express your opinion on the following statements using the following expressions: **Yes, I agree / No, I strongly disagree / I don't know / I think so / I don't think so.**

1. The British people have been known as superior, snobbish and unsociable.
2. The English sense for privacy is well known.
3. The British people are not prudent and careful about everything.

4. Snobbery still exists in England, but it is not as common today, as it was in the 19th century.
5. The advertisers are very clever in their use of snobbery.
6. We know the English devotion to animals.

IX. Match the words and words combinations in A with their synonyms in B.

A: inhabitant, to produce, usual, outlook, for instance, to protect, to regard, outlook, reason, to observe, careful.

B: ordinary, resident, to create, opinion, for example, to defend, point of view, cause, accurate, to consider, to watch.

X. Choose the translation of the following Russian words and expressions.

1) быть составленным из	➢ to be fixed on, to be situated on, to be composed of, to be written on
2) благоразумный	➢ reasonable, hostile, prudent, sociable
3) считать, рассматривать	➢ to think, to regard, to follow, to observe
4) высокомерие	➢ delusion, outlook, vanity, arrogance
5) иметь склонность	➢ to regard, to tend, to mislead, to observe
6) хорошо известный	➢ insular, prudent, notorious, definite

XI. Match the words and phrases in column A with their opposites in column B.

A	**B**
1) outer	a) friendly
2) to produce	b) to grow
3) ordinary	c) full
4) disrespect	d) to destroy
5) common	e) unusual
6) hostile	f) reverance
7) to prune	g) inner
8) empty	h) different

XII. Fill in the gaps with the prepositions where necessary.

1. Great Britain is an island … the other edge … the European continent. 2. These characteristics are noted … the people … all over the world. 3. Britain is the land … law and order. 4. The Britons are not misled … romantic delusions. 5. The English sense and feeling … privacy is notorious. 6. They hardly ever shake hands … their friends. 7. Snobbery was common … England … the beginning … the 19th century. 8. The advertisers are clever … their use … snobbery. 9. Animals in England are protected … law.

XIII. Complete the sentences using information from the text.

1. The geographical situation has produced … .
2. The British regard their own community … .
3. The British people have been known as … .
4. The ordinary Briton was seen … to … .
5. Englishmen tend … .
6. The British conservatism may be … .
7. England is the land … .
8. The Royal society for the prevention of cruelty … .

XIV. Point out what new information you have got from the text. Complete the table given below.

The insularity	
The ordinary Briton	
The British conservatism	
The land of law and order	
Snobbery	
Prudence	

XV. Answer the following questions.

1. What spirit has the geographical situation of Great Britain produced among its inhabitants?
2. Do the British People tend to regard their own community as the Centre of the world?

3. How do the British people look on foreigners?
4. What national traits have been known of the British people?
5. How is the ordinary Briton considered?
6. What are the two nations with different outlooks and characters in Britain?
7. What did the growth of the English vanity and arrogance depend upon?
8. When do Englishmen become hostile or at least bored?
9. How may the English conservatism be illustrated on a national scale?
10. How can you prove that the English sense and feeling for privacy notorious?
11. Do you think that snobbery is not common today in England?
12. How can you prove that the British people are prudent and careful about everything?
13. What tradition is rooted not only in the soul of the British people but in the minds of the rest of the world?
14. How can you illustrate the devotion of the English to animals?

XVI. Do you know Russian equivalents for these English proverbs?

1. So many countries, so many customs.
2. So many men, so many minds.
3. Much ado about nothing.
4. East or West, home is best.
5. Every cook praises his own broth.
6. Better to do well than to say well.
7. A friend in need is a friend indeed.
8. All is well that ends well.
9. Custom is a second nature.

XVII. Say what geographical, historical and social reasons formed the English character, and try to do the same speaking about the Russian national character.

Traits of character	Reasons
1.	
2.	
3.	

XVIII. Read the text and do the exercise that follows.

Dear Frank,

Hi! How are you getting along in the States? I'm having a wonderful time here in England with your family and friends. Everyone is so friendly and hospitable. They all welcome me into their homes and treat me as one of the family.

I've been very surprised by English people. I thought they would all be very conservative and traditional. Instead I've found them very open to new ideas. I also thought English people would be rather shy. But most people seem very outgoing and self-confident, almost as much as Americans. I find the English very tolerant, too. Nobody here seems to mind very much how you dress or what you say. Of course, there are some narrow-minded people, too. But I don't think there are as many as there are back home in the States.

I often think of you in my home and what you must be thinking of Americans. I imagine you think we are too hard-working and too materialistic. I've never realised how much Americans talk about money, until I came to Britain. And you probably also think that Americans are very rude compared with the British. I don't think we are really so rude, it's just that we sometimes forget to use all those polite phrases like "Do you mind" and "Could I" and "May I".

One difference I have noticed is that the British don't seem as optimistic as Americans. In America we always think we can change things and make them better. But I get the feeling that the British have a rather pessimistic view of life.

I'm feeling lazy, so that's all I'm going to write now. I look forward to hearing your impressions of the US.

