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## **ENGLISH FOR POSTGRADUATES**

**Учебно-методическое пособие для подготовки аспирантов к сдаче  
кандидатского минимума по английскому языку**

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**English for Postgraduates.**

**Учебно-методическое пособие для подготовки аспирантов к сдаче экзамена  
по английскому языку**

## **Учебно-методическое пособие для подготовки аспирантов к сдаче экзамена по английскому языку для кандидатского минимума.**

### Предисловие.

Данное пособие, состоящее из 14 уроков, имеет своей целью совершенствование и дальнейшее развитие практического владения речью для активного применения языка, как в повседневном, так и в профессиональном общении. Уроки организованы по тематическому принципу и включают следующие секции: warm-up activities, reading, speaking, grammar and vocabulary exercises.

Пособие составлено в соответствии с требованиями программы по подготовке к сдаче экзамена по английскому языку для кандидатского минимума и рекомендовано для занятий в группе и самостоятельно.

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# Part I. Lifestyles

## Lesson 1

### Different people and different ways of living

#### Warm-up activity

In your opinion, what is a lifestyle?

Say a few words about your own way of living.

**Read the dictionary definitions. Discuss them in pairs and report the results to the group.**

#### Lifestyle is

1. a way of living, including the kind of home one lives in, the things one owns, the kind of job one does, and the kind of activity one enjoys.

(Source: *Longman Dictionary of English Language and Culture, 1993*)

2. a person's typical approach to living, including his moral attitudes, preferred entertainment, fads, fashions etc.

(Source: *Random House Unabridged Dictionary, 1988*)

3. a). a person's basic character as established early in childhood which governs his or her reactions and behavior;

b). an individual's or group's way of life; a way or style of living.

(Source: *The new Shorter Oxford English Dictionary. Oxford: Clarendon Press, 1993.*)

#### **Start your discussion with the words:**

Both of us think that...

Neither of us agree with...

#### Reading

### Text A

**Read the text about a typical resident of the suburbs and look for answers to these questions:**

What kind of lifestyle do you think Felix Catt has? Is he satisfied with his life?

Does he have a lot work to do every day?

Would he like to change anything in his life?

**Use the text for supporting your opinion.**

### **Words for understanding the text**

- 1). gloomy- унылый
- 2). quiet- тихий, спокойный
- 3). to look after- присматривать, заботиться
- 4). a supply of smth.- запас чего-либо
- 5). to be content with smth.- быть довольным чем-либо
- 6). blind- слепой
- 7). to give smb. an injection- поставить укол
- 8). to operate on smb.- сделать кому-либо операцию
- 9). pain- боль
- 10). strange- незнакомый
- 11). surroundings- окружение, обстановка
- 12). desire- желание
- 13). adventurous- полный приключений

### **A Quiet Life**

Felix Catt is a typical resident of Siberia Avenue, Surbiton. He looks gloomy, but in fact he is quite happy, and he leads a quiet life in this suburb of London. His wife Gertie looks after him carefully; she cleans the house regularly, and feeds him daily on well cooked meat and tinned vegetables. There is always a supply of fresh water for whisky, and plenty of carpet space for putting practice, so he is very comfortable and content with suburban life.

Felix is very fond of his old dog, Sam. They go for walks together on Sundays. Today he is taking Sam to the local vet, because he is afraid that he is going blind. However, the vet is confident of curing him by means of a small operation. He is giving Sam an injection before operating on him, so that he will sleep peacefully the

whole time and not feel any pain. There is even a pretty nurse standing by to comfort Sam in case he feels unhappy and lonely in the strange surroundings.

In general, both Felix and Sam think that they don't have a bad life, and they have no desire to change it for anything more adventurous.

**This text is rather humorous, isn't it? Can you prove that?**

### **Check your understanding**

**Agree or disagree to the following statements on the texts beginning with:**

It can't possibly be true

I don't agree at all

It's true, I believe

Yes, it's really so

- a). Felix Catt leads a quiet life in the suburb of London.
- b). He looks gloomy because his wife Gertie doesn't look after him carefully.
- c). Felix Catt doesn't do morning exercises and he doesn't do anything on Sundays.
- d). His life is rather boring and he would like to change his lifestyle for anything more adventurous.
- e). Your typical day is just the same.

### **Enlarge your vocabulary**

**I. Find the words in the text which have the following meaning:**

- a). to be satisfied with smth.
- b). to give food smb. every day
- c). to have enough place for doing exercises
- d). to love smb. very m
- e). to be scared of smth.
- f). to become blind
- g). to be sure of doing smth.
- h). to sleep well and don't worry about smth.
- i). on the whole
- j). to have no willing
- k). unknown place which smb. has never seen before



## **II. Translate into English:**

Феликс Кэт- типичный коренной житель окрестностей Лондона.

Он выглядит унылым, но он совершенно счастлив и ведет спокойную жизнь. Его жена заботливо ухаживает за ним. Феликс очень любит своего пса Сэма. По воскресеньям они ходят гулять. Феликс и Сэм считают, что у них неплохая жизнь и они не собираются менять ее ради каких либо приключений.

## **Text B**

### **Words for understanding the texts**

- 1). partly- частично, отчасти
- 2). jet lag- последствия(недомогания) после перелета
- 3). bright- яркий, разноцветный
- 4). fashion show- показ моды
- 5). untidy- неаккуратный

### **Read the text and be ready to answer these questions:**

Who is this text about?

Why does he get up late?

What colour clothes does he like wearing?

What sort of restaurants does he hate going to?

Why is his home untidy?

Why does he spend his weekend in Tokyo?

### **A Day in the Life of Takashi Takashimi.**

**Takashi Takashimi is a fashion designer from Tokyo, talks to a journalist Margot Townsend...**

I get up every day at about eleven or twelve o'clock. I get up late partly because I travel a lot and get jet lag but also because I don't like getting up early. I never eat breakfast- I sometimes have a cup of tea. I eat nothing during the day. I just don't feel hungry at all.

I live about eight minutes from the office near Shibuya. I drive to the office every morning in my car- black BMW. I love driving. I always wear black or navy blue. I sometimes wear a white shirt or T- shirt but no bright colours.

I work from about noon till seven in the evening. I don't mind working late. Before a fashion show I usually work until eleven or twelve at night. I eat out in restaurants about six nights a week. I hate going to new restaurants. I usually go to a few old favourites.

I live with my daughter, who's eighteen. The house is always untidy. She doesn't like cooking or cleaning and nor do I! I spend no time at all in my home- it's not a big part of my life.

I usually stay in Tokyo at the weekend. I don't mind that because I hate making plans. The traffic in Tokyo is terrible but sometimes I just get in my car and drive...

## **Speaking**

**I. Work in pairs and tell each other what Takashi's average day is like.**

**II. Retell the text to your partner.**

## **Text C**

**Read and find out what Clare's typical day is like? Is it very different from yours?**

### **A day in the life of Clare Smith**

**Clare Smith was born in 1976, the third daughter of the actor, Charles Smith. As a child, Clare worked in television and the theatre. In 1992 Clare left school to follow her acting career. She is currently appearing in the musical, 'On the Road'.**

I live in London. I've got a small flat in north part of the city. I don't get up very early- about eleven o'clock. This is because I work in the evening and go to bed late. When I get up I take a shower. Then I have breakfast – a cup of coffee, brown toast and some fruit. After breakfast I go to the gym for about an hour. Then I have a driving lesson. After that I have lunch, usually salad or some pasta. I don't have a big lunch. I relax after lunch. I watch a good video or I sometimes go shopping. Then I

go to the theatre by underground. It takes me only ten minutes to get to my work but I never go on foot to the theatre. I'm in the musical 'On the road' at the moment. I have been working at the theatre since I was a small child. I have already played in a great number of musicals. My life is rather interesting and busy but I try to have dinner at the same time every day. I usually have dinner when I get home from work. The evening show is at half past seven and I get home at about eleven o'clock. I have dinner at about half past eleven. I go to bed at a quarter to two. What time do I go to sleep? Well, at about three o'clock.

### **Check your understanding**

#### **Agree or disagree with the statements.**

1. Clare Smith was born in the family of the scientists.
2. She left school to follow the career of a businesswoman.
3. She lives in London and her lifestyle is rather stressful.
4. Clare doesn't usually have breakfast at home.
5. As a rule, she usually has a big lunch.
6. Clare sometimes goes to work by taxi.
7. She regularly goes to work on foot. She thinks that it is very good for her health.
8. Clare doesn't have any time to relax during the day. She is very busy.
9. She hates doing the shopping herself and she never does it.
10. Clare has been working at the theatre for about a few months and she is quite happy.

### **Text D.**

#### **Read and retell the text.**

#### **Words for understanding the text:**

- 1). belief- вера, представление
- 2). boast- хвастать
- 3). possessions- имущество, собственность
- 4). chemicals- удобрения

- 5). backward- отсталый
- 6). modernize- модернизировать
- 7). steal- красть
- 8). soul- душа
- 9). complicated- сложный
- 10). corrupt- испорченный, продажный, безнравственный
- 11). corruption- продажность, коррупция
- 12). community- община
- 13). morals- этика
- 14). modest- скромный
- 16). modesty- скромность
- 17). reserved- сдержанный
- 18). vanity- суета, суетность, тщетность, тщеславие
- 19). plain- простой
- 20). donnet- шляпка
- 21). jewelry- драгоценности, ювелирные изделия
- 22). button- пуговица
- 24). barn- амбар
- 25). hymn- церковный гимн, хвалебная песня, гимн
- 25). violence- насилие

### **People that Live Simple Lives**

There is a common belief that a typical American is a loud person who boasts of his possessions and owns the latest technology. But not all people in America are like this. The Amish are completely opposite. They don't have cars, they use horses. They don't have TV sets either. In fact, they don't have electricity. So they don't have radios, computers or anything electrical at all. They don't use chemicals on their farms. Some people think they are backward, but they just don't want to modernize their life. Besides American English, they speak a local German dialect, often called Pennsylvania Dutch. They don't like when people take their photographs. They say photographs steal their souls. The Amish are

farmers and they base their life on the Bible. They don't want to be a part of the modern world because it is too complicated and corrupt. The biggest Amish community in the USA is in Lancaster, Pennsylvania where there are 18,000 Amish people. The Amish came to America in the 18<sup>th</sup> century and since then their lifestyle has not changed at all.

They live independently in their own community. They only have their own schools with only one or two classrooms. They learn reading, writing, maths and morals. The big difference from a regular American school is that they learn nothing about the outside world and they do not continue their education after the age of 13.

Amish life is very strict and modest. They try to be reserved and as simple as possible. They think fashion is vanity. Their clothes are very plain. The men and boys wear dark jackets and trousers, plain shirts and hats. The women and girls wear long dresses and small bonnets. Women don't wear jewelry or make up. They even don't wear clothes with buttons.

Family life is very important for the Amish. They live in large families and everyone helps each other with the work. The day starts when the sun rises and it ends when the sun sets. The men and boys work in the fields and the women and girls work in the house. When something big is needed, such as a new barn, all the neighbours help to build it. While the men and boys cut and lift the wood, the women and girls prepare the food and look after the children. Nobody works on Sundays, because everyone goes to church.

But life for the Amish is not all work. They have a lot of village parties. They don't dance or play musical instruments, but they sing hymns and they have a good time. There is no crime or violence in the world of the Amish. Nobody is poor and nobody is lonely. Only one in five people leaves the Amish community. They say this shows that people enjoy living the way they do.

### **Check your understanding**

**Do you know the questions to these answers:**

- 1). A typical American is a loud person who boasts of his possessions and owns the latest technology.
- 2). No, they don't, they speak German.
- 3). They say photographs steal their souls.
- 4). They don't want to be a part of the modern world because it is too complicated and corrupt.
- 5). It is in Lancaster, Pennsylvania.
- 6). They think fashion is vanity.
- 7). They wear dark jackets and trousers, plain shirts and hats.
- 8). The women and girls wear long dresses and small bonnets.
- 9). It starts when the sun rises.
- 10). No, they don't. They don't work on Sundays, because everyone goes to church.
- 11). No, they don't dance or play musical instruments, but they sing hymns and they sing hymns and they have a good time.
- 12). Only one in five people does leave the Amish community.

### **Enlarge your vocabulary:**

#### **I. Find words and word expressions in the text which mean the following:**

Общее представление; полностью другие; не используют удобрения на своих фермах; современный мир слишком сложный и безнравственный; у них также нет телевизора; быть частью современного мира; рубят лес; поют церковные гимны; все соседи помогают строить его; простая рубашка; женщины не носят украшения; нет преступности; их одежда очень простая; все идут в церковь; солнце поднимается; солнце садиться; основывают свои жизни на Библии; они даже не говорят по-английски; они думают, что мода-это суета.

#### **II. Match the words and phrases with similar meaning:**

- |               |   |
|---------------|---|
| 1). modernize | a). the feeling that smth. is real and true, confidence |
| 2). steal     | b). property  |
| 3). modesty   | c). eager to learn, know, interested in                 |

- |                 |  |
|-----------------|--|
| 4). belief      | d). without boasting                   |
| 5). possessions | e). quick                              |
| 6). plain       | f). take without right                 |
| 7). accept      | g). cool in manners                    |
| 8). curious     | h). make suitable for present-day need |
| 9). fast        | i). receive smth. offered              |
| 10). reserved   | j). simple                             |

## **Refresh your grammar**

### Present Tenses of Active Voice

Translate into Russian:

She reads English very well.

She has been reading English since she was a small child.

She is reading now. Don't bother her.

She has already read this article.

Translate into English:

Он пишет сейчас.

Он обычно пишет длинные письма.

Он пишет уже десять минут.

Он уже написал письмо.

### **Test yourself**

I. Дополните следующие предложения, выбрав соответствующие обстоятельства времени из правой колонки:

- |                               |                   |
|-------------------------------|-------------------|
| 1). She is watching TV.       | a). right now     |
|                               | b). for two days  |
|                               | c). every day     |
| 2). She watches TV.           | a). since morning |
|                               | b). now           |
|                               | c). every Sunday  |
| 3). She has been watching TV. | a). every week    |





c). has been defending

## Lesson 2

### **Workaholism and Workaholics**

#### **Warm-up activity**

**Answer the preview questions.**

Why do the people work?

What do you think work means to an average American?

What does the work mean to you?

Can work be of moral value ?

#### **Speaking**

**In small groups, discuss the issues below:**

1).The word “workaholism” is a combination of two words with opposite connotation “work” and “alcoholism”. Are these connotations positive or negative to you?

2).Being hooked on work, a workaholic would say, “I have no life”. Then, why do you think they continue putting in long hours at work?

3).The dictionary defines a workaholic as “a person who works most of the time and finds it difficult to stop working in order to do other things” (Source: Collins COBUILD *English Dictionary*. London: HarperCollinsPublishers, 1998.) List things, activities, relationships etc., workaholics to sacrifice.

4).Are you familiar with the concept of Silicon Valley? What is Silicon Valley famous for?

#### **Reading**

**Make predictions about the reading. What do you think you will read about in the text bellow?**

**Skim the text and do the activity after it.**

### **Text A**

**Work-class Workaholics: Are Crazy Hours and Takeout Dinners the Elixir of American Success?**

Chris Strahorn's parents haven't seen much of him lately. They're usually asleep by the time he gets home, anywhere between 11 p.m. and 3 p.m. And he's often asleep when they leave for work. If his car is in the driveway, they know he made it back. (Sometimes his father says "hi" to the car.) If not, it's safe bet that Strahorn, a 24-year-old computer programmer at the Internet start-up called the Tomorrow Factory, has pulled another overnigher, grabbing a few hours of sleep on his futon. Most of his colleagues prefer the sofa that the company has thoughtfully provided. Strahorn likes the relative calm and quiet of his cubicle. He sleeps under his desk, for the darkness, and close to his computer, for the warmth.

Wherever he has slept, he tends to have breakfast at the Morning Brew Coffee Co. in the same small South San Francisco building as the Tomorrow Factory. The Morning Brew was there first. When the Tomorrow Factory moved in over the summer, the founders installed a door between the two places. Thanks to that piece of foresight, the Tomorrow Factory's thermoses are kept steadily filled with freshly ground Sumatra. Some of the employees, says Strahorn, think it may be time to add a "direct line — an intravenous tube."

Young computer whizzes with stock options may not be broadly representative of the contemporary work force. But in one respect — crazy hours — the Silicon Valley ethos speaks for America these days. Between 1977 and 1997, the average workweek (among salaried Americans working 20 hours or more) lengthened from 43 to 47 hours. Over the same years, according to James T. Bond, vice president of the Families and Work Institute, the number of workers putting in 50 or more hours a week jumped from 24 percent to 37 percent. Scarcely a decade ago, Americans viewed the work habits of the Japanese with half-horrified awe. Now, according to a recent report of the International Labor Organization, the United States has slipped past Japan to become the longest-working nation in the advanced industrial world.

