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АНГЛИЙСКИЙ ЯЗЫК **БАЗОВЫЙ КУРС** **BEGINNERS (A1)**

ЧАСТЬ 1

Методические указания

**НОВОСИБИРСК
2011**

АНГЛИЙСКИЙ ЯЗЫК БАЗОВЫЙ КУРС

BEGINNERS (A1)

ЧАСТЬ 1

Методические указания для студентов первого курса
всех технических специальностей

Переиздание

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Работа выполнена на кафедре иностранных языков ТФ НГТУ

Настоящие методические указания предназначены для студентов I курса всех технических специальностей НГТУ, изучающих английский язык (уровень владения языком A1 – Beginners).

Цель пособия – формирование навыков устной монологической и диалогической речи в сфере бытовой и профессиональной коммуникации в рамках изучаемых тем.

Методические указания включают в себя три модуля: «Высшее образование в России и за рубежом», «Жизнь в большом городе и экологические проблемы», «Наука, техника и выдающиеся ученые».

Каждый модуль содержит обширный лексико-грамматический материал, представленный упражнениями на развитие всех видов речевой деятельности – чтения, письма, аудирования и говорения. Предлагаемые виды упражнений могут выполняться в парах, группах или индивидуально в зависимости от целей, поставленных преподавателем.

Каждый модуль сопровождается приложениями, которые включают в себя дополнительные тексты, предназначенные как для самостоятельной, так и для аудиторной работы студентов.

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Introductory Phonetic Course

Unit 1

Основные правила чтения букв и буквосочетаний

1. Прослушайте кассету и повторите название букв английского алфавита (Tapescript 1, Appendix 1).

a b c d e f g h i j k
l m n o p q r s t
u v w x y z

2. Ознакомьтесь с правилами чтения гласных букв.

Таблица 1

буква	открытый слог		закрытый слог	
a [ei]	[ei]	make	[æ]	bag
e [i:]	[i:]	be	[e]	pen
i/y [ai]/ [wai]	[ai]	time type	[i]	sit myth
o [əu]	[əu]	note	[o]	not
u [ju:]	[ju:]	tube	[ʌ]	nut
	[u:] после j, l, r	June, lute, rule		

2.1. Прочитайте следующие слова, используя правила таблицы 1.

[ei]	[æ]	[i:]	[e]	[ai]	[i]	[əu]	[o]	[ju:]	[u:]	[ʌ]
date	ban	me	met	nice	dim	stone	not	tune	rule	dust
mate	mat	be	egg	mine	fit	tone	lot	mule	June	run
state	sat	he	hen	sky	system	hone	Tom	fume	flute	sun
fate	fat	cedar	ten	dry	skip	mole	rod	abuse	rune	bus
name	hat	Peter	fed	fry	hit	tone	odd	amuse	lute	fun
fame	van		bed	dime	myth	stole	rob	fuse	jute	cut
made	mad		net	my	hint	note	hot	duty	July	fuss
make	stamp		met	hike	gym	ode	got		prune	plus
tame	flat		pet	by	drill	go	on		lune	

2.2. Прочитайте следующие слова, используя правила таблицы 1.

date, June, me, nice, bon, plus, hike, dust, sun, drill, got, ban, tone, state, stone, Peter, lute, sat, rod, ode, egg, name, bus, fed, July, amuse, lot, fat, fame, fuse, rob, hat, fit, prune, sky, by, made, mad, vane, van, dim, fun, duty, lune, Tom, abuse, note, hot, fuss, hose, rune, on, hone, met, jute, be, venous, go, tune, run, pet, skip, odd, bite, fume, cedar, nylon, system, mole, mule, gym, flute, not, type, sin, dry, hit, fry, dime, dyke, myth, mat, mate, cedar, rule

2.3. Ознакомьтесь с основными правилами чтения следующих буквосочетаний.

Таблица 2

гласная+r			гласная+гласная		
ar	[a:]	far	ea [i:]		team
er	[ə:]	her	ee [i:]		need
ir	[ə:]	stir	ay [ei]		play
or	[o:]	fork	oo [u] [u:]	перед <i>t, k</i> в большинстве случаев	book, foot, moon
ur	[ə:]	turn			

2.4. Прочитайте следующие слова, используя правила таблицы 2.

[a:]	[i:]	[ə:]	[ə:]	[ə:]	[i:]	[ei]	[o:]	[u]	[u:]
far	steam	her	stir	turn	feed	ray	fork	wool	pool
star	seam	were	sir	nurse	seen	play	pork	look	too
smart	tea	per	fir	curse	meet	lay	torn	took	boot
dart	sea	serpent	dirt	furnace	heel	day	adorn	nook	mood
start	heal	fern	dirty	surname	deed	stay	born	cook	room
lark	meal	berg	shirt	purr	green	bay	morn	brook	moon
farm	meat		bird	hurt	teen	way	form	good	soon
car	bean		mirth		feel	may	dorm	book	cool
sharp	neat				been	hay		wood	spoon
	mean				feed				food

2.5. Прочитайте следующие слова, используя правила таблицы 2.

far, form, too, star, hay, pork, stir, boot, pool, turn, shirt, moon, bean, day, adorn, her, feed, morn, smart, heel, took, look, may, meat, dart, dorm,

were, surname, purr, nook, serpent, lay, seen, bay, meet, ray, mean, start, way, mood, nurse, deed, green, cook, torn, stay, meal, dirty, fir, farm, shirt, day, room, lark, fern, fork, car, play, sharp, per, neat, wool, born, hurt

2.6. Прочитайте следующие слова, используя правила таблиц 1 и 2.

date, stay, me, meal, nice, shirt, moon, plus, hike, dust, sun, day, room, lark, drill, got, ban, tone, state, stone, bay, meet, Peter, sat, rod, ode, egg, wool, name, may, meat, bus, fed, neat, pork, amuse, lot, sky, fat, fame, fuse, rob, hat, fit, sky, ray, mood, by, day, adorn, made, mad, vane, seen, van, dim, fun, duty, Tom, sharp, abuse, note, cook, torn, hot, form, fuss, hose, on, hone, meet, met, mean, heel, dart, nurse, be, venous, go, tune, per, run, floor, pet, nook, skip, odd, bite, fume, cedar, nylon, system, mole, far, too, pool, turn, surname, purr, deed, green, mule, boot, stir, born, star, hay, gym, morn, took, lay, look, smart, not, type, bean, sin, dry, hit, fry, dime, dyke, fork, myth, mat, mate, were, skip, start, way, her, serpent, feed, dorm, dirty, farm, hurt

3. Ознакомьтесь с основными правилами чтения согласных букв и их сочетаний.

Таблица 3

bt [t]	debt, doubt
c 1) [s] перед e,i,y 2) [k] перед a,o,u	cinema, face, cycle came, cot, cut
g 1) [dʒ] перед e,i,y 2) [g] перед a,o,u	germ, gipsy, gym (исключения: get, girl, give) game, go, gutter,
ck [k]	back, cock, neck
ch,tch [tʃ]	chess, kitchen, rich,
ch [k] в словах греческого и латинского происхождения	school, technical,
ph [f] в словах греческого происхождения	phone, physics,
kn [n] в начале слова	know, knee,
ng [ŋ] в конце слова	sing, song,
sh [ʃ]	she, ship, fish,
th 1) [θ] 2) [ð]	thing, thank, this, with, weather
wh [w] [h] перед o	when, where, why who, whole, whom

3.1. Прочитайте следующие слова, используя правила таблицы 3.

[t]	[k]	[s]	[g]	[dʒ]	[k]	
debt	cat	cyber	game	gym	back	nickname
debtor	curriculum	cinnamon	gum	gist	neck	sock
doubt	cot	cynic	gamble	gymnastics	tick	tackle
	carry	cent	giggle	germ	stack	nock
	cut	cinder	get	gene	lack	dock
	cash	cement	got	ginger	deck	jack
	custom	Cinderella	go	gymnasium	hack	check
	can	cedar	give	gipsy	sick	luck
	Cuba	cycle	gave		sack	puck
[tʃ]		[k]	[f]	[n]	[ŋ]	
watch	chat	chemistry	phantom	knight	thing	bring
bench	much	architecture	phonology	knap	greeting	evening
match	scratch	school	phase	knot	thinking	ring
chess	chest	character	physics	kneel	making	song
peach	fetch	technology	photon	knapsack	drinking	skating
stitch	chip	architect	philosophy	knit	fling	sing
chart	cheap	anarchy	phone	knead	reading	tending
Manchester	chase			knee	long	king
ter	catch			know	gong	throng
kitchen						
[ʃ]		[θ]	[ð]	[w]	[h]	
shelf	shop	three	that	wheel	whose	
dash	shave	bath	those	when	whole	
she	sheet	breath	breathe	where	who	
shine	shame	oath	this	whale		
shift	shoot	three	these	what		
dish	ship	think	the	wheat		
shell	sheep	thing	dither	why		
fish	shadow	throw	bathe			
show	shelf					

3.2. Прочитайте следующие слова, используя правила таблицы 3.

Neck, debt, doubt, stack, debtor, watch, bench, match, champ, much, cash, shame, Cinderella, back, cynic, custom, the, know, making, scratch, cent, cat, tick, chemistry, cane, that, what, knapsack, phantom, path, architecture, cinnamon, why, school, wheat, breathe, girl, character, whose, technology, cedar, phonology, whale, kitchen, anarchy, knap, knot, kneel, cot, thinking, carry, knit, curriculum, knight, gipsy, knee, thing, can, shoot, this, drinking, shop, shave, Cuba, gym, sheet, three, those, thane, bathe, bath, show, where, cut, these, when, game, whole, gum, giraffe, gun, giggle, breath, go

Unit 2

Ударение и интонация, основные модели предложений

1.1. Прочитайте следующие сочетания слова, обращая внимание на ударение.

- | | | | |
|-------------------|-------------------|--------------|-----------------|
| 1. a 'red 'pencil | a 'nice 'kitchen | 2. my 'table | our 'kitchen |
| a 'good 'bag | a 'big 'flat | her 'room | your 'pen |
| a 'white 'cup | a 'sunny 'day | your 'spoon | their 'bathroom |
| a 'grey 'hat | a 'thin 'notebook | his 'watch | my 'dog |
| a 'sharp 'knife | a 'silver 'fork | our 'flat | your 'name |
| a 'white 'skirt | a 'rude 'word | his 'name | her 'cat |
| a 'black 'board | a 'French 'name | their 'books | my 'friends |
| a 'green 'tree | an 'old 'spoon | her 'desk | his 'car |
| a 'dinner 'plate | a 'dark 'room | my 'fork | our 'books |

1.2. Прочитайте следующие предложения, обращая внимание на интонацию.

Сделайте эти предложения отрицательными и прочитайте их.

Сделайте эти предложения вопросительными и прочитайте их.

1. 'This is his \pen. 2. 'This is her \book. 3. 'These are their \books.
4. 'This is their \flat. 5. 'These are my \books. 6. 'This is our \book. 7.
'These are our \bags. 8. 'This is my \cooker. 9. 'This is your \pencil.

1.3. Составьте общие вопросы и ответьте на них по нижеследующему образцу. Употребите слова, данные ниже.

– 'Are those ('blue) \cups?

– 'Yes, they \are. ('No, they \aren't.)

a fork, a glass, a large classroom, a lamp, a red hat, a hard day, a green wall, a white shelf, a large factory, a silver spoon, a big dog, a nice day, a sharp knife

1.4. Скажите, что говорящий ошибается.

– These 'coats are \pink. (black)

– Oh, 'no. They aren't \pink. They are \black.

1. These hats are green (black). 2. Those textbooks are new (old). 3. These notebooks are thick (thin). 4. Those matches are bad (good). 5. Those

shelves are white (green). 6. These maps are old (new). 7. Those children are bad (nice). 8. Those plates are green (grey). 9. Those blackboards are yellow (brown).

1.5. Составьте вопросы по следующему образцу, используя данные ниже слова.

- 'What are \ these? 'These ('they) are \ pencils.
- 'What are \ those? 'Those ('they) are \ pencils too.

cups, plates, knives, forks, pictures, desks, spoons, shelves, matches

1.6. Прослушайте и повторите предложения, записанные на кассете (Tapescript 2, Appendix 1).

- 'What's his \ job? 'He's a \ teacher.
- 'What's her \ job? 'She's a \ doctor.

1.7. Опишите иллюстрации, используя слова в рамочке по образцу из упражнения 1.6.

a police officer	a nurse	a student	a teacher	a shop assistant
a taxi driver	a businessman	a doctor		



1.8. Прослушайте и повторите предложения, записанные на кассете (Tapescript 3, Appendix 1).

- He 'isn't a \ student. 'He's a \ teacher.
- She 'isn't a \ nurse. 'She's a \ doctor.

1.9. Используя иллюстрации из упр. 1.7., составьте отрицательные предложения.

1.10. Прослушайте кассету и повторите следующие предложения (Tapescript 4, Appendix 1).

- 'Is Amy from ↵America? – 'Is she from ↵Spain? – 'Is she from ↵England?
– 'No. She 'isn't. – 'No. She 'isn't. – 'Yes, she 'is.

1.11. Прослушайте кассету и повторите предложения, обращая внимание на интонацию (Tapescript 5, Appendix 1).

1.12. Вставьте пропущенные слова по памяти.

- | | |
|----------------------|--------------------------------|
| 1. What's her | Amy Roberts. |
| 2. Where's she | England. |
| 3. What's her | 18, Market Street, Manchester. |
| 4. What's her | 01161 929 58 37 |
| 5. How old is she? | She's |
| 6. What's her | She's a student. |
| 7. Is she | No, she isn't. |

1.13. Ответьте на вопросы.

1. Is she from London? Liverpool? Manchester?
2. Is she 16? 18? 20?
3. Is she a teacher? a nurse? a student?

1.14. Прослушайте кассету и вставьте пропущенные слова по памяти (Tapescript 6, Appendix 1).

A: Is your name Jeff?

J: Yes, it is.

A: from England, Jeff?

J: No. I'm not from England. I'm from Houston, Texas.

A: a police officer?

J: Yes, I am.

A: 23?

J: No, I am 25.

A: married?

J: Yes,

1.15. Составьте диалоги, используя образец из упражнения 1.14.

Tapescripts

Tapescript 1

a b c d e f g h i j k
l m n o p q r s t
u v w x y z

Tapescript 2

What's his job? 'He's a teacher.
What's her job? She's a doctor.

Tapescript 3

He isn't a student. He's a teacher.
She isn't a nurse. She's a doctor.

Tapescript 4

– Is Amy from America?	– Is she from Spain?	– Is she from England?
– No, she isn't.	– No, she isn't.	– Yes, she is.

Tapescript 5

1. What's her name? Amy Roberts
2. Where's she from? England
3. What's her address? 18, Market Street, Manchester
4. What's her phone number? 01161 929 58 37
5. How old is she? She's twenty.
6. What's her job? She is a student.
7. Is she married? No, she isn't.

Tapescript 6

A: Is your name Jeff?
J: Yes, it is.
A: Are you from England, Jeff?
J: No, I'm not from England. I'm from Houston, Texas.
A: Are you a police officer?
J: Yes, I am.
A: Are you 23?
J: No, I am 25.
A: Are you married?
J: Yes, I am.

Module I

Higher Education in Russia and Abroad

Unit I

Personal Information

1.1. Прочитайте и изучите слова и словосочетания.

introduce oneself

Let me introduce myself.

be born in

I was born in 1988.

members/persons/people of a family

be a friendly family.

All the members of our family are very friendly.

elder brother/sister

younger brother/sister

My elder brother studies at university and my younger sister goes to kindergarten.

like= enjoy(v)

He likes speaking English.

He enjoys playing chess.

do well in

My sister does well in Literature.

favourite subject

Their favourite subject is Physics.

spend free time

Our family spends free time together.

meet with friends

Usually I meet with my friends on Sundays.

work in/at

My uncle works at the factory.

work as a...

Her mother works as a teacher.

finish school =leave school

A lot of pupils finish school every

представлять(ся)

родиться

члены семьи

быть дружной семьёй

старший брат/сестра

младший брат/сестра

нравиться, любить что-то

преуспевать в чём-либо,
хорошо учиться

любимый предмет

проводить свободное
время

встречаться с друзьями

работать где-то

работать кем-то

закончить школу

year in our country.
graduate from

**закончить (к-либо
высшее учебное
заведение)**

Last year my brother graduated
from the university.

1.2. Ответьте на следующие вопросы.

1. What is your name (first name, second name, full name)?
2. When were you born?
3. Where are you from?
4. Where do you live?
5. How many people are there in your family?
6. Do you have any brothers or sisters?
7. What are your father and mother?
8. Do you live in a house or a flat?
9. What school did you finish?
10. What was your favourite subject at school?
11. What books do you like to read?
12. What music do you like to listen to?
13. What things don't you like?
14. Do you go in for sports?

1.3. Заполните пропуски глаголом to be в соответствующей форме:

- a) **Present Simple - am, is, are**
 - b) **Past Simple - was, were**
 - c) **Future Simple - shall be, will be**
- a) 1. My name ___ Shirley Frank.
2. My phone number ___ 718-1930.
3. I ___ from New York.
4. My brother ___ a worker.
5. They ___ at home.
 - b) 1. My father ___ a teacher.
2. He ___ a pupil twenty years ago.
3. Last month they ___ in the Hermitage.
4. I ___ ill last week.
5. Yesterday we ___ at the theatre.
 - c) 1. I ___ a doctor, when I grow up.
2. She ___ at school tomorrow.
3. When I come home tomorrow, all my family ___ at home.
4. My sister ___ not ___ at the university tomorrow.
5. They ___ in the Russian Museum next week.

1.4. Прочитайте вопросительные предложения с глаголом to be. Укажите время глагола to be.

1. What is your telephone number?
2. Where were you born?
3. Is your brother/sister at school now?
4. Are there any students in the classroom?
5. Was your sister at school last week?
6. Where were you yesterday?
7. Who from your group was at university yesterday?
8. Will he be at home tomorrow?
9. Where will you be next Sunday?