Yours, Dave

XIX. According to Dave which of these words best characterize Americans and the British: **rude, materialistic, hard-working, self-confident, optimistic, tolerant.**

British	*American*

XX. Write down a letter to your friend in Britain describing Russians and their typical traits of character.

XXI. Be ready to speak on the topic "The Culture of Great Britain".

Lesson 2. British and American History in Brief

I. Study the vocabulary.

1) A. D. = anno Domini	➢ нашей эры
2) belong to	➢ принадлежать
3) descendant	➢ потомок
4) frontier	➢ граница
5) invade	➢ вторгаться
6) invasion	➢ вторжение

II. Read the text and answer the following questions.

1. By whom were the British Isles inhabited 2,000 years ago?
2. When did the Romans come to Britain?
3. Where did the Angles and Saxons come from?
4. When did the Normans invade Britain?
5. When does the history of the USA begin?
6. How was the present territory of the USA divided in the 15^{th} – 16^{th} centuries?
7. How many states does the USA consist of today?
8. What three dramatic experiences were in the history of the nation?
9. What are the important characteristics of the USA economy today?

BRIEF HISTORY OF GREAT BRITAIN AND THE USA

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

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

The history of the USA dates back only to the 15th century. In the 15th century there was no USA at all. The present territory of the USA was divided among some countries. In the 15th – 16th centuries some territory of the USA **belonged to** Great Britain (northern and western lands); southern parts (California, Florida, New Mexico, Texas) belonged to Spain, then – to Mexico; the central part, the territory was called Louisiana – to France; Alaska was possessed by Russia; some territories remained to be under Indians control.

In the 18th century there were only thirteen Britain's American colonies and they broke with Great Britain in 1776 and later were recognized as the new nation of the United States of America, following the Treaty of Paris in 1783. During the 19th and 20th centuries, 37 new states were added to the original 13 as the nation expanded their **frontiers** across the North American continent and acquired a number of overseas possessions.

There were three most dramatic experiences in the nation's history: the Civil War (1861 – 1865), the Great Depression of the 1930s and Vietnam War of the 1960s – 70s.

After its victories in World Wars I and II and the end of the Cold War in 1991, the USA remains the world's most powerful state. The economy is marked by steady growth, low unemployment and inflation, and great advances in technology.

Nowadays USA is world's third-largest country by size (after Russia and Canada) and by population (after China and India). It is about half the size of Russia or lightly larger than China or Brazil.

III. Translate the derivatives.

To invade – invasion – invader; to inhabit – inhabitant – inhabitable – inhabitation; to possess – possession – possessor – possessive; to control – control – controller – controllable; colony – colonist – colonial – coloniza-

tion; to recognize – recognition – recognizable; to expand – expansion – expansible; power – powerful – powerless; to advance – advance – advancement – advanced.

IV. Choose the English word to match the Russian translation.

1) обитать	a) to follow	b) to inhabit	c) to possess
2) вторжение	a) arrival	b) invasion	c) experience
3) потомок	a) founder	b) descendant	c) stranger
4) принадлежать	a) to appear	b) to acquire	c) to belong
5) признавать	a) to recognize	b) to match	c) to remain
6) граница	a) ground	b) growth	c) frontier
7) владеть	a) to expand	b) to acquire	c) to possess
8) мощный	a) great	b) powerful	c) steady
9) опыт	a) experience	b) growth	c) recognition

V. Match the words and expressions in column A with their opposites in column B.

A	**B**
1) advance	a) unstable
2) arrive	b) past
3) come from	c) to leave
4) expand	d) high
5) invader	e) to enter
6) low	f) defeat
7) present	g) to be behind
8) steady	h) defender
9) victory	i) to reduce

VI. Fill in the gaps with the prepositions where necessary.

Speaking … Great Britain we should remember … its history. There were many invasions … different countries. These invasions drove the Celts … the territory which is now Wales and Scotland. Thus the English are the descendants … all these invaders.

The history … the USA dates back only … the 15th century. The present territory … the USA was divided … some countries. Nowadays the USA is one of the largest countries in the world … size and population.

VII. Express your opinion on the following statements using the following expressions: **Yes, I agree / No, I strongly disagree / I don't know / Yes, that's right / I think so / I don't think so.**

1. Britain has been 100 years in the making its existence.
2. The English are the descendants of all the invaders.
3. The history of the USA dates back to the 12th century.
4. The present territory of the USA belonged only to the USA in the 15th – 16th centuries.
5. There were 37 new states added to the original 13 ones in the 18th century.
6. Nowadays the USA is world's second-largest country by size and population.

VIII. Be ready to speak on:

- brief history of Great Britain.
- brief history of the USA.

Lesson 3. British and American Traditions

I. Study the vocabulary of the lesson.

1) be proud of	➢ гордиться
2) boat race	➢ лодочные гонки
3) convince	➢ убеждать, уверять
4) crown	➢ короновать
5) despite	➢ несмотря на, вопреки
6) Easter Sunday	➢ Пасхальное Воскресенье
7) essential	➢ важнейший, необходимый, основной
8) event	➢ событие
9) exciting	➢ восхитительный, волнующий
10) folk	➢ народный (относящийся к обычаям, традициям простого народа)