### **Life Inside a Silicon Valley Start-Up**

At hundreds of start-ups across Silicon Valley, computer whizzes are setting the tone for the national work-a-thon. What makes them tick so fast?

"Everybody knows I don't have a life," says Ken Exner, who lives about five minutes from the Tomorrow Factory, the little company he founded a year ago in the South San Francisco.

David Kerley, the director of marketing, also sets a strong example of dedication to the enterprise. And often there's nobody for him to go home to either, because his wife works equally crazy hours on merger-and-acquisitions deals at her Palo Alto law firm.

### **Eight days a week**

Co-worker Dylan Greiner's marriage almost broke up five years ago, after a stint of 12-hour days at a software company in Texas. "A lot of lifestyle changes were made," says Greiner. Yet he, too, has embraced the start-up life, including an hour and a half commute from his home near Modesto. Early next year, they will launch their product — a form of personal shopping management software whose wonders they cannot yet divulge. Before he joined the Tomorrow Factory, Greiner had a nice thing going at a software company in San Mateo, where he was required to do overtime just once in 18 months. From a domestic point of view, he says "it was a dream job. But it was pretty boring." Chris Strahorn, a 24-year-old programmer, worked at Sun Microsystems for three years while pursuing an as-yet-unobtained degree in computer science at the University of California-Davis. He put in some 60-hour weeks at Sun. He says he'd sooner work 100 hours a week in a small and collegial setting of the Tomorrow Factory, working on something he believes in. A few years from now, he hopes to be in a position to say, "That's mine — I wrote that — and it's sitting on a million desktops."

(Abridged from: James Lardner, *World-class Workaholics*. *U.S. News and World Report*, December 20, 1999)

### **Check your understanding**

**I. Fill in the chart below to describe the lifestyle of Chris Strahorn, David Kerley and Dylan Greiner.**

	<b>Chris Strahorn</b>	<b>David Kerley</b>	<b>Dylon Greiner</b>
<b>Age</b>			
<b>Education</b>			
<b>Single or married</b>			
<b>Job</b>			
<b>Working habits</b>			
<b>Values</b>			

**II. In small groups, discuss what you think of the workaholics' lifestyle. Try to balance all pros and cons. The information below will help you fill in the chart.**

<b>Pros</b>	<b>Cons</b>

**For your information:**

- Americans across the country will join the hundreds of activities to start a national conversation about how we can all live more fulfilling, happier lives.
- Americans work nine weeks more each year than their colleagues in Western Europe.
- More than half of Americans (52%) say they would be willing to trade a day off a week for a day's pay a week.

-Americans say they'd accept a pay cut to: have more free time to do whatever you wanted (27%); have more free time to spend with my family (21%); and genuinely feel less pressure and stress in my life (20%).

-More than 4 in 5 Americans (83%) wish they had more time to spend with the family. This sentiment is shared among adults with and without children. More than 8 in 10 parents (88%) and non-parents (83%) want more time for family.

(Source: Center for a New American Dream, August 2003, by Widmeyer Research @Pollingof Washington,

DC.From:<http://www.newdream.org./live/time/timepoll.php>)

## **Refresh your grammar**

### Past Tenses of Active Voice.

Translate into Russian.

They invented a new device yesterday.

They were inventing a new device at three o'clock yesterday.

They were inventing a new device while he was making a report.

They were inventing a new device when he came in.

They had been inventing a new device for about an hour by the time he called them.

They had invented a new device by the time he called them.

Translate into English.

Мои коллеги по работе в прошлом месяце успешно выступили на конференции.

Наш преподаватель читал лекцию уже в течение двух часов когда вошли опоздавшие.

Я прочитал эту статью в газете до того, как ты пришел домой.

Она писала письмо, пока он работал на компьютере.

Ведущие специалисты нашей фирмы вчера в семь часов вечера обсуждали планы на будущее.

Мы работали, когда пришел репортер из местной газеты.

## Test yourself.

I. Укажите какая из перечисленных форм соответствует действию, завершённому к определенному моменту в прошлом (т.е. Past Perfect):

- a). was/were V-ing
- b). V-ed, V2
- c). had V3
- d). had been V-ing

II. Соотнесите видовременные формы глагола с характеризующими их названиями:

- |                    |                              |
|--------------------|------------------------------|
| 1). had been V-ing | a). Past Simple              |
| 2). V-ed, V2       | b). Past Progressive         |
| 3). was/were V-ing | c). Past Perfect Progressive |
| 4). had V3         | d). Past Perfect             |

III. Выберите из правой колонки слова для правильного перевода английских видовременных форм глагола:

- |                       |  |
|-----------------------|--|
| 1). painted           | a). рисовал (вчера)  |
| 2). was painting      | b). уже рисовал (в течение какого-то времени, когда что-то произошло). |
| 3). had been painting | c). рисовал вчера (в семь часов).                                      |
| 4). had painted       | d). нарисовал (вчера к семи часам)                                     |
| 5). have painted      | e). нарисовал (уже)  |

IV. Укажите по каким формальным признакам можно распознать:

- |                              |               |
|------------------------------|---------------|
| 1). Past Simple              | ( ... V ... ) |
| 2). Past Progressive         | ( ... V ... ) |
| 3). Past Perfect Progressive | ( ... V ... ) |
| 4). Past Simple              | ( ... V ... ) |

5). Present Perfect

( ... V ... )\_

## Lesson 3

### Leisure and Pastime

#### **Warm-up activity**

What, in your opinion, is included into the concept "leisure"? "recreation"?

Why people need time off?

What kinds of leisure activities are you familiar with?

What are the most common ways to spend free time in the USA? In Britain? In Russia?

Given more time to spare, what would you like to do?

#### **Reading**

#### **Text A**

#### **Words for understanding the text**

- 1). jogging- легкий бег трусцой
- 2). average- средний
- 3). essential activities- необходимые виды деятельности человека
- 4). driving lessons- уроки вождения автомашины
- 5). probably- возможно
- 6). according to- согласно чему-либо; в соответствии
- 7). to keep fit classes- заниматься в фитнес клубах
- 8). weight training- тренироваться в поднятии тяжестей
- 9). squash- игра в мяч с ракеткой (скуош)
- 10). snooker- вид бильярдной игры (снукер)
- 11). although- хотя, несмотря на
- 12). to participate in smth.- участвовать в чем -либо
- 13). up-to-date facilities- современные сооружения
- 14). water slides- водные горки

#### **Read the text and do the activities after reading**

#### **Fitness or Fun.**

WE BRITISH as a nation do all kinds of things in our spare time: we go shopping or jogging, we play darts or football, we collect records or stamps, we go to church or to the pub. The average working person has 40 hours of free time a week, sleeps for 49 hours, spends 45 hours at work at traveling to and from work. The remaining hours are spent on “essential activities” (food, shopping, housework, child care, cooking, etc.). Of course, some of our free time activities, like visiting relatives or taking driving lessons, may not be fun, but whatever we do, the way we spend our free time is probably providing other people with work. Leisure is our fastest growing industry.

ACCORDING TO the latest figures, during the past year, the most popular activity of all was walking. 35 million British people regularly walked two miles or more. More energetically, ten million people went to keep fit classes or took part in aerobics or yoga and half as many did some kind of weight training in a gym. Not only did nine million people go cycling but four million went jogging and the same number played football and played golf. Other popular sports were bowling (six million), badminton (five million), tennis (four million) and squash (three million). Less actively, twelve million people played snooker or pool, seven million played darts and three million went fishing.

WATCHING OTHER people playing is also a popular leisure activity: the favourite sports among TV viewers are football, horse-racing, snooker, cricket and tennis. But although millions watch the matches on TV, not so many regularly go to watch football matches. “New” television sports like American football, basketball and even darts are attracting loyal armchair experts.

THE FITNESS boom of the eighties led to a big rise in the numbers of people participating in sports. To cater for this boom and provide the up-to-date facilities people want, over 1,500 private health and fitness clubs and the same number of public leisure centres have been built the past twenty years. These modern centres, with their swimming pools (22 million people went swimming last year), squash courts, gyms and indoor courts for tennis and other sports, are competing with clubs, pubs and cinemas as places for people to go to spend their leisure time- and



their money. Now practically every town has a leisure swimming pool often with a wave machine, water slides and tropical plants. Families can even spend their holidays at huge indoor water parks, where they can play and relax all day long in warmth and comfort without worrying about the weather outside. But this may not be helping us to get fitter we may be becoming a nation of splashers, but not a nation of swimmers. The big question fitness experts are asking is should sport be taken seriously or should it just be fun?

## **Check your understanding**

### **I. Fill in the gaps in this chart with the information from the article.**

The number of people who took part in sports and leisure activities in the last year.

Walking <u>35 million</u>	swimming_____
Snooker and pool_____	cycling_____
Aerobics, fitness and yoga_____	darts_____
Golf_____	bowling_____
Running and jogging_____	football_____
Weight training_____	badminton_____
Squash_____	tennis_____
Fishing_____	

### **II. Answer the questions to the text:**

1. How many hours of free time does the average working person have in Britain?
2. What “essential activities” are required for everyone?
3. How do you understand the idea that leisure is our fastest growing industry?
4. What was the most popular outdoor activity of all last year in Britain?
5. Are there enough up-to-date facilities in every town in Britain?
6. Should sport nowadays be taken seriously or should it just be fun?

## **Enlarge your vocabulary**

**Look at these sentences and fill in the blank places with the appropriate words from the text:**

- 1). The most popular sporting activity in Britain is \_\_\_\_\_.
- 2). The second most popular activity in Britain is \_\_\_\_\_.

- 3). Over the past 20 years, 1,500 private \_\_\_\_\_ have been built in Britain.
- 4). Over the past 20 years \_\_\_\_\_ public leisure centres have been built in Britain.
- 5). “New” television sports like American football, basketball and even darts are attracting \_\_\_\_\_ .
- 6). The fitness boom of the eighties led to \_\_\_\_\_ in the numbers of people participating in sports.
- 7). Families can even spend their holidays at huge indoor parks, where they can play or relax all day long in \_\_\_\_\_ and \_\_\_\_\_ .
- 8). We may be becoming a nation of \_\_\_\_\_ , but not the nation of swimmers.

## **Text B**

**Scan the text bellow to find the answers to the questions:**

1. Why did jogging become especially popular in the United States in the 1970s? What were Americans “running away” from?
2. What equipment do you need to do the jogging?
3. At what age do men typically take up jogging? Women?
4. Is running a recent phenomenon of American life?
5. How did the Boston and New York Marathons change overtime? What impact did the change have on the American lifestyle?

### **The Running Boom**

There was an extraordinary increase in the popularity of running and jogging (no precise distinction is made between the two; jogging is merely slow running either for training or fitness) in the 1970s. Among the factors contributing to this surge were a new awareness of the relationship between heart problems and lack of physical fitness as well as more publicity about running from televised coverage of races such as the marathon in Boston and New York City. Running became the sport of the moment: all that was needed was a pair of sneakers and an open road.

Most of the new runners chose to compete only against themselves or the clock, but others decided to participate in occasional road races in order to test themselves against other runners. It is easy to trace the running boom through the number of competitors in road races such as the Boston Marathon, which has been staged annually since 1897. Until the early 1960s only 200 to 300 runners competed, but the number of runners has increased steadily since then, forcing race organizers to impose stiff qualifying standards to limit the field. Even with such restrictions in effect, the Boston Marathon's starting field numbered over 8,000 in the early 1990s. The New York Marathon, run through that city's five boroughs, began in 1970 with 126 runners; the field numbered 25,000 in the early 1990s.

Many of the new runners are men over 40 years of age interested in long-term fitness and women of all ages. Before the 1970s few women ran for recreation, and amateur regulations on competitive racing barred them from distances longer than 2.5 mi (4km). All that has changed as shown by the increase in entrants in several for-women-only races that have drawn more than 8,000 starters.

(Source: *Grolier Multimedia Encyclopedia*, 1999).

**For your information:**

## **Text C**

### **Comparing Cultures**

**Read the text and fill in the chart below. Explain why the culture bump occurred.**

After supper, Elena and Valera invited me to **gulyat'**, or go for a stroll. I'd actually taken up late night jogging in college, but hadn't had any deliberate exercise since I'd been in Moscow. In a place where life itself was a workout, people never seem to run without reason (someone chasing them, for instance). So I slid into sweats and Adidas and went outside to stretch in their garden. Elena and Valera soon joined me, having also changed – into even nicer clothes than they were wearing before. Too polite to tell me the whole town would be out strolling

and this was a time to see and be seen, they asked if I was ready. I said **da** and we walked through the front gate. I sprinted forth, reached the far end of the block, and turned around to see that Elena and Valera had just made it to the second house.

“**Vsyo normalno, Stephan?**” Valera shouted out, concerned. Is everything all right? Feeling rather silly, I circled back and joined them. “**Vsyo khorosho**”, I assured him as I slowed down to their leisurely pace. I tried to remember the last time I had taken a walk with neither a destination nor an intention to burn calories and could not.

(Source: S. Griest. *Around the Block*. New York: Villard, 2004, p.64)

### **Check your understanding**

**Find the information in the text and fill in the chart.**

	<b>Russians</b>	<b>Americans</b>
Outdoor activity		
Clothes		
Reasons for doing this outdoor activity		

### **Speaking**

#### **Are you ready to talk about your leisure activities?**

**These questions can help you to discuss this topic with your partner:**

- 1). Is fitness as much a part of the Russian lifestyle as it is in America?
- 2). Do you do anything special for staying in a good form all the time? If so, is it rather actual for you?
- 3). Have you ever followed any special weight loss programs? What is your attitude to them?
- 4). What kind of up-to-date leisure centres and facilities are there in your city? Would you like to have more?
- 5). What is the most popular type of entertainment among your friends? How do you usually spend your free time?

6).Some of leisure time can be spent going out. Here is the list of different places to go out. Tick the names of the places where you go most often.

Clubs and groups

Restaurants and cafes

Cinemas and theatres

Pubs or night clubs

Public events like a fireworks display

Friend's (relative's) house

Park or nature reserve

Which leisure activity is preferred by the majority of people at your age?

### **Refresh your grammar**

#### Future Tenses of Active Voice

Translate into Russian

He will receive a message tomorrow.

He will have received a message by five o'clock tomorrow.

He will be receiving a message tomorrow at three p.m.

He will have been writing a message for two minutes by the time she comes in.

Translate into English

Она поедет в командировку завтра.

Она прилетит в Америку завтра к семи часам.

Она будет лететь над Атлантическим океаном завтра в два часа дня.

Она будет лететь уже час к тому времени, когда стюардесса будет кормить обедом.

### **Test yourself**

I. Укажите по каким формальным признакам можно распознать:

a). Future Simple (... V)

b). Future Progressive (... ... V ...)

c). Future Perfect Progressive (... ... ... V ...)

d). Future Perfect (... ... V ...)

II. Соотнесите видовременные формы глагола с характеризующими их значениями:

- |                         |                        |
|-------------------------|------------------------|
| 1). shall/will V        | a). Future Simple      |
| 2). shall/will have V3  | b). Future Progressive |
| 3). shall/will be V-ing | c). Future Perfect     |

III. Замените глагол в данном предложении глаголом в одной из форм, указанных в правой колонке:

- She **teaches** English.
- |                        |
|------------------------|
| a). Future Simple      |
| b). Future Progressive |
| c). Future Perfect     |

IV. Задайте вопросы со следующими вопросительными словами:

He will go to London tomorrow.

Who...      Where...      Why...      When...

V. Переведите предложения:

1. Я приду домой в шесть часов. 2. Он будет работать над дипломом, когда я позвоню. 3. Завтра в семь часов мы будем слушать его доклад на конференции. 4. В следующий раз мы не опоздаем. 5. Когда вы закончите свою работу и освободитесь? 6. Пока они смотрели новости по телевизору, мы обсуждали насущные проблемы. 7. Когда мы проходили мимо парка, внезапно сверкнула молния. 8. Вы уже отремонтируете эти приборы завтра к нашему приходу? 9. Мы уже будем работать два часа к тому времени, как он объяснит причину своего отсутствия. 10. Он купит новый компьютер в следующий понедельник, не так ли?

## Lesson 4

### Stress and a healthy way of living

#### Warm-up activity

Is your life rather stressful, isn't it? What factors can cause in your life? What do you usually do to reduce stress in your life?

## Reading

### Words for understanding the text

- 1). to cause-вызывать
- 2). to cope with-справиться с
- 3). suggestion-предложение
- 4). goal-цель
- 5). accept- принимать, принять
- 6). to relax-расслабиться
- 7). ulcer-язва

## Text A

### What is stress?

Stress is the way your body and mind respond to changes and difficulties. Things that **cause** stress can be positive and negative.