1.5. Вставьте глагол to be в Present Simple, Past Simple или Future Simple.

1. Yesterday they ____ in the library.
2. Now they ____ in a cafe.
3. Tomorrow they ____ in the theatre.
4. Just now he ____ not here.
5. There ____ twenty students in our group.
6. Where ____ your family* last summer?
7. ____ there a window in the language lab?
8. Tomorrow at 3 o'clock they ____ at the meeting.
9. My sister ____ a student last year, now she ____ a doctor.
10. Where ____ your mother now? – She ____ in the kitchen.

***Family s. ----- is; e.g. My family is large**
pl.----- are; e.g. Our family are at the table now.

А так же: **group, team, company, government** etc.

1.6. Прочитайте и поймите основное содержание текста.

Text I

About myself

Hello, friends. Let me introduce myself. My name is Tanya Bobrova. I am 17. I was born on the 2nd of October, 1990, in Novosibirsk.

Now some words about my family. My family is not very large. There are five people in my family. I live with my parents, my younger sister and my grandmother. My father's name is Vladimir Ivanovich. He is 40 and he is a doctor. He works at the hospital. My mother's name is Olga Petrovna.

She is 35 years old. She is a housewife. My younger sister Natasha is a pupil. She is in the fifth form. My grandmother lives with us. She doesn't work. She is a pensioner.

Our family is friendly and we have many friends. We live in a big flat. There are 5 rooms in our flat: a living room, a study, 3 bedrooms. There is also a bathroom and a kitchen there.

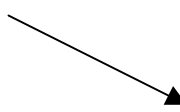
Last year I finished school № 5. I did well in all the subjects, but my favourite subjects at school were Physics and Mathematics. I also enjoyed English lessons. Now I am a first-year student at NSTU. In five years I'll be an engineer.

I like reading detective stories, listening to music, watching TV. Also I like meeting with my friends. We spend much time together. We go for a walk or to a disco party and discuss our problems.

1.7. Прочитайте предложения и скажите, соответствуют ли они тексту (true V) или не соответствуют (false X). Подтвердите ваш ответ текстом. Отвечая, используйте следующие образцы: Yes, it's true. or No, it's not true.

- X a) Tanya Bobrova is 20 years old. **No, it's not true. She is 17.**
b) She lives in Sochi.
c) There are five people in her family.
d) Her father is an engineer.
e) She lives with her parents.
f) Her sister's name is Olga.
g) She likes English lessons.
h) Her grandmother lives in the village.
i) The family lives in the cottage.
j) Tanya doesn't like to listen to music.

1.8. Подберите к слову из колонки А слово из колонки В в соответствии с содержанием текста.

- | A | B |
|----------------|----------------|
| 1. grandmother | a. an engineer |
| 2. sister | b. a housewife |
| 3. Tanya | c. a doctor |
| 4. father | d. a pensioner |
| 5. mother | e. a student |
- 

1.8.1. Составьте предложения со словосочетаниями из упражнения 1.8.

1.8.2. Составьте 5 вопросов к тексту с глаголом to be.

1.9. Заполните пропуски, используя глаголы из рамки (Present Simple).

go read live eat like study watch work
--

1. In the morning my father.... newspapers.
2. In the evening all our family.... TV.
3. My mother.... in the bank.
4. On Sundays I.... to the cinema with my friends.
5. My uncle.... in America.
6. My aunt is a vegetarian. She.... only vegetables and fruits.
7. That is a very beautiful picture. I.... it very much.
8. Now we are students and.... at University.

1.9.1. Напишите предложения из упражнения 1.9 в отрицательной форме.

1.9.2. Напишите предложения из упражнения 1.9 в вопросительной форме.

1.10. Раскройте скобки и поставьте глаголы в Past Simple.

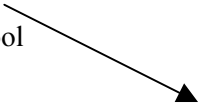
1. Yesterday I (get) up at 9 o'clock.
2. I (have) breakfast with my family.
3. Then my brother (come) to see me.
4. We (listen) to music together.
5. At 3 o'clock we (go) to the cinema.
6. The film (be) very interesting.
7. We (like) it very much.
8. Then we (play) football.
9. I (sleep) well last night.

1.10.1. Напишите предложения из упражнения 1.10 в отрицательной форме.

1.10.2. Напишите предложения из упражнения 1.10 в вопросительной форме.

1.11. Закончите предложения из колонки А, выбрав правильный вариант из колонки В по образцу.

А	В
1. I was born in 2. I finished school 3. At present I 4. I did well in 5. My favourite subject 6. I live with	a. my parents and grandmother. b. at university is Physics. c. when I was 16. d. Novosibirsk in 1988. e. Mathematics at school. f. study at the university.



1.12. Составьте рассказ о себе, заполнив пропуски. Расскажите о себе.

My name is... . I am... years old. I was born on... in... .
 We have... people in our family. I live with... .
 My father's name is... . He is... years old. He is a... and he works... .
 My mother's name is... . She is... years old. She is a... .
 I have a (younger/elder sister/brother) He/she is a... .
 We live in a... . There are... rooms in our flat:...,..., and a... .
 I finished school number... . My favourite subjects at school were...,..., and... . I like reading... . I like listening to... . I like to watch... . My favourite programmes are... . I don't like going to the night clubs. I enjoy travelling. Now I am a student of... . We have many subjects at... . My favourite subjects are... .

1.13. Прочитайте диалоги по ролям.

1. **A:** – Hello! My name is Alex. What is your name?
B: – Hi! My name is Olga. Nice to meet you!
A: – Nice to meet you too. Where are you from?
B: – I'm from Irkutsk. But now I am a student and going to live in Novosibirsk with my grandparents.
B: – As for me, I live with my family all my life in Novosibirsk.
A: – And how old are you?
B: – I'm 17. This year I'm also going to study at university.
A: – What university?
B: – NSTU.
A: – Really?! And what faculty do you study at?
B: – Power Engineering.
A: – That's great! The same university and the same faculty that I am at.
B: – So, I hope we'll be group-mates*.

2. **A:** – Hello! My name is Helen. What is your name?
B: – Hi! My name is Sveta.
A: – Where are you from, Sveta?
B: – I'm from Moscow. I've come to visit my relatives.
A: – What do you like to do? What is your hobby?
B: – Most of all I like to read different books.
A: – So do I. What books do you like to read?
B: – I like detective stories. My favourite author is Agatha Christy.
A: – As for me, I like to read novels. Would you like to go to the café just now?
B: – Why not? Let's go.

*group mates – одноклассники

1.14. Вставьте недостающие фразы и прочитайте диалоги по ролям.

1.

-
- My name is John.
-
- I am 17 years old.
-
- I live with my parents.
-
- I like to listen to music when I have free time.
-
- Most of all I like pop music.
-
- Yes, I want to go to the disco now. Let's go.

2.

- Well, you are our new group mate. What is your name?
-
- My name is Victor. Nice to meet you.
- too.
- And where are you from?
-
- Is it far from here?
-
- Do you study at school?
- in June.

- Did you enter the university in August?
- Yes,
- As for me, I'm a second-year student. Will you go with me? I can show you our university.
-

1.15. Составьте подобные диалоги на следующие ситуации:

- a) вы спрашиваете об увлечениях и интересах своего нового друга;**
- b) вы поступили в институт и знакомитесь с одним из ваших одногруппников, спросите его о школе и любимых занятиях;**
- c) ваша подруга знакомит вас со своей сестрой, спросите откуда она и о её семье.**

1.16. Напишите мини-рассказ о своём друге, используя модель упражнения 1.12. (80-100 слов).

Unit 2

Higher Education in Russia

2.1. Прочитайте и изучите слова и словосочетания.

play an important part/role Higher education plays an important part in the development of any country.	играть важную роль
enter a university Last year we entered the university.	поступать в университет
take an exam At the university all students take exams.	сдавать экзамен
pass an exam I passed my final exams well.	сдать экзамен
fail an exam Nobody wants to fail exams.	провалить экзамен
graduate from university My friend graduated from the university last year.	закончить университет
graduate (n) University graduates receive their degrees.	выпускник
continue education	продолжить образование

As a rule, all school leavers continue their education.

an academic year

At the end of an academic year we take exams.

get knowledge

I study at the university in order to get knowledge.

basic (adj)

basis (n)

I study on a full-time basis.

fundamental/basic subject

Mathematics and Physics are fundamental subjects at our Faculty.

get a degree

Our first degree is a Bachelor of Science.

get a grant

Every month students get grants.

award a degree= give a degree

The special committee awards degrees.

study=to learn (v)

We study English to know Russian better.

teach(v) (give knowledge)

Students study at the university.

Students learn their lessons.

Tutors teach students.

live in a hostel

Students from other cities may live in a university hostel.

учебный год

получать знания

базовый, основной
основа

базовый предмет

получать степень

получать стипендию

присуждать степень =
давать степень

изучать, учить

обучать

жить в общежитии

2.2. Прочитайте предложения и закончите их, выбрав один из данных вариантов.

1. Universities give us ...
 - a) secondary education.
 - b) higher education.
 - c) school education.
2. The academic year usually lasts ...
 - a) 6 months.
 - b) 12 months.
 - c) 9 months.

3. Students usually get ...
 - a) grants.
 - b) salary(money you get once a month for the work).
 - c) presents.
4. Universities have their own (собственные) ...
 - a) hostels.
 - b) cottages.
 - c) flats.

2.3. Прочитайте и поймите основное содержание текста.

Higher Education in Russia

Higher education plays an important role in the development of any country. It provides the country with highly-qualified specialists. It trains people to become teachers, engineers, doctors and other professional workers.

Today higher educational institutions of Russia include over 700 universities, academies, colleges and other educational institutions.

University gives training on a full-time and part-time basis. Tuition is free only for Russian citizens who successfully pass entrance examinations.

The academic year usually lasts 9 months and has 2 terms or semesters. Students take exams at the end of each semester. If the results of the examinations are good students get state grants. Twice a year students have vacations – two weeks (a fortnight) in winter and two months in summer.

The first- and second-year students get knowledge in fundamental sciences such as mathematics, physics, chemistry and humanities, for example, foreign languages, history, philosophy and others.

At the third year students get more advanced knowledge and begin to concentrate on their special interests, that is, their major subjects.

After four years of study students get a Bachelor's degree. Then students can continue their studies and in a year or two of further study they get a Master's degree. After graduating from University they may go on with their study and research and get a higher degree.

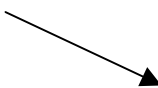
Universities have their own students hostels and some of them have large and excellent sport centres.

2.4. Подберите каждому русскому слову соответствующий английский эквивалент по образцу: 1-а.

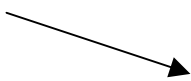
- | | |
|--------------------------|---|
| 1. более высокого уровня | a) advanced b) excellent c) fundamental |
| | d) highly-qualified |
| 2. включать | a) to evolve b) to include c) to obtain |
| | d) to receive |

- | | |
|---------------|---|
| 3. обучение | a) education b) training c) tuition
d) studies |
| 4. длиться | a) to last b) to become c) to go d) to pass |
| 5. успешный | a) excellent b) highly-qualified d) good
d) successful |
| 6. предлагать | a) to provide b) to offer c) to train d) to get |

2.5. Подберите слова или словосочетания из двух колонок так, чтобы получить пары антонимов.

- | A | B |
|------------------------|--------------------------------|
| 1. to enter University | a. to fail an exam |
| 2. part-time | b. special |
| 3. to receive | c. final exams |
| 4. to pass an exam | d. to graduate from University |
| 5. general | e. to give |
| 6. entrance exams | f. full-time |
- 

2.6. Подберите слова из двух колонок так, чтобы получить пары синонимов.

- | A | B |
|----------------|---------------|
| 1. role | a. to go on |
| 2. specialists | b. semesters |
| 3. training | c. vacations |
| 4. to continue | d. part |
| 5. to get | e. experts |
| 6. holidays | f. tuition |
| 7. terms | g. to receive |
- 

2.7. Замените подчёркнутые слова синонимами из упражнения 2.6.

- Higher education plays a very important role in the life of any country.
- Tuition is offered on a full-time and part-time basis.
- The academic year is divided into two semesters.
- Twice a year students have holidays.
- After graduating from the university students can continue their studies.

2.8. Составьте словосочетания, используя слова из колонок А, В.

А

- 1) to get
- 2) to enter
- 3) to pass
- 4) to offer
- 5) to play
- 6) to meet

В

- a) training
- b) a part
- c) the requirements
- d) a degree
- e) an exam
- f) a university

2.9. Прочитайте предложения и скажите, соответствуют ли они содержанию текста (true V) или не соответствуют (false X). Подтвердите ваш ответ примером из текста. Отвечая, используйте следующие образцы:

Yes, it is true.

No, it is not true.

1. Education provides the country with excellent professionals.
2. There are 3 semesters in the academic year.
3. Students may get a Master's degree after 6 years of study.
4. The university offers training only on a full-time basis.
5. Students begin to get advanced knowledge from the first year of study.
6. Students may get physical training in the sport centres.
7. Students do not have vacations during the academic year.

2.10. Заполните пропуски словами из текста, подходящими по смыслу.

1. Higher education provides the country with _____ specialists.
2. The _____ year usually lasts 9 months.
3. At the first and second year of study students get _____ knowledge.
4. After four years of study students get a _____ degree.
5. If students pass their exams well they get state _____.
6. Students live in _____.

2.11. Сопоставьте вопросы из колонки А с ответами из колонки В.

А

1. How long is an academic year?
2. What subjects do students study during the first year at the University?

В

- a. They get special knowledge.
- b. Universities provide students with living accommodation.

- | | |
|---|--|
| 3. What do students get at the third year of study? | c. The academic year usually lasts 9 months. |
| 4. When do students get a Bachelor's degree? | d. Students learn fundamental sciences. |
| 5. When do students have vacations? | e. They get it after four years of study. |
| 6. What do universities provide students with? | f. They have two weeks in winter and two months in summer. |

2.12. Раскройте скобки и поставьте глаголы в соответствующее время (Present, Past, Future Simple).

1. Universities usually.....(provide) students with living accommodation.
2. My brother..... (graduate) from University last year.
3. All the students of our group..... (get) state grants.
4. He..... (take) exams twice(=two times) a year.
5. Next year I..... (enter) University.
6. Higher education..... (play) a very important role for me.

2.13. Вставьте предлоги, где необходимо.

My sister studies... NSTU. She entered... the University two years ago. She studies... a full-time basis. At the end of each semester she takes... her exams. My sister is a good student and she didn't fail... her examinations and now she gets a state grant once...a month. She wants to graduate... the University successfully and become a good specialist.

2.14. Выберите глагол и поставьте его в соответствующее время.

pass do get take teach study learn fail

A maths teacher..... maths. Her students..... maths.
 After school students..... homework.
 At primary school children..... to read and write.
 At university students..... exams at the end of each semester.
 All students hope to..... exams. Nobody wants to..... their exams.
 If they pass their final exams at university, they..... a degree.

2.15. Прочитайте текст 2.3. ещё раз и цифрами укажите последовательность названий частей текста.

<ul style="list-style-type: none"> – Forms of education – Degrees – Hostels – The academic year – Subjects – The importance of higher education 	
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2.16. Расскажите об обучении в России, используя план упражнения 2.15.

Unit 3

Novosibirsk State Technical University (NSTU)

3.1. Прочитайте и изучите следующие слова и словосочетания.

attend [ə'tend] (v)	– посещать
e.g. attend courses	
campus ['kæmpəs] (n)	– студенческий городок, территория университета
course ['kɔ:s] (n)	– курс
e.g. paid courses	
extra courses	
education [,edju'keɪʃn] (n)	– образование
educational [,edju'keɪʃnl] (adj)	– образовательный
e.g. educational center	
educational projects	
faculty ['fækəlti] (n)	– факультет
gain ['geɪn] (v)	– приобретать, получать,
e. g. gain a status	– выигрывать
obtain [əb'teɪn] (v)	– получать, приобретать
e.g. obtain knowledge	
obtain a degree	
residential university	– университет, предоставляющий общежитие

science [ˈsaɪəns] (n)	– наука
scientific [ˌsaɪənˈtɪfɪk] (adj)	– научный
e.g. scientific center	
scientific work	
semester [sɪˈmestə] (n) = term [tɜ:m] (n)	– семестр
e.g. spring semester	
autumn term	
specialist [ˈspeʃəlɪst] (n)	– специалист
specialize [ˈspeʃəlaɪz] (v) (in the field of...)	– специализироваться (в области)
train [ˈtreɪn] (v)	– обучать, тренировать
e.g. train specialists	
training [ˈtreɪnɪŋ] (n)	– обучение, тренировка
e.g. distance training	

3.2. Прочтите следующие слова вслух, обращая внимание на их произношение.

1. foreign [ˈfɔrɪn]	Bachelor [ˈbætʃələ]
technical [ˈteknɪkl]	knowledge [ˈnɒlɪdʒ]
ski [ˈski]	engineering [ˌendʒɪˈnɪərɪŋ]
mechanical [mɪˈkænɪkl]	
2. education [ˌedʒuˈkeɪʃn]	– educational [ˌedʒuˈkeɪʃnl]
science [ˈsaɪəns]	– scientific [ˌsaɪənˈtɪfɪk]
specialist [ˈspeʃəlɪst]	– specialize [ˈspeʃəlaɪz]
study [ˈstʌdi]	– student [ˈstju:dənt]

3.3. Выберите правильный ответ.

- NSTU was founded ...
 - in 1945.
 - in 1950.
 - in 1953.
- NSTU gained the status of a university ...
 - in 1985.
 - in 1992.
 - in 1993.

3. There are ...
 - a) 8 faculties in NSTU.
 - b) 11 faculties in NSTU.
 - c) 15 faculties in NSTU.
4. NSTU has its own ...
 - a) hostels.
 - b) bank.
 - c) airport.
5. Students ... study at NSTU.
 - a) from Russia
 - b) from China
 - c) from Russia and other countries

3.4. Прочитайте текст, скажите, правильны ли ваши ответы на задание упр. 3.3.