11) foot ➢ фут (мера длины, равная 30,48 см)
12) gallon ➢ галлон (мера жидких и сыпучих тел = 4,54 л)
13) half-crown ➢ полкроны (монета в 2 шиллинга 6 пенсов)
14) halfpenny ➢ полпенни
15) inch ➢ дюйм (= 2,5 см)
16) keep up ➢ поддерживать, хранить
17) mile ➢ английская миля (= 1609 м)
18) ounce ➢ унция (= 28,3 г)
19) penny ➢ *мн. pence, pennies* (об отдельных монетах); пенни, пенс
20) pint ➢ пинта (мера ёмкости; в Англии = 0,57 л, в США = 0,47 л для жидкостей)
21) plot ➢ участок земли
22) pound ➢ фунт, современная мера веса, используемая в англоговорящих странах (= 453,6 г)
23) pound sterling ➢ фунт стерлингов (денежная единица Великобритании, равнялась 20 шиллингам, или 240 пенсам; с 1971 г. равна 100 пенсам)
24) quart ➢ кварта (единица измерения объёма жидкости; равняется ¼ галлона = 2 пинтам)
25) ribbon ➢ лента, тесьма
26) root ➢ укоренять(ся)
27) shilling ➢ шиллинг (английская серебряная монета = ⅟₂₀ фунта стерлингов = 12 пенсам)
28) stone ➢ *мн. обыкн. неизм.* стоун (мера веса, равен 14 фунтам, или 6,34 кг)
29) wear (wore, worn) ➢ одевать, носить
30) yard ➢ ярд (мера длины, равная 3 футам или 914,4 мм)

II. Read the text and answer the following questions.

1. Is British nation considered to be the most conservative in Europe?
2. What are the best examples of the British conservatism?
3. What are the most popular and exciting English traditions?
4. When does the Great National Horse Race take place?

5. How did the Englishman consider his own plot or garden?
6. What are the peculiarities of the English monetary system?

BRITISH TRADITIONS AND CUSTOMS

Every nation and every country has its own customs and traditions. In Britain traditions play a more important part in the life of the people than in other countries.

Englishmen **are proud of** their traditions and carefully **keep** them **up**. It has been the law for about three hundred years that all the theatres are closed on Sunday. No letters are delivered, only a few Sunday papers are published.

To this day an English family prefers a house with a garden to a flat in a modern house with central heating. English people like gardens. The love of gardens is deep-**rooted** in the British people. Listen to men's conversation on Monday morning, and, later, to the chatter at the office and the factory. It will be about gardens. It will be of jobs done **despite** the difficult weekend weather, of progress made. There will be discussion of the best methods of growing cucumbers and arguments about the best varieties to grow. Each man will talk confidently of his own **plot** or garden which differs from all the others, and which is the place where he himself is an individual and differs from other men.

The British like making things grow whether it is in a window-box outside the kitchen, or in the garden of many acres.

There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion **is crowned**; he wins a silver cup known among **folk** dancers as Morris Dancing. Morris Dancing is an event where people, **worn** in beautiful clothes with **ribbons** and bells, dance with handkerchiefs or big sticks in their hands, while traditional music sounds.

Another example is **the Boat Race**, which takes place on the river Thames, often on **Easter Sunday**. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.

British people think that the Grand National Horse Race is the most **exciting** horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. It is a very famous **event**.

If we look at English weights and measures, we can **be convinced** that the British are very conservative people. They do not use the international measurements. They have conserved their old measures. There are nine **essential** measures. For general use, the smallest weight is one **ounce**, then 16 ounce is equal to **a pound**. Fourteen pounds is one **stone**. The English always give people's weight in pounds and stones. Liquids they measure in **pints**, **quarts** and **gallons**. There are two pints in a quart and four quarts or eight pints are in one gallon. For length, they have **inches**, **feet**, **yards** and **miles**.

If we have always been used to the metric system therefore the English monetary system could be found rather difficult for us. They have **a pound sterling**, which is divided into twenty **shillings**, **half-crown** is cost two shillings and sixpence, shilling is worth twelve pennies and one **penny** could be changed by two **halfpennies**.

III. Complete the following sentences.

1. "The Englishman's home is his castle" is ... .
2. English people prefer … .
3. The love of gardens is deep-rooted … .
4. The British man's own plot or garden is the place … .
5. The British like making things grow … .
6. Morris Dancing is an event … .
7. The Boat Race takes place … .
8. The British people do not use … .
9. The British monetary system could be found … .

IV. Make presentations on the following topics.

- Gardening in Great Britain.
- English meals.
- Birthdays and Weddings in Britain and the USA.

V. Read the dialogue "Celebrating American Holidays", answer the questions and then act out the dialogue.

CELEBRATING AMERICAN HOLIDAYS

Ben: Mr. Holmes, I want to ask you a question about American holidays. We don't celebrate Halloween in my country, but everyone tells me that they are going to dress up as ghosts, goblins, witches or something else on October 31.

Mr. Holmes: That's right, Ben. The word comes from a shortening of All Hallowed Eve, which means the holy night before the feast of All Saints, November 1.

Ben: Why isn't it a holiday from school?

Mr. Holmes: I guess it's not important or serious enough to give us any time off from school, Ben. Besides, we're going to have two days off next month, the Thursday and Friday of Thanksgiving. Does anyone know why we celebrate Thanksgiving?

Kim: I do. It's a festival celebrating the harvest such as they have in many cultures. In the United States, however, it specifically relates to a holiday declared in 1621 after the first harvest by the Pilgrims in their new land.

Mr. Holmes: That's right, Kim. The day has been celebrated since that time. On what day of the year do we celebrate Thanksgiving, and how is it celebrated?

Kim: Thanksgiving is celebrated on the fourth Thursday in November. There are football games and great big dinners. Most people eat turkey and pumpkin pie and other special dishes.

Mr. Holmes: Right. William, will you please tell us some other holidays which people in the United States celebrate.

William: Two that I can think of are Memorial Day and Labor Day.

Mr. Holmes: Good. Memorial Day is celebrated on the thirtieth of May in honor of dead Americans who served in the armed forces. Do you know how it is observed?