#### Most people feel stress when:

- Something unexpected happens. For example, your alarm clock doesn't go off and you are late.
- Something happens that is new and unfamiliar. For example, you get divorced.
- Something happens that important to you. For example, you get a new job.
- Something seems out of control. For example, your dog is lost.

**Here are some more causes of stress.** Can you add any others?

- studying for an exam
- going to a job interview
- getting married

A certain amount of stress is normal and good. But too much stress can make you sick. Doctors have linked stress to allergies, **ulcers**, heart disease and other illnesses. We can learn to **cope with** problems and stress in our lives. Here are some **suggestions**.

- Talk to your friends or family about your difficulties. Don't try to cope alone.

- Take one step at a time. Several problems at once can overwhelm you. Make a list of the things you have to do. Decide on the most important thing to do. Do it. Do the rest when you can.

- Stay physically healthy. Eat a good diet and exercise regularly.

- Be realistic. Don't set **goals** that are impossible. **Accept** that there are some things that you cannot change or control.

- Learn to relax. Do some things you enjoy. Take time each day to **relax** and to be alone.

- Think positively.

## **Speaking**

**How do you cope with stress? Make a list of things you do to cope with stress. For example, cry, talk to a friend, go to sleep, exercise, eat, yell at someone, make a list of the things that are bothering you, talk positively to yourself, etc.**

**Compare your list with your partner and discuss which things are healthy and which are unhealthy.**

## **Refresh your grammar**

### Review of Simple Tenses. Active Voice

Translate into Russian

He passed his exams successfully last month.

They usually work on Sundays.

Next year we will go abroad.

She always leaves home for work at seven a.m.

Jane is fond of learning new English words in the evenings.

Tomorrow they will read this article.

My working day began at half past nine yesterday.

Translate into English

Вчера мы слушали интересную лекцию. В будущем году он будет поступать в университет. Я всегда прихожу на работу вовремя. Его дядя живет в



центре города. Он ездил учиться за границу два года назад. Наши соседи переедут на новую квартиру вскоре. Что ты будешь делать завтра? Я не люблю ложиться спать поздно. Вы говорите по-французски? Наши родственники не поедут на юг в следующем году. Она ходила вчера по магазинам? Он хорошо играет в шахматы?

### Test yourself

I. Соотнесите видовременные формы глагола с характеризующими их названиями:

- |                  |                    |
|------------------|--------------------|
| 1). V, Vs/es     | a). Past Simple    |
| 2). shall/will V | b). Present Simple |
| 3). V2, Ved      | c). Future Simple  |

II. Соотнесите английскую форму с правильным переводом на русский язык:

- |                    |                       |
|--------------------|-----------------------|
| 1). translate      | a). перевел (вчера)   |
| 2). translated     | b). перевожу (вообще) |
| 3). will translate | c). Переведу (завтра) |

III. Дополните следующие предложения, выбрав соответствующие обстоятельства времени:

- |                                |                  |
|--------------------------------|------------------|
| 1). She wrote an article.      | a). every day    |
|                                | b). two days ago |
|                                | c). tomorrow     |
| 2). She will write an article. | a). very often   |
|                                | b). next week    |
|                                | c). yesterday    |
| 3). She writes articles.       | a). soon         |
|                                | b). last Monday  |
|                                | c). usually      |

## Lesson 5

### What's the 'Good life' to you?

#### Warm-up activity

#### Answer the preview questions:

What does living the “**good life**” mean to you?

What are the aspects of the “**good life**”? In your opinion, what things should a person possess to say that he lives a good life?

Would you include both material and spiritual things into the concept of “**good life**”? Explain why yes or no.

Can you think of somebody living the “**good life**” to model your life on?

#### Reading

#### Words for understanding the text.

- 1). a vacation home- загородный дом для отдыха
- 2). a trend- направление
- 3). to bode well- говорить о; предвещать; давать надежду
- 4). consumer marketers- сторонник рынка потребителей
- 5). spiritual enrichment- духовное обогащение
- 6). current findings- данные, полученные недавно
- 7). in-person interview- интервью с непосредственным личным участием
- 8). ultimate sign- окончательный признак
- 9). intangibles- «неосязаемая» собственность
- 10). flexible work schedule- гибкое расписание

**Skim the text to compare American ideas of the good life with yours? How different are they? Discuss the differences with your partner.**

#### **American ideas of the good life**

Does living the "**good life**" mean a vacation home? A second car? Or a shorter workweek to spend more time with our families? A new report finds most Americans remain optimistic about achieving what we consider the good life, a trend that bodes well for the economy and consumer marketers,

AMERICANS WANT IT ALL. We want a house, a car and a home entertainment center. But we also want good health, spiritual enrichment and an interesting job. What does it take to live the good life? In a newly released study, New York research firm RoperASW found that a majority of Americans want "a blend of quality of life and goods and services," says chief executive Ed Keller.

Even while coping with job worries and an uncertain economy, a majority of Americans believe the good life is within their grasp, an optimism that bodes well for the economy and marketers trying to get people to buy their goods and services, he says. "Our aspirations remain high," says Keller. "As people get more confident about their jobs, they'll try to acquire the aspects of the good life they don't have." RoperASW has been tracking what Americans consider the "good life" for 30 years. The current findings are taken from in-person interviews of more than 2,000 American adults over 18.

Owning a home may be the ultimate sign of the good life for 89 percent of participants, but "good health" at No. 2 is where it's at for 87 percent of Americans.

For 81 percent, "a happy marriage" is more a sign of the good life than owning a car which came in fourth-place at 78 percent.

Job worries may be high and the economy still uncertain, but Americans are still hopeful that they can acquire the aspects of a good life they don't already have, such as a vacation home (the desire of 48 percent of participants), a home computer (45 percent). But spiritual enrichment is more important than either of those material possessions for more than half of Americans.

An estimated 59 percent think the good life is a college education for their children. For 39 percent, a home entertainment center is the sweet spot. "People do want the things that money can buy, but in general they're placing an increasing importance on relationships and the intangibles, helping make time with the family that's more enjoyable and more fun."

**MORE FREE TIME.** At a time when many Americans are logging more than 40 hours a week at work — the ones lucky enough to have a job, that is — 66 percent said they'd like to have more time. The desire for a more flexible work schedule, or a 4-day week, is also on the rise. In 2003, 34 percent of Americans would like to have a 4-day workweek, compared with 30 percent in 1994. It's not about working less, but about having more flexibility, says Keller. Trendwatcher Faith Popcorn of the marketing consultancy has predicted that a 4-day workweek movement called "Family Fridays" would grow in 2003 as stressed-out Americans focused more on their home lives.

(Abridged from: Jane Weaver. What's the "Good Life" to You? *MSNBC*, 18 July 2003.)

**Check your understanding**

**I. Scan the text to find out what Americans consider the “good life” and how many of them think so. Fill in the chart below. The first one has been done for you.**

Aspects of the good life	%
Owning home	89

**II. Ask questions to these answers:**

- 1).”...a blend of quality of life and goods and services.”
- 2). An optimism that bodes well for the economy.
- 3). Is more a sign of the good life than owning a car.
- 4). They can acquire the aspects of a good life they don’t have.

- 5). A college education for their children.
- 6). Money can buy.
- 7). "Family Fridays."
- 8). Helping make time with the family that's more enjoyable and more fun.

## **Speaking**

### **Are you ready to talk about your own lifestyle?**

**What is your typical day?** (boring, active, exciting, busy, lazy, interesting, relaxing, peaceful, stressful, creative).

### **Describe one day from your present life.**

You can use these questions as a plan.

### **Questions:**

1. When do you usually get up?
2. Do you jog in the morning?
3. Do you do morning exercises?
4. What do you have for breakfast?
5. How much does it take you to get to your work?
6. What transport do you use to get there?
7. Do you work hard?
8. When do you have lunch or dinner?
9. Do you go shopping after work?
10. When do you come back home?
11. What do you do in the evening?
12. When do you usually go to bed?
13. What do you do at the weekends?
14. Do you sleep late on Saturday or Sunday?
15. How are Saturday and Sunday evenings spend?
16. Would you like to change smth. in your life? Do you suffer from stress and tension? If so, what you do to reduce it?
17. When are you the happiest?  
-at university?

- at home?
- with friends
- while travelling?
- being alone?

18. Do you have a healthy balance between your studies (work) and your personal life?

19. What's the 'GOOD LIFE' to you?

## **Refresh your grammar**

### Review of Tenses. Active Voice.

Translate into Russian.

I read English newspapers every Sunday.

I read English newspapers yesterday.

I will read English newspapers tomorrow.

I have just read English newspapers.

I am reading English newspapers now.

I have been reading English newspapers since five o'clock.

Yesterday at seven o'clock in the evening I was reading English newspapers.

Tomorrow at seven o'clock in the morning I will be reading English newspapers.

Yesterday by seven o'clock in the evening I had already read English newspapers.

Tomorrow by seven o'clock in the morning I will have read English newspapers.

Next Sunday I will have been reading English newspapers for about three hours when he comes.

Translate into English.

Я работаю на компьютере ежедневно.

Я вчера работал на компьютере.

Я буду работать на компьютере в следующем году.

Я работаю на компьютере, подожди, пожалуйста.

Вчера в семь часов вечера я работал на компьютере.

Завтра в семь часов вечера я буду работать на компьютере.

Я уже поработал на компьютере, проверь, работает он сейчас.

Я работаю на компьютере уже два года.

Вчера к семи часам вечера я уже поработал на компьютере.

Завтра к семи часам вечера я уже воспользуюсь компьютером.

Когда вы пришли, я уже работал на компьютере два часа.

На следующий год я буду работать на компьютере уже три года.

### Test yourself.

I. Из данных английских грамматических форм выберите ту, которую Вы употребили бы при переводе следующих русских предложений:

1). Я **учу** английские слова обычно на ночь.

a). study    b). am studying    c). have studied

2). Я **учу** английский язык уже пять лет.

a). am studying    b). have been studying    c). study

3). Сейчас я **учу** песню на английском языке. Не мешай мне.

a). study    b). am studying    c). have been studying

4). Вчера в это время я **готовилась** к экзамену.

a). prepared    b). had prepared    c). was preparing

5). Я только что **перевела** текст с русского на английский.

a). translated    b). have translated    c). am translating

6). К концу семестра я уже **напишу** два доклада на английском языке.

a). shall write    b). shall have written    c). shall be writing

7). Я **окончу** аспирантуру в следующем году.

a). shall finish    b). shall be finishing    c). finish

8). Мой друг **поступил** в аспирантуру полтора года назад.

a). entered    b). had entered    c). was entering

9). Его сестра **работала** год, перед тем как поступила в институт.

a). worked    b). had worked    c). was working

II. Измените глагол в предложениях в зависимости от обстоятельств времени:

I (**study**) English.

every day.  
right now.  
for five years.  
already.  
yesterday.  
when she came.

for two hours when he came.  
tomorrow.  
tomorrow at six o'clock.  
tomorrow by six.  
next year for six years already.

## Lesson 6.

### **Family Relationship.**

#### **Warm-up activity**

##### **Do you think these statements are true?**

- Young people must live away from their parents.
- Old people should live away from their children.
- Mothers with young children should not work.
- Everyone can learn a lot from older people.
- Fathers should feed children and change their nappies.
- Children should be looked after by more than one person.
- Old people should live in special places with other old children.

##### **Discuss these statements in a group.**

#### **Reading**

### **Text A**

##### **Read the text and do all the activities after reading.**

##### **Words for understanding the text:**

- 1). complexion- цвет лица
- 2). expression- выражение
- 3). acquaintance(s)- знакомый (-ая; -ые)
- 4). adventure- приключение
- 5). twins- близнецы
- 6). to distinct- отличить



7). broad-shouldered- широкоплечий

8). bachelor- холостяк

9). to go on outings- выезжать куда-либо

## **Family Life**

John Parker is about forty, rather tall and well-built. His hair is light brown, he has a healthy complexion, and when you look at him you are met with a very kind expression. He is an English teacher at the local comprehensive school. He has a couple of close friends and a lot of acquaintances. He plays tennis and golf every weekend, he likes reading detective and adventure stories.

John has a wife and two teenage sons. His wife's name is Lynn. She is slightly younger than he and quite attractive. Lynn is a housewife. She spends a lot of her day time doing tasks about the house: the ironing and the washing, polishing the floor, watering the flowers, cooking and shopping. She is very proud of her wonderful collection of potted plants.

John and Lynn's sons are both at school. They are twins and so alike that people find it difficult to distinct one from the other. They are very noisy, as all boys are. They are fond of football, climbing, fighting and playing with their dog, the family pet. No wonder the house is much quieter when they are at school than when they at home. But of course the parents still love their boys very much and hope they will have enough money to send both of them to college.

John's younger brother is called Mike. He is twenty-five, taller than his elder brother, broad-shouldered, good-looking and always ready to have a good laugh. He graduated from university last year. Mike enjoys reporting and hopes to make a career out of journalism. He is still a bachelor and often stays with his brother's family at the weekend. He is a very good tennis player.

During the holidays the family likes to go on outings. This usually means going to the theatre, watching a local sporting event or a trip to the seaside.

### **Check your understanding**

**I. Agree or disagree to the following statements on the text beginning with:**

Yes, just so.

Far from it.

I agree with it.

I don't agree with it.

a). John Parker is a man of sixty. b). He is an English teacher at one of the London colleges. c). John is keen on golf and tennis. d). Lynn doesn't work. e). Lynn has got a collection of stamps which she is proud of. f). John and Lynn's sons are schoolboys. g). The boys are quite active and energetic. h). There is a cat in the Parker's house. i) The parents want to send their boys to the college. j). Mike, John's young brother, is very serious. k). Mike hopes to make a career out of painting. l). Mike is still unmarried. m). Mike is good at tennis. n). The Parkers prefer to stay at home at weekends.

## **II. Answer the questions:**

1). Is John Parker about thirty or forty? 2). Is his hair dark or light brown? 3). What is the usual expression on his face? 4). Is John Parker a teacher or a student? 5). Has John got a lot of friends? 6). What does John like to do? 7). Is John married or single? 8). How does Lynn spend her day? 9). What is she proud of? 10). Are their sons at school or at college? 11). Why aren't their sons at college yet? 12). Why can't people distinct one of their sons from the other? 13). There is a dog in the Parker's house, isn't there? 14). What is Mike? 15). Mike is very serious, isn't he? 16). What does Mike hope to do? 17). Is Mike married or single? 18). Is Mike good at tennis or at golf? 19). What do the Parkers usually do during the holidays?

## **Enlarge your vocabulary**

### **Find word combinations in the text which have the following meaning;**

Отправить учиться в колледж; близкие друзья; отличить одного от другого; гостить у; она гордится своей коллекцией; на выходные; выбираться куда-нибудь из дома; чуть моложе его; стать профессиональным журналистом; много знакомых; детективные и приключенческие рассказы; учиться в школе; тратит большую часть времени на домашние дела; единая средняя школа; окончить университет; играть в гольф; здоровый цвет лица.

## **Text B**

**Read the text and be ready to answer the questions after reading.**

## **The Japanese Family**

Work plays a very important role in Japan. A Japanese says "I belong to my company", not "I work for my company". Because work is so important, a child, especially a boy, must work hard indeed. Because if he doesn't pass his exams he can't go to a good school. If he doesn't go to a good school he can't go to a good university- and so he can't get a good job that he needs!

A Japanese mother usually helps her children so that they will pass their school exams. Because of this system Japanese children don't have as much time to play as children in many other countries.

A lot of Japanese parents "arrange" marriages for their children. This is because they feel that marriage does not only affect the young couple, but that it affects the whole family. They believe that it is important that the young couple has the same interests and that they come from the same social background. Sometimes parents go to a "matchmaker". A matchmaker's job is to find two similar young people and arrange for them to meet. If they like each other, a marriage is arranged for them.

### **Check your understanding**

#### **Answer the questions:**

1. Why does a Japanese child begin to a study seriously from the first days?
2. Who usually helps Japanese children to study?
3. Why do Japanese parents arrange their children to study?
4. What is matchmaker's job?
5. Is it very important for happy marriage that the young couple has the same interests and that they come from the same background? What do the Japanese parents think about it?

## **Text C**

### **American Family**

**Read and retell the story.**

(written by a visiting student)

Life in the United States is, of course, different from what it is like in most other countries. Many criticize family life, saying there's too little friendship between family members. While it's true that relatives may seldom see each other, it's also true that most American families are very friendly. Almost any American kid can say his family is very important to him. And any mother or father will probably say their family is the most important part of their life.