Novosibirsk State Technical University

NSTU is one of the top ten universities in Russia. It is not only a great educational but also a scientific center of Siberia and the Far East.

To start with let's mention some facts from the history of NSTU. It was founded in 1953 and got the name of Novosibirsk Institute of Electrical Engineering. The same year it opened the doors of two faculties to school leavers of Russia. The name of Professor Georgy Lyshchinsky, the rector of the institute from 1955 till 1990, is well-known not only in Novosibirsk. He did a lot for the development of high level of education and science at the institute. In 1992 the institute gained the status of a university.

At present NSTU trains specialists at 11 faculties: Radio Engineering, Power Engineering, Physical Engineering, Aircraft, Business, Electromechanical Engineering, Humanities and others.

So today more than 22 000 students from Russia and such foreign states as China and Korea, African countries and Republics of the former Soviet Union study at our university. The number of academic staff is nearly 1000.

Tuition period lasts up to 6 years and depends on the qualification: Bachelor of Science – 4 years, Engineer – 5 years, Master of Science – 6 years.

NSTU trains students on a full-time and a part-time basis. It also offers distance training.

The first- and second-year students obtain knowledge in fundamental subjects. From the third year students take part in scientific work and specialize in some field.

Now some words about international activity of NSTU. It has international relations with 12 universities of Korea, China, Great Britain and the USA. NSTU also participates in joint educational and scientific projects.

The university has its own campus. There are 8 teaching blocks, 7 hostels, a hospital, two sports centers, a swimming pool and a ski center.

High level of education is provided by well-equipped research labs, multi-media classes, rich libraries, computerized information resource centers.

It is also necessary to say a few words about foreign language study at our university. The students study English, German or French for at least one year. At some faculties such as Business, Physical Engineering, Humanities students are offered two or more years of foreign language studies. The best students can take an extra course in the language for three years more. Those who want to study English as a second language can attend paid courses, organized by Foreign Languages Department of Technical Faculties.

In conclusion we can say that NSTU graduates are mainly highly-qualified specialists and some of them are brilliant scientists known in many countries.

3.5. Выберите правильный вариант перевода данных словосочетаний по образцу: 1-а.

- | | |
|----------------------------|---|
| 1. научный центр | a) scientific center, b) educational center, c) sport center. |
| 2. выпускники школ | a) schoolchildren, b) school leavers, c) students. |
| 3. образовательные проекты | a) scientific works, b) international relations, c) educational projects. |
| 4. период обучения | a) distance learning, b) tuition period, c) fundamental subject. |
| 5. получать знания | a) to have an idea, b) to take an exam, c) to obtain knowledge. |
| 6. дополнительный курс | a) extra course, b) basic course, c) paid course. |
| 7. дистанционное обучение | a) full-time study, b) distance learning, c) part-time course. |

3.6. Составьте словосочетания, используя слова из колонок А и В.

A
train
obtain
sports
teaching
take
foreign
multi-media

B
language
part
specialists
block
knowledge
classes
camp

3.7. Подберите соответствующий вариант перевода названия каждого факультета.

- | | |
|---------------------------------|------------------------------------|
| 1. Radio Engineering Faculty | a) Факультет летательных аппаратов |
| 2. Power Engineering Faculty | b) Факультет энергетики |
| 3. Aircraft Faculty | c) Факультет гуманитарных наук |
| 4. Physical Engineering Faculty | d) Электромеханический факультет |
| 5. Faculty of Humanities | e) Физико-технический факультет |
| 6. Electromechanical Faculty | f) Факультет радиоэлектроники |

3.8. Выберите подходящее по смыслу слово или словосочетание и дополните предложения.

- | | | | | | |
|-------------|-----------|--------------|---------|-------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| a) students | faculties | universities | hostels | years | subjects |

1. At present more than 22 000 _____ study at NSTU.
2. Tuition period lasts up to 6 _____.
3. NSTU has 11 _____.
4. The university campus has 7 _____.
5. The first- and second-year students obtain knowledge in fundamental _____.
6. NSTU has international relations with 12 _____ in other countries.

- | | | | | |
|-----------|--------------------------|---------------|---------------|--------|
| 1 | 2 | 3 | 4 | 5 |
| b) gained | educational institutions | qualification | well-equipped | campus |
- 6
includes

1. In our city there are many _____ where people can get knowledge and skills in different spheres.

2. Tom graduated from the university last year. And he has a _____ of Bachelor of Science.

3. Last year our institute _____ the status of a university.

4. In the university we have a chance of working in _____ classrooms with modern facilities.

5. Students from other cities usually live in hostels which are situated in the place called _____.

6. The university _____ teaching blocks, hostels, sport centers and a ski center.

3.9. Замените выделенные слова синонимами из предложенного списка.

1	2	3	4	5	6	7
educational	participates	study	gained	degree	semester	blocks

1. NSTU **takes part** in different international programs.

2. The university **got** its status in 1992.

3. NSTU has 8 teaching **buildings**.

4. Our university is a large **teaching** center.

5. After 4 years of study students get **a qualification** of a Bachelor.

6. At the end of each **term** students take exams.

7. Many students of NSTU **learn** foreign languages.

3.10. Скажите, соответствуют ли следующие высказывания содержанию текста. Сделайте необходимые дополнения и поправки.

1. NSTU is one of the top ten universities in Novosibirsk.

2. NSTU offers only full-time education.

3. Students from many countries study at NSTU.

4. After graduation from the university students get only Bachelor's Degrees.

5. NSTU is a residential university.

6. There were 10 faculties in 1953 at the Institute.

7. The students study a foreign language only for one year.

8. The first name of NSTU was Novosibirsk Institute of Electrical Engineering.

3.11. Ответьте на следующие вопросы.

1. What is the year of the foundation of NSTU?

2. When did it gain the status of a university?

3. What can you say about Georgy Lyshchinsky?

4. How long do students study to get a Master's Degree?
5. What do the first- and second - year students study?
6. What provides the high level of education?
7. What foreign languages do the students of NSTU study?
8. How many years can you study foreign languages at the university?

3.12. Расставьте названия частей текста по порядку в соответствии с содержанием текста.

Range of NSTU students.
The campus.
Some facts from the history of NSTU.
The faculties of NSTU.
Facilities.
Tuition at NSTU.
Scientific degrees.
International activity of the university.
Foreign language study.

3.12.A. Расскажите о своём университете, используя план упр. 3.12.

3.13. Прочитайте и переведите следующий диалог.

A: Hello!

B: Hi! What is your name?

A: Mike. And what is your name?

B: Julia. You know, I have just entered NSTU.

A: Really?! I have entered NSTU too.

B: What faculty?

A: Power Engineering Faculty.

B: It's funny! I also wanted to enter this faculty. And just before the entrance exams I decided to choose Electromechanical Faculty.

A: Why?

B: Because my father graduated from it 20 years ago.

A: I have practically the same situation. My brother graduated from NSTU last year. He studied at the Faculty of Power Engineering. By the way, where are you from?

B: I am from Novosibirsk. And you?

A: I am from Kazakhstan. As I noticed, a lot of foreign students study at NSTU.

B: You are right. That is why I want to study English here. May be it will help me to communicate with foreign students.

A: Good idea. Let's study English together.
B: Great! Well, I need to go now. See you later.
A: OK. Bye-bye.
B: Bye.

3.14. Побеседуйте друг с другом об университете, используя следующие ситуации как основу для диалога, либо придумайте свою ситуацию:

- а) выпускник университета проводит экскурсию по университету для студентов-первокурсников;
- б) вы хотите поступить в НГТУ, а ваш друг уже учится там; расспросите его об университете;
- в) вы поступили в НГТУ и ваши друзья интересуются особенностями университета.

3.15. Напишите письмо своему другу и расскажите о вашей жизни в университете (120 – 150 слов).

Unit 4

Higher Education in Great Britain

4.1. Прочитайте и изучите следующие слова и словосочетания.

ancient [ˈeɪnʃənt] (adj)	– древний, старинный
e.g. an ancient university	
be founded in ... –	– быть основанным в...
college [ˈkɒlɪdʒ] (n)	– колледж
e.g. a college of higher education	
curriculum [kəˈrɪkjələm] (n) (мн.ч. curricula)	– учебный план
external student	– студент-заочник
fee [ˈfi:] (n)	– плата, оплата
e.g. tuition fee	
higher school = higher educational institution	– ВУЗ (высшее учебное заведение)
internal student	– студент, обучающийся очно
polytechnic [ˌpɒli ˈteknɪk] (n)	– политехникум
private [ˈpraɪvət] (adj)	– частный

e.g. a private university

tuition [tju:ˈlʃn] (n)

tutor [ˈtju:tə] (n)

– обучение

– преподаватель,
наставник(UK)

tutorial [tju:ˈtɔ:riəl] (n)

– консультация, семинар

e.g. a tutorial on history

attend a tutorial

4.2. Выберите однокоренные слова.

Study, tuition, college, teach, tutor, student, education, tutorial, educate, teacher, collegiate, educational, coeducation.

4.3. Выскажите своё мнение, выбрав правильный, на ваш взгляд, вариант ответа.

1. There are ...in Great Britain.
 - a) many types of higher educational institutions
 - b) no higher educational institutions
 - c) two types of higher educational institutions
2. There are ... in Great Britain.
 - a) 60 universities
 - b) 80 universities
 - c) 90 universities
3. One of the oldest universities in Great Britain is ...
 - a) London University.
 - b) Oxford University.
 - c) Manchester University.
4. British students study ...for a Bachelor's degree.
 - a) 2 years
 - b) 3 years
 - c) 5 years

4.4. Прочитайте следующие интернациональные слова.

academic [ˌækəˈdemɪk]

program [ˈprəʊgræm]

college [ˈkɒlɪdʒ]

revolution [ˌrevəˈlu:ʃn]

collegiate [kəˈli:dʒiət]

seminar [ˈsemɪnɑː]

Doctor [ˈdɒktə]

specialist [ˈspeʃəlist]

industrial [ɪnˈdʌstriəl]

test [ˈtest]

material [mə'tiəriəl]
period [pɪ'ri:əd]

tradition [trə'dɪʃn]
type ['taɪp]

4.5. Прочитайте текст и проверьте свои ответы из задания 4.3.

The System of Higher Education in Great Britain

There are 90 universities and 60 other higher educational institutions in Great Britain. Many big cities have a university and a college of higher education. There are also such higher institutions in Great Britain as polytechnics.

There are the following main types of universities in Great Britain: ancient, Redbrick and New. There is also Open University.

The first group is ancient universities: Oxford and Cambridge. They were founded in 12th and 13th centuries. They are the oldest and the most famous universities in Great Britain. They have a lot of rules and traditions. They have a collegiate system. It means that a university is a federation of colleges. Now Cambridge consists of 20 colleges and Oxford consists of 48 colleges. Each college is largely independent: it has its own staff of teachers, a separate building, its own financing and individual curricula. It organizes term exams, but university is responsible for final exams and for awarding degrees to college students. The next tradition is that some colleges are only for men and others – only for women students. There are also coeducational colleges. The third tradition is that the university tutors teach students one-to-one or in very small groups. Such lessons are called tutorials.

Most universities in Great Britain are national universities. That is UK government pays three quarters of tuition fee and a student pays only one quarter of it. If the student's family income is low the government helps him (her) with the grant. There are also some private universities in Great Britain (for example, Westminster University). Education in such universities is very expensive.

Let's speak about the second type of UK universities – Redbrick universities. The period of foundation of Redbrick universities is between 1850 and 1930. They have a name "Redbrick" because the material used for their construction was red brick. The most famous Redbrick university is London University. It is a federation of 44 schools and institutes. The number of its internal students is over 40 000 and it has also a great number of external students, who come to London only for examinations.

The next type is New Universities. New Universities were founded after the Second World War, as a result of Industrial Revolution. After the Second World War UK began to develop its industries very quickly. British plants and factories needed a lot of qualified specialists. That's why a num-

ber of New Universities appeared in large industrial cities, such as Manchester, Liverpool, Glasgow and others.

Now a few words about Open University. It's a very interesting type of university. It started in 1960 for people, who wanted to continue their education, but couldn't attend classes because they worked full-time and studied only in free time. University provides its students with lecture materials and tests by e-mail, TV and radio programs. Such form of education is called distance training. Every year in October OU students take exams.

Now we shall say some words about the degrees you can get at British higher schools. After three or four years of study you can get a Bachelor's Degree (usually BA=Bachelor of Arts or BS=Bachelor of Science). After one or two years of further study a student can get a Master's Degree (MA or MS). If students wish to teach at university, they work for a higher degree, a Doctor of Philosophy (PhD).

4.6. Выберите верный вариант перевода данных словосочетаний.

Образец: 1 - b.

- | | |
|-----------------------------|--|
| 1. высшее учебное заведение | a) university, b) higher school, c) college |
| 2. консультация | a) study, b) tutorial, c) rule |
| 3. плата за обучение | a) curricula, b) tuition fee, c) staff of teachers |
| 4. заочное обучение | a) full-time education, b) part-time education, c) distance training |
| 5. дальнейшее обучение | a) higher degree, b) further study, c) period of study |

4.7. Подберите пары слов или словосочетаний из колонок А и В, имеющие противоположное значение.

А	В
ancient	before
lecture	full-time study
after	new
distance training	tutorial
enter	graduate from

4.8. Подберите пары слов, имеющие сходное значение, из колонок А и В.

A	B
teacher	tutorial
tuition	higher educational institution
higher school	semester
seminar	study
term	old
ancient	tutor

4.9. Составьте словосочетания, используя слова из колонок А и В.

A	B
higher	fee
tuition	classes
attend	degree
Master's	study
Doctor of	school
further	Philosophy

4.10. Прочитайте текст ещё раз и скажите, соответствуют ли следующие утверждения содержанию текста. Используйте следующий образец: Yes, it is true. (Если соответствует содержанию текста).

No, it is false. (Предложите правильный вариант).

1. There are not many universities in Great Britain.
2. There are no colleges in Great Britain.
3. Oxford and Cambridge are the oldest universities in Great Britain.
4. Redbrick universities were founded between 1750 and 1930.
5. London University is a Redbrick university.
6. New universities appeared before the First World War.
7. Open University offers a distance learning.
8. One can get a Bachelor's Degree after two years of study.
9. Master's Degree is the highest degree at universities in UK.
10. Students can get a Doctor's Degree after seven or more years of scientific work at university.

4.11. Подберите к каждому вопросу в колонке А соответствующий вариант ответа из колонки В.

A

1. What types of higher schools are there in Great Britain?
2. What universities were founded in large industrial cities?
3. What university offers only distance learning?
4. What is the first degree in British higher schools?
5. What is Doctor of Philosophy?

B

- a) New Universities were founded in large industrial cities.
- b) The first degree is a Bachelor's Degree.
- c) Doctor of Philosophy is the highest degree in British higher schools.
- d) Open University provides people with distance learning.
- e) There are universities, colleges of higher education and polytechnics in Great Britain.

4.12. Закончите предложения из колонки А соответствующим вариантом из колонки В.

A

1. Oxford and Cambridge were founded ...
2. The main types of universities in Great Britain are ...
3. New universities appeared as ...
4. A student of British higher school can get a degree of a ...

B

- a)...ancient, Redbrick, Open, New.
- b)... a result of Industrial Revolution.
- c)... Bachelor, Master and Doctor.
- d)... in 12th and 13th centuries.

4.13. Заполните таблицу:

Type of a university	Main feature(characteristic)
1. Ancient (old) universities	
2. Redbrick universities	
3. New universities	
4. Open University	

4.14. Расположите названия частей текста (4.5) в соответствии с содержанием. Прочитайте каждую часть.

The degrees you can get in British universities.
 New universities.
 Ancient universities.

Higher educational institutions in Great Britain.
Redbrick universities.
Open University.

4.15. Составьте вопросы к каждой части текста и устно дайте на них ответы.

4.16. Выберите и поставьте вместо пропусков соответствующее местоимение (Personal Pronouns in Nominative or Objective Case, Possessive Pronouns). Переведите получившиеся предложения.

I – me – my

1. _____ favorite subject is mathematics.
2. _____ study mathematics.
3. Tell _____ about the exams.

We – us – our

1. _____ don't pay for _____ education.
2. _____ tutor told _____ to do all the tasks.

You – your

1. _____ test is not good.
2. _____ can get a Bachelor's degree after three years of study in university.
3. Thank _____ for _____ help.

She – her

1. _____ mother is a teacher.
2. _____ was a student of Oxford University.
3. You can ask _____.

He – him – his

1. _____ passed _____ exams in October.
2. _____ parents told _____ about tuition fees.

It – its

1. _____ is a very interesting type of a university.
2. University sends _____ students lecture materials and tasks.
3. Give _____ to your teacher.

They – them – their

1. _____ were founded between 1850 and 1930.
2. The material for _____ construction was red brick.
3. British government can help _____ with the grant.

4.17. Расскажите о высшем образовании в Великобритании, используя план упр.4.14.

4.18. Подготовьте рассказ об одном из университетов Великобритании или США, используя информацию приложения 1 (Appendix I).

4.19. Выполните следующие задания:

1. Прослушайте текст “Living at University”(Tapescript 1, Appendix 2) один раз и выберите правильный вариант ответа.

1. What is a grant?
 - a) money, paid by the parents for their children’s education;
 - b) money from the local education authority*;
 - c) money given to those students, who study well at the university.
2. Where can students borrow** money from (for their education)?
 - a) from the bank;
 - b) from another student;
 - c) from the university.
3. What did students do during their holidays?
 - a) have rest;
 - b) study;
 - c) work.

Примечание:

* authority (n) – власти, начальство

** borrow (v) – занимать, брать на время

2. Прослушайте текст “Living at University”(Tapescript 2) ещё раз и скажите, соответствуют ли следующие высказывания содержанию прослушанного текста.

1. Most British students choose to go to the university near their home.
2. To study at the university is a time to be independent.
3. British students have to pay for their education.
4. In fact, grant is a lot of money.
5. More students are failing to finish their courses.