William: People everywhere visit cemeteries and decorate the graves of dead soldiers with plants and flowers. They also have parades. Labor Day is celebrated on the first Monday of September. It is a day to honor the working people of the United States and to give them an official day of rest.

Mr. Holmes: That's right. Now, who can tell me why we celebrate the Fourth of July?

Sumio: The Fourth of July is Independence Day. It was on July 4, 1776 that the Declaration of Independence was signed, proclaiming the independence from England of the thirteen original colonies which later became the united States of America.

Mr. Holmes: You've studied your U. S. history well, Sumio. Do you know any of the minor holidays?

Sumio: Some minor holidays are Lincoln's Birthday, February 12; Washington's Birthday, February 22; Good Friday, a Christian observance on the Friday before Easter Sunday; Veteran's Day, November 11.

1. Where does this dialogue take place? What people take part in the dialogue? How many students take part in the dialogue?
2. When and how do people celebrate Halloween?
3. When and why do Americans celebrate Thanksgiving?
4. When and how do they celebrate Labor Day?
5. When is Memorial Day? Why is it celebrated? How?
6. Why is the Fourth of July a national holiday in the United States?
7. Do people celebrate Independence Day in your country? When is it?
8. What are some other minor holidays in the United States?
9. What are the major and minor holidays in your country?
10. How do you celebrate New Year's Day?
11. On which holidays do people give gifts?
12. Which is your favorite holiday? Why?

VI. Read the text "Holidays and Special Occasions in Great Britain" and answer the questions following the text.

HOLIDAYS AND SPECIAL OCCASIONS IN GREAT BRITAIN

Britain is a country governed by routine. It has fewer public holidays than any other country in Europe and fewer than North America. Even New Year's Day was not an official public holiday in England and Wales until quite recently.

There are only six public holidays a year in Great Britain, that is days on which people need not go in to work. They are: Christmas Day, Boxing Day, Good Friday, Easter Monday, Spring Bank Holiday and Late Summer Bank Holiday.

Christmas and New Year. Christmas is the one occasion in modern Britain when a large number of customs are observed by most ordinary people within the family. People who consider themselves to be antireligious quite happily wish each other a "Happy Christmas" or a "Merry Christmas". Most people buy presents for the other members of their household and also for other relatives, especially children. Some people also buy presents for their close friends. To a wider circle of friends and relatives, and sometimes also to neighbors, they send Christmas cards. Almost every household has a tree decorated in a different way (in many cases with colored lights). Most people also put up other decorations around the house.

The customs associated with the giving of gifts vary from family to family. Most families put wrapped presents around or on the Christmas tree and these are opened at some time on Christmas Day.

Other activities on Christmas Day include the eating of Christmas dinner and listening to the Queen's Christmas message. This ten-minute television broadcast is normally the only time in the year when the monarch speaks directly to "her" people on television.

The general feeling is that Christmas is a time for families. For many families, Christmas is the only time that they are all together. In London many go to the traditional celebration in Trafalgar square, where there is an enormous Christmas tree which is an annual gift from the people of Norway.

Other notable annual occasions. Easter is far less important than Christmas to most people in Britain. Although it involves a four-day "weekend".

None of the other days of the year to which traditional customs are attached is a holiday, and not everybody takes part in these customs. In

fact, many people in Britain live through occasions such as Pancake Day, April Fool's Day or Halloween without even knowing that they have happened.

1. How many public holidays are there in Britain?
2. What aspects of Christmas in Britain, and the customs associated with it, are different from those in your country?
3. In Britain you are generally considered to be unfortunate if your birthday is in the last half of December. Why?
4. What special days do you have in your country for individuals to celebrate which British people don't celebrate?

VII. Read the text carefully and agree or disagree with the statements given below.

1. Christmas is one of the occasions in Britain when a large number of customs are observed by most ordinary people within the family.
2. There are a lot of extra local holidays in particular places in Britain.
3. British people have a tradition to send Christmas cards to their friends, relatives and neighbors.
4. Listening to the Queen's Christmas message is one of the activities on Christmas Day.
5. The general feeling is that Christmas is a time for families.
6. Christmas Day and Boxing Day are movable holidays.

VIII. Fill in the blanks the words from the box.

home, Mothering Sunday, mothers (2), presents, Mothers' Day, Lent, Mothers' Day card

MOTHERING SUNDAY (MOTHERS' DAY)

Mothers' Day is traditionally observed on the fourth Sunday in _____ , this is usually in March. The day used to be known as Moth-

ering Sunday and dates from the time when many girls worked away from _____ as domestic servants in big households, where their hours of work were often very long. _____ was established as a holiday for these girls and gave them an opportunity of going home to see their parents, especially their _____ . They used to take _____ with them, often given to them by the lady of the house.

When the labor situation changed and everyone was entitled to regular time off, this custom remained, although the day is now often called "_____". People visit their _____ if possible and give them flowers and small presents. If they cannot go they send a "_____", or they may send one in any case.

IX. Make presentations on the following topics.

- Halloween (English Halloween Custom).
- Edinburgh International festival.
- Veterans' Day.
- Trooping the Color.
- The Shakespeare's Festival.
- St. Valentine's Day.

ЗАКЛЮЧЕНИЕ

В истории человечества еще не было прецедентов того, что происходит с английским языком сейчас. Ни один другой язык – ни французский в Средние века, ни ранее латынь – не имел столь широкого распространения за всю историю человечества.