American families have different ways of showing their love for their members. They may not be together as much as families in other countries, but the American family is still close. For example, a father may not spend much time with his family as he can work late at the office. But it's probably because he wants to earn enough money to send his son to college or to buy his family a nice house. Both things are very important for him. Examples like this one show how much members of the American family care for each other.

One of the myths about life in the United States is that Americans care too much care for time and money. This may not be so much of a myth after all. For Americans "Time is money", and they hate to waste either.

## **Speaking**

**Tell your partner what is the most surprising information you have read in the text. Retell the text using the following expressions (where it will be possible to do):**

Do you realize that...

Generally...

Normally...

What's more..

As a rule...

On the whole...

And finally, ...

## **Refresh your grammar**

### Modal Verbs

## Translate into Russian.

1. She can speak English fluently. 2. He can't drive a car in a proper way. 3. They were able to do it yesterday. 4. He may be at home right now. 5. They were allowed to come in. 6. You ought to see a doctor. 7. It was raining and we had to stay at home. 8. Students must work hard to pass the exams successfully. 9. You may take this book till tomorrow. 10. My friend is to take part in the conference. 11. Everyone should know a foreign language. 12. You mustn't be at home late.

## Translate into English

1. Он может читать и писать по-английски. 2. Она должна сделать эту работу в конце месяца. 3. Теперь студенты могут войти в аудиторию. 4. Завтра я буду свободен и смогу помочь тебе. 5. Ты умел плавать в прошлом году. 6. На уроках английского языка вы должны говорить только по-английски. 7. Вам разрешается взять эти книги до понедельника. 8. Вам придется подождать немного. Директор сейчас занят.

## Test yourself

I. Какой глагол следует употребить?

1). Нам пришлось уйти с лекции раньше, так как мы боялись опоздать на последний автобус.

a). were to    b). had to    c). should    d). must    e). ought to

2). Мы должны (договорились) встретиться в семь часов у входа.

a). have to    b). are to    c). must    d). ought to    e). should

3). Вы должны быть на занятиях в университете вовремя, без опоздания.

a). must    b). have to    c). ought to    d). should    e). are to

4). Вам следует готовиться к экзаменам заранее.

a). must    b). have to    c). should    d). ought to    e). are to

5). Не нужно приходить сегодня на занятия (нет по расписанию).

a). don't have to    b). mustn't    c). are not    d). needn't    e). shouldn't

6). Студентам запрещено курить в аудиториях.

a). must not    b). don't have to    c). needn't    d). shouldn't

7). Я не смогу принести эту книгу завтра.

a). can't      b). am not able      c). won't be able

8). Он не мог мне помочь.

a). can't      b). wasn't able to      c). weren't able to      d). won't be able to

9). Можно мне задать вам вопрос? -Пожалуйста.

a). may      b). can      c). could

10). Можно мне войти в аудиторию?

a). can      b). may      c). could

11). Они, должно быть, жили в Санкт-Петербурге.

a). must      b). may      c). might      d). can't

III. Сделайте предложения вопросительными и отрицательными.

1. Mary had to wait for her friend at the airport for an hour.

2. He will have to stay at the hotel.

3. We had to come back home because it started raining.

4. You have to work hard to make progress.

5. You must be at home by ten o'clock in the evening.

6. She can speak three foreign languages rather fluently.

## Lesson 7

### **Families of the Future**

#### **Warm-up activity**

What can you say about the modern tendencies in the family life nowadays? Are there any specific problems? What is the best age to get married? When is better for young people to live separately from their parents? Are there any advantages of having a big family? What predictions are you able to make about the future of the traditional family in your country? Are there any general features?

#### **Reading**

#### **Text A**

**Words for understanding the text:**

- 1). to argue- спорить
- 2). a housekeeper- домашняя работница
- 3). to be dependent on- зависеть от
- 4). exclusively- единственно, исключительно, только
- 5). mutual- взаимный, обоюдный
- 6). childless- бездетный
- 7). self-valuable-знающий себе цену
- 8). jointly- вместе, совместно, сообща

**Read the text and find out why the relationships in modern families have changed nowadays.**

### **What's happening to the family?**

Nobody would argue that relationships in modern families are not the same as they used to be earlier. The family had changed in quality. And the main reason, for this is that a woman had changed. She is not satisfied with the role of a housekeeper. She wants to have a profession, she does not want to be dependant on another person. She has her own opinion, own hobby, she is interested in.

And you may meet a lot of happy families based exclusively on mutual interests and respect. Among these couple there are childless as well, but it does not make vacuum in the family, because each of them is self-valuable and interesting to the other. As for the question of the children- each family should decide it for itself, jointly. Then even the thought of divorce won't arise.

So whom to marry? Only the one whose way of thinking is close to yours, a man who is your friend, who respects a personality in you. But for this you have to be such.

### **Text B**

#### **Words for understanding the text:**

- 1). extended family- расширенная семья
- 2). nuclear family- малая семья
- 3). divorce- развод

- 4). separation- разлука, отдельное проживание
- 5). hardly- едва
- 6). lonely- одинокий
- 7). give advice- давать совет(ы)
- 8). advantage- преимущество
- 9). farming communities- фермерские хозяйства
- 10). to be needed – БЫТЬ НУЖНЫМ

**Read the text and be ready to answer the questions after reading.**

### **The Family.**

The first thing most Western people notice in the Far, Middle and Near East is the respect everyone has for old people. Elderly men and women live with their married children and are important members of the family. They look after the children, help with cooking, give advice and often rule family life. Living in an extended family has advantages for everyone. A small child, for example, knows many children from the very beginning, not just his mother and father. When his mother goes out, it doesn't matter. He'll stay with someone who loves him- an aunt, sister or grandmother.

For a young mother and father there are also advantages. They can go out to work, and grandmother will look after the house and children. This is especially important in farming communities, where both men and women work in the fields. And the older woman, for example, has something to do. She sees how her children and grandchildren grow up. She is needed and loved.

The nuclear family is a product of the West. The typical family consists of mother, father and two children. If the mother goes out to work, she must leave them with a stranger- someone who looks after them as a job, for money. If there is a divorce or separation, the child's life will change completely.

And as for the elder people, too many of them live alone- in special flats or homes. They hardly ever see their children and grandchildren. They have nothing important to do. They are often poor and lonely. In the winter many elder people die of cold or from falls in the house, because there no one to look after them. Nobody cares.

**Check your understanding**



**Answer the questions:**

1. What is the first thing most Western people notice in the Far, Middle and Near East?
2. Are elderly men and women important members of the family?
3. What are the advantages of living in an extended family?
4. How is family life organized in the nuclear family?
5. What is the life of elderly people in the nuclear family?

**Text C**

**Words for understanding the text:**

- 1). decline- упадок, снижение
- 2). evidence- свидетельство
- 3). census- перепись населения
- 4). divorced- разведенный
- 5). widowed- овдовевший
- 6). widow- вдова
- 7). widower- вдовец
- 8). forecast- предсказание, прогноз
- 9). consequence- последствие
- 10). accommodate- размещать

**Retell the text to your partner after reading.**

**Decline of the Traditional Family in Britain.**

Fresh evidence of the traditional family's decline in Britain was published last week with figures showing that within 12 years a majority of the adult population will be unmarried.

It would be for the first time since census records began in 1801 that those are divorced, widowed or have never married had outnumbered married adults.

Forecasts suggest that by 2011 the proportion of the adult population that is married will fall from about 55 per cent today to 48 per cent. By 2020 the figure will be 45 per cent.

Marriage rates among the under-thirties will continue the decline which started in the Seventies and the proportion of adults who have never married will rise from 24 per cent to 33 per cent for women.

Half of all men aged between 30 and 44 will remain single by 2021. It is also estimated that the number of couples which don't register marriage, will double over the next 25 years.

Two in every five marriages now are expected to fail. The number of first marriages is at its lowest level for a century and has halved in fewer than 30 years. Specialists predict the continuation of changes that have already occurred. The figures have profound social and economic consequences. They are used for shaping policy on housing and social security.

As number of people living alone is growing more houses will be needed to accommodate them.

## **Speaking**

**Are you ready to talk about family relationships and traditions all over the world? Tell about your own family.**

**You may use these questions as a plan.**

1. Have you got a friendly family? How many members does it consist of? Do you look more like your mother or your father? Who do you get along better with, your mother or your father?
2. Do you have a lot of relatives? How often do you often visit them?
3. Who is the oldest in your family? What is she (he) by character? Say a few words about her (his) appearance.
4. Do your parents take care of their elderly parents? Do they live together? Why do you think many grow-up children prefer living separately from their parents?
5. Are you on friendly terms with your grandparents?

6. Do you like spending time together with your family? What kind of things do you do together with your parents?
7. Do you travel together?
8. Do members of your family go in for sports?
9. What holiday is a favourite one in your family?
10. Do you have pets at home? Who looks after them?
11. Are there any special family rules in your family? Do you follow them? Are you pressured by your family to act in a certain way? Are your parents strict?
12. Do you usually share your personal secrets with your family?
14. Do you always discuss your problems frankly when they come up?
15. Would you like to have a large family?
16. Some young people think that it's not necessary to register their marriage. What do you think?
17. What is your attitude to the so-called mixed marriages? What problems might such couples face?
18. How can you describe the family life in Russia? Who looks after the children? Do we have extended or nuclear families? Are elderly people in Russia happy or miserable? What can we do to improve their lives?

## **Refresh your grammar**

### Conditional Sentences.

Translate into Russian.

If I come earlier, I'll have time to talk to you.

If I came earlier, I should talk to you.

If I had come earlier, I should have talked to you.

Were you, I should not do it.

Had he been here, he would have helped you.

Translate into English.

Если мы будем свободны, мы пойдем в кафе (сегодня, завтра).

Если бы мы были свободны, мы бы пошли в кафе (сегодня, завтра).

Если бы мы были свободны, мы бы пошли в кафе (вчера).

Если бы я был на вашем месте, я бы пошел в кафе один (сегодня, завтра).

### **Test yourself.**

I. Раскрывая скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

If I (**to know**) his address, I (**to write**) to him.

If you (**to be**) tired, you (**to stay**) at home.

If my husband (**to come**) home, we (**to finish**) this work together.

II. Выберите форму глагола, необходимую для перевода следующих предложений:

1. Я пришел бы к вам вчера, если бы вы позвонили мне.

a). would have come b). would come c). will come d). had called e). called

2. На вашем месте я попытался бы поехать в 4 часа.

a). have been b). were c). had been d). would try e). would have tried f). try

3. Как жаль, что он не позвонил мне вчера.

a). had phoned b). phoned c). hadn't phoned

4. Как бы мне хотелось знать его новый адрес.

a). knew b). know c). had known

5. Как бы мне хотелось, чтобы все страны на земле научились жить в мире друг с другом.

a). would learn to live b). would have learned to live c). will learn to live

6. Если бы у меня было время, я пришел бы сегодня.

a). had b). have c). had had d). would come e). would have come

7. Если бы я знал английский язык, я перевел бы текст сам.

a). knew b). has known c). would translate d). would have translated

8. Если бы он жил в большом городе, он нашел бы работу поинтереснее.

a). live b). lived c). would find d). would have found

### Lesson 8

### **The Place You Live**

## Warm-up activity

What does the word "home" mean to you? How do you say this word in your language? Although people usually know what the word means, it often has no exact translation. It's not surprising really, because the idea of home varies from country to country, and from person to person. A home is more than a roof and four walls. It's the cooking, eating, talking, playing and family living that go on inside which are important as well. And at home you usually feel safe relaxed...What does **home** mean to you?

## Speaking

**Take turns. Use the questionnaire bellow and find out about your partner's home and neighbourhood.**

1). What kind of home do you live in?

\*apartment (flat)

\*house

\*other \_\_\_\_\_

2). How long have you been living there?

Since \_\_\_\_\_ (month/year)

3). How far from university (your work) is it?

\*About \_\_\_\_\_ (distance/time)

4).How big is it?

About \_\_\_\_\_ (square feet/meters)

5).How many rooms does it have?

\* \_\_\_\_\_ rooms total

6). Does it have ...?

-air conditioning

-central heating

-a dishwasher

-a washing machine

-a microwave

-a dryer

-a view

-a pool

7). Are there any...in your neighbourhood?

-supermarkets

-recreation facilities

-shops

-parks

8). Is your neighbourhood...?

-crowded

-safe

-clean

-quiet

**Now use the questionnaire and report your information to the group.**

How many people...?

\*live in apartments

\*live in houses

\*live close to the place of studying or working

\*live more than five miles from work

\*live more than twenty miles from work

\*have recreation facilities in their neighbourhoods?

\*live in quiet neighbourhoods?

## **Reading**

### **Text A**

**You are going to read an article about the Wilkinson family. Scan the article once quickly and answer these questions. Which member of the Wilkinson family (Mary, Sunny or Jeffrey) mentions the following?**

1. Learning languages
2. Exams
3. The environment
4. Dolphins and whales

## 5. Friends

### **Living Aboard**

In many of the world's cities, on canals and rivers or in marinas, you can find people who have chosen to live on the water. The Wilkinsons have lived aboard their boat for fifteen years. Much of that time they have spent sailing around the world. Here's what they had to say about living aboard.

#### **Mary Wilkinson**

People sometimes ask me if I think it's fair to the children. How could it not be fair? They live in a less polluted, safer environment. They get to travel and become comfortable with and able to deal with people of all ages and from different cultures. This makes them confident and relaxed. Children who live aboard are often better educated because instead of being taught in overcrowded classrooms they learn with their brothers and sisters and with a parent as the teacher.

#### **Sunny Wilkinson**

People usually don't believe we live on a boat until I show them a photo. It seems so different to the lifestyles they know.

Of course living aboard has its advantages and disadvantages. It's fantastic living so close to nature and getting to know other cultures and languages. It's also really exciting to sail off somewhere and know that you will see new places and meet new people, but sometimes I have made new friends somewhere and then they move on or we do. Saying goodbye to people is always hard.

#### **Jeffrey Wilkinson**

I've already decided that I'm going to get a boat when I'm older and go cruising with my friends. I have had so many experiences and seen so many amazing things: dolphins, whales, fantastic tropical fish and a lot of beautiful places on land as well. My only worry how I will get on with the kids in a normal classroom and with the school system in general. I want to go to university and I don't know how well I'll do in the final exams. Mum and Dad both say I'm ahead of other kids of my age, but I'm not so sure.

### **Check your understanding**

**Now read the article again and choose the best alternative to answer the questions.**

1. What does the writer of the article want to tell her readers about?

- A. One family's experience of living on a boat.
- B. Why she thinks it's a good idea to live on a boat.
- C. The disadvantages of living on a boat.
- D. Where you can see people living on boats.

2. How does Mary Wilkinson feel about other lifestyles?

- A. She thinks they are unfair to children.
- B. She thinks they do not offer the advantages of living aboard.
- C. She is not sure what she thinks about them.
- D. She thinks they are safer than living aboard.

3. What is the main disadvantage of living aboard according to Sunny Wilkinson?

- A. She has to learn foreign languages.
- B. She hasn't made many friends.
- C. They stay in the same place for too long.
- D. She misses her friends.

4. Why is Jeffrey Wilkinson worried?

- A. He does not know as much as other people of his age.
- B. His parents think he is behind other people of his age.
- C. He thinks he might not get good enough results to get into university.
- D. He wants to go to a normal school.

5. Who of the Wilkinsons have the same opinions about the advantages of living aboard?

- A. Marry and Jeffrey agree that the children are better educated.
- B. Jeffrey and Sunny agree that meeting new people and getting to know new cultures are important.
- C. Mary and Sunny agree that it is good to get away from pollution.
- D. Sunny and Jeffrey both think it is wonderful to be in close contact with nature.

6. Who of the Wikinsons mention positive and negative things about living aboard?



- A. Sunny, but not Jeffrey or Mary.
- B. Jeffrey, but not Sunny or Mary.
- C. Mary, Jeffrey and Sunny.
- D. Jeffrey and Sunny, but not Mary.

**Enlarge your vocabulary**

**Find the following in the text:**

- 1. a noun meaning small areas of water near the sea where people keep boats ... .
- 2. an adjective meaning dirty and dangerous (air, water, land) ... ..
- 3. an adjective meaning that you are sure you can do something well .....
- 4. an adjective meaning with too many people .....
- 5. a phrasal verb meaning to go away to another place .....
- 6. a phrasal verb meaning to have a good relationship with .....
- 7. an adjective meaning more successful than someone .....