4.20. Выполните следующие контрольные задания:

1. Прослушайте текст “Universities and Colleges” один раз и выберите правильный вариант окончания предложения:

1. Most big towns in Britain have ...
 - a) only one university.
 - b) both a university and a college of higher education.
 - c) a lot of higher educational institutions.
2. Universities offer ...
 - a) five-year degree courses.
 - b) only two year degree courses.
 - c) three- and four-year degree courses.
3. A degree is the qualification you can get from university when ...
 - a) you pass your final exams.
 - b) you defend your degree.
 - c) you start working.

2. Прослушайте текст “Universities and Colleges” ещё раз и заполните пропуски в предложениях.

1. There are ----- universities in Britain and ----- colleges of higher education.
2. You are then awarded a Bachelor of -----, Bachelor of -----, Bachelor of -----.
3. The work takes place in tutorials: lessons in groups of ----- or -----.

Лексический минимум к модулю “Higher Education”

academic year	higher school
ancient (adj)	higher educational institution
attend (v)	hostel (n)
award a degree	internal student
basic (adj)	introduce(v) oneself
basis (n)	meet (v)
be born in	members/persons/people in a family
be founded in	obtain (v)
campus (n)	pass an exam
continue (v)	play an important role
college (n)	polytechnic (n)
course (n)	private (adj)
curriculum (n) (МН.Ч. curricula)	science (n)
do well in	scientific (adj)
education (n)	semester (n) =term (n)
educational (adj)	specialize (v)
elder brother/sister	specialist (n)

enter a university
external student
faculty (n)
fail an exam
fee (n)
finish (v)
gain (v)
get knowledge
get a degree
get a grant
graduate(v) from university
graduate(n)

spend free time
study (v)
take an exam
teach (v)
train (v)
training (n)
tutor (n)
tuition (n)
tutorial (n)
younger brother/sister

Supplementary Texts

Text 1

Cambridge University

Cambridge University was founded at the beginning of the 12-th century. Now it consists of about 20 colleges. Each college is mostly independent. The teaching includes lectures organized by the University and tutorials. The system of individual tuition is organized by the colleges. Tutorial system of Cambridge University is famous all over the world. Each student has a tutor who practically guides him during the whole period of study. The tutor plans the student's work and the student discusses every task with his tutor.

After three years of study a student can get a Bachelor's Degree. If you continue the study you can get a Degree of Master and later a Doctor.

There are many rules and traditions in Cambridge University. For example, there still are colleges for men or for women only. The next thing is that students wear gowns* at lectures, in the University library, for dinners in the college and for official visits.

The education in Cambridge University is expensive. Some students have grants, for the other students pay their parents.

It is interesting that until the 15-th century the history of Cambridge University was not as great as the history of Oxford University. But when Isaac Newton was a professor of mathematics in Cambridge the situation changed. At that time candidates for degree began to take serious exams. Also many laboratories for natural sciences appeared at the end of the 17-th century. For example, Cavendish Laboratory, which is now one of the greatest physical laboratories in the world.

Примечание

* gown (n) – мантия

Text 2

Manchester University

The city of Manchester is in northern England. It was a typical city of the Industrial Revolution, which influenced the development of such type of higher schools as Redbrick Universities. So Manchester University was founded in the second half of the 19-th century. It was one of the first Redbrick Universities in England. It is a public university.

The University of Manchester was formed on the basis of several higher educational institutions. One of the most important of them is Victoria University of Manchester. Let's say some words about it. It was founded in 1851. By 1880 it included the number of colleges from Leeds and Liverpool. One of its faculties – the faculty of technology later became fully independent. Now it is the Institute of Science and Technology.

Now let's return to the University of Manchester. The number of its students is over 40 000. They study about 500 academic programs. Students of Manchester University can study more academic subjects than in any other university of Great Britain. The most notable areas of study are engineering, humanities, economics, social sciences. The number of teachers of the university is more than 10 000.

It is interesting to say that the University of Manchester gained the title "University of the Year 2006". According to the quality of teaching the university is on the 5-th place in UK and on the 9-th place in Europe.

Text 3

University of London

The University of London is a federation of about 44 schools and institutes, which are located primarily in London. The number of students of London University is more than 40 000. A lot of students of the University of London are foreigners.

Now we'll look at the history of the University. It was founded in 1836. It was created as the university for middle class students. At first its function was only to provide examinations for the degrees. Then in 1900 it was re-constructed in its present form. A lot of institutions within the County of London now form the University of London. Some of them are large and the others are quite small. The largest institutions which are part of London University are University College and King's College. It is interesting that the first female students were admitted in London University in 1878.

The buildings of colleges of London University are situated in many parts of London. They all are quite independent. The schools, institutes and colleges of the University of London are teaching institutions, which provide the study mainly by means of lectures attended mostly by day students. It is necessary to mention that students who attend the university classes are called "internal students", and those who only sat for the University examinations are called "external students".

Text 4

Moscow State University

One of the oldest Russian institutions of higher education, Moscow University was established in 1755. In 1940 it was named after Academician Mikhail Lomonosov (1711 - 1765), an outstanding Russian scientist, who greatly contributed to the establishment of the university in Moscow. In 1755, on the 25th of January, St. Tatiana's Day, Empress Elizaveta Petrovna signed the decree that a university should be founded in Moscow. According to Lomonosov's plan, there were originally three faculties. First all the students acquired a comprehensive knowledge in the field of science and humanities at the Faculty of Philosophy, then they could specialize and continue at the faculty of philosophy or join either the Law Faculty or The Faculty of Medicine. Lectures were delivered either in Latin, the language of educated people at the time, or in Russian. Originally tuition at Moscow University was free for all students.

Now let's say some words about the present-day university life. The total number of full-time students is more than 40 000. At the beginning of the 21st century Moscow University became an international educational centre, with the Faculty for the Russian Language which has been teaching international students since 1959.

In June 1992 the President of the Russian Federation issued a decree, which established the status of Moscow University as a self-governing institution of higher education. In November 1998, after a wide-ranging discussion, the Charter of Moscow University was approved.

Today Moscow State University comprises 29 faculties and over 350 departments, 15 research institutes, 4 museums, the Science Park, the Botanical Gardens, The Library, the University Publishing House and printing shop, a recreational centre and a boarding school for talented children. 9 faculties have been recently established, along with 47 new departments and 22 research laboratories. Research has recently started in 30 new interdisciplinary areas. At the moment the University Computer Centre represents more computing power than any other educational institution in Russia. There have been major changes in the curricula, with over 200 new academic programmes added.

Text 5

Higher Education in the USA

There is no national system of higher education in the United States of America. One can get higher education in colleges and universities. There are over 2 100 different higher educational institutions in the USA. The course of study usually lasts 4 years. The academic year is usually 9 months or 2 terms. As a rule, classes begin in September and end in June. It is interesting that the first-year students are called freshmen.

Students choose a major subject and take many courses in this subject. After four years, they get a traditional Bachelor's degree. Then the students may go on to graduate school (старшие курсы) and after a year or two get a Master's degree.

The highest degree is usually Doctor of Philosophy. The student's progress is evaluated by means of tests, term work and final examinations in each course. Teachers usually give marks on a five point scale, where letters indicate the level of achievement. "A" is the highest mark.

The methods of instructions in the universities are lectures, discussions, laboratory and course works or seminars.

Most cities have colleges or universities that hold classes at night as well as in daytime. In this way people may work for a degree or just take a course in the subject that interests them.

Text 6

Washington University

The University of Washington was founded in 1861. It is one of the oldest state-supported institutions of higher education on the Pacific coast. The university includes three campuses: the Seattle campus, the Bothell campus and the Tacoma campus. The academic core of the University of Washington is its College of Arts and Sciences.

Washington University offers full-time courses, distance learning, evening-degree courses. Such diversity of forms of study extends educational opportunities to many people. Programs in law, medicine, forest resources, oceanography and fisheries, library science, aeronautics are offered exclusively (in accord with the state law) by the University of Washington. The schools and colleges of agriculture and urban planning, business administration, education, engineering, nursing, pharmacy, public affairs, social work have long tradition of educating students for service to the region and nation.

No wonder, that the admission to the University of Washington is highly competitive and the university offers programs and exchanges in over 50 countries of the world.

The head of the university is the president of the university. Now the president of the University of Washington is Mark A. Emmert. He believes the role of the administration is to shape the university in such a way that supports the work of the faculty and staff.

Since 1974 the University of Washington has been the number one public university in America in receiving federal support for research and training. Private support also helps the university to contribute some programs and researches.

Tapescripts

Tapescript 1 to ex. 4.19 “Living at University”

Most British students choose to go to university a long way from their home town: university is seen as a time to be independent, to live away from home and develop new interests.

British students do not have to pay to go to university, but they do need money to live away from home while they are studying. Some students whose parents do not earn a lot of money are given a grant (money) from the local education authority. If students do not get a grant, parents are expected to pay for their children. Some students borrow money from the bank which must be paid back after they leave university. In theory, the grant pays for rent, food, books, transport and socializing. In fact, the grant is not a lot of money.

Students used to work during the holidays to earn more money, but it is now difficult to find such jobs. The result is that more students are dropping out, failing to finish their courses.

Tapescript 2 to ex. 4.20 “Universities and Colleges”

Most big towns in Britain have both a university and a college of higher education. There are 91 universities in Britain and 47 colleges of higher education. Universities offer three- and four-year degree courses; colleges of higher education offer both two-year HND (Higher National Diploma) courses, as well as degree courses.

A degree is the qualification you get from university when you pass your final exams. You are then awarded a BA (Bachelor of Arts), BSc (Bachelor of Science) or BEd (Bachelor of Education).

Undergraduates, students who are studying for degree, go to large formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer.

Module II

Problems of Big Cities

Unit I

Living in a Big City

1.1. Прочитайте и изучите слова и словосочетания.

accommodation (n) [ə, kɒmə'deɪʃn]	– помещение, жилье, квартира
advantage (n) [əd'vɑ:ntɪdʒ]	– преимущество
advantage of (over)	– преимущество над ...
air (n) [ɛə]	– воздух
fresh air	– свежий воздух
be able to do smth	– уметь, мочь, быть в состоянии делать что-либо
cheap (adj) [tʃi:p]	– дешевый
choice (n) [tʃɔɪs]	– выбор
wide choice	– широкий выбор
city (n) ['sɪti]	– большой город
city centre [ˌsɪti 'sentə]	– центр города
city-dweller (n) [ˌsɪti 'dwelə]	– горожанин, обитатель
country (n) ['kʌntri]	– страна, деревня
countryside (n) ['kʌntri, saɪd]	– сельская местность
in the countryin the countryside }	– за городом, в сельской местности, в деревне
crowd (n) [kraʊd]	– толпа
be crowded	– быть переполненным
expensive (adj) [ɪk'spensɪv]	– дорогой, дорогостоящий
feed (v) (fed, fed) [fi:d]	– кормить
feel (v) (felt, felt) [fi:l]	– чувствовать
feel bored ['fi:l 'bɔ:d]	– наскучить
feel lonely ['fi:l 'ləʊnli]	– чувствовать себя одиноким
find (v) (found, found) [faɪnd]	– находить
find accommodation	– найти жилье
job (n) [dʒɒb]	– работа
have a job	– иметь работу
well-paid job	– хорошо оплачиваемая работа
look for (v) ['lʊk 'fɔ:]	– искать
noise (n) [nɔɪz]	– шум

noisy (adj) [ˈnɔɪzi]	– шумный
particularly (adv) [pəˈtɪkjʊ:ləli]	– особенно, в особенности
pollute (v) [pəˈlu:t]	– загрязнять
polluted (p.II) [pəˈlu:tɪd]	– загрязненный
pollution (n) [pəˈlu:ʃn]	– загрязнение
prefer (v) [prɪˈfɜ:]	– предпочитать
prefer peace	– предпочитать спокойствие
relax (v) [rɪˈlæks]	– расслабляться
rush hour [ˈrʌʃ , auə]	– час пик
space (n) [speɪs]	– пространство
open space	– свободное пространство
town (n) [taʊn]	– небольшой город
home town	– родной город

1.2. Ответьте на вопросы:

1. Do you live in a city, town or in the country?
2. Do you like your home city (town)? Why and why not?
3. Now you study and live in Novosibirsk. Is it a town or a city? Why do you think so?
4. What city (town) do you like better? Why?

1.3. Прочитайте и переведите предложения, обращая внимание на форму прилагательных.

- a) Novosibirsk is big.
Moscow is bigger.
Mexico is the biggest of the three cities.
- b) The life in Novosibirsk is expensive.
The life in St. Petersburg is more expensive than in Novosibirsk.
The life in Moscow is the most expensive.
- c) The accommodation in cities is expensive.
The accommodation in towns is less expensive.
The accommodation in the countryside is the least expensive. It is cheap.

1.4. Ответьте на вопросы, обращая внимание на степени сравнения прилагательных.

- a) Is Moscow bigger than Novosibirsk?
Which city is the biggest? (Novosibirsk, Moscow, Mexico)
Is your home city (or town) bigger or smaller than Novosibirsk?
- b) Is the life in St. Petersburg more expensive than in Novosibirsk?

Which is the most expensive city of the three? (Novosibirsk, St. Petersburg, Moscow)
Is the life in your city (town) more expensive or cheaper than in Novosibirsk?

1.5. Прочитайте и переведите предложения, обращая внимание на особые случаи образования степеней сравнения.

- a) There are a lot of good places to relax in Novosibirsk.
Countryside is a better place to relax when it is hot.
I think the Black Sea coast is the best place to spend holiday on.
- b) The weather is bad today.
Yesterday it was worse.
Last week it was the worst.
- c) Novosibirsk is far from Moscow.
Krasnoyarsk is farther from Moscow than Novosibirsk.
Khabarovsk is the farthest of the three cities.

1.6. Прочитайте предложения, обращая внимание на использование сравнительных конструкций:

as...as, not so...as, not as... as.

- a) The life in Novosibirsk is noisy.
The life in Ekaterinburg is as noisy as in Novosibirsk.
The life in Berdsk is not so noisy as in Novosibirsk.
- b) The air in some cities is polluted.
The air in some industrial towns is as polluted as in some cities.
The air in the countryside is not as polluted as in cities.

1.7. Прочитайте прилагательные. Устно образуйте степени сравнения. Сгруппируйте их в три колонки в соответствии со способом образования степеней сравнения.

<i>A</i>	<i>B</i>	<i>C</i>
<i>-er</i>	<i>more</i>	<i>особые</i>
<i>-est</i>	<i>the most</i>	<i>случаи</i>

easy, good, many, expensive, difficult, cheap, dirty, young, old, little, bad, far

1.8. Прочитайте слова, относящиеся к интернациональной лексике, обращая внимание на ударения. Догадитесь о значении этих слов.

public [ˈpʌblik], transport [ˈtrænsɹɔ:t], restaurant [ˈrest(ə)rɔ:nt], theatre [ˈθiətə], concert [ˈkɔnsət], museum [mju:ˈziəm], park [pɑ:k], plus [plʌs], minus [ˈmainəs]

1.9. Прочитайте следующие пары предложений. Выберите то, которое вы считаете правильным. Приведите свои доводы, используя вводные фразы:

<i>I think</i>	— я думаю
<i>as I know</i>	} — насколько мне известно
<i>as far as I know</i>	
<i>in my opinion</i>	
	— по моему мнению

- a) It is easier to find a well-paid job in a city than in a town.
 - b) It's easier to find a well-paid job in the country than in a town.
- a) There are few interesting things to do and places to see in a city.
 - b) It is particularly difficult to find good cheap accommodation in a city.
- a) You can enjoy fresh air of the countryside.
 - b) If you want to relax it's difficult to find a park in a city.
- a) Public transport is never crowded in a city.
 - b) In the rush hour public transport is sometimes crowded and dirty.

1.10. Прочитайте вводные слова и фразы в колонке А и догадайтесь об их значении по синонимам в колонке В.

А		В
on the plus side	—	on the positive side
for example	—	something used as a model
what is more	—	also, besides
for one thing	—	on the one hand
last of all	—	at last
in conclusion	—	in the end
all in all	—	on the whole

1.11. Прочитайте текст, выберите подходящее заглавие для каждого абзаца (один заголовок лишний).

- 1) Disadvantages of living in the city
- 2) Young people prefer to live in cities
- 3) Advantages of living in the city
- 4) Advantages of getting higher education

Living in the City

Living in a city has both advantages and disadvantages. On the plus side, it is often easier to find work, and there is usually a choice of public transport, so you don't need¹ to have a car. Also, there are a lot of interesting things to do and places to see. For example, you can eat in good restaurants, visit museums, and go to the theatre and to concerts. What is more, if you want to relax you can usually find a park where you can feed the birds or just sit on a park bench and read a book.

However, for every plus there is a minus. For one thing, you might have a job, but if it is not very well-paid, you cannot have many things because living in a city is often very expensive. It is particularly difficult to find good, cheap accommodation. Public transport is sometimes crowded and dirty, particularly in the rush hour and even the parks can become very crowded, especially on Sundays when a lot of city-dwellers are looking for some open space and green grass. Last of all, despite² all the crowds, it is still possible to feel very lonely in a city.

In conclusion, I think that city life can be particularly interesting to young people, who like the excitement³ of the city and don't mind⁴ the noise and pollution. However, many people, when they get older, and particularly when they have young children, often prefer the peace and fresh air of the countryside.

Слова и выражения к тексту:

- | | |
|-------------------|------------------------|
| 1. you don't need | – вам не нужно |
| 2. despite | – не смотря на |
| 3. excitement | – оживленная жизнь |
| 4. don't mind | – не обращают внимания |

1.12. Найдите в тексте английские эквиваленты и прочитайте предложения с ними.

1. жизнь в городе имеет как достоинства, так и недостатки;
2. существует выбор общественного транспорта;
3. поэтому вам не нужно иметь свой автомобиль;
4. на каждый плюс существует свой минус;
5. все жители ищут какое-то свободное пространство;
6. не беспокоятся о шуме и загрязнении;
7. часто предпочитают спокойствие и свежий воздух сельской местности.