Если раньше английский учили, чтобы читать английские и американские журналы, понимать коллег из англоговорящих стран, то сегодня его учат, чтобы общаться со всем миром как лично, так и виртуально.

На развитие способности к коммуникации в устной и письменной формах на английском языке для решения задач межличностного и межкультурного взаимодействия и нацелено данное пособие, содержание которого можно коротко охарактеризовать как General English.

Популярность языка «туманного Альбиона» уже не вызывает никаких сомнений. Именно этот язык изучают в качестве основного иностранного будущие инженеры и врачи, юристы и экономисты. Этот язык стал lingua franca, языком международного общения в современном мире.

Между тем разговорный и академический варианты в английском языке весьма различны лексически и стилистически.

Обучение академическому и профессиональному вариантам английского языка выходит за пределы учебного пособия. Книга предназначена для первого этапа усвоения знаний по английскому языку в вузе, составляя основу для дальнейшего его изучения, но уже на уровне профессионального общения.

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APPENDIXES

Appendix I

ФОРМУЛЫ РЕЧЕВОГО ЭТИКЕТА, СГРУППИРОВАННЫЕ ПО КОММУНИКАТИВНЫМ НАМЕРЕНИЯМ

1. Обращение

Гражданин, господин (гражданка, госпожа) + фамилия	Mr/Mrs/Miss/Ms + Name
Господа!	Gentlemen!
Дамы и господа!	Ladies and Gentlemen!
Господин!	Sir!
Госпожа!	Madam!
Девушка!	Miss!

Ответные реплики

Да?	Yes?
Я Вас слушаю/Да, пожалуйста.	I'm listening to you/Yes, please.
Чем могу помочь?	How can I help you?
Повторите, пожалуйста.	Say it again, please.
Простите, я не расслышал.	Sorry?
Что Вы сказали?	What did you say?

2. Приветствие

Добро пожаловать!	Welcome!
(Формальное приветствие незнакомых людей)	How do you do?
Привет!	Hello!/Hi!

3. Знакомство

Я хотел бы представиться Вам.	
Позвольте/Разрешите познакомиться!	Let me introduce myself.
Меня зовут …	My name is …
Моя фамилия …	My family name/surname is …

Как Вас зовут?	What is your name?
Как Ваша фамилия?	What is your family name/surname?
Разрешите вас познакомить с господином …	Let me introduce you to Mr. …

Ответные реплики

Очень рад!	Glad to meet you!
Очень приятно!	I'm pleased to meet you.
Очень рад(а) познакомиться с Вами.	I'm very pleased to meet you.
И я также.	So am I.

4. Выражения, сопровождающие приветствия

Как поживаете?	How are you?
Рад видеть Вас!	Glad to see you!
Как учеба?	How are your studies?
У Вас все в порядке?	Is everything all right with you?
Что случилось?	What's the matter?
Как Вы себя чувствуете?	How are you?/Are you all right?

Ответные реплики на вопрос «Как Ваши дела?»

Спасибо (благодарю), хорошо.	Thanks/Thank you, good/I'm O. K.
Спасибо, прекрасно/замечательно/ великолепно/чудесно.	Thank you, fine/wonderful/ spleendid/marvelous!
Спасибо/благодарю/неплохо.	Thanks/Thank you, all right.
Все хорошо.	Everything is (just) fine.

Ответные реплики на вопрос «Что случилось?»

Ничего.	Nothing.
Ничего особенного.	Nothing unusual, no problem.

5. Начало высказываний – вводные выражения

Видите ли …	Well, …
Дело в том, что … /Собственно …	Well, the thing is …
Откровенно говоря …	Frankly speaking …

6. Поздравление

Поздравляю Вас!	I congratulate you!
Поздравляю с Новым годом!	Happy New Year!/Best wishes of the season!

Счастья и здоровья в Новом году!	Good luck and good health in the new year!
С праздником!	I congratulate you on …!
Поздравляю.	My congratulations!
Поздравляю с Днем рождения!	Happy birthday! / Many happy returns of the day!
Разрешите/Позвольте поздравить Вас с …	Let me congratulate you on …

Ответные реплики

Спасибо за поздравление.	Thanks for your congratulations.
И Вас тоже поздравляю с праздником!	I congratulate you, too.
Спасибо, и Вас тоже/также!	Thanks, my congratulations to you, too.

7. Пожелания

Желаю здоровья и долгих лет жизни!	Many happy years of long life and health!
Желаю Вам всего хорошего/всего доброго/всего наилучшего/счастья/успехов/удачи!	My best wishes/all the best/(I wish you) good luck/I wish you every success!
Желаю успеха в …	I wish you success …
Приятного аппетита!	Bon appetite!
За Ваше здоровье!	To your health!

Ответные реплики

И Вам тоже желаю успехов!	Great success to you, too!
И Вам тоже!	Same to you!
Очень любезно/мило с Вашей стороны.	It’s very nice of you.

8. Прощание

До скорой встречи!	See you soon!
До свидания!	Good-bye!
Пока!	So long!
Всего хорошего!/Всего доброго!/Будьте здоровы!	All the best!
Пока!/Привет!	So long!/Bye-bye!

Выражения, сопровождающие прощание

Звоните!	Call/phone me (us)! Keep in touch.
Счастья!	Be happy!
Успеха!	Great success!
Счастливого/Доброго пути!	Happy journey!