**Text B**

**Now guess what the two following articles are about:**

- 1. people working underground
- 2. homeless people
- 3. underground transport system
- 4. people living underground

**Reading**

**Read the text quickly and check your guesses.**

**Read the text again and match the paragraphs with these titles.**

**There is one extra title.**

- a). Self-sufficiency
- b). A Healthy Lifestyle
- c). Underground Trains
- d). Freedom Tunnel
- e). Homeless Again?
- f). Ideal Homes

## **Underground in New York**

### **Margaret Morton investigates New York freedom tunnel.**

1. The number of homeless people in New York increases every year and is probably over 100, 000. However, few people have heard of “the mole people”- a group of about 5,000 people who live underground in railway tunnels that are not used. Some of these people have lived underground for over twenty years. They don’t like the name “mole people”. “We’re not moles, we’re people. We call this the freedom tunnel,” says Marcos.
2. Life underground is not easy, and the inhabitants of the tunnels are proud that they are self-sufficient. They don’t beg for money, but go above ground to make a living. They collect tins in the street and take them to the recycling plant in exchange for a few dollars. They help to clean the stairs of apartment buildings. Some collect and sell second-hands books.
3. Unfortunately the city council wants to develop the public transport system and they are planning to move the people out of the tunnels. It is therefore possible that they will be truly “homeless” again.

## **Escape from the big city.**

### **Chris Morris talks to some people living in a cave in Cappadocia.**

4. Cappadocia, in Central Turkey, is a perfect place for caves, and a cave can be an ideal place to live. Today’s inhabitants of the caves have come here to escape the noise and confusion of modern life. “I’ve lived in this cave for twenty years,” says Hatice Demicri from her beautiful terrace. “It’s cool in the summer and warm in the winter. I don’t want to live in a big modern building in a big city.”
5. People there love their homes. They have electricity and water and they believe they enjoy a more healthy and relaxed lifestyle. “It’s all natural,” said Mustafa Yedek, a local tour guide. There is no pollution in the caves. The air is clean; they didn’t use chemicals to build these homes! “We think the caves can add a good fifteen years to the length of your life,” said Mr Yedek.

## **Check your understanding**

**Answer the questions about the texts.**

1. How long have some of the “mole people” lived in the tunnels?
2. How do they survive?
3. Why are their homes in danger?
4. Why do some people choose to live in caves in Central Turkey?

**Would you like to live in a cave in Cappadocia? Tell the group. Why or why not?**

## **Text C**

### **Reading**

#### **Words for understanding the text:**

- 1). truck- грузовик
- 2). connection- соединение
- 3). rent- плата за жильё
- 4). wall-unit- стенка (мебельная)
- 5). unemployment- безработица

### **Moving Homes**

These homes are not traditional. The roads of America are full of moving homes. They are large and only special trucks can move them. These homes are rather comfortable, all aluminium, with double walls. They usually have from two to five rooms: a sitting-room, one or two bedrooms, a study and a kitchen. There are certainly air-conditioners, toilets and bathrooms there. These houses have television, video stereo systems. They go to special parkings, where they can get water, electricity and telephone connection.

Some American families live in such houses during all seasons of the year, because they don't have other homes. Some experts think that every fifth new house in America is a moving house. The families which live in such moving houses pay a small rent to the owners of parkings. The fact that these homes can move doesn't mean that they really move. Sometimes their owners stay in one place for years. These homes are rather expensive. The journalist who writes about them has seen some homes which price was \$20,000. Such homes are full of built-in furniture.

There are carpets on the floor, nice wall-units, sofas and arm-chairs there, coffee-tables, and other usual furniture. The rooms are small but very comfortable. They have very large windows, which we may call picture-windows. They make the rooms sunny.

Very often people live in moving homes because they are afraid of unemployment.

When a person doesn't have a job, he or she can easily move to another place and get a good job. He doesn't have to think what to do with his house. That's why mechanics, engineers and other professionals live in such homes.

### **Check your understanding**

#### **Answer the questions:**

1. Are there a lot of moving homes on the roads of America?
2. Are they rather comfortable for living?
3. How many rooms are usually there in such houses?
4. What modern conveniences are there inside?
5. Can people live in moving houses during all seasons of the year?
6. Why do the people in America live in moving houses?
7. Would you like to live in a moving house? Give reasons for your affirmative or negative answer.

## **Text D**

### **Warm-up activity**

Would you like to be a millionaire? Why or why not? Tell the group.

**“Who wants to be a Millionaire? I don't,”**says Charles Gray.

### **Angus Deayton interviews ex-millionaire Charles Gray.**

Sixteen years ago, Charles was a college professor with a huge six-bedroom house and a fortune of \$2 million. Today he lives in a small caravan where there is only second-hand furniture. There are certainly no signs that Charles was a rich man!

There is a small garden outside with a few fruit trees. Charles grows some vegetables and a few flowers. He gets his clothes and a lot of other things from charity shops.

But this change is not a tragedy. Charles was happy to give up the lifestyle of a rich man. He was tired of being a person who had everything in a world where many people have nothing. He made the choice to give all his money away. And this, he says, has brought him happiness.

“A few years ago,” says Charles, “I was a millionaire, but I knew there were a lot of hungry people in the world.” So he gave away all his money to charities. When he had two thousand dollars left, he gave away small bank notes in the streets of local areas. Did he feel like Father Christmas? “It was a lot of fun”, says Charles.

Charles believes that many people want to earn a lot of money so that they will not have any worries. However, most people never make much money. Charles Gray decided to drop out and has discovered that having only a little money makes you free. Are there any things he misses? “No, I’m much happier now. I wouldn’t go back to being rich for anything- no way.”

### **Check your understanding**

**Agree or disagree with the statements.**

1. Charles Gray was a rich businessman.
2. He hasn’t got a TV in his caravan.
3. He has got a vegetable garden.
4. Charles gave his money away to poor people.
5. People thought he was crazy when he gave away small bank notes in the street.
6. He was happier when he was rich.

### **Enlarge your vocabulary**

**Match the verbs from the text with the correct meaning:**

- |                 |  |
|-----------------|--|
| 1. to give away | a). to return                                |
| 2. to drop out  | b). to stop doing something                  |
| 3. to give up   | c). to change or leave a lifestyle           |
| 4. to go back   | d). to give someone something you don’t need |

### **Refresh your grammar**

## Passive Voice

Translate into Russian.

The environment **is damaged** by people every day.

The environment **is being damaged** by people now.

The environment **was damaged** by people last century.

The environment **will be damaged** by people in the future.

The environment **has been damaged** by people already.

The environment **was being damaged** by people when that article was published.

The environment **had been damaged** by the time the special ecological programme was accepted.

The environment **will have been damaged** by the time the special ecological programme is accepted.

Translate into English.

1. Студентов **экзаменуют** два раза в год. 2. Студентов сейчас **экзаменуют**. Не входите в аудиторию. 3. Статью **напечатали** вчера. 4. Статью уже **напечатали**. 5. Статью **напечатали** вчера к семи часам. 6. Статью **печатали** вчера в это время. 7. Телеграмму отошлют завтра. 8. Телеграмму уже **отошлют** завтра к семи часам.

### **Test yourself.**

I. Укажите по каким формальным признакам можно распознать, как образуются времена пассивного залога.

**Общая формула:**            ... V ...

II. Измените глагол в предложении в зависимости от времени:

The article will be typed.

a). Present Perfect

b). Future Perfect

c). Past Progressive

III. Перед вами видовременная таблица. Напишите в 1-м лице единственного лица с глаголом **to ask** все формы пассивного залога:

	<b>Simple</b>	<b>Progressive</b>	<b>Perfect</b>	<b>Perfect Progressive</b>
<b>Present</b>				
<b>Past</b>				
<b>Future</b>				

IV. Из данных английских грамматических форм выберите ту, которую вы употребили бы при переводе следующих предложений:

1). Три новых учебники были изданы в нашем университете в прошлом году.

a. was published    b. were publishing    c. will be published    d. were published

2). Этот перевод будет закончен через несколько дней.

a. will finished    b. will be finished    c. will have been finished    d. shall be finished

3). Вас уже пригласили на вечер.

a. have been invited    b. had been invited    c. were invited    d. were inviting

4). Эту статью написал один известный английский журналист.

a. was written    b. had been written    c. wrote    d. was being written

5). Работа будет выполнена к следующему понедельнику.

a. will be carried out    b. will have been carried out    c. shall be carried out

6). Он знал, что его друга арестовали.

a. has been arrested    b. was arrested    c. was being arrested    d. had been arrested

7). Деньги заплатят к концу месяца.

a. will have paid    b. will pay    c. will have been paid    d. shall be paid

8). Комнату моют каждый день.

a. is cleaned    b. is being cleaned    c. is cleaning    d. are cleaned

9). Статью сейчас пишут.

a. is written    b. is writing    c. is being written    d. has been written

## Lesson 9

### Different Aspects of the Town

## Warm up activity

What do you like or dislike in the place where you are living? Is Tomsk your native town? What is Tomsk Famous for? Are there any advantages of living in Tomsk?

## Reading

### Text A

Read this description of Venice by Anna, a student. Which aspects from the list below does she mention?

- \*architecture
- \*climate
- \*cost of living
- \*entertainment
- \*food
- \*public transport
- \*safety
- \*traffic
- \*size

### The town where I live

I love living in Venice, it's full of history. I like it because it's quite a small city. I think it's got a population of about 200,000 people, but there are lots of tourists, especially in the summer, and there's not enough room for them all. Of course, there are no cars or lorries, but there are water buses on the main canals all day and night, and it's not far to walk anywhere in the city.

But you need lots of money to live here. Flats are very expensive and everything comes from the mainland, so the prices of everyday supermarket items are rather high. And apart from cinemas and theatres, there's not much to do in the evenings. But I still love it here.

## Check your understanding

**I. Write down all the advantages and the disadvantages of living in Venice.**

**II. Make a list of the advantages and disadvantages of living in your town.**

### *Advantages*

good public transport

excellent shops

### *Disadvantages*

too much traffic

very expensive

**III. Write a short description of your town using *and* and *but*. The text below is for your help:**

### Text F



## **My Native Town**

Tomsk is an old Siberian town. It is situated on the right bank of the river Tom, in West Siberia.

Tomsk was founded in 1604, therefore it is considered to be one of the oldest Siberian towns. Before the revolution Tomsk was a merchant town and a place of exile. Many outstanding people, such as Korolenko, Sverdlov, Chekhov visited Tomsk in the past and saw its wooden houses, dirty narrow streets and a lot of churches.

At the beginning of the 18<sup>th</sup> century Tomsk became an administrative and commercial centre of Siberia. In 1888 Tomsk University, the first in Siberia, was opened and Tomsk became a centre of education and culture of Siberia. It was often called "Siberian Athens".

Now Tomsk is known as a great educational, scientific, cultural and industrial centre with all the features of a modern city. There are many fine houses, broad avenues and beautiful parks.

As an educational centre Tomsk is famous for its six universities, plenty of technical secondary schools, some research institutes, many secondary schools, gymnasiums and lyceums. So we may say that Tomsk is a town of students.

The most beautiful avenue is named after Lenin. It was called Million Street before the Revolution. Here we can find the museum of regional studies, the cinema named after Gorky, Drama Theatre Theatre "Intim", Concert Hall and Central Hall and Central Post Office, plenty of offices and institutions.

Tomsk is known as a great cultural centre of Siberia. There are several theatres, such as a Drama theatre, a Puppet theatre, a young Spectator's theatre, concert halls, museums in Tomsk. Tomsk is proud of its old wooden houses with the so called "wooden lace". Many memorials of wooden architecture are protected by the state.

There are many places of interest and monuments in the town. The history of Tomsk is connected with the names of G. Batenkov, V. Shishkov, S. Kirov, V. Kuibyshev and other outstanding people. There are monuments to these people in

our town. The memorial of Glory devoted to the perished during the Great Patriotic War is situated in Lagerny Garden.

Tomsk is known as an industrial centre. It is famous for gas and oil, chemical, metal-working, wood-and food industries.

Tomsk changes from year to year. Many modern multistoried buildings are being and have been built in its suburbs and in the centre.

The population of the town is more than 500,000 people.

## **Check your understanding**

### **Answer the questions:**

1. Is Tomsk an old town?
2. Where is it situated?
3. When was it founded?
4. What did it look like before the Revolution?
5. When did it become an administrative and commercial centre?
6. When did it become an educational and cultural centre of Siberia?
7. Why is Tomsk known as an educational centre of Siberia?
8. Why is Tomsk known as a cultural centre?
9. What are the most interesting places in Tomsk?
10. Does Tomsk change from year to year?

## **Refresh your grammar**

### Passives.

**Read about Pat and Ronald Thomas, who live on a train. Put the verb in brackets into the correct verb form, active or passive.**

### **At home on a train.**

Pat and Ronald Thomas a).\_\_\_\_\_ (not live) in a caravan, but their home b).\_\_\_\_\_ (travel) more miles than any other house in Britain! Their house c). \_\_\_\_\_ (make) from a pair of Victorian railway carriages, and they d). \_\_\_\_\_ (live) there for ten years. "I e). \_\_\_\_\_ (not want) to live in a train at first," admits Pat, "but when I f). \_\_\_\_\_ (see) that this train had a garden with a stream, I just

g).\_\_\_\_\_ (fall) in love with it. We h).\_\_\_\_\_ (buy) it from an old lady, and she i).\_\_\_\_\_ already \_\_\_\_\_ (do) a lot of work on it. But there is a lot left to do and we j).\_\_\_\_\_ still \_\_\_\_\_ (make) improvements.

Visitors are often surprised to see how spacious the house is. All the dividing walls k).\_\_\_\_\_ (remove), so now the rooms are about fifteen metres long.

Pat and Ronald l). \_\_\_\_\_ (pay) \$ 68,000 for their house. Recently they m).\_\_\_\_\_ (offer) more than \$ 100,000 for it, but it's not for sale.

"I n).\_\_\_\_\_ (discover) more and more about the history of this train all the time," says Ronald. "It o).\_\_\_\_\_ (build) in Swindon between 1855 and 1875. We p).\_\_\_\_\_ (work) so hard to make it beautiful that I don't think we q).\_\_\_\_\_ ever \_\_\_\_\_ (sell) it," he admits. "I hope it r).\_\_\_\_\_ (remain) in our family forever".

### Active or passive?

**These sentences sound unnatural in the active. Rewrite them using the passive.**

1. They built our house in the 17<sup>th</sup> century.
2. Has someone decorated your bedroom?
3. Someone decorating our living at the moment.
4. We moved out of our house while they were building the extension.
5. They won't recognize their dining room after arriving home from holiday.

**Here are the answers to some questions about Pat and Ronald. Write the questions.**

a. \_\_\_\_\_ in a caravan?

No, they don't. They live in a pair of railway carriages.

b. \_\_\_\_\_?

For ten years.

c. \_\_\_\_\_ from?

An old lady.

d. \_\_\_\_\_?

\$68,000.

e. \_\_\_\_\_?

More than \$100,000.

f. \_\_\_\_\_?

In Swindon between 1855 and 1875.

g. \_\_\_\_\_?

Yes, they are. They want to make it even more beautiful.

h. \_\_\_\_\_?

No, they won't. They want it to remain in the family forever.

## **Part II. Education and Educational Career.**

### Lesson 1.

#### **Modern Tendencies in Higher Education.**

#### **Warm-up activity**

Education plays an important part in the life of any country, doesn't it? Why are new methods and approaches to students' training and instruction so required at present moment?

#### **Reading**

#### **Text A**

#### **Words for understanding the text.**

- 1).as- как; по мере того как, когда; так как, поскольку.
- 2).as well- так же
- 3).at present- в настоящее время
- 4).affect- влиять, воздействовать на
- 6).bring up to date- довести до современных требований
- 7).consider- считать, рассматривать, учитывать
- 8).curricula are enriched and broadened- программы (курсы обучения) обогащаются и расширяются
- 10).development- развитие, разработка

- 11).enable- давать возможность
- 12).ensure- обеспечивать, гарантировать
- 13).especially-особенно
- 14).further- дальнейший
- 15).improve- улучшать, совершенствовать
- 16).information explosion – информационный взрыв
- 17).learning materials- учебный материал
- 18).mean- значить, означать
- 19).means- средство, способ
- 21).a number of- ряд. несколько
- 22).over years – за многие годы
- 23).play a part- играть роль
- 25).provide- снабжать, обеспечивать
- 26).receive- получать
- 27).remain- оставаться
- 28).quality- качество
- 29).take into consideration- принимать во внимание, в расчет
- 30).thorough- основательный, доскональный, тщательный
- 31).training and instruction- подготовка и обучение

**Read the text and be ready to answer the questions.**

### **Higher Education in Russia.**

Higher education plays an important part in the life of any country as it provides the country with highly-qualified specialists for future development and progress. It trains people to become teachers, engineers, doctors and other professional workers.

In all the industrial countries standards of living are steadily changing; this means that the kind of education, which was good enough thirty years ago, is not necessarily good for them today. The serious need to find ways and means of ensuring continuous and thorough adoption of the universities to contemporary needs in our rapidly changing world is widely recognized. And this means that styles of teaching,

quality of learning materials and organization of the university itself have to be continuously brought up to date and improved.