1.13. Найдите в тексте синонимы следующим словам и выражениям:

1. lots of people
2. flats and houses to live in
3. to have a rest
4. things that cost a lot of money
5. to choose what you like
6. can
7. especially
8. work or position
9. positive side
10. to give food
11. 60 minutes
12. time with heavy traffic
13. to make something dirty
14. empty area
15. area outside towns or cities
16. a loud or unpleasant sound
17. to try to find something
18. people who live in a city

1.14. Просмотрите текст еще раз и ответьте на вопросы (дайте краткий или полный ответы).

1. Where is it easier to find a well-paid job?
2. Are there any problems with public transport? What are they?
3. Where can you go to if you want to relax?
4. Living in a big city is very expensive, isn't it? Why?
5. Is it difficult to find good cheap accommodation?
6. Why are parks crowded on Sundays?
7. Why do young people prefer city life?
8. Are big cities polluted and noisy?
9. Where do older people prefer to live in? Why?

1.15. Ответьте письменно на вопросы о жизни в небольших городах. Затем обсудите ваши ответы в группах.

1. Is it easy to get a well-paid job (good education)?
2. What do you think about public transport? Does it work well? Is it crowded and dirty in the rush hour?
3. Are there many interesting places to go to in free time? What are they? Where do people usually go to relax?

4. What do you know about pollution in towns? Is air (water, land) polluted or clean?
5. Can one easily find good and cheap accommodation or not?
6. It is very cheap to live in a town, isn't it?

1.16. Заполните следующую таблицу, используя информацию текста и ответы упражнений 1.14, 1.15.

Aspect	Living in a city	Living in a town
Job (education)	It is easier to find a well-paid job	It is difficult to find a well-paid job
Public transport		
Free time activity, relaxation (rest)		
Pollution		
Cost of living		
Cost of accommodation		

1.17. Дополните высказывания, используя условные предложения первого типа по образцу:

Пример:

If I have a lot of money, I'll buy a flat in Moscow.

If I have a choice,	I'll live... I'll prefer... I'll go to...
If I have free time,	I'll go to... I'll visit... I'll rest in...
If we live in the country,	we'll often go to... we'll build... we'll enjoy...

1.18. Расскажите, в каком городе (большом или малом) вы хотите жить. Почему? Используйте информацию таблицы и условные предложения I типа (10-12 предложений).

1.19. Напишите письмо своему другу о городе (о селе), где вы живете (150 – 200 слов). Используйте информацию таблицы и приведенные ниже вводные фразы.

- 1) It has both advantages and disadvantages
 - a) on the plus side...
 - b) what is more...
 - c) all in all...
- 2) However, for every plus there is a minus
 - a) for one thing...
 - b) but...
 - c) last of all...
- 3) In conclusion, I think...

1.20. Перед прослушиванием текста “Why I love this city” выполните упр. 1.20.1 и 1.20.2.

1.20.1. Прочитайте и переведите географические названия и имена собственные:

Dublin [ˈdʌblɪn]
 Ireland [ˈaɪələnd]
 The river Liffey [ˈlɪfi]
 Guinness [ˈɡɪnɪs] – торговая марка пива
 Bob Geldof [ˈbɒbˈɡeldəf]
 Sinead O'Connor [ˈʃeɪneɪd ɔˈkɒnə]
 Oscar Wilde [ˈɔːskə ˈwaɪld]
 George Bernard Shaw [ˈdʒoːdʒ ˈbəːnəd ˈʃɔː]
 James Joyce [ˈdʒeɪmz ˈdʒɔɪs]

1.20.2. Прочитайте и запомните слова:

bridge (n) [brɪdʒ]	– мост
cream (n) [kri:m]	– сливки, крем, пена
creamy (adj) [ˈkri:mɪ]	– сливочный, жирный
delicious (adj) [dɪˈlɪʃəs]	– вкусный
famous [ˈfeɪməs]	– известный, знаменитый
Irish [ˈaɪrɪʃ]	– ирландский
kind (adj) [kaɪnd]	– добрый
pub (n) [pʌb]	– паб, пивная

1.21. Прослушайте запись текста и ответьте на вопросы (Tapescript 1, Appendix 3).

1. What is the text about?
2. What country is it located in?
3. What is it famous for?

1.22. Прослушайте запись ещё раз и скажите, соответствуют ли нижеприведённые предложения содержанию прослушанного:

- | | |
|--|------------|
| 1. Dublin is on the west coast of England. | True/False |
| 2. Dublin is famous for its beautiful bridges and parks. | True/False |
| 3. Dublin is known all over the world for its beer. | True/False |
| 4. You can't find people loving music, dance and poetry in Dublin. | True/False |
| 5. George Bernard Shaw lived Dublin. | True/False |

1.23. Подумайте и ответьте на вопрос заголовка текста "Why I love this city", используя вводные фразы:

- I think
- I believe
- I feel
- I guess
- As I know
- In my opinion
- To my mind

1.24. Прочитайте и поймите основное содержание текста.

London

London has a population of about 6,770,000. It lies on the River Thames. From about 1800 until the World War II, London was the biggest city in the world, but now there are many cities which are much bigger.

London is famous for many things. Tourists come from all over the world to visit its historic buildings, such as St Paul's Cathedral and the Houses of Parliament, where you can see and hear the famous clock, Big Ben. They also come to visit its theatres, its museums, and its many shops.

Like many big cities, London has problems with traffic and pollution. Over 1,000,000 people a day use the London Underground, but there are

still too many cars on the streets. The air isn't clean, but it is cleaner than it was 100 years ago. Until 1956, London was famous for its fog or 'smog', which is a mixture of smoke and fog.

The best thing about London is the parks. There are five parks in the city centre. But children's favourite place is Hamleys, which is the biggest toyshop in the world. It is 200 years old.

Прочитайте географические названия и названия достопримечательностей Лондона.

London [ˈlʌndən]

The River Thames [ˈrɪvə ˈtemz]

St Paul's Cathedral [sənt ˈpɔːlz kəˈθɪdrəl]

the Houses of Parliament [ˈhaʊsɪz əv ˈpɑːləmənt]

Big Ben [ˈbɪɡ ˈben]

Hamleys [ˈhæmlɪs] – a famous toyshop

1.25. Ответьте на вопросы по тексту.

1. What city is the capital of Great Britain?
2. Is London the largest city in the world now?
3. What is London famous for?
4. What environmental problems does London have?
5. What is the best thing about London?

1.26. Прочитайте и поймите основное содержание текста. Подберите соответствующие заголовки для каждой части:

- a) City problems
- b) Places of interest
- c) History
- d) Location, size, population

Novosibirsk is the City I Study in

Novosibirsk is a big city. It's territory is 491 km². It's Russia's third largest city by area. With the population of nearly 1,500,000 people it's the largest in Siberia and the 4th largest in Russia.

The city is located in Western Siberia, 18 hundred miles east of Moscow. It is located alongside the river Ob. Novosibirsk is divided into ten administrative districts, 2 of which are situated on the left and 8 – on the right bank of the Ob.

The history of the city is not very long. It is a little more than 100 years old. In 2007 Novosibirsk celebrated the 114th anniversary of its foundation (1893). At first it was a little settlement on the bank of the river Ob that was called Alexandrovsk. But it started growing up very quickly when a bridge across the river had been built. In 1895 it was called Novonikolaevsk. In 1903 it gained the status of a town. And in 1925 it was renamed Novosibirsk. During the World War II a lot of plants and factories from the European part of Russia were moved to Novosibirsk. This fact, though tragic, promoted the development of the city and the growth of the population. Today Novosibirsk is one of the main industrial, scientific, educational centres of Russia.

I wouldn't say that it is a very beautiful city though it has many sights. They are: the Opera and Ballet House that is well-known all over the world, the beautiful building of the Railway station, the theatre for young spectators "Globus", the drama theatre "Krasniy Fakel", the monument of Glory, the conservatoire, the circus and many others.

Although the city is growing and becoming more beautiful from day to day there are some serious problems in it. The most serious of them are: high cost of living and environmental pollution by transport and industry. I hope these problems will be solved by joint efforts of the city administration and residents of Novosibirsk.

Слова к тексту:

alongside (prep)	– вдоль
anniversary (n)	– годовщина
be located (v)	– находиться, быть расположенным
by joint efforts	– совместными усилиями
celebrate (v)	– праздновать
circus (n) [ˈsə:kəs]	– цирк
conservatoire (n) [kənˈsə:və, twɑ:]	– консерватория
district (n)	– район
move (v)	– переезжать, перевозить
promote (v)	– способствовать
resident (n) [ˈrezɪdnt]	– житель
settlement (n)	– поселок
sight (n)	– достопримечательность
solve (v)	– решать, разрешать

1.27. Дополните предложения, выбрав правильный вариант.

1. Novosibirsk is ...
 - a) the largest city in Russia by area.
 - b) the third largest city in Russia by area.
 - c) the largest in the world.
2. The population of Novosibirsk is ...
 - a) one million people.
 - b) two million people.
 - c) nearly one million and a half.
3. It gained the status of a town in ...
 - a) 1893.
 - b) 1903.
 - c) 1925.
4. It was renamed Novosibirsk in ...
 - a) 1925.
 - b) 1897.
 - c) 1903.
5. Novosibirsk is one of the main ...
 - a) educational centres of Russia.
 - b) industrial and scientific centres of Russia.
 - c) industrial, scientific and educational centres of Russia.
6. Novosibirsk has ...
 - a) many places of interest.
 - b) only theatres and cinemas.
 - c) no places of interest.

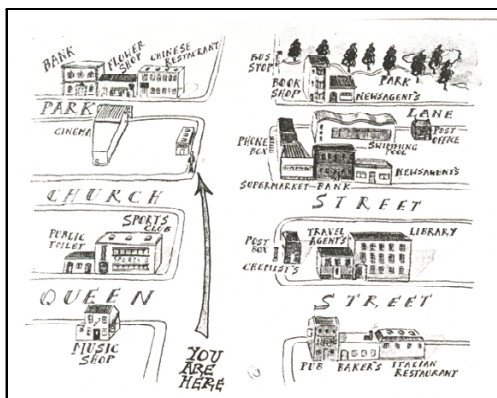
1.28. Ответьте на вопросы:

1. What is the territory of Novosibirsk?
2. How many people live in the city?
3. Where is it located?
4. How many administrative districts are there in the city?
5. How old is Novosibirsk?
6. When did it gain the status of a town?
7. What was its first name?
8. When was it renamed Novosibirsk?
9. Novosibirsk is one of the main industrial, scientific and educational centres of Russia, isn't it? Prove.
10. What places of interest do you know?
11. Which is your favourite place in Novosibirsk? Why?

1.29. Напишите 4 абзаца о своем городе (столице). Начните каждый абзац с тех же самых слов, что в тексте о Лондоне (объем 100-120 слов).

1. How big is it? Where is it?
2. What is it famous for?
3. Does it have any environmental problems?
4. What do you like best of all in your city (town)?

1.30. Посмотрите на схему улиц типичного английского города. Прочитайте и переведите самостоятельно вывески различных учреждений. В случае затруднений, сверяйтесь с транскрипцией и переводом ниже.



baker's ['beikəz]

chemist's ['kemists]

lane [leɪn]

newsagent's ['nju:z, eɪdʒ(ə)nts]

travel agent's ['trævl, eɪdʒənts]

– хлебный магазин, булочная

– аптека

– узкая улица, переулок

– газетный киоск, издательство

– бюро путешествий

1.31. Посмотрите на схему улиц ещё раз и ответьте на вопросы:

1. Where can you buy bread?
2. Where can you buy a CD?
3. Where can you buy a plane ticket?
4. Where can you buy a book?
5. Where can you buy cigarettes?
6. Where can you take books?

1.32. В парах: составьте короткие диалоги по образцу, используя слова из таблицы:

- A: *Excuse me! Is there a chemist's near here?*
(Извините! Здесь есть поблизости аптека?)
- B: *Yes. It's over there.*
(Да. Вон там.)
- A: *Thanks.*
(Спасибо.)

post office	on the left
baker's	on the right
supermarket	opposite
library	in front of
flower shop	behind
pub	next to
Chinese restaurant	near
bus stop	over there

1.33. Прослушайте диалоги и скажите, о каких местах города идет речь (Tapescript 2, Appendix 3).

Например:
a. *It is about chemist's.*

1.34. Прослушайте диалоги ещё раз и заполните пропуски.

- a. A: Excuse me! Is _____ a chemist's _____ here?
B: It's over _____.
A: Thanks.
- b. A: _____ me! Is there a _____ club near here?
B: Yes. _____ Queen Street. Take the second _____ right.
A: Thanks.
- c. A: Excuse me! Is there a _____ near here?
B: Yes. There is _____ Church Street _____ the bank and there is one in Park Lane opposite the _____.
A: Is that one _____?
B: No. Just two minutes, that is all.
- d. A: Is there a cinema near here?
B: _____ the first left, and it's _____ left, _____ the flower shop.
A: Thanks a lot.

1.35. Составьте диалоги о других местах на схеме по образцу в упр. 1.34, используя схему города на карте.

1.36. Составьте аналогичные диалоги о местонахождении различных достопримечательностей в вашем городе.

Unit II

Ecological Problems of Modern Cities

2.1. Прочитайте и изучите слова и словосочетания.

ecology (n)	– экология
beauty (n)	– красота
breathe (v) [brɪ:ð]	– дышать
control (v) [kən'trəʊl]	– управлять, следить
danger (n) [ˈdændʒə]	– опасность
disease (n) [diˈzi:z]	– болезнь
environment (n) [ɪnˈvaɪrənmənt]	– окружающая среда
fine (n) (v) [faɪn]	– штраф, штрафовать
fume (n) [ˈfju:m]	– дым, копоть
garbage (n) [ˈgɑ:bɪdʒ]	– отбросы, гниющий мусор
garbage can	– мусорная корзина, урна
gas mask [ˈgæsmɑ:sk]	– противогаз
hang (v) (hung)	– висеть, вешать
harm (n) (v) [hɑ:m]	– вред, вредить, повреждать
hurt (v) (hurt) [hɜ:t]	– повреждать, причинять боль
jail (n) [dʒeɪl]	– тюрьма
litter (n)	– бумага, сор, мусор
litterbug (n) [ˈlɪtə, bʌg]	– тот, кто бросает мусор в общественных местах
lungs (n) [ˈlʌŋz]	– легкие
punish (v) [ˈpʌnɪʃ]	– наказывать
spoil (v) [spɔɪl]	– портить
ugly (adj) [ˈʌɡli]	– безобразный

2.2. Переведите слова с различными суффиксами. Разделите их на 3-4 группы: А – существительные, В – прилагательные, С – на-

речия, D – существительные (обозначающие профессию, род занятий).

Например:

A
nature

B
natural

C
naturally

D
naturalist

beauty, beautiful, danger, harm, environment, ecology, dangerous, harmful, environmental, ecological, harmless, environmentalist, ecologically, beautifully, environmentally, ecologist, dangerously

2.3. Образуйте как можно больше словосочетаний, используя слова в колонках А и В.

A
air
nature
water
health
breathing
ecological
dangerous
important

B
problem
protection
pollution
nature
chemical
fume

2.4. Образуйте различные сочетания, используя глаголы в колонке А и существительные в колонке В.

A
to spoil
to smell
to look
to hurt
to hear
to show
to find
to control
to throw
to pay
to pollute
to punish
to go

B
a lake
a river
water
air
a fine
garbage
litter
a garbage can
ideas
a gas mask
a flower
lungs
ugly
good

bad
view
litterbugs
to jail
birds

2.5. Сопоставьте слова в колонке А с их определениями в колонке В по образцу:

3. garbage can

b. a special can for garbage

A

1. litter
2. jail
3. garbage can
4. view
5. fine
6. litterbug
7. disease
8. control
9. pollute

B

- a. garbage on the ground or in the street
- b. a special can for garbage
- c. everything that a person can see
- d. sickness
- e. to manage or to stop
- f. money people pay as punishment
- g. a place people stay as punishment
- h. a person who throws litter
- i. to make air, water or land too dirty and dangerous for people to use it

2.6. Ответьте на вопросы:

1. Are there any ecological problems in your city (town)?
2. What are they?
3. Is pollution dangerous to people's health?
4. Do people in your city (town) throw litter on the streets?

2.7. Прочитайте первую часть текста, обращая внимание на глаголы в Present Continuous. Выпишите 4-5 предложений.



Pollution Is Spoiling the Air You Breathe

Pollution is hanging like a brown cloud over New York today. Dirt and smoke are coming from cars and factories. Pollution is spoiling the air we breathe, and it's harming our health. New York has a big problem these days. The city has dirty air. The air smells bad, and it looks ugly. Pollution is a health problem, too, because it's hurting people's lungs.

2.8. Выписанные предложения с глаголами в Present Continuous переделайте в

- а) отрицательные;**
- в) вопросительные.**

2.9. Ответьте на вопросы по тексту, используя Present Continuous или Present Simple.

1. What is hanging like a brown cloud over New York today?
2. Where are the dirt and smoke coming from?
3. What is pollution doing to our air and to our health?
4. Is pollution harming our health?
5. What problem does New York have?
6. How does the air smell and look?
7. Why is pollution a health problem?
8. Does the city have dirty air?

2.10. Прочитайте 2-ю часть текста, обращая внимание на нижеследующие глаголы, которые, как правило, не используются в Present Continuous и заменяются на Present Simple.

to like	– нравиться
to hate	– ненавидеть
to hear	– слышать
to know	– знать
to see	– видеть
to believe	– полагать
to want	– хотеть
to understand	– понимать
to feel	– чувствовать
to smell	– чувствовать запах, нюхать, пахнуть
to have	– иметь (кроме устойчивых словосочетаний, например: <i>to have lunch, to have a good time</i>)
to think	– думать

Например: He has a car.
но: He is having lunch now.

Например: What do you think of the new film?
но: What are you thinking about?