9. Вопрос-просьба

Не могли бы Вы сказать …?	Could you tell me (us) …
Можно войти/обратиться/ спросить/уйти?	May I (we) come in/ask/leave?
О чем идет речь?	What is it all about?
Разреши(те) спросить/сказать?	May I ask you/say?
Скажи(те), пожалуйста …	Tell me, please …
Что Вы об этом думаете?	What do you think about it?
Не спешите, пожалуйста.	Don’t hurry, please.
Давай(те) (+глагол).	Let us (+ verb.).
У меня есть идея.	I’ve got an idea.
У нас есть предложение …	We’ve got a suggestion …
Я думаю, что …	I think that …

10. Переспрос. Уточнение

А как это понимать?	And what does it mean?
Теперь понятно?	Is it clear now?
А потом?	And after that?/And then?
Да, а почему?	Yes, but why?
И что же дальше?	And what happened next?
Ну, и …?	Well, and …?
Объясни, пожалуйста.	Please, explain it.
Повторите, пожалуйста, я не расслышал.	Could you repeat it, please, I couldn’t quite get it.
Простите, я не понял(а).	Sorry, I didn’t quite catch it.
Что ты имеешь в виду?	What do you mean?
Что Вы сказали?	What did you say?

Ответные реплики

Понятно.	It’s clear. I see.
Я тебя (Вас) хорошо понимаю, продолжай(те).	I follow you, go on.

Теперь ясно.	Now I see.
Я все понял.	I understand everything/I get it.
Я не очень хорошо Вас понимаю.	I don’t quite understand/get you.
Я не могу Вас понять.	I can’t understand/get you.
Говорите, пожалуйста, медленнее,	Could you speak slower, please?
я не все понимаю.	I don’t quite understand you.
Я тебя не очень хорошо понимаю.	I don’t quite get you.

11. Просьба

У меня к Вам просьба.	I have a request to you.
Будьте любезны/так добры/	Be so kind as to …
Мне хотелось бы попросить Вас (+инф.).	I’d like to ask you (+ inf.).

Ответные реплики

Да, с удовольствием!	Yes, with pleasure.
Да, а почему бы и нет?	Yes, why not?
Разумеется!	Sure!
Конечно!	Certainly!
Пожалуйста, прошу Вас.	Please!
Не могу.	I can’t.
К сожалению, не могу.	I am sorry, I can’t.

12. Извинение

Извините, пожалуйста!	Excuse me, please!
Простите, пожалуйста!	Forgive me, please!
Простите за опоздание!	Excuse my being late!
Я виноват.	This is my fault.
Прошу прощения!	I’m sorry/I apologize.
Тысяча извинений!	My sincere apologies.

Ответные реплики

Пожалуйста!	Don’t mention it!
Ничего!	Never mind!
Не стоит (извинений)!	Don’t worry!
Ладно!/Ну, ладно!	O. K!

13. Разрешение

Пожалуйста.	Do, please.
Можно.	Yes, of course.
Безусловно.	Undoubtedly!
Не сомневайтесь!	Don’t doubt!
Не беспокойтесь!	Don’t worry!
Нет проблем.	No problem.
Само собой разумеется.	It goes without saying.
Ясно.	It’s clear.
Войдите/входите!	Do, come in!/Come in, please.
Подождите минутку!	Wait a moment, please!

14. Запрещение

Пожалуйста, не делайте этого!	Don’t do it, please!
Невозможно.	It’s impossible.
Нет.	No.
К сожалению, это не разрешено.	I’m sorry. It is not allowed.

15. Согласие, одобрение, радость, восторг

Без сомнения.	No doubt.
Браво!	Bravo!
Вы были правы.	You were right.
Замечательная мысль!	A great idea!
Именно так.	Exactly/That’s right.
Интересно!	It’s interesting!
Как интересно!	How interesting it is!
Лучше поздно, чем никогда.	Better late than never.
Неплохо.	Not bad.
С радостью!	With pleasure!
Хорошо!	Good!
Блестяще!	Fine! Fantastic!
Замечательно!	Splendid!
Прекрасно!	That’s great!
Не возражаю(ем).	No objections.
Вы совершенно правы.	You are quite right.
Конечно.	Sure.

Мы очень рады.	We are happy.
Несомненно.	Certainly.
Правильно.	That’s right.
Согласен(а).	I quite agree.
Вот именно.	Precisely.
Здорово!	Grand!
Чудесно!	Wonderful!
Договорились.	Agreed.
Прекрасно.	Well, fine.
Возразить нечего.	I have nothing against it.
Вы совершенно правы.	Right you are.
Действительно.	Indeed.
Договорились.	Settled.
Если вы не возражаете.	If you don’t mind.
Идет!	Right!/I don’t mind.
Все хорошо, что хорошо кончается.	All is well that ends well.
Обязательно.	By all means.
Разумеется.	Naturally.
С большим удовольствием.	With great pleasure.
Совершенно верно.	Quite right.
Согласен (согласна).	I agree.
Я тоже так думаю.	I also think so.
Замечательно.	Splendid.

16. Благодарности

Спасибо за приглашение.	Thank you for inviting me.
Спасибо за гостеприимство.	Thank you for your hospitality.
Большое спасибо.	Thanks awfully.
Большое спасибо/Сердечное спасибо.	Thank you/Thanks/Thank you very much.
Спасибо/Благодарю за внимание!	Thank you for your attention!

Ответные реплики

Пожалуйста.	You’re welcome/My pleasure.
Не стоит/Не за что благодарить.	Not at all/Don’t mention it/
Не стоит/Не за что.	It was nice.
(Был) рад помочь тебе/Вам.	I was glad to help you.