Besides, knowledge and information which comes through the mass media must also be taken into consideration. This information explosion has affected every field of study, especially, of course, in the natural and applied sciences and in all other sciences as well. The increase of information requires new methods and new approaches to students' training and instruction.

At present a new system of education is introduced in this country- a distance education system. This computer system of learning helps working professionals to continue their education while remaining at their jobs. This system enables people to get knowledge and a good foundation in the sciences basic to his or her field of study. Distance learning has developed over years from satellite video courses to modern videoconferencing through personal computers.

The academic year usually lasts 9 months and is divided into two terms (semesters). The first- and second -year students obtain thorough instructions in the fundamental sciences of mathematics, physics, chemistry and drawing as well as computer engineering and a number of others. The curricula are enriched and broadened by instructions in such subjects as foreign languages, history and economics.

At the third year students get more advanced knowledge and begin to concentrate on their special interests, so to say, their "major" subject and take many courses in this subject. Specialized study and courses will help students to become specialists and prepare them for their future work.

After four years students will get a bachelor's degree. Then the students may go on with their studies and in a year or two of further study and research get a master's degree.

About 75 percent of students receive state grants and 15 percent are sponsored by enterprises. Universities have their own students' hostels and some of them have large and excellent sport centers.

Education is a process through which culture is preserved, knowledge and skills are developed, values are formed, and information is exchanged.

Education is a way to success.

### **Check your understanding**

#### **Answer the questions:**

1. Why is higher education important in the life of every country?
2. Why is it necessary nowadays to change constantly the styles of teaching, the quality of learning materials and the organization of the university itself?
3. What specialities do people get after graduating from a university?
4. What new education system is introduced in our country?
5. What degree do students get after four years of study?
6. What degree can a student get after two years of further study and research?
7. Can students be sponsored by enterprises?
8. What is happening during the process of education? Find information in the text.

## **Text B**

### **Retell the text to your partner.**

#### **Higher Education in the USA**

There is no national system of higher education in the United States. Higher education is given in colleges and universities. There are over 2100 various higher educational institutions, including colleges, technological institutes and universities. The average college course of study is 4 years. The academic year is usually 9 months or 2 terms (semesters) of four and a half months each. Classes usually begin in September and end in June. 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 and with a year or two of further study get a Master's degree.

After another year or two of study and research, they may get a still higher degree as Doctor of Philosophy (Ph.D). The student's progress is evaluated by means of

tests, term works and final examinations in each course. The student's work is given a mark, usually on a five point scale. Letters indicate the level of achievement. "A" is the highest mark. "F" denotes a failure.

Most American colleges and universities charge for tuition. The methods of instruction in the universities are lectures, discussions, laboratory and course works and 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.

### **For your information:**

**Read the texts about the general features of Higher Education in the USA and compare them with those in your country.**

### **Educational attitudes.**

Student life at American Universities is chaotic during the first week of each quarter or semester. Registering for classes, becoming familiar with the building on campus, buying books, adding and dropping classes, and paying fees are confusing for everyone. During this busy period there is little time for students to anticipate what they will later encounter in the classroom.

International students, accustomed to their countries' educational expectations, must adapt to new classrooms norms in a foreign college or university. Whereas in one country prayer may be acceptable in a classroom, in another it may be forbidden. In some classrooms around the world students must humbly obey their teacher's commands and remain absolutely silent during a class period. In others, students may talk, eat, and smoke during lectures as well as criticize a teacher's methods or contradict his or her statements. It is not always easy to understand a new educational system.

### **Diversity in Education**

There is considerable variety in university classrooms in the US. Because of diverse teaching methods and non-standardized curricula, no two courses are identical. Undergraduate courses are considerably different from graduate courses.



The classroom atmosphere in expensive private universities may differ from that in community colleges which are free and open to everyone. State-funded universities have different requirements and expectations than do parochial colleges. Nevertheless, there are shared features in American college and university classrooms despite the diversity of educational institutions of higher learning.

### **Active participation**

Participation in the classroom is not only accepted but also expected of the student in many courses. Some professors base part of the final grade on the student's oral participation. Although there are formal lectures during which the student has a passive role (i.e., listening and taking notes), many courses are organized around classroom discussions, student questions, and informal lectures. In graduate seminars the professor has a "managerial" role and the students make presentations and lead discussions. The students do the actual teaching in these seminars.

A professor's teaching style is another factor that determines the degree and type of student participation. Some professors prefer to control discussion while others prefer to guide the class without dominating it. Many professors encourage students to question and challenge their ideas. Students who make assertions that contradict the professor's point of view should be prepared to substantiate their positions.

In the teaching of science and mathematics, the dominant mode of instruction is generally traditional, with teachers presenting formal lectures and students taking notes. However, new educational trends have emerged in the humanities and social sciences in the past two decades. Students in education, sociology, and psychology classes, for example, are often required to solve problems in groups, design projects, make presentations, and examine case studies. Since some college or university courses are "applied" rather than theoretical, they stress "doing" and involvement.

### **The Teacher-Student Relationship**

Many instructors believe that an informal, relaxed classroom environment is conducive to learning and innovation. It is not uncommon for students to have easygoing and friendly relationships with the professors. The casual professor is not necessarily a poor one and is still respected by students. Although students may be in

subordinate position, some professors treat them as equals. However, no matter how egalitarian professors would like to be, they still are in position of authority.

Professors may establish social relationships with students outside of the classroom, but in the classroom they maintain the instructor's role. A professor may have coffee one day with students but the next day expect them to meet a deadline for the submission of a paper or to be prepared for a discussion or an exam. The professor may give extra attention outside of the class to a student in need of help but probably will not treat him or her differently when it comes to evaluating school work. Professors have several roles in relation to students; they may be counselors and friends as well as teachers. Students must realize that when a teacher's role changes, they must appropriately adapt their behavior and attitudes.

### **Learning**

Many teachers believe that the responsibility for learning lies with the student. If a long reading assignment is given, instructors expect students to be familiar with the information in the reading even if they do not discuss in the class or give an examination. (Courses are not designed merely for students to pass exams). The ideal student is considered to be one who is motivated to learn for the sake of learning, not the one interested only in getting high grades. Grade-conscious students may be frustrated with teachers who do not believe it is necessary to grade every assignment. Sometimes homework is returned with brief written comments but without a grade. Even if a grade is not given, the student is responsible for learning the material assigned. When research is assigned, the professor expects the student to take the initiative and to complete the assignment with minimal guidance. It is the student's responsibility to find books, periodicals, and articles in the library. Professors do not have the time to explain how a university library works; they expect students, particularly graduate students, to be able to exhaust the reference sources in the library.

Professors will help students who need it, but prefer that their students not be overly dependent on them. (This differs from teacher-student relationships in other countries). In the US, professors have other duties besides teaching. Often they are

responsible for administrative work within their departments. In addition, they may be obliged to publish articles and books. Therefore the time that professor spends with a student outside of class is limited. If a student has problems with classroom work, the student should either approach a professor during office hours or make an appointment.

### **The Honor System**

Ideally, the teacher-student relationship at universities is characterized by trust. The “honor system”, imposed by the teacher and the university, demands that the student be honest in all areas of school work. Thus, cheating on tests, plagiarizing in written work, presenting other’s ideas as original, and turning in homework completed by someone else are all prohibited.

Violation of the honor system can result in student’s failing a course, having a permanent record of the violation placed in the student’s school files, or even being expelled from the university. Many students are also aware that they can jeopardize their rapport with fellow students if they are dishonest. Students who cheat may lose their respect of other students, particularly those who study for exams and work independently. When leaving the classroom while students are taking the exams, an instructor may or may not say, “I expect you all to abide by the honor system”. Even if the words are not stated, the student is expected to work alone and not to share answers.

### **Competition**

Relationships between students in the classroom can be cooperative or competitive. International students should not hesitate to ask for help if it is needed. There are courses, however, where grades are calculated in relation to other students’ scores. Therefore, in classes where such a grading “curve” is used, students may be reluctant to share lecture notes or information for fear that their own grades will suffer.

There are other reasons for the presence of competition among students. A high grade point average is needed for entrance to superior graduate schools. Students feel pressure to achieve high grades when there are relatively few openings in graduate

programs. In addition, when facing a competitive job market, graduates may be judged on the basis of their grade point average and faculty recommendations. Ultimately, it is the student who is responsible for succeeding in this competitive system.

**The university classroom in the US manifests cultural values through professors and students' expectations and attitudes. Competition is an example of only one value. Educational practices such as the honor system and student participation indicate a respect for individual responsibility and independence.**

**Check your understanding.**

**1. Reread the texts about the educational attitudes in US and find the answers to these questions:**

1. What can you say about the first week of each quarter of semester at American Universities?
2. Is it always easy for international students to understand a new educational system?
3. What do you know about diversity in education? Does it take place in our educational system?
4. Are there any shared features in a college and university classrooms?
5. In what sphere of teaching is dominant mode of instruction traditional?
6. What factor determines the degree and type of student participation?
7. What new education trends have emerged in the humanities and social sciences?
8. What classroom environment can be more conducive to learning and innovation?
9. What is uncommon for students in their relationships with the professors?
10. Can professors have several roles in relation to students?
11. Is it necessary to grade every assignment of students in our educational system?

**2. Agree or disagree with the statements:**

- a. Many teachers believe that the responsibility in the process of education lies with the student.
- b. In the US as well as in Russia, professors have other duties besides teaching.

- c. It isn't students' duty to find books, periodicals and articles in the library. It's enough to have only notes of lectures.
- d. Professors can't establish social relationships with students outside of the classroom.
- e. Nowadays professors are not in the position of authority with their students.
- f. The professors don't usually expect the students to take the initiative and complete the assignment with minimal guidance.

## **Enlarge your vocabulary**

### **1. Give Russian equivalents to the following word-groups.**

- to plagiarize in written work
- to be conducive to learning and innovation
- to be in subordinate position
- to treat smb. as equals
- to present their ideas as original
- to be interested only in getting grades
- grade-conscious students
- teacher-student relationships
- to make an appointment
- to be honest in all areas of school work
- to cheat on tests
- to be cooperative and competitive
- to turn in homework completed by someone else
- to fail a course
- to be expelled from the Universities
- to be reluctant to share lecture notes

### **2. Find the word combinations in the text which mean the following:**

- \*познакомиться с чем-либо,
- \*адаптироваться к новым учебным нормам,
- \*быть общепринятым,
- \*быть запрещенным,

- \*покорно слушаться указаний учителя,
- \*критиковать методы преподавания,
- \*разнообразие в системе образования,
- \*разнообразные методы преподавания,
- \*нестандартные программы,
- \*быть бесплатными и доступными для всех,
- \*университеты, финансируемые государством,
- \*активное участие на занятиях,
- \*только слушать и делать записи,
- \*поощрять студентов задавать вопросы и отстаивать свои идеи,
- \*новые тенденции в образовании,
- \*прикладные циклы(курсы).

### 3. Make up possible set expressions by matching the words from A and B.

#### A

1. go to/ enter/ be enrolled into/
2. graduate from
3. read for/ take/ pass
4. do/ study
5. take/ make
6. get/ receive
7. make
8. be
9. take part
10. do/ conduct/ carry out
11. give/ do

#### B

- a. progress
- b. a course in, notes
- c. good at Maths
- d. research into/on
- e. university
- f. a subject, a course, for a degree
- g. in discussion, competition on
- h. grant, degree
- i. examinations (exams)
- j. a lecture

### 4. Exchange the underlined verb into another one.

1. Did you **receive** a grant? 2. How many exams did you pass before you **entered** university? 3. Do you **take** notes in lectures? 4. Who **gives** the lecture in history? 5. My friend **studies** physics. 6. What research did you **conduct** last semester?

## Text C

**Retell the text.**

### **Oxbridge**

Oxford and Cambridge are the two oldest and most prestigious universities in Britain. They are often called collectively Oxbridge to denote an elitarian graduates often go on to become influential and powerful in British society.

The tutorial system is one of the ways in which Oxford and Cambridge differ from all the other English universities. Every student has a tutor and as soon as you come to Oxford one of the first things you do is to go and see your tutor. He, more or less, plans your work, suggests the books you should read and sets work for you to do. Each week you go to him in his rooms, perhaps with two or three other students, and he discusses with you the work that you have done, criticizes in detail your essay and sets you the next week's work.

**Oxford and Cambridge universities consist of a number of colleges. Each college has its own character and individuality. The universities have over a hundred societies and club: dramatic societies, language clubs, philosophy societies, debating clubs, political clubs of all colours- in fact, clubs for almost every activity under the sun. Both universities are independent.**

## Text D

**Read and translate the text.**

### **Education and Science.**

Tomsk is the oldest educational and scientific center in Russia to the east of the Urals. Over 100-plus years there developed a unique scientific, educational and engineering complex often referred to as Siberian Athens. About 60.000 students (local residents and newcomers from different parts of Russia, Commonwealth of Independent States, Near Eastern and Asian-and-Pacific nations.) attend day and evening division classes or study by correspondence at technical secondary schools, colleges, universities and academies. There are 7 higher educational establishments in Tomsk: State University, Polytechnical University, Siberian Medical University,

Pedagogical University, Academy of Automated Control Systems and Radio Electronics, Academy of Architecture and Civil Engineering, Higher Military Command Signal School and Higher Economics and Law College (private school).

Tomsk holds the lead in Russia in the number of distinguished scholars. 47 scientific institutions are engaged in research work, with 11 being part of the universities. Among these are Siberian Physicotechnical Institute, Applied Mathematics and Mechanics Institute, and Biology and Biophysics Institute associated with Tomsk State University, High Voltage Institute and Introscopy Institute affiliated with Polytechnical University, and Automation and Electromechanics Institute at Academy of Automated Control Systems and Radio Electronics. The Tomsk Scientific Center of the Siberian Branch of the Russian Academy of Sciences comprises 9 research, design and engineering institutes, among which are Institute of Atmospheric Optics, Institute of Petroleum Chemistry, High Current Electronics Institute, Institute of Strength Physics and Materials Science, Institute of Ecology of Natural Complexes and others.

The major research areas of particular interest to our scientists are theoretical and experimental physics, high-energy physics, plasma physics, computer-aided design of advanced materials and processes, mesomechanics, environmental monitoring, biotechnology, cybernetics, self-propagating high-temperature synthesis, structural macrokinetics, smart materials, precision instrument engineering, nondestructive testing, to name only a few. Ingenious work of our scientists pertaining to the humanities (philosophy, law, philology, history, ethnography and linguistics) has won universal recognition.

Good progress is being made by the Tomsk Scientific Center of the Russian Academy of Medical Sciences. It comprises 5 research institutes dealing with cardiological, oncological, pharmacological, and genetic problems as well as those related to mental health, balneology and physiotherapy.

A lot of credit must go to scholars of world renown who laid the groundwork for the development of new schools of thought in different branches of science. Among those famous people who added a glorious page to the history of Tomsk are the



geologists Z.A.Obruchev and M.A.Usov, the mathematician I.M. Vinogradov, the chemical physicist N.N. Semyonov, the doctors N.N.Burdenko, A.G.Savinykh, N.V.Vershinin, D.D.Yablokov and S.P.Karpov, the physicists V.D.Kuznetsov and A.A.Vorobjev. Space considerations make it impossible to list the many individuals who lived in Tomsk and made outstanding contributions to science.

A scientific and educational program of the Tomsk Oblast incorporates 636 projects in 18 branches of science and engineering, including 90 advanced developments in new medical preparations, equipment, procedures and techniques, 73 resource - saving inventions, 57 ingenious designs of control instrumentation and diagnostic devices for radio and power engineering and information technology, 50 novel products, preparations and processes for petroleum chemistry and oil and gas production, 38 developments for improving fertility of soil, increasing crop yield and processing farm produce, over 60 advanced processes for woodworking industry, wood waste reclamation and economic energy consumption, and new types of heating appliances and communication facilities, about 100 ecological innovations, including efficient nature management technologies, environmental pollution monitoring and decontamination, about 80 rationalization proposals pertaining to computer software support of educational establishments, new specialities and specializations, educational services, etc.

There is a unique material and technical foundation for conducting research and training scientific personnel. Students of science have at their disposal a set of radiation-emitting machines operating in a wide range of powers, a nuclear training and research reactor (the only one to the east of the Urals), cyclotrons, microtrons, high-current ion and electron accelerators, advanced cryogenic facilities and such.

The Siberian Botanical Gardens are the oldest park in the Asian part of Russia. Its collection numbers more than 5,5 000 plant species. Dozens of local science and training museums (paleontological, archeology and ethnography, mineralogical, anatomical, forensic medicine, etc.) hold much favor.