This man thinks that pollution is dangerous. He doesn't like the air, so he isn't breathing it. He's wearing a gas mask. He's smelling a flower, and it smells good, but he doesn't know it. He's touching the flower with his mask, and the flower feels soft, but he doesn't know it. He's listening for birds, but he doesn't hear any. He's looking for beauty, but he doesn't see any. He believes that pollution is coming between us and the beauty of nature. He's trying to show his ideas with the gas mask. He wants people to work together now and to make the air cleaner soon.

2.11. Найдите в тексте предложения с вышеперечисленными (в упр. 2.10) глаголами и переведите их.

2.12. Ответьте на следующие вопросы по тексту, обращая внимание на употребление времени (Present Simple или Present Continuous). Дайте краткие и полные ответы.

Например:

1. Is he breathing the air? – No, he isn't. He isn't breathing the air.

или

2. Does he like the air? – No, he doesn't. He doesn't like the air.

3. Is he thinking about pollution?
4. Does he think pollution is dangerous?
5. Is he looking at the smoke?
6. Does the smoke look beautiful?
7. Is he smelling the flower?
8. Does the flower smell good?
9. Is he listening for birds?
10. Does he hear any birds?
11. Is he looking for beauty?
12. Does he see any beauty?

2.13. Ответьте вопросы по тексту.

1. Why is the man wearing a gas mask?
2. Why doesn't he like the air?
3. What does he think about pollution?
4. What is he trying to do?

2.14. Составьте предложения из данных слов. Поставьте глаголы в нужной форме, используя Present Simple or Present Continuous.

1. think about/ I /litter
2. think/ litter is ugly /I
3. toys/the children/have/
4. a good time /the children/have/
5. new clothes /the designer /look at/
6. beautiful /new clothes /look/
7. a dog /blind (слепой) man /look for/
8. a dog/blind/man/see
9. listen to/ musician / the instrument
10. an instrument/ musician /hear/
11. meal /cook /smell/
12. ready to eat/food /smell/

2.15. Прочитайте и поймите основное содержание текста. Подберите соответствующий заголовок для каждой части текста:

- A. We can do it.
- B. Breathing problems.
- C. No clean water – no life.
- D. This spoils the view of the cities.

Ecological Problems in Our Cities

Modern cities have a lot of environmental problems. The most important of them are litter, air and water pollution.

Litter is garbage – like food, paper and cans – on the ground or in the street. Where many people live together, litter is a problem. People don't always put their garbage in the garbage can. It's easier to drop a paper than to find a garbage can for it. But litter is ugly. It makes the city look dirty, and it spoils the view.

Litter is a health problem, too. Food and garbage bring animals, which sometimes carry disease.

Some people want to control litter. They never throw litter themselves, and sometimes they work together in groups to clean up the city. In most places litter is against the law. The law punishes people who throw garbage on the streets. They usually pay a fine, and sometimes they go to jail.

Two famous sayings in the United States are: "Don't be a litter-bug!" and "Every litter bit hurts!"

Another big problem is water pollution. Do you like swimming in the sea or drinking a cool glass of water on a hot day? These simple things may soon become a thing of the past. Factories are polluting our rivers and lakes with dangerous chemicals. They can penetrate into drinking water and harm our health too.

Air pollution is another important problem. The cars and factories in and around our cities are giving off dangerous fumes. In the past few years more and more people than before have developed allergies and breathing problems. If we don't do something now, our cities will become impossible to live in.

Fortunately, it is not too late to solve these problems. We have the time, the money and even the technology to prepare the way for a better, cleaner and safer life in cities. We can plant trees and create parks. Scientists and engineers should work hard to find ways to decrease the amount of pollution, caused by cars and factories. We can put pressure on those in power to take action. Together we can do a lot. All we need to do is open our eyes and act immediately.

Слова к тексту:

allergies (n)	– аллергия, повышенная чувствительность
penetrate (v)	– проникать

2.16. Найдите в тексте английские эквиваленты:

- a) легче выбросить бумагу, чем найти урну для неё;
- b) пища и отбросы привлекают животных;
- c) они никогда не бросают мусор сами;
- d) мусор является нарушением закона;
- e) они могут проникнуть в питьевую воду;
- f) в городах и вокруг них выделяются опасные газы;
- g) в наших городах невозможно будет жить;
- h) сажать деревья и создавать парки;
- i) чтобы найти пути для уменьшения объема загрязнения;
- j) оказывать давление на тех, кто у власти.

2.17. Найдите в тексте антонимы следующим словам:

to improve
to do good
beautiful
safety
cleanliness
health
to award
freedom
grant
fresh air

2.18. Ответьте на вопросы по тексту:

- A.
 - 1. Do you always throw garbage in the garbage can?
 - 2. Do you usually help to clean up the litter?
 - 3. Does litter always spoil the view?
 - 4. Do litter bugs usually go to jail?
 - 5. Do your friends throw litter on the ground?
- B.
 - 1. Do you like to swim in clean water of a lake or river?
 - 2. Do you like to drink a cool glass of water on a hot day?
 - 3. Why is water becoming polluted?
 - 4. What should we do to stop or decrease polluting our rivers and lakes?
- C.
 - 1. Do people suffer from polluted air?
 - 2. What are the sources of air pollution?

3. Can polluted air cause any diseases?
 4. What should be done to lessen air pollution?
- D. 1. What should engineers and scientists do to decrease the amount of pollution?
2. Can we put pressure on our government to take action?
 3. What should we do immediately?

2.19. Расскажите об экологических проблемах вашего города (села). Что делается (или не делается) для улучшения ситуации? Что вы можете сделать сами?

Лексический минимум к модулю II
(Living in a big city)

accommodation (n)	ecology (n)
advantage (n)	environment (n)
advantage of (over)	expensive (adj)
air (n)	feed (v) (fed)
fresh air	feel (v) (felt)
be able to do smth	feel bored
beauty (n)	feel lonely
breathe (v)	find (v) (found)
cheap (adj)	find accommodation
choice (n)	fine (n) (v)
wide choice	fume (n)
city (n)	garbage (n)
city centre	garbage can
city-dweller (n)	gas mask
control (v)	hang (v) (hung)
country (n)	harm (n) (v)
in the country	hurt (v) (hurt)
countryside (n)	jail (n)
in the countryside	job (n)
crowd (n)	have a job
crowd (v)	well-paid job
danger (n)	litter (n)
disease (n)	litterbug (n)
	look for (v)

lungs (n)
noise (n)
noisy (adj)
particularly (adv)
pollute (v)
polluted (p.II)
pollution (n)
prefer (v)
prefer peace

punish(v)
relax (v)
rush hour
space (n)
open space
spoil (v)
town (n)
home town
ugly (adj)

Supplementary texts
(Living in a Big City)

TEXT № 1

First Impression

Diana Weston from Brooklyn, New York

«My first impression of Britain is that people are much more formal. For example, in the States we use first names almost immediately but here I have to be more careful. And British people are generally more polite. A New Yorker says: "Give me the check, will you!" when he finishes a meal but here in Britain they say: "Excuse me. Do you think you could give me the bill?"

I don't find a lot of difference in prices. They're about the same as in the States. It's the same with accommodation. I think it's a bit cheaper in London than in New York but there's not a lot of difference. One thing is clear, London is not as violent as New York. Some friends of mine who live in the Bronx have four locks on their door because they don't feel safe even at their homes.

I prefer the subway here. It's cleaner and quieter. On the whole I think London is more polluted than New York.

When it comes to work and business, my impression is that the British are much less hardworking than Americans. Sometimes I think the British don't know what a day's work means.»

Mr Yama from Osaka

«The prices here are about the same as in Japan, except for accommodation. In Japan the cost of accommodation is very high, much higher than in Britain. You also get more for your money here. For example, the houses, the flats and the gardens are much bigger. There is more open space here, too. In London there are lots of parks and the city isn't as polluted as Tokyo. However, I think society here is more violent. You read every day in the newspapers about some violence on the streets.

As for the people, I think the British are less formal, not only in the way they behave, but also in the way they dress. People wear much more informal clothes here than in Japan.

When it comes to business, the Japanese work longer hours than the British, often twelve hours a day. But the interesting thing is that the British change jobs much more frequently than we do. In Japan you usually stay in the same company for your whole working life.»

Слова к тексту:

- | | |
|-------------------------------------|---|
| 1. impression (n) [ɪmˈpreʃn] | – впечатление |
| 2. formal (adj) [fɔːml] | – официальный, правильный |
| 3. careful (adj) [keəfl] | – внимательный, осторожный |
| 4. price (n) [praɪs] | – цена |
| 5. about (prep) [əˈbaʊt] | – примерно, приблизительно |
| 6. violence (n) [ˈvaɪələns] | – насилие, жестокость |
| 7. violent (adj) [ˈvaɪələnt] | – жестокий, склонный к насилию |
| 8. a bit [bɪt] | – немного |
| 9. polite (adj) [pəˈlaɪt] | – вежливый |
| 10. Brooklyn, Bronx (n) | – Бруклин, Бронкс –
районы Нью-Йорка |
| 11. lock (n) [lɒk] | – замок, запор |
| 12. subway (n) [ˈsʌb, weɪ] | – метро |
| 13. hardworking (adj) [hɑːdˈwɜːkɪŋ] | – трудолюбивый |
| 14. except for [ɪkˈsept] | – за исключением, кроме того |
| 15. society (n) [səˈsaɪəti] | – общество |
| 16. behave (v) [bɪˈheɪv] | – вести себя |
| 17. frequently (adv) [ˈfriːkwəntli] | – часто |
| 18. attitude (n) [ˈætɪ, tjuːd] | – отношение |
| 19. bill (n) [bɪl] | – счет |

Заполните таблицу, используя информацию текста, и сравните впечатления двух людей: в каких областях они имеют одинаковые или различные точки зрения на жизнь в Великобритании.

<i>Britain</i>	<i>An American view</i>	<i>A Japanese view</i>
1. People	more formal	less formal
2. Clothes		
3. Prices		
4. Accommodation		
5. Violence		
6. Pollution		
7. Business attitude		

TEXT № 2

Moscow

Moscow is the capital of Russia. It is one of the biggest and most beautiful cities in the world.

Moscow is a modern city now. The population of the city is about 9.5 million people. Moscow is a political centre, where the government of our country works.

Moscow was founded in 1147 by Yuri Dolgoruky. The total area of Moscow is about nine hundred square kilometres.

We say that Moscow is a port of five seas, as the Moscow-Volga Canal links Moscow with the Baltic, White, Caspian and Black seas and the Sea of Azov.

Moscow is an industrial centre too. There are many factories and plants in it. One of the best known plants produces many lorries, and the other one produces cars.

Moscow is a cultural centre. There are a lot of theatres, museums, institutes, libraries and cinemas in Moscow. The Bolshoi Theatre is one of the most famous theatres all over the world.

If you are fond of painting, you can go to the Tretyakov Art Gallery or to the Pushkin Fine Arts Museum and see a lot of interesting portraits and landscapes there. We say the Tretyakov Art Gallery is a treasure-house of Russian art.

Young people like to visit the Central Military Museum. There are many tanks, guns and war documents there.

One can see the Kremlin and Red Square in the city. There are many fine buildings, wide streets, green parks, large squares, churches and monuments in Moscow. It is necessary to mention such famous monuments as monuments to the great Russian writer Alexander Pushkin and to the first Russian printer Ivan Fedorov.

Visiting the capital a lot of foreigners from all over the world come to see these monuments. One of the highest buildings in Moscow is the State Moscow University. It was founded in 1755 by the great scientist Mikhail Lomonosov.

Transport... Moscow is a very big city and its transport must be comfortable and fast. One can see a lot of cars, buses, trolleybuses, trams in the streets of our city. The Moscow metro began its work on the 15th of May, 1935. There were 13 stations at that time. Now it has 190 stations. Our metro is a beautiful and convenient one. There are nine railway stations in Moscow and some airports around the city.

There are many stadiums in Moscow. The Central Stadium is in Luzhniki. Many competitions and football matches are held there. The Olympic village was built for the 22nd Olympic Games in Moscow in 1980. It is a big complex for sport games.

I live in Moscow and I am proud of this city.

Слова к тексту:

be proud of	– гордиться
government (n)	– правительство
link (v)	– соединять
landscape (n)	– пейзаж
mention (v)	– упоминать
foreigner (n)	– иностранец

Ответьте на вопросы к тексту:

1. What is the capital of Russia?
2. Moscow is a port of five seas, isn't it?
3. Is Moscow a modern city?
4. Are there many plants in Moscow?
5. Have you ever visited Tretyakov Gallery?
6. What do you know about the State Moscow University?
7. There are many kinds of transport in Moscow, aren't there?
8. How many stations has the Moscow metro got?
9. When was the Olympic village built?
10. Do you like Moscow?

TEXT № 3

Living in the Skies

Louise Hidalgo considers life in the 21st century, with two-kilometre high buildings, and Japanese cities that touch the sky.

Imagine a building one third of the height of Mount Everest, built by robots, and containing a whole city. Imagine you can walk out of your front door in a T-shirt and shorts on a cold winter's day and take a lift down 500 floors to school. Imagine you can see the sea a mile below you. Imagine you can never open a window. Imagine...

Well, if Japanese architects find enough money for their project, in the 21st century you'll be able to live in a building like that.

Ohbayashi Gumi has designed a two-kilometre high building, Aeropolis, which will stand right in the middle of Tokyo Bay. Over 300,000 people will live in it. It will be 500 floors high, and in special lifts it will take just 15 minutes to get from top to bottom. Restaurants, offices, flats, cinemas, schools, hospitals, and post offices will all be just a few lift stops away. According to the architects, Aeropolis will be the first 'city to touch the skies'.

'When we get to the end of this century, Tokyo will have a population of over 15 million people,' said design manager Mr Shuzimo. 'There isn't enough land in Japan. We're going to start doing tests to find the best place to build it. I hope people will like living on the 500th floor.' Won't people want to have trees and flowers around them? 'We're going to have green floors, where children can play and office workers can eat their lunch-break sandwiches,' explained Mr Shuzimo. What about fires? 'If there is a fire, it will be put out by robots. I hope we'll get the money we need to build. As soon as we do, we'll start. This will be the most exciting building in the world.'

Supplementary Texts
(Ecological Problems of Modern Cities)

TEXT № 1

The Protection of Nature

Nature is the source of Man's life since ancient times. People lived in harmony with environment for thousands of years and thought that natural riches were unlimited. The development of civilisation increased man's harmful interference in nature.

Large cities with thousands of smoky industrial enterprises pollute the air we breathe and the water we drink. Every year world industry pollutes the atmosphere with about 1,000 million tons of dust and other harmful substances. Many cities suffer from smog. Beautiful old forests disappear forever. Their disappearance upsets the oxygen balance. As a result some rare species of animals, birds, fish and plants disappear forever, a number of lakes and rivers dry up.

The pollution of air and destruction of the ozone layer are the results of man's attitude towards Nature.

The protection of the environment is a universal concern. We must be very active to create a serious system of ecological security.

Слова к тексту:

destruction (n)	– разрушение
dry up (v)	– высыхать
harmful interference	– вредное воздействие
industrial enterprises	– промышленные предприятия
natural riches	– природные богатства
ozone layer [ˈəʊzəʊn ˈleɪə]	– озоновый слой
rare (adj)	– редкий
source (n) [ˈsɔːs]	– источник
substances (n)	– вещества
suffer (v)	– страдать
universal concern	– всеобщая забота
upset (v)	– зд. нарушать

Отвeтьте на вопросы:

1. What is the main reason of ecological problems?
2. What are the main ecological problems?
3. Why should the ecological problems be a universal concern?
4. What steps are taken to fight ecological problems?

TEXT № 2

Greenhouse Effect

Greenhouse effect is the term for the role the atmosphere in warming the earth's surface. The atmosphere is largely transparent to incoming short-wave solar radiation, which heats the earth's surface. Much of this radiation is reflected back by gases such as carbon dioxide, methane, nitrous oxide and ozone in the atmosphere. This heating effect is at the root of the theories concerning global warming.

The amount of carbon dioxide in the atmosphere has been increasing by 0.4 per cent a year because of the use of fossil fuels such as oil, gas, and coal. The cutting of tropical forests has also been a contributing factor in the carbon cycle. Other gases that contribute to the greenhouse effect, such as methane and halocarbons, are increasing even faster. The net effect of these increases could be a worldwide rise in temperature, estimated at 2° to 6° C (4° to 11° F) over the next 100 years. Warming of this magnitude would alter climates throughout the world, affect crop production, and cause sea levels to rise significantly. If this happened, millions of people would be badly affected by flooding.

Слова к тексту:

absorb (v) [əb'sɔ:b]	– поглощать
alter (v) ['ɔ:ltə]	– изменять
affect (v)	– влиять
be affected by	– подвергаться воздействию чего-либо
carbon dioxide ['kɑ:bən daɪ'oksaid]	– двуокись углерода, углекислый газ
cause (v)	– послужить причиной/поводом для чего-либо
contribute (v)	– содействовать, способствовать
estimate (v)	– оценивать
flood (n) [flʌd]	– наводнение

fossil (n) [fɒsl]	– ископаемое
greenhouse effect	– парниковый эффект
halocarbons (n) [ˈhælokɑ:bənz]	– хлороуглероды
heating effect	– эффект нагревания
magnitude (n)	– величина
methane (n) [ˈmi:θeɪn]	– метан
net effect	– суммарный эффект
nitrous oxide [ˈnaɪtrəs ˈoksaid]	– окись азота
root (n)	– корень
surface (n) [ˈsə:fɪs]	– поверхность
transparent [trænsˈpæərənt]	– прозрачный

Ответьте на вопросы:

1. How is the surface of the Earth heated?
2. What gases reflect heat back in the atmosphere?
3. Why is the amount of carbon dioxide in the atmosphere increasing?
4. What can you say about possible worldwide rise in temperature in the next 100 years?