17. Сожаление

Сожалею!	I am sorry!
Боюсь, я не могу сделать это.	I’m afraid I won’t be able to do it.
Жаль, что …	It’s a pity that ...
Как жаль!	What a pity.
К сожалению, …	Unfortunately ...

18. Удивление

Вот это новость!	That’s some news!
Вот это сюрприз!	That’s a surprise!
В самом деле?	Indeed?
Да? Неужели?	Really?

19. Сомнение

Возможно ли?	Is that possible?
В самом деле?	Really?
Может быть …	Perhaps ...
Не может быть.	Impossible.
Неужели это возможно?	Can this be possible?
Странно …	Strange ...
Я в этом сомневаюсь.	I doubt it.
Я в этом не совсем уверен.	I’m not quite sure of this.

20. Уклончивый ответ

Возможно.	Possible.
Если Вы не против.	I hope you don’t mind.
Кто знает, …	Who knows ...
К сожалению, не могу сказать.	Sorry, I can’t tell you anything ...
Мне надо подумать.	I must think it over.
Может быть, это и так.	It may be so.
Наверно.	Probably.
Не знаю.	I don’t know.
Не уверен(а).	I’m not sure.
Ничего не поделаешь.	It can’t be helped. Nothing to be done.
Понятия не имею.	I’ve no idea.

Я не обещаю этого.	I don’t promise it.
Я сейчас не готов(а) говорить на эту тему.	I’m not ready to speak on this subject just now.
Дайте подумать.	Let me see.

21. Вероятность

Вероятно.	Probably.
Возможно.	Possibly.
Вполне возможно.	Quite possible.
Может быть.	Maybe/Perhaps.

22. Совет

Я советую Вам (+ инф.)	I advise you (+ inf.).
Я предлагаю Вам, чтобы …	I suggest that you ...
Я советую Вам …	I recommend you ...
Вы должны …	You must.
Вам нужно/необходимо/следует (+ инф.) …	You need to/you ought to/should (+inf.) ...
Осторожно!	Watch out!

Ответные реплики

Подумаю.	I’ll think about it.
Постараюсь.	I’ll try to do it.
Попробую/попытаюсь.	I’ll try.
Спасибо за хороший совет.	Thank you for good advice.

23. Сочувствие, утешение

Все хорошо, что хорошо кончается.	All’s well that ends well.
Да-да, я Вас понимаю.	Yes, of course, I understand.
Какая неудача!	Bad luck!
Не беспокойтесь.	Don’t worry.
Такова жизнь.	That’s life.

24. Опасение, страх

Я этого боюсь.	This is something I fear.
Это опасно.	This is dangerous.

25. Безразличие, равнодушие

Мы ничего не можем поделать.	We can’t help it.
Ничего не поделаешь.	It can’t be helped.
Ну и что?	So what?
Поживем, увидим.	Let’s live and see.
Это не моя проблема.	This isn’t my problem.

26. Отрицательная оценка

Не блестяще.	Not very good.
Не интересно.	It’s not interesting.
Не очень удачно.	It’s not successful.
Это (очень) плохо.	It is (very) bad.

27. Отказ, несогласие

Боюсь, что нет.	I’m afraid, not.
Вовсе нет!	Not at all!
Вы не (совсем) правы.	You aren’t quite right.
Вы ошибаетесь, извините.	Sorry, you’re mistaken.
Жаль, что не могу.	Sorry, but I can’t.
Извините. Вы не правы.	Excuse me, you are wrong!
Извините, я занят(а), к сожалению.	Sorry, I’m busy.
Конечно, нет!	Of course, not!
К сожалению, я не могу.	Unfortunately, I can’t.
Это невозможно.	It is impossible.
Мы вынуждены отказаться.	We have to refuse.
Мы не можем сделать это.	We can’t do it now.
Мы не согласны с Вами.	We can’t agree with you.
Не обязательно.	Not necessary.
Не сказал(а) бы.	I wouldn’t say so.
Не (совсем) так.	Not (exactly) so.
Нет, спасибо.	No, thank you.
Слишком поздно.	Too late.
Что касается нас, то мы отказываемся.	As for us, we give up.
Это бесполезно.	It is useless.

Это запрещено.	This is forbidden.
Это невозможно.	It is impossible.
Мы вынуждены отказаться.	We have to give up.
Я другого мнения.	I am of a different opinion.
Я не могу.	I can’t.
Я не хочу.	I don’t want to.
Я против.	I am against it.

28. Приглашение

Приглашаю Вас …	I invite you ...
Хотел бы пригласить Вас …	I’d like to invite you ...
Хорошо бы …	It would be fine ...
Что Вам угодно?	What can I do for you?
Давайте сделаем перерыв!	Let’s have a break!
Какой день Вас устраивает?	Which day would suit you?
Вас это устраивает?	Does it suit you?

Ответные реплики

Спасибо!/Охотно!/Согласен!/ Согласны!	Thank you!/With pleasure!/ I/We agree.
Договорились!	All right.
Принимаю Ваше приглашение.	I accept your invitation.
Я не возражаю/Я не против/Ничего не имею против.	I don’t object/I’m not against it.
Решено.	Settled.
Не знаю, смогу ли.	I don’t know yet whether I’ll be able to.
Это меня вполне/отлично устраивает.	That suits me well.
Это очень кстати.	It’s quite timely.
Очень сожалею, но …	I am very sorry, but ...
К сожалению, вынужден отказаться.	I’m sorry, I have to refuse.
К сожалению, не могу принять Ваше приглашение.	Sorry, I can’t accept your invitation.