Of particular value for the scientific and educational community of Tomsk is the research library of Tomsk State University. There are 4 million books there, among which are hosts of unique collected works and incunabula.

Findings and developments of our scientists have aroused considerable interest on the world market of high-tech products. They were represented at a Russian - American workshop in Washington in March, 1993 and CEETEX-94 in London. Innovative and entrepreneurial efforts of our scientists are supported by the regional SibinFund and by the TACIS program.

The Tomsk Technopark was among the first to be established in Russia. Its operations are very effective in encouraging and promoting small and high-tech businesses and in marketing scientific and engineering products.

## **Check your understanding**

### **Answer the questions:**

1. How many higher educational establishments are there in Tomsk? What are they?
2. How many students attend day and evening division classes or study by correspondence?
3. Who are the students of Universities? Where are they from?
4. How many scientific institutions are engaged in research work?
5. The Tomsk-Scientific Center of the Siberian Branch of the Russian Academy of Sciences comprises 9 research design and engineering institutes, doesn't it? What are they?
6. What are the major research areas of particular interest for our scientist?
7. What areas of research does the Tomsk Scientific Center of the Russian Academy of Medical Sciences deal with?
8. Do you know the names of famous people who made outstanding contributions to science in Tomsk?
9. What information can you get from the text about a scientific and educational program for the development of the Tomsk oblast?
10. What is the role of The Tomsk-Technopark in high-tech business?

## **Speaking**

## **Are you ready to talk about your educational career?**

**What do you know about the educational attitudes all over the world? Discuss these questions with your partner.**

1. When do the people in your country usually start their educational career? What is the starting age for children to go to school? What year did you start studying at school?
2. What kind of school was it? What school subjects did you like more? Did you change schools? If so, why? How many years have you been studying at school?
3. When did you leave school? Did you pass your graduating exams successfully?
4. Why did you decide to enter our University?

Who (what) influenced on your choice?

What do you know about our University? How many faculties are there now? What faculty have you chosen? Why? Give reasons for your choice.

5. Did you pass your entrance exams well enough to get into University? How many exams did you pass? Were you rather happy when you had been enrolled to the University? When did you become a student?
6. Did you have to pay for your education?
7. Did you have a scholarship while being a student?
8. What year of studying was the most difficult one? Why?
9. Were your relationships with your teachers rather informal?
10. Was it interesting to you to study? Have you ever got grants? Did you work hard? Is there anything you regret about?
11. Can you say that the time when you had been a student was the happiest in your life?
12. Why did you decide to enter postgraduate course?
13. Who is your scientific leader?
14. What are your scientific interests?
15. When are you going to defend your thesis?
16. What are your future plans and ambitions?

## **Refresh your grammar**

## Non-finite Forms of the Verb

Translate into Russian.

### **The Infinitive.**

‘**To be** or **not to be**, that is the question.’ (W. Shakespeare)

‘**To choose** time is **to save** time’ (Francis Bacon)

### **The Gerund.**

‘The best way of **living** is **loving** and **giving**’. (Proverb)

‘**Reading** is the exercise to the body’. (Richard Steel)

### **The Participle.**

‘Lose an hour in the morning, and you will spend all day **looking** for it’. (Proverb)

‘**Lost** time is never found again’. (Proverb).

Translate into English.

1. Она любит **читать**. **Чтобы переводить** такую статью без словаря, вы должны хорошо знать английский язык. (The Infinitive). 2. Она любит **читать/чтение**. **Чтение** - любимое занятие. (The Gerund). 3. Студентка, **читающая** книгу в библиотеке, его племянница. **Читая** книгу, она нашла несколько интересных фактов. Книга, **купленная** вчера, очень интересная. **Прочитав** книгу, она пошла в кино. (The Participle).

### **Test yourself.**

I. Подчеркните причастия, герундий и инфинитив в предложениях и переведите предложения на русский язык.

1. He is very good at solving mathematical equations. 2. She has never done any computing. 3. We saw an old man lying on the bench. 4. Being a disabled, he could not drive a car. 5. His favourite pastime is playing computer games. 6. Realizing the danger, they stopped. 7. The house rebuilt recently is very beautiful. 7. Scientists are interested in developing new programming languages. 8. I’m glad to help you. 9. To learn English is necessary in modern life. 10. This is a good book to read. 11. She heard them speak over the phone. 12. He can’t stand driving on the left. 13. I want you to translate this article.

## Lesson 2

### Means of communication

#### **Warm-up activity**

How can people all over the world can get information and share their ideas?

What are the most important means of communication in your life?

Can communication with other people help you in your research work?

Do the media play an important part in your life?

#### **Reading**

#### **Text A**

#### **Words and expressions for understanding the text.**

- 1). mass media- средства массовой информации
- 3). what's going on- что происходит
- 4). possibility- возможность
- 5). entertainment- развлечение
- 6). to report- сообщать, писать
- 7). event- событие, происшествие
- 8). objectively- объективно
- 9). fair- честный, справедливый
- 11). reliable- надежный
- 12). disaster- бедствие
- 13). crash- авария
- 14). murder- убийство
- 15). robbery- грабеж
- 16). to make headlines- попасть в заголовки газет, вызвать сенсацию
- 17). freedom- свобода
- 18). to intrude- вторгаться
- 19). private- частный, личный
- 20). to follow- преследовать

- 21). celebrity- знаменитость
- 22). to print- печатать
- 23). sensational- сенсационный
- 24). untrue- ложный, неверный
- 25). half-true- полуправдивый
- 26). source- источник
- 27). Seeing is believing- лучше раз увидеть, чем сто раз услышать
- 28). besides- кроме того
- 29). politician- политик
- 30). to lie- лгать
- 32). extra detail- дополнительные сведения, подробности
- 33). comment- комментарий
- 34). background information- “закулисная” информация

## **Mass Media**

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

Of course, not all newspapers and TV programmes report events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that the journalists are given too much freedom. They often intrude on people's private lives. They follow the celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is – should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And the important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers.

Still, many people prefer the radio. It's good to listen to the radio in the car, or in the open air, or when you do something about the house.

Newspapers don't react to events as quickly as TV, but they usually provide us with extra details, comments and background information.

The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

### **Check your understanding**

#### **I. Now look at these questions and reread the text to find the answers.**

1. Do you think that the media influence our life?
2. Millions of people get most of their news from television. What about you?
3. Do you read newspapers?
4. When do you usually listen to the radio?
5. Do you agree that most news we get from the media is bad news?
6. Do you think it would be nice if all news printed in newspapers and shown on TV was good news?
7. Do you think that journalists are given too much freedom?
8. If people have died in a plane crash, should their bodies be shown on TV?
9. How do paparazzi earn their living?
10. Are you interested in politics? Do you think that some politicians use the media to influence their voters?
11. What is the main advantage of the Internet?

#### **II. Put T or F to indicate if the statements below are true or false according to the facts in the text.**

- a. TV doesn't inform us of what is going on in the world.

- b. All newspapers and TV programmes report the events objectively.
- c. There are so many programmes and articles about natural disasters, plane crashes and wars.
- d. Newspapers don't react to events as quickly as TV.

**III. Complete these sentences using the information from the text.**

- a. The mass media play...
- b. It is true that the world today is full of...
- c. People like TV news because...
- d. The Internet main advantage is...
- e. Seeing, as we know, is...

**Enlarge your vocabulary**

**I. Match the word to its definition:**

<b>Television</b>	*facts of details that tell you about a situation, event, person, place etc.
<b>News</b>	
<b>Headline</b>	*the system of broadcasting pictures and sounds;
<b>Crash</b>	*all the organizations that are involved in providing information to the public, especially newspapers, TV and radio;
<b>Information</b>	
<b>The Media</b>	*to have an accident in a car, train, etc. by hitting something. *the words in big letters at the top of a newspaper report ; *reports about recent events, printed in newspapers or on television or radio; *a set of large folded sheets of paper containing news, articles, pictures etc., which is printed and sold every day or every week;

**II. Which prefix forms the opposite of these words?**

...fair	...true	...natural
...reliable	...ordinary	...important

**III. Find the nouns, verbs, adjectives, adverbs.**

Especially, wonderful, information, intrude, inform, possibility, advantage, serious, reliable, provide, politician, intimate, objectively, ordinary, usually.



## **Text B**

### **Super Phones**

**Read the text and speak about the next generation mobile phones.**

Not long ago it became known that cell phone manufacturers were experimenting with several different designs for the handheld devices that would be linked to the advanced wireless networks of the future. If these machines really are to become digital companions, they will have to be versatile, adaptable and fashionable. Companies such as Nokia, Ericsson and Motorola are working on the third – generation “super phone” that will look quite different from existing cell phones. In fact, calling them phones seems absurd. They will have built-in colour screens several inches square for presentation of high resolution graphics and video. Some may have a keyboard and a miniature mouse for data input, but most of them will use touch-sensitive screens and styluses like those employed now by the handheld computers.

In addition to carrying voice communication, the super phone will also be able to play music files that are circulating on the Web in the most popular MP3 format (or in whatever format may replace it).

### **Enlarge your vocabulary**

**Give Russian equivalents to the following word-groups:**

handheld devices; advanced wireless networks; to be versatile, adaptable and fashionable; built-in colour screen; to seem absurd; high resolution graphics and video; miniature mouse for data input; to use touch-sensitive screens and styluses; to play music files; to circulate on the Web;

### **Speaking**

**Work in pairs. Discuss the following questions:**

How often and in what situations do you use cell phones?

Do you think a person should be reachable any time, at any place, including public ones?

In your view, did it make your life easier? Better?

**Study the results of a national telephone survey of 752 adults age 18 and older conducted by the University of Michigan and a short article below. Present the results of a survey in a diagram. If you had been one of the interviewers, which group would you have joined? Comment on the diagram. Answer the question posed by the author of the article?**

**Cellphone survey results:**

**83%** of cellphone users say the device has made their life easier.

**60%** say that public use of cellphones has disturbed or irritated them.

**42%** believe that there should be a law prohibiting people from talking on cellphones in public spaces like museums, movies or restaurants.

**30%** agreed or strongly agreed that people should be reachable any time or at any place.

**Based on a national telephone survey of 752 adults, age 18 and older, conducted March 3 to 10.**

(Source: *University of Michigan*).

**For your information:**

**Granted: Cellphones Make Life Easier. But Better? Well...**

This may seem a bizarre concept to younger readers, but there was a time when, say, arranging a street-corner meeting was a complex task. You would set the time and place, making contingency plans for unforeseen delays, and if you got a detail wrong, the rendezvous would misfire. (Whole movie plots revolve around such missed connections).

Now, of course, you can whip out your cellphone and say: “What’s up? 43<sup>rd</sup> and Madison in five? Got it.” And six minutes later: “Where are you?” “I’m across the street. Turn around.” It’s all so easy.

So when a new University of Michigan survey showed that 83 percent of cellphone users thought the phones had made their lives easier, the only surprise was that it wasn’t 100 percent. But does “easier” mean “better?”

Now that's something else, especially when you ponder the irritation of others' phones and, more vital, the loss of peaceful moments when you're blissfully unreachable.

(Source: Hubert B.Herring. Granted: Cellphones Make Life Easier. But better? Well...*The Count*, March 27, 2005.)

## **Refresh your grammar**

### The Infinitive.

Translate into Russian.

To work with computer wasn't new to many of us.

Once a week a student of Cambridge is to go to his tutor to discuss his work.

Our aim is to translate technical articles without a dictionary.

In order to buy this book, he had to borrow some money.

He will visit his relatives next week.

She was the first to pass the exam.

They don't like to translate technical articles.

The device to be tested has been made in our lab.

We know Professor D. to be a good specialist in this field.

Translate into English.

Он первым перевел эту статью.

Эту статью было нетрудно переводить.

Мы остановились, чтобы они могли пройти.

Он не любит участвовать в соревнованиях.

Нужно много работать, чтобы овладеть иностранным языком.

Чтобы сдать экзамены досрочно, нужно получить разрешение из деканата.

## **Test yourself.**

I. Заполните таблицу, вспомнив существующие формы инфинитива:

<b>Tense</b>	<b>Active</b>	<b>Passive</b>
Simple		
Continuous		
Perfect		

II. Определите функции инфинитива в предложениях, переведите.

1. One of the best ways to go there is to catch a taxi. 2. Experiments helped scientists to discover the properties of new materials. 3. A special electronic device signals the engine to stop. 4. The radar detects the stationary objects ahead of the car to warn the driver about them and slow down the speed. 5. We have fresh water to drink. 6. She was sorry to have missed the beginning of the conference. 7. Nature has many secrets to be discovered yet. 8. They have many things to do. 9. To speak English fluently without practice is impossible. 10. To improve the design, they had to ask for help. 11. She can't do her research work without special equipment. 12. It was pleasant to be talking him again. 13. We were the last to leave that meeting.

III. Найдите инфинитив как часть сложного дополнения (Complex Object) и инфинитив как часть сложного подлежащего (Complex Subject).

1. I didn't expect my sister to pass the exams successfully. 2. He knows my father to be very busy. 3. I expect him to understand your problem and help you to solve it. 4. We saw her play tennis very well. 5. We saw him cross the street looking to the left and to the right. 6. Scientists believe new laser devices to be widely used in medicine. 7. The new methods of work appear to be very effective. 8. That type of device is supposed to have many advantages. 9. The operation seemed to be a complicated one. 10. His invention is considered to be of great importance. 11. The director is sure to be back soon. 12. He was said to be one of the most promising scientists. 13. She is likely to visit this exhibition.

## Lesson 3

### Television in our Life

#### **Warm-up activity**

How much time do you spend in front of the TV?

Do you think watching TV is useful? Why? Why not?

Is it possible not to watch TV at all? Why? Why not?

What do you learn from television?

#### **Reading**

#### **Text A**

#### **Words and expressions for understanding the text.**

- 1). society- общество
- 2). to entertain smb.- развлекать кого-либо
- 3). to influence smb./smth.- влиять, оказывать влияние на кого-либо/что-либо
- 4). in other words- другими словами, иначе говоря
- 5). to shape public opinion- формировать общественное мнение
- 6). to dominate- преобладать
- 7). most of the time- большая часть времени
- 8). habit- привычка
- 9). to resist smb./smth.- сопротивляться, оказывать сопротивление кому-либо
- 10). audience- аудитория (публика)
- 11). sentimental drama- мелодрама
- 12). commercial firm- коммерческая фирма
- 13). to promote- помогать, содействовать
- 14). benefit- выгода, польза
- 15). to convince smb. of smth.- убедить кого-либо в чем-либо
- 16). to persuade - убеждать, уговаривать
- 17). to bore smb.- надоедать кому-либо, нагонять скуку
- 18). little artistic value- не иметь никакой художественной ценности

- 19). to dispute smth.- обсуждать что-либо, ставить под сомнение, оспаривать что-либо
- 20). separate TV channels- отдельные каналы на TV
- 21). to provide- обеспечивать
- 22). a programme for local interest- местная программа
- 23). it is a waste of time watching TV- это потеря времени смотреть телевизор
- 24). to agree on the whole- соглашаться в целом
- 25). valuable- представляющий интерес
- 26). informative amusing- информационный развлекательный
- 27). effective- производящий впечатление
- 28). vital- насущный, первостепенной важности
- 29). to raise a problem- поднимать проблему
- 30). to talk politics- обсуждать политические события
- 31). smb's views (on smth)- чьи либо взгляды (на что-либо)
- 33). development- развитие
- 34). to reach agreement- приходить к соглашению
- 34). plan for smth.- план относительно чего-либо
- 35). in protest against smth.- в знак протеста
- 36). to solve a problem- решать проблему
- 37). treaty on smth.- договор о чем-либо
- 38). to call for smth.- призывать к чему-либо
- 39). to ensure order (stability, security)- обеспечивать порядок (стабильность, безопасность)
- 40). (foreign, home) policy- (внешняя, внутренняя) политика

**Read the text and translate the new words and expressions in it.**

### **Television in our Life**

Mass media (that is the press, television and radio) play an important part in the life of society. The television informs, educates and entertains people. It also influences the way people look at the world and makes them change their views.

Some people say, “news is not what happens-it is what you see or read in mass media.” In other words, television shapes public opinion.

Millions of people in their spare time watch TV and read newspapers. TV dominates a person’s life if the family watches it most of the time. TV set is not just a piece of furniture. It is also a habit-forming drug impossible to resist.

Various TV games, such as quiz programmes, attract a large audience. During TV quiz programmes the questions are answered by the viewers.

Then there are daily TV serials known as soap operas. They are sentimental dramas featuring domestic problems of a group of people. Some people find them boring, others consider them to be good entertainment and relaxation.

There is also a lot of advertising on TV. Some commercial firms buy time to advertise their goods.