TEXT № 3

Global Warming

Global warming is an increase in the earth's temperature due to the use of fossil fuels and other industrial processes leading to a build-up of "greenhouse gases" (carbon dioxide, methane, nitrous oxide) in the atmosphere. It has been known since 1896 that carbon dioxide helps stop the sun's infrared radiation from escaping into space and thus functions to maintain the Earth's relatively warm temperature (this is called the greenhouse effect). The question is whether the increasing levels of carbon dioxide in the atmosphere will lead to elevated global temperatures, which could result major climatic changes, and have serious problems for agricultural productivity.

Since 1850 there has been a mean rise in global temperature of approximately 1° C (1.8° F), but this rise could just be part of a natural fluctuation. Such fluctuations have been recorded for tens of thousands of years.

The potential consequences of global warming are so great that many of the world's top scientists have insisted on immediate action and have called for international cooperation on the problem.

Слова к тексту:

built-up (n)	– накопление, увеличение
consequence (n)	– (по)следствие
due to (prep)	– благодаря, вследствие, в результате
elevated (p. II)	– повышенный
fluctuation (n)	– колебание
insist on (v)	– настаивать на
mean (adj)	– средний

Ответьте на вопросы:

1. What gases are called “greenhouse gases”?
2. What is a “greenhouse effect”?
3. What can be the potential consequences of global warming?

TEXT № 4

The Environment and Pollution

It was in Britain that the word 'smog' was first used (to describe a mixture of smoke and fog). As the world's first industrialized country, its cities were the first to suffer this atmospheric condition. In the nineteenth century London's 'pea-soupers' (thick smogs) became famous through descriptions of them in the works of Charles Dickens and in the Sherlock Holmes stories. The situation in London reached its worst point in 1952. At the end of that year a particularly bad smog, which lasted for several days, was estimated to have caused between 4,000 and 8,000 deaths.

Water pollution was also a problem. In the nineteenth century it was once suggested that the Houses of Parliament should be wrapped in enormous wet sheets to protect those inside from the awful smell of the River Thames. In the middle years of this century, the first thing that happened to people who fell into the Thames was that they were rushed to hospital to have their stomachs pumped out!

Then, during the 1960s and 1970s, laws were passed which forbade the heating of homes with open coal fires in city areas and which stopped much of the pollution from factories. At one time, a scene of fog in a Hollywood film was all that was necessary to symbolize London. This image is now out of date, and by the end of the 1970s it was said to be possible to catch fish in the Thames outside Parliament.

However, as in the rest of western Europe, the great increase in the use of the motor car in the last quarter of the twentieth century has caused an

increase in a new kind of air pollution. This problem has become so serious that the television weather forecast now regularly issues warnings of 'poor air quality'. On some occasions it is bad enough to prompt official advice that certain people (such as asthma sufferers) should not even leave their houses, and that nobody should take any vigorous exercise, such as jogging, out of doors.

TEXT № 5

Acid Rains

Every year more and more plants and animals disappear forever. Strangely, it is the most intelligent but most thoughtless animal that is causing most of the problems – man. Nature is very carefully balanced and if this balance is disturbed, animals can disappear alarmingly fast. Every day, thousands of species of animals draw closer to extinction.

In many lakes fish are dying. Fishermen are worried because every year there are fewer fish and some lakes have no fish at all. Scientists are beginning to get worried too. What is killing the fish?

The problem is acid rain. Acid rain is a kind of air pollution. It is caused by factories that burn coal, oil and gas. These factories send smoke high into the air. The wind often carries the smoke far from the factories. Some of the harmful substances in the smoke may come down with the rain hundreds of miles away.

The rain in many places isn't natural and clean any more. It's full of acid chemicals. When it falls in lakes, it changes them too. The lakes become more acidic. Acid water is like vinegar or lemon juice. It hurts when it gets in your eyes. It also kills the plants and animals that usually live in lake water. That is why the fish are dying in lakes.

But dead fish may be just the beginning of the problem. Scientists are finding other effects of acid rain. In some large areas trees are dying. Not just one tree here and there, but whole forests. At first scientists couldn't understand why. There were no bugs or diseases in these trees. The weather was not dry. But now they think that the rain was the cause. Acid rain is making the earth more acidic in these areas. Some kinds of trees cannot live in the soil that is very acidic.

TEXT № 6

The Ozone Layer

The ozone layer is a thin layer of gas about 25 to 40 kilometres above the Earth's surface. The ozone protects us from the sun's radiation. In the 1980s scientists discovered 'holes' in the ozone layer.

The causes include more carbon dioxide (CO₂) and the use of CFCs (chlorofluorocarbons).

The holes in the ozone layer might become bigger. Some scientists believe the average temperature of the Earth will increase by between 1.5° C and 4° C. There will be more droughts and we will change the way we grow our food.

The forests will die. The polar ice will melt and the sea levels might rise by a metre. There will be floods and some big cities might disappear. Some scientists think many thousands of people might die.

TEXT № 7

Heavy Metals as Toxicants in Big Cities

Heavy Metals (HMs) can have harmful effects on human health and on the environment. Their ecotoxicological properties are generally well known. As regards human toxicology, new aspects should be taken into consideration – gender and age dependence. We can estimate the HMs chemical risk and in this context, city demography data help to evaluate today's ecological situation (including HMs) and to predict the dynamics of future urbanization.

As regards urban atmosphere, motor vehicles (Pb) and industry (V, Ni, Cr, Cd) exert the greatest influence; water, soil, vegetation also experience menace caused by HMs. We should protect urban environments against contamination which is posed by HMs; the health status of big cities is dependent on adequate and safe supply of water. Vegetation plays a helpful role if we want to reduce HMs content in the atmosphere and the soil. Awareness of the inhabitants regarding the risks that are posed by HMs also counts as a critical factor today. Ecoeducation at the beginning of the new century can be taken into consideration.

Tapescripts

Tapescript № 1 (to ex. 1.21, 1.22)

Why I love this city

Anna, a teacher from the USA

My parents are from Dublin. It's on the east coast of Ireland, near the sea. The River Liffey runs through the city. There are a lot of beautiful bridges, parks and elegant grey houses in this small and very old city.

The people are kind and friendly. You can meet them in cafes and have delicious Irish coffee (hot coffee, brown sugar, Irish whiskey - with an *e!* - and cream on the top). Dublin is also famous all over the world for its beer. Guinness is a black beer with a white creamy 'head'. There are a thousand pubs in Dublin. It's also famous for music, dance and poetry. Bob Geldof, Sinéad O'Connor, U2, Oscar Wilde, George Bernard Shaw and James Joyce are all Dubliners.

Tapescript № 2 (to ex. 1.33, 1.34)

Dialogues

- a. A: Excuse me! Is there a chemist's near here?
B: It's over there.
A: Thanks.
- b. A: Excuse me! Is there a spot's club near here?
B: Yes. It's in Queen Street. Take the second street right.
A: Thanks,
- c. A: Excuse me! Is there a newsagents' near here?
B: Yes. There is one in Church Street next to the bank and there is one in Park Lane opposite the swimming pool.
A: Is that one far?
B: No. Just two minutes, that is all.
- d. A: Is there a cinema near here?
B: Take the first left, and it's on the left, opposite the flower shop.
A: Thanks a lot.

Module III

Science, Technology and Outstanding People in the Field

Unit 1

Science and Technology

1.1. Прочитайте новые слова вслух, познакомьтесь с их русскими эквивалентами

ability (n)	[ə'biləti]	способность, умение.
be interested in		интересоваться чем-либо
carry out (v)		выполнять, проводить
discover (v)	[di'skʌvə]	открывать
discovery(n)	[di'skʌv(ə)ri]	открытие
invent (v)	[in'vent]	изобретать
invention (n)	[in'ven](ə)n]	изобретение
inventor (n)	[in'ventə]	изобретатель
property (n)	['prɒpəti]	свойство
research (n)	[ri'sɜ:tʃ]	исследование
researcher (n)	[ri'sɜ:tʃə]	исследователь
science (n)	['saɪəns]	наука, область науки
science education		образование в области естественных наук
scientific (adj)	[,saɪən'tɪfɪk]	научный
scientific activity		научная деятельность
scientist (n)	['saɪəntɪst]	ученый
substance (n)	['sʌbst(ə)ns]	вещество
technologic (adj)		технологический
technological progress	[,teknə'lɒdʒɪk]	технический прогресс

technologist (n)	[tek'nolədʒɪst]	технолог
technology (n)	[tek'nolədʒɪ]	1) техника, техническая наука 2) технология

1.2. Прочитайте следующие интернациональные слова и догадайтесь об их значении:

apparatus	[,æpə'reɪtəs]	dynamite	[ˈdaɪnəmaɪt]
chemical	[ˈkemɪkl]	industry	[ˈɪndəstri]
experiment	[ɪk'sperɪmənt]	laboratory	[lə'bɒrətɔː]
element	[ˈelɪmənt]	prize	[praɪz]
constant	[ˈkɒnst(ə)nt]	medicine	[ˈmedɪs(ə)n]
problem	[ˈprɒbləm]	organization	[,ɔːg(ə)nəɪ'zeɪʃ(ə)n]
metal	[ˈmetl]	conference	[ˈkɒnf(ə)ns]
machine	[mə'ʃiːn]	technique	[tek'niːk]
standard	[ˈstændəd]	instrument	[ˈɪnst(ə)mənt]

1.3. Выберите из каждой строчки слова, которые сочетаются со словами колонки В, образуя устойчивые сочетания:

A	B
1) do, carry out, run, perform	-an experiment
2) conduct, give, carry out, do	- research
3) do, carry out, put, conduct	- some tests
4) information, results, somebody's eyes, a blood sample	-to analyze
5) an atomic bomb, a new plane, drugs on animals, an experiment	-to test
6) the results of the experiment, scientific research, blood pressure, somebody's eyes, drugs on animals	-to examine
7) an idea, a theory, a conclusion, a new machine	-to develop

1.4. Переведите на русский язык следующие словосочетания:

Russian science, a famous scientist, to carry out research, to perform a scientific experiment, to have proper knowledge for research work, a scientific discovery, a chemical substance, to discover a new element, the ability to analyze the results, to examine the results of the experiment, to develop a theory, to make a conclusion, to test drugs on animals, to conduct (=to do) some tests.

1.5. Заполните колонку В, указав название специалиста:

A Field	B Specialist
Engineering	...
Physics	...
Astronomy	...
Chemistry	...
Computer science	...
Genetics	...
Biology	...
Economics	...

1.6. Заполните пропуски в тексте следующими словами:

Microsurgery, lasers, clone, robots, reproduce

1). Scientists can grow crops that are not affected by disease and ... animals that produce more meat. They can ... plants and animals, by taking a cell and developing it artificially.

2). Using the latest ... doctors can perform operations on parts of the body too small to see with the human eyes. In the future patients will not have to worry about operations leaving scars as they will be performed with

3). Life in the twenty-first century will be much easier for most people. More and more dangerous jobs will be done by

1.6.1. Выберите для каждого отрывка заголовков, соответствующий содержанию абзаца:

Automation, medical science, genetic engineering, physics, biology.

1.7. Дайте толкование следующим понятиям после обсуждения в группах. Выберите наиболее точные, по образцу:

Science deals with.....

Science is concerned with

1. 'Science'.

2. 'Technology'.

1.8. Ответьте на следующий вопрос:

Are science and technology closely connected? Why? Why not?

1.9. Прочитайте текст и сравните ваши ответы с теми, которые даны в тексте:

Science and Technology

In recent years scientific and technological developments have greatly changed the life on our planet. We have got better understanding of the world around us and higher standards of living.

Today science and technology are closely connected. Many modern technologies such as nuclear power and space flights depend on science. Each advance in science creates new opportunities for developing better products for everyday life. In its turn, technology provides science with new instruments for research.

Technology can give us the ways in which people use discoveries for different aims. It satisfies their needs and desires, changes the environment and improves their lives. For all human history men and women have invented tools, machines and techniques to make their lives easier. When we speak of technology, today, we are looking at it in a much narrower sense. We mean industrial technology or the technology that began about 200 years ago. It was the time when the power-driven machines were developed and the number of factories began to grow. Thus, the mass production of goods has created the basis for our modern society.

Today we say that we live in an age of science and technology. According to statistics, 90% of all scientists lived and worked in the 1970s. This scientific activity has brought new ideas, processes and inventions to our life.

1.10. Найдите в тексте эквиваленты для следующих словосочетаний:

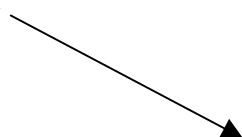
достижения науки и техники

атомная энергия и космические полеты

создавать новые возможности
 в свою очередь
 обеспечит науку новыми инструментами исследования
 удовлетворять нужды и потребности
 посмотреть на что-то в более узком смысле
 станки с механическим приводом
 массовое производство товаров

1.11. Подберите пары слов, имеющих сходные значения:

A	B
opportunity	progress
different	plant
factory	purpose
change	various
aim	possibility
advance	adapt



1.12. Найдите в каждом ряду слово, имеющее противоположное значение,

по образцу: 1-b

1. look for	a) search	b) lose	c) change	d) live
2. higher	a) better	b) easier	c) lower	d) newer
3. easy	a) difficult	b) modern	c) great	d) much
4. narrow	a) wide	b) recent	c) different	d) way
5. create	a) provide	b) depend	c) break	d) improve
6. different	a) same	b) difficult	c) scientific	d) today

1.1.3. Подтвердите или опровергните следующие утверждения (True/False). Дайте правильный вариант:

1. The scientific and technological revolution has brought great changes in people's life and work.
2. With the development of science we have got lower standards of living.
3. Science and technology are not connected at all.
4. Science provides technology with new instruments for research.
5. People use discoveries to improve their lives.
6. Industrial technology began 50 years ago.

1.14. Сопоставьте колонки А и Б, чтобы получилось логически законченное предложение.

А

- 1). Modern technology depends
- 2). Progress in science creates
- 3). Throughout human history man and woman
- 4). Scientific development makes it possible
- 5). Modern technology began
- 6). The mass production of goods

Б

- a) have invented tools, machines, materials and techniques to make their lives easier.
- b) to use new discoveries for satisfying needs and desires.
- c) on achievements in the field of science.
- d) new opportunities for producing better things for everyday life.
- e) has created the basis for modern society.
- f) with development of power-driven machines.

1.15. Найдите в тексте примеры употребления Present Perfect и переведите эти предложения.

1.16. Выберите правильную временную форму (Present Perfect или Past Simple):

1. He was interested / has been interested in scientific research since he entered the University.
2. When did you install / have you installed the new equipment in the laboratory?
3. They didn't give / haven't given the explanation of these strange facts yet.
4. They determined / have determined the main properties of the substance.
5. He has just made / just made a discovery in physics.
6. They didn't receive / haven't received any good results when they worked with this type of equipment.

1.17. Ответьте на вопросы по тексту:

1. What role has scientific and technological development played in man's life?
2. What proves that science and technology are closely connected?

3. What do people use new technologies for?
4. What have people invented for all human's history?
5. What did industrial technology start with?
6. How many scientists worked in 1970s? What was the result of this scientific activity?

1.18. Используя данные вопросы в качестве плана, подготовьте небольшое сообщение о роли науки и технологии в жизни человечества.

1.19. Напишите мини-сочинение о том, какое научное открытие облегчило человеку жизнь (объем 150-200 слов).

Unit 2

Scientists and Inventors

2.1. Найдите логические связи между фамилиями ученых, научными открытиями и изобретениями. Составьте 10 предложений с использованием пассивного залога,

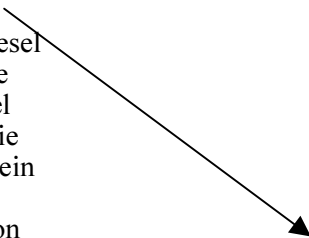
по образцу: Telephone was invented by Al. Bell.

... was formulated ...

... was discovered ...

... was created ...

A	B
Al. Bell	radium
Rud. Diesel	dynamite
S. Morse	theory of relativity
A. Nobel	internal combustion engine
M. Currie	steam engine
A. Einstein	radio
J. Watt	periodic table of elements
I. Newton	telephone
A. Popov	telegraphic dot-and-dash alphabet
D. Mendeleyev	law of gravitational force



2.2. Прочитайте следующие международные слова вслух и догадайтесь об их значениях.

industrialist	[ɪnˈdʌstriəlɪst]	patriotic	[ˌpætriˈɒtɪk]
contrast	[ˈkɒntrɑːst]	molecular	[məˈlekjʊlə]
millionaire	[ˌmɪljəˈneə]	nation	[ˈneɪʃn]
idealist	[aɪˈdɪəlɪst]	nationality	[ˌnæʃjəˈnæləti]
philosophy	[fəˈlɒsəfi]	ideals	[aɪˈdɪəl]
structure	[ˈstrʌktʃə]	penicillin	[ˌpenəˈsɪlɪn]
linguist	[ˈlɪŋɡwɪst]	financial	[faɪˈnænsj(ə)l]
radium	[ˈreɪdiəm]	radioactivity	[ˌreɪdiəʊsækˈtɪvəti]

2.3. Имена многих людей стали известными, благодаря их достижениям. Прочитайте слова и выберите те, что ассоциируются с именем Альфреда Нобеля. Составьте предложения, подтверждающие ваш выбор, используя фразы:

In my opinion ...

I think

As I know ...

It's known that ...

Sholokhov	Russia	mining	contrast
	Germany	peace	literature
	Sweden	money	steam
		millionaire	penicillin
		radium	
		dynamite	
		radio	

2.4. Прочитайте текст и выясните, правы ли вы.

Alfred Nobel – a Man of Contrasts.

Alfred Nobel, the great Swedish inventor, was a man of many contrasts. He was a son of a bankrupt, but became a millionaire. He was a scientist with love of literature and industrialist who was able to remain an idealist. He made a fortune¹ but lived a simple life. Cheerful in company he was of-

ten sad when he remained alone. A lover of mankind, he never had a wife or a family to love him. He invented a new explosive², dynamite, to improve the peacetime industries. However, it was used as a weapon of war. A patriotic son of his native land, he died in a foreign country.