Appendix II

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

Expressing and finding out intellectual and emotional attitudes

♦ ***expressing one's opinion:***

– I think …
– I feel that …
– As far as I'm concerned …

♦ ***asking for someone's opinion:***

– Do you think that …?
– What do you feel/think about …?
– Are you sure that …

♦ ***giving reasons:***

– I think … is right because …
– … That's why I feel that …
– … and so I think that …

♦ ***asking for reasons:***

– Why?
– Why do you think that …?
– What makes you feel that …?

♦ ***defending one's opinion:***

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

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

– Yes, that's right.
– That's what I feel, too.

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

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

– I don't agree.
– I don't think so.
– That's not …
– You can't say that.
– That's no proof.
– That's not the point/question/problem …
– But surely …
– Oh, no …

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

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

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

– I'm absolutely certain that …
– I'm sure that …
– There is definitely …
– There may be …
– Perhaps …
– … might…
– I'm not at all sure if …

– … could be …
– I don’t think that …
– … is not very likely.
– That could/may/might happen.
– … is not possible.
– If A happens X will come.
– If A happened X would go.

♦ ***making comparisons***

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

♦ ***expressing interest or indifference***

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

♦ ***expressing likes and dislikes***

– I love/I like …
– … is great/very good/fun/fantastic.
– I enjoy …
– What I like best is …
– I hate/dislike …
– What I don’t like about … is …

♦ ***stating preferences***

– I'd rather …
– If prefer … to …
– I'd much rather … than …

♦ ***expressing intentions***

– I'm going to …
– In 10 years' time I'll …
– When I'm twenty I'll …
– I want to …
– I intend to …

♦ ***expressing doubts***

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

♦ ***expressing personal insights***

– I learnt that …
– I became clear that/obvious that …
– I realized that …
– I found out about …

Appendix III

IRREGULAR VERBS

Base form	Simple Past	Past Participle	Translation of Base Form
be	was, were	been	быть
bear	bore	born, borne	рождать, нести ношу
become	became	become	становиться
begin	began	begun	начинать
blow	blew	blown	дуть
break	broke	broken	ломать
bring	brought	brought	приносить
build	built	built	строить
buy	bought	bought	покупать
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
do	did	done	делать
dream	dreamed, dreamt	dreamed, dreamt	мечтать
drink	drank	drunk	пить
drive	drove	driven	вести (машину)
eat	ate	eaten	есть
fall	fell	fallen	падать
feel	felt	felt	чувствовать
fight	fought	fought	бороться
find	found	found	находить
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать

Продолжение таблицы

Base form	**Simple Past**	**Past Participle**	**Translation of Base Form**
get	got	got, gotten	получить
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
have	had	had	иметь
hear	heard	heard	слышать
hold	held	held	держать
hurt	hurt	hurt	причинять боль
keep	kept	kept	содержать, сохранять
know	knew	known	знать
lay	laid	laid	положить, класть
lead	led	led	вести, руководить
learn	learned, learnt	learned, learnt	изучать, учиться, узнать
leave	left	left	покидать, оставлять
let	let	let	позволять
lie	lay	lain	лежать
lose	lost	lost	терять
make	made	made	делать, создавать
mean	meant	meant	значить, иметь в виду
meet	met	met	встречать
pay	paid	paid	платить
put	put	put	положить
read	read	read	читать
ring	rang	rung	звенеть
run	ran	run	бежать
say	said	said	сказать, произнести
see	saw	seen	видеть
sell	sold	sold	продавать

Окончание таблицы

Base form	**Simple Past**	**Past Participle**	**Translation of Base Form**
send	sent	sent	посылать
set	set	set	ставить, установить
show	showed	shown, showed	показывать
shut	shut	shut	закрыть
sing	sang	sung	петь
sit	sat	sat	сидеть
sleep	slept	slept	спать
smell	smelled, smelt	smelled, smelt	нюхать, пахнуть
speak	spoke	spoken	говорить, разговаривать
spend	spent	spent	тратить, расходовать
stand	stood	stood	стоять
swim	swam	swum	плавать
take	took	taken	взять, брать
teach	taught	taught	учить, обучать
tell	told	told	говорить, рассказывать
think	thought	thought	думать
understand	understood	understood	понимать
wake	waked, woke	waked, woken	проснуться, будить
wear	wore	worn	носить (одежду)
win	won	won	победить
write	wrote	written	писать

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Учебное издание

ЕРМОЛАЕВА Лидия Дмитриевна
ЗАМАРАЕВА Галина Николаевна
КРЫЛОВА Галина Федоровна
и др.

ENGLISH

Учебное пособие по английскому языку
по развитию навыков устной речи и чтения

Редактор Е. С. Глазкова
Технический редактор С. Ш. Абдуллаева
Корректор Е. П. Викулова
Корректор иностранного языка О. А. Селиверстова
Компьютерная верстка Е. А. Герасиной
Выпускающий редактор А. А. Амирсейидова

Подписано в печать 25.12.17.
Формат 60×84/16. Усл. печ. л. 9,77. Тираж 230 экз.
Заказ
Издательство
Владимирского государственного университета
имени Александра Григорьевича и Николая Григорьевича Столетовых.
600000, Владимир, ул. Горького, 87.