Advertising promotes business and benefits businessmen but often annoys the general public. The play you are watching on TV may be interrupted several times by an appeal to use a new perfume or detergent.

To convince a viewer that a certain product is the best and to persuade him to buy it takes not only a lot of imagination but also a lot of time. The same advertisements are repeated dozens of times every day, which bores viewers.

But it is hardly fair to say that TV doesn’t try to raise the cultural level of people or to develop their artistic taste. Many of TV programmes are excellent: they are made in good taste and with great professional skill. Television bring into millions of homes not only entertainment and news but also cultural and educational programmes.

There are a lot of useful educational programmes on TV- TV course in history, political economy, management and in many other subjects.

The opinion that TV programmes are of little artistic value can also be disputed.

## **Check your understanding**

**Answer the questions:**

**(Use the sentences from the text).**

What is the function of television?

How do you prove that life of a family is dominated by television?

What can one see on TV?

Why do people often find programmes boring?

## **Enlarge your vocabulary**

**Complete the phrases, choosing the expressions or sentences in brackets.**

1. Television is often criticized for \_\_\_\_\_ (the poor educational and artistic value of programmes; devoting too much time to advertising; not raising a cultural level of people).

2. In our spare time we \_\_\_\_\_ (watch television; go to the theatre; go to the cinema; listen to the music; pursue our hobbies).

3. On TV one can see \_\_\_\_\_ (educational films; quiz programmes; advertisements).

4. A soap opera is \_\_\_\_\_ (a tragedy; a comedy; a melodrama; exciting and emotional; boring, interesting).

## **Speaking**

**Here is a list of different TV programmes.**

Current affairs

Documentary

Sports

Educational film

The arts

News

**I. Give a brief description of each kind of programmes.**

Example: Current affairs. These programmes deal with policy and society. Their aim is to analyse problems and to show viewpoints.

**Use these expressions in your description:**

These programmes deal with...

Their aim is to give...

They are concerned with ...

They also include...



**II. Say which programmes you have watched this week.**

**III. Say how many television channels there are in your town, and if there any differences in the programmes shown on different channels?**

**IV. Suggest your ideas for a new TV channel. What kind of programmes would you like to show and at what time?**

**V. Name the most popular TV programmes.**

- a. Try to give reasons to explain the viewers' preferences.
- b. Say what your favourite programme is.
- c. Find out what the least popular type of programme is and why.

**VI. Agree or disagree.**

**Give reasons for what you say.**

1. Nature films are much better in colour than in black and white.
2. With television there is the problem that one member of the family wants to view one programme while others wish to see another.
3. Children watch too much television nowadays.
4. People watch television because they are bored.
5. Television teaches us many good things.
6. Television can be harmful for your health and spirit.
7. Violence on TV should be prohibited.
8. Children should not watch all the programmes.
9. It's better to read a good book than waste time on watching TV.
10. Advertising time on TV should be restricted.
11. TV is only interested in the life of celebrities, it does not show life of common people.

**VII. Work in pairs. Act out a dialogue. One of you is a TV fan, the other one thinks that TV is the worst thing in the world.**

**Reading**

**For your information:**

**Text B**

## **Read the text.**

In Britain commercial television can have a maximum of six minutes of advertising per hour on average.

Advertisements may occur at the beginning or end of a programme and in breaks in the middle. These must be breaks that occur naturally, such as a change of scene in a drama, a change of players in a game show or between acts or guests in a variety or chat show. No advertising can interrupt the following: half-hour documentary programme for schools, religious services, half-hour children's programmes, royal ceremonies, parliamentary broadcasts or any programme that's less than twenty minutes long.

## **Compare advertising in different countries. Are there any programmes in Russia which can't be interrupted by advertising?**

Advertising in European countries (minutes per day)

Holland- 30	Britain- 140
Italy- 65	Finland- 25
Spain- 99	Switzerland- 60
Germany- 40	France- 54
Portugal- 135	Austria- 20
Ireland- 83	Greece- 110

## **Speaking**

**Discuss in pairs, in which countries the most /least advertising is allowed.**

## **Reading**

### **Text C**

## **Words for understanding the text.**

- 1). to make up one's mind- решить;
- 2). to flank- располагаться с боку;
- 3). to mount- монтировать, крепить;
- 4). to hook- зацеплять, сцеплять;

5). security-surveillance monitor- телевизор-монитор для наблюдения за порядком (в банке, магазине)

**Read the text carefully and tell about a three-screen television set.**

### **Do you know that...**

For television fans who can't make up their minds about which station to watch, a Taiwanese manufacturer has come up with the solution. The firm has introduced a three-screen television set. The unit features a 19-inch (47.5), colour screen flanked on one side by a pair of 5-inch (12.5 cm)' black-and-white screens mounted one above the other. Three channels can be watched at once, and using a remote control a viewer can rotate simultaneous broadcasts from one screen to another simply by pressing a button. One or both of the similar screens can also be hooked up to a closed-circuit camera, thus functioning as a security-surveillance monitor.

### **Speaking**

**There are some common arguments for and against television. Use them in your topic about mass media.**

#### **FOR:**

1. Television brings the world into our living-room. We see people in our country and in other lands, and learn of their customs, occupations, opinions, problems.
2. We get a great amount of information. We become better informed by watching documentaries, science programmes, discussions
3. It gives wonderful possibilities for education. We see great events which will pass into history. We can see famous people.
4. We become more cultured people by learning more about the arts.
5. It enriches our intellect, gives us opportunities to see the best actors and performances.
6. Television helps us to relax after a day's hard work.

#### **AGAINST:**

1. Television is doing a lot of harm. Some pupils and students do their homework in front of television set. Others rush ( выполнять поспешно ) through their homework

so they can watch television. Some pupils are so attracted by television that they do not do their homework at all.

2. Many people do not concentrate their viewing – so their time is largely wasted.

3. Some children have made television their main leisure activity. We begin to forget other ways to occupy our spare time.

4. Television may lead to poor health through lack of exercise, eyestrain (напряжение для глаз ).

5. People begin to forget the art of conversation. They sit in front of their television sets instead of visiting their friends and relatives.

6. We get so lazy, that we choose to spend a fine day glued (не отрывая взгляда) to our TV sets.

## **Refresh your grammar**

### The Gerund.

Translate into Russian.

1. His favourite occupation is reading. 2. She likes making reports in English. 3. He thinks of reading his report at the next conference. 4. I'm glad to have the opportunity of reading English books in original. 5. After reading the article he made a short summary of it. 6. I like his way of working.

Translate into English.

1. Мне нравится его манера преподавания. 2. Много читая, мы много узнаем. 3. То, что он прочел эту статью, помогло ему с курсовой работой. 4. Он бросил курить и занялся спортом. 5. Ей нравится слушать классическую музыку. 6. Они остановились, чтобы прочитать объявления. 7. Я интересуюсь бегом на длинные дистанции.

## **Test yourself.**

I. Заполните таблицу, вспомнив все существующие формы герундия:

<b>Tense</b>	<b>Active</b>	<b>Passive</b>
Simple		
Perfect		

II. Определите функции герундия в предложениях, переведите.

1. He was ready for doing that work alone. 2. Taking a cold shower in the morning is very useful. 3. I like skiing but my group mates prefer skating. 4. It looks like raining. 5. My watch needs repairing. 6. I had no hope of getting an answer before the end of the month. 7. He talked without stopping. 8. We are fond of working with him in the laboratory. 9. He writes articles about the computer programming. 10. She knew of his having become a candidate of science. 11. On reading the article a candidate for a degree was asked by the audience. 12. They were glad to have an opportunity of passing the qualifying examinations for the Candidate examination earlier than it had been appointed. 13. I had a pleasure to get acquainted with such a great man.

III. Из приведенного ниже списка глаголов отметьте те, которые употребляются только с герундием.

1). enjoy 2). like 3). give up 3). go on 4). ate 5). finish 6). can't stand 7). stop

IV. Заполните пропуски в тексте предлогами: **before, after, on, in.**

There are certain products or services which cannot be advertised\_\_\_\_\_British television. These include fortune tellers, computer dating services, betting shops, cigarettes cigarette tobacco, private detectives, contact lenses, smoking cures and baldness clinics.

Certain products can't be advertised\_\_\_\_\_or\_\_\_\_\_children programmes, including alcohol, liqueur chocolates, cigar, tobacco and matches. Other products, such as medicines\_\_\_\_\_children can only be advertised\_\_\_\_\_9p.m., when most small children are\_\_\_\_\_bed.

**Words for understanding the text.**

1). fortune teller-гадалка, предсказательница будущего

2). betting shop-ломбард

3). cure- лечение

4). baldness- лысина

V. Переведите на английский язык:

1. Встреча нового 2000 года прошла на телевидении без каких-либо сюрпризов.

2. Некоторые дети тратят больше времени на телевизор, чем на чтение.

3. Исследования (research) показали, что телевидение может разрушить психику (destroy) маленьких детей.

4. Реклама на телевидении, как правило, раздражает зрителей (viewers).

5. Я считаю, что телевидение не должно показывать насилие.

6. В Америке взрослые проводят перед экраном телевизора в среднем 4-5 часов в день, подростки - по 3 часа и детей до 11 лет - по 3,5 часа.

7. Некоторые люди считают, что телевидение обогащает (enriches) наш интеллект, дает нам возможность увидеть лучших актеров и услышать последние новости.

8. Другие люди считают, что телевидение мешает нам (prevent us from) общаться друг с другом, мы становимся ленивыми и можем провести целый вечер, не отрывая взгляда (glued to) от экрана.

## Lesson 4

### Computer in your life

#### **Warm-up activity**

Do you really enjoy using your computer?

Was it easy or difficult for you to learn how to use it?

What for do you use your computer?

Who taught you to use the computer?

How much time a day do you spend in front of the computer?

#### **Reading**

#### **Text A**

**Words for understanding the text:**

- 1). cast-off- ненужный, бросовый;
- 2). software- программное обеспечение;
- 3). proverbial- вошедший в поговорку;
- 4). white elephant- дорогая бесполезная вещь;
- 5). in spite of- несмотря на;
- 7). to solve- решать
- 8). to arise- подниматься;
- 9). confident- уверенный;
- 10). ability- способность;
- 11). to explore- исследовать;
- 12). to be in touch with- контактировать;
- 14). brag- хвастаться;
- 15). amazed- удивленный, пораженный;
- 16). to conquer- покорять;
- 17). to install- установить;

**Read the text and say whether there is any information in the text:**

- a). concerning rules of sending e-mail?
- b). how Gwen learned to use the computer?
- c). showing that Gwen learned a little terminology?
- d). about the family of Gwen and Tim?
- e). about their town?
- f). about computer games?

## **Computer**

Gwen and her husband Tim live in a small town in Colorado in the USA. When Gwen was 77 years old and her husband was 84, their daughter gave them a cast-off computer and some software.

Gwen and Tim were not much interested in it and saw the gift as the proverbial “white elephant”.

Their responses were “Don’t need one”, “Won’t use it”, “I’m too old to learn”.

In spite of their protest, their daughter left the computer with them. She also told them that the computer would make it possible for them to be in communication with her when she is on duty in London with her job, as well as with their grown children who live in different part of the country. She explained to them how to use the computer, but they don't show any interest in it.

Some time later Gwen decided to try the computer. It was not easy. At first Gwen was afraid she would "break" the machine. She called her son-in-law and asked him some questions about using e-mail. She learned the basics of computer communication and learned to solve problems which arise in the process of work with a computer.

After three months she could send e-mail to her children, a nephew, and anyone she could reach. She is now so confident in her abilities that she is exploring new ways of getting information with her computer.

Gwen says: "E-mail allows me to be in touch with people every day. It allows me to communicate regularly with my son who has health problems.

I don't have to wait a certain time of day to call. I can send and receive messages at any time."

And Gwen has a right to brag. When she goes to church or community social events and tell people about the computer, they are amazed at the fact that she can learn something like that.

She has learned a little terminology and can talk to people who know something about the computer. She conquered the technology she didn't think she would be able to learn.

Now Gwen is planning to install a modem, join Internet and explore the net.

### **Check your understanding**

**Agree or disagree to the statements according to the text.**

- a). Gwen and her husband Tim live in a big city in the USA.
- b). Their daughter gave them a cast-off computer and they were much interested in it.
- c). In spite of the parents protest their daughter left the computer with them.
- d). After three months she could send e-mail to her children.



- e). E-mail allows Gwen to be in touch with people every day.
- f). People are not amazed at the fact that she can send and receive messages.

## **Enlarge your vocabulary**

### **I. Find the words in the text which have the following meaning:**

- a). useless and unwanted;
- b). find the answer;
- c). feeling certain;
- d). examine in order to test;
- e). boast;
- f) surprised;
- g) science or art.

### **II. Match the words on the left with their definitions on the right.**

- |                 |  |
|-----------------|--|
| a). modem       | 1. a system that allows messages to be sent from |
| b). software    | one computer to another.                         |
| c). e-mail      | 2. feeling certain;                              |
| d). confident   | 3. a piece of electronic equipment that allows   |
| e). hard disk   | information to be sent from one computer to      |
| f). information | another;   |
|                 | 4. a piece of news;                              |
|                 | 5. a part inside a computer that can store       |
|                 | technology, information;                         |
|                 | 6. the programmes that you put into computers to |
|                 | make them do the job you want;                   |

### **III. Find word combinations in the text which mean the following:**

Их дочь оставила им компьютер; взрослые дети; они не проявили никакого интереса; основы компьютерной коммуникации; исследует новые способы получения информации через компьютер; регулярно общаться с сыном; отправлять и получать послания в любое время; немного технологии.

### **Speaking**

#### **I. Retell the text using the following constructions:**

The daughter of Gwen and Tim gave them...

At that time Gwen was...and Tim was...

First Gwen and Tim ...

In spite of their protest their daughter...

She told them...

She showed them...

Some time later...

She learned...

Now...

**II. Work in pairs.** Discuss the advantages and disadvantages of computers. Add your own ideas.

#### **Advantages of computers.**

- a). Computers give access to a lot of information.
- b). Computers let you communicate very quickly by e-mail or using the Internet.
- c). Computers can do some tasks very quickly, for example, send off large number of letters or bills.
- d). word processors make it easier to write letters and reports, and to do work for school or college.
- e). Computers make it possible to work at home.
- f). Children enjoy using computers, and multimedia, interactive software and virtual reality make learning more exciting. Many books are now available on CD-ROMs.
- g). Large amounts of information can be stored in a database.

access- доступ

bill- счет

to be available- иметься в наличии

store- хранить

database- база данных

### **Disadvantages of computers**

- a). Many people do not like using computers, and would prefer to deal with a person instead.
- b). Computers can get viruses.
- c). Software often has bugs, and sometimes computers fail and people lose all the work they have done.
- d).Some children spend too much time playing computer games which can be very violent.
- e).Anyone can put information or images on the Internet, so it can easily be used by criminals to communicate with each other. There are no laws to stop this yet, and it is extremely difficult to control the Internet.
- f).Computers quickly become obsolete, so they soon need to be replaced or updated.
- g).If a computer is not working properly, most people do not know how to fix it, and this can be very annoying.

virus- вирус

obsolete- устаревший

properly- правильным образом

fix- ремонтировать

annoy- раздражать

annoying- раздражающий

### **Reading**

#### **Text B**

#### **Warm-up activity**

Can communication between man and computer replace man's creative abilities?

#### **Words for understanding the text**

- 1). main- основной, главный
- 2). desk computer- малогабаритная счетная машина
- 3). to carry out- выполнять, делать
- 4). computation- вычисление, расчет
- 5). to believe- думать, полагать
- 6). to accept- признавать
- 7). to store- запасать, хранить
- 8). accessible- доступный
- 9). to replace- заменять
- 10). advent- приход, прибыль
- 11). to solve- решать
- 12). to work out- разрабатывать
- 13). development- развитие
- 14). as for- что касается
- 15). branch- область, отрасль
- 16). side by side- рядом, бок о бок
- 17). valuable- ценный

**Read the text and look for answers to these questions.**

1. What is the main characteristic of the present-day “computerization” in the West.
2. How does the desk computer function?
3. What does further development of the computer lead to?
4. What will the creation of the domestic computer industry allow to solve?
5. Shall we be able to organize the educational process on a new basis?
6. What will allow to have the contents of books, magazines and articles fed into the computer memory?
7. What is the advantage of minicomputer?

### **Will the Desk Computers Think Instead of Us?**

One of the main characteristics of the present-day global “computerization” in the West is the boom in domestic computers. The desk computer is expected to function

as your personal librarian, carry out simple optimization computations, control your budget or diet, play several hundred games, etc. Further development of the computer is believed to lead to a situation in which most of the knowledge accepted by mankind will be stored in computers and made accessible to anyone with a home computer.

Communication between