He was born in Stockholm on October 21, 1833, but moved to Russia with his parents in 1842. His father Emmanuel made there a strong position for himself in the engineering industry. Emmanuel invented the landmine³ and got plenty of money for it from government during the Crimean War, but then went bankrupt. Most of the family went back to Sweden in 1859. Four years later Alfred returned back too and began his own study of explosives in his father's laboratory. He had never been to school or university but had studied privately. By the time when he was twenty he was a skilful chemist and an excellent linguist.

Like his father, Alfred was imaginative and inventive, but he had better luck in business. He was never really concerned with making money or scientific discoveries. He never expected any reward⁴ for what he had done. He was always searching for a meaning of life. He began to care about the whole mankind. He took every opportunity to help the poor. His greatest wish was to see an end to wars and peace between nations. He spent much time and money working for the cause until his death in Italy in 1896.

In his famous will⁵ Nobel wrote that he had left money to provide prizes for outstanding work in physics, chemistry, physiology, medicine, literature and peace. According to his will the capital was invested to form a fund. The money from this fund can be given to the candidates of any nationality, no matter if it is a Swede or not. Since Nobel's death many greatest scientists, writers and public figures from different countries have become Nobel Prize winners.

Слова к тексту:

1. make a fortune – сколотить состояние
2. explosive – взрывчатый, взрывчатое вещество
3. landmine – воен. фугас
4. reward - награда
5. will – завещание

2.5. Переведите слова, данные в скобках.

1. He invented a new (взрывчатое вещество) to use it for peaceful aims.
2. World famous for his work Nobel never expected (какой-то награды) for what he had done.

3. When A. Nobel returned back to Sweden, he began his (собственное изучение) of explosives.

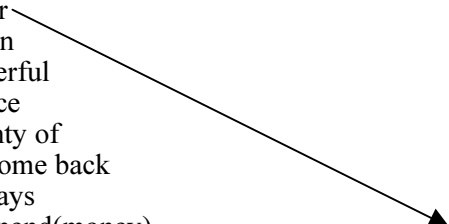
4. He began (заботиться) about human problems and used every opportunity to help people.

5. He spent much time and money working (ради этой цели) until his death.

6. Alfred Nobel left his money (чтобы обеспечить) prizes for outstanding works in different fields of science and art.

2.6. Образуйте пары антонимов (А,В):

А	В
poor	to earn
often	(to become) a millionaire
cheerful	to leave
peace	sad
plenty of	seldom
to come back	war
always	never
to spend(money)	rich
(to go) bankrupt	to stop
to begin	native
foreign	little



2.7. Найдите в каждом ряду синоним для выделенного слова,

по образцу: 1-d

1) to wish	a) to work	b) to go	c) to move	d) to want
2) plenty of	a) much	b) little	c) enough	d) few
3) to make	a) to choose	b) to do	c) to win	d) to wish
4) to believe	a) to respect	b) to deserve	c) to consider	d) to wish
5) to come back	a) to leave	b) to return	c) to retreat	d) to invent
6) to care about	a) to use	b) to worry about	c) to provide	d) to call

2.8. Образуйте с помощью союза “but” предложения, которые доказывают, что жизнь великого ученого была полна контрастов,

по образцу: to be a millionaire but to live a simple life

He was a millionaire but lived a simple life.

a) to be an industrialist		to remain an idealist
b) to be cheerful in company		to be sad in private
c) to love all mankind		not to have a wife or a family
		to love him
d) to invent dynamite to improve peacetime industries		to see it used as a weapon to kill people
e) to be a patriot of his native land	but	to die alone in a foreign country
f) to be a Swede		to live more than 20 years in Russia
g) never to study at school or University		to be a skilful chemist and excellent linguist
h) to be a man of imagination		to show great business and financial sense

2.9. Продолжите предложения, выбрав вариант, соответствующий содержанию текста.

- Alfred Nobel was a son of a
 - millionaire.
 - bankrupt.
 - clerk.
- He made a fortune but
 - spent all his money at restaurants.
 - was prisoned.
 - lived a simple life.
- He invented a new explosive, dynamite,
 - to kill and injure people.
 - to improve peacetime industries.
 - to get money (reward) for his invention.
- He was born in Stockholm
 - but moved to Russia in 1842.
 - and never left his native city.
 - moved to Germany in 1842.
- His greatest wish was
 - to see an end to wars.
 - to become famous.
 - to earn as much money as possible.

6. According to Nobel's will the prize is given
 - a) only to Swedish candidates.
 - b) to candidates of any nationality.
 - c) only to a Scandinavian.

2.10. Прочтите текст снова и разделите его на 4 логические части. Выберите для каждой из них заголовки из тех, что предложены ниже.

1. Alfred Nobel's will.
2. Contrasts and his life.
3. Alfred Nobel – priorities in life.
4. His way of becoming a scientist.

2.11. Ответьте на вопросы по тексту.

1. What kind of person was Alfred Nobel?
2. What was the most famous invention of A. Nobel?
3. Did he live in Sweden for all his life?
4. What did Nobel's father invent?
5. How did A. Nobel spend his money?
6. What was Nobel's contribution to development of Science and Art?

2.12. Прочитайте список людей, получивших Нобелевскую премию. За какие достижения присуждалась данная награда? Составьте предложения, используя пассивный залог,

по образцу:

P. and M. Curie were awarded the Nobel Prize for the discovery of radium.

или

The Nobel Prize was given to P. and M. Curie for the discovery of radium.

Physics

Pierre and Marie Curie (France)	the discovery of radium	1903
Guglielmo Marconi (Italy)	the invention of radio	1909
Albert Einstein (USA)	the development of the theory of relativity	1921

Chemistry

Ernest Rutherford (Britain)	his work on radioactivity	1908
Elias Corey (USA)	his work in synthesizing chemical compounds	1990

Physiology and medicine

Ivan Pavlov (Russia)	his work on conditional reflex	1908
Sir Frederick Banting (Canada)	the discovery of the drug insulin	1928
Lord Florey (Australia)	discovering of penicillin	1945
Maurice Wilkins (Britain)	discovering the molecular structure of DNA	1992

Literature

M. Sholokhov (USSR)	writing novels of social realism	1965
Rudyard Kipling (Britain)	writing poems and children's stories	1907
Boris Pasternak (USSR)	writing poems and anti-revolutionary novels	1958

For the cause of peace

Andrey Sakharov (USSR)	his work on theoretical physics	1975
Theodore Roosevelt (USA)	his peaceful political activity while being President	1906

2.13. Составьте диалог по следующей ситуации:

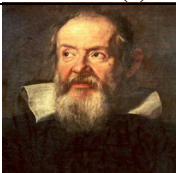
St. A is a famous scientist (he might be any Nobel Prize winner, no matter if he is alive now or not) who is ready to give interview.


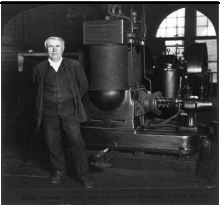


St. B is a graduate who is interested in scientific research and has an opportunity to interview scientist.

Во время беседы выясните следующее:

- where and when he/she was born and worked
- when and why he/she decided to become a scientist
- the field of science the scientist worked in
- the discoveries or inventions he/she made
- where the results of his/her work are used now

2.14. Прослушайте текст о пяти выдающихся ученых, дополните таблицу недостающими данными. Расскажите о каждом, используя эту информацию. Обсудите ваши ответы в парах.

Inventor(s)	Invention	Date	Place	Notes
 GALILEO	Telescope	Italy	– his largest telescope was 120cm long – he used it to study the and Mars

 <p>ALEXANDER GRAHAM BELL</p>	<p>.....</p>	<p>.....</p>	<p>USA</p>	<p>– telephones first used in US cities – by 1887, more than phones in USA</p>
 <p>THOMAS EDISON</p>	<p>Light bulb</p>	<p>.....</p>	<p>USA</p>	<p>– Edison also invented the.....</p>
 <p>THE WRIGHT BROTHERS</p>	<p>Aeroplane</p>	<p>1903</p>	<p>USA</p>	<p>– first plane flew feet in seconds – Orville was the first person to fly an aeroplane</p>
 <p>CARL BENZ</p>	<p>Automobile</p>	<p>.....</p>	<p>German y</p>	<p>– first car had only wheels, a steel frame and went kph – by 1888 Benz had 50 workers building the 3-wheeled cars</p>

2.15. Подготовьте проект(презентацию), об одном из выдающихся ученых в области физики, химии, литературы (250-300 слов). Придерживайтесь следующей композиции, используя подходящие фразы:

1. Introduction

My goal today (now) is to present (to discuss, to inform, to report)...

I am going to ...

I would like to ...

I am here to ...



e.g. present information about a famous scientist

I have divided my report into 3 (4...) parts/section as follows...

My report will be in ... parts...

2. Main body

To start with ...

Let's start with...

In addition...

Furthermore...

I'll move on to ...



e.g. some important events from the biography of...

e.g. his/her career of a scientist

This is important/necessary because... e.g. his/her invention(s)brough
him/her glory

It should be noticed/stressed that...

3. Conclusion

In conclusion I shall say that...

Summing up...

It is evident that...

Лексический минимум к модулю III

Science, Technology and Outstanding People

ability (n)

advance (n)

be interested in

be connected with

create (v)

carry out (v)

develop (v)

discover (n)

discovery (v)

explosive (n)

explosive (adj)

flight (n)

invent (v)

inventor (n)

invention (n)

opportunity (n)

property (n)

research (n)

researcher (n)

reward (n)

science (n)

scientist (n)

scientific (adj)

science education

substance (n)

technology (n)

technologist(n)

Supplementary Texts

TEXT №1

Technology in Our Lives

Technology plays an important role in all aspects of our lives – the way we work, and the way we live at home. The speed of technological change in the past 100 years has been incredible.

The early telephones were large, and they didn't even have dials or buttons. You picked up a receiver and talked to an operator who made the call for you. Nowadays, cellular telephones fit in our pockets, and we can use them to make phone calls from anywhere to anywhere. In grocery stores, cashiers used to punch keys on cash registers to enter the price of each item. These days, scanners read bar codes on products packaging, and the prices are recorded by a computerized cash register. In the past, we made a trip to the bank to deposit or withdraw money. Now we can use ATMs (automated teller machines). And many people now do their bank transactions at home online.

Modern technology has dramatically improved our lives. Personal computers enable us to create documents, store information, and analyze data – at work or at home. The Internet allows us to send and receive e-mail messages, connects us to the World Wide Web, and allows us to go shopping online from our homes. Miniature cameras that patients can swallow permit doctors to diagnose medical conditions without surgery.

“Smart homes” operated by computers turn lights on and off as people enter or leave rooms and enable homeowners to “call their houses” to turn on the heat or air conditioning. Many people feel, however, that technology has its price. With automated supermarket checkout lines, ATMs and online banking, and Internet shopping, we can meet our daily needs without having contact with other people. Life with technology can be very lonely! Also, many people are concerned about privacy. Technology makes it possible for companies or the government to monitor our use of the Internet. Our credit card numbers, bank account information, medical information, and other personal data are all stored on computers. Protecting that information will be an important issue in the years ahead. Bliss.

TEXT №2

Radio

Do you have a favorite radio station? What do you like about it? Have you ever wondered how your radio is able to produce the sounds and the music that you like to hear? Radio programs are sent by a machine called a transmitter to your radio which is called a receiver. The programs don't travel through wires like telephone messages do. They are sent through the air over long distances by electromagnetic waves. These waves are called radio waves and were discovered by a German scientist named Heinrich Hertz. He discovered that these waves could carry sound signals. He also discovered that radio waves have different lengths. Guglielmo Marconi, an Italian, invented a microphone that changed sound waves into electronic signals, and then he developed a receiver that turned them back into sound again. He also found a way to keep waves of the same length together and keep those of different wave lengths separate. On his equipment, a radio wave looked like a letter "s" lying on its side. Short waves curved up and down more times each second than longer ones, so he divided all the waves by how many times they curved each second or by how frequently they curved. He called each group a frequency. The numbers on your radio dial are different frequencies. Different stations can broadcast their programs at the same time using different frequencies. Later, scientists found that by using only the top half of a radio wave they could reduce static and other noise that interfered with clear sound. This kind of radio transmission is called FM broadcasting because the frequency has been modulated or changed.

TEXT №3

Television is Developed

John Logie Baird (1888-1946) applied for a patent for a mechanical television in 1923. He ran successful experiments in transmitting images in 1926, and in 1930 he worked with the British Broadcasting Corporation (BBC) to begin mechanical television broadcasting. He also tried, rather unsuccessfully, to mass-market his television transmitter. In 1923 Vladimir Zworykin (1889-1982) also applied for a patent. He was for a television camera that converted optical images into electrical pulses. On November 18, 1929, at a convention of radio engineers, Zworykin demonstrated a television receiver containing his "kinescope", a cathoderay tube. That same year Zworykin joined the Radio Corporation of America (RCA) in Camden,

New Jersey. As the director of their Electronic Research Laboratory, he was able to concentrate on making critical improvements to his system. Zworykin's "storage principle" is the basis of modern TV.

Meanwhile, in Japan, Kenjiro Takayanagi was developing electronic television, too. He was ahead of Zworykin, but better publicity gave Zworykin the nickname "father of television." Takayanagi transmitted an image electronically in 1926, with a 40-line resolution and film running at 14 frames per second. In 1932 the BBC ventured the first regularly broadcast programs using Baird's mechanical equipment, though it had been broadcasting special events and other sporadic transmissions since 1927. The first special-purpose television station was built in Germany in 1935 in preparation for the Berlin Olympic Games. That Olympic year, NBC experimented with electronic broadcast from the top of the Empire State Building. The first live journalistic event covered by television was the 1937 coronation of Britain's King George VI. That year, the BBC began the first regular, high-quality broadcasting service using an electronic system.

TEXT №4

Clothes Washer

And you wonder why it is called the Stone Age. In the good old days, clothes were washed in a stream, by bounding the garments with rocks, stones and heavy sticks. Forget about soap - water was the sole cleansing agent. Fire added heat to the laundry mix, when clothes were washed in tubs with water heated over open fires and soap made at home from a combination of lye and ashes. Clothes were scrubbed on a corrugated board, wrung by hand, rinsed, then wrung again, and draped on lines or bushes to dry. Women's hands were freed by 1927, when wringer washers became standard, eliminating the washboard, open tubs and the boiler. A few "pumps" with the foot started the motor of the machine and kept it humming.

The first automatic washer - one that washed, rinsed and extracted water from clothes in one process - debuted at a county fair in Louisiana, in September of 1937. After World War II, the demand for washers was enormous. By 1953, automatic washers were outselling wringer washers ten to one. Today, washers offer a variety of features including a selection of cycles for washing different types of garments and water temperature and level options.

TEXT №5

Refrigerator

The earliest method of refrigeration was the storage of food in caves and cold springs. This method of storing food in cold places slowly evolved, as people began keeping food in their cellars, in their outdoor window boxes, in the snow, or underwater in nearby lakes, streams or wells. The invention of the icebox led to more efficient refrigeration. Ice was delivered to houses by delivery men and was used in wooden iceboxes that were lined in tin or zinc and insulated with sawdust or seaweed. The use of ice for refrigeration continued until World War I, when mechanical refrigeration came on the market. The first electric refrigerators with freezer compartments came on the market in the 1920s and 1930s. However, the mass production of refrigerators began after World War II, when researchers had been able to successfully adapt large refrigeration systems for use in homes and shops. In the 1950s and 1960s, the invention of automatic defrost and automatic ice makers further improved the efficiency of refrigerators. Refrigerators also became available in a wide variety of size, color, and design.

TEXT №6

Ice cream cone

For folks who lived anywhere near St. Louis, Missouri, the biggest event in the summer of 1904 was the Louisiana Purchase Exposition, which took place in that city. No one knew beforehand, but that exposition was the occasion where ice cream cones were first made and sold. The person who did it was named Charles Menches and he was a seller of ice cream. But he didn't plan to invent the ice cream cone. This is how it happened. Charles Menches sold his ice cream in dishes the way every other ice cream man did. That August when the Louisiana Purchase Exposition was at its height, was a real scorcher, however, and one day disaster struck Mr. Menches. There were so many hot and thirsty fairgoers wanting ice cream that he ran out of dishes. And it wasn't even noon. He had more than half a day of business ahead of him and not a single dish to serve his ice cream on. What did Menches do? He looked around him and thought fast. Nearby was a stand where his friend, Ernest Hamwi, who was from Syria, was selling a Middle Eastern treat called Zalabia. Zalabia consists of a crisp, wafer-like pastry sold with syrup. "Give me Zalabia!" cried Menches. He rolled up the Zalabia, scooped his ice cream on top, and presto! Ice cream cone was born.

Tapescripts

Tapescript 1 (to ex. 2.14)

Presenter: Welcome to our quiz show. Our first category is “Inventors and their inventions”. Ready, players?

Players: Yes!

Presenter: When did Galileo build his first telescope? (ding)

P1: 1609?

Presenter: Correct! He used it to study the moon and Mars. Ok. What did Alexander Graham Bell invent? (ding)

P3: The telephone!

Presenter: You are right – next question: When did Bell invent the telephone? (ding)

P2: In 1780?

Presenter: Oh, sorry, that is incorrect. (ding)

P1: In 1876.

Presenter: Yes! And by 1887, there were more than 150,000 phones in the US! OK! Now, when did Edison and Swan invent the light bulb? (ding)

P3: 1879.

Presenter: That’s correct – did you know that Edison also invented the phonograph? Alright – what did Karl Benz invent in 1885? (ding)

P2: The automobile!

Presenter: Yes – and can you believe that this first automobile only had three wheels, and went 15 kph?! Now – what did the famous Wright brothers, Orville and Wilbur, invent in 1903? (ding)

P1: The aeroplane!

Presenter: That’s right – their first plane flew 120 feet in 12 seconds! (ding, ding, ding).

That’s the end of round one, players ... now ... (fade out)

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АНГЛИЙСКИЙ ЯЗЫК БАЗОВЫЙ КУРС

BEGINNERS (A1)

Часть 1

Методические указания

Переиздание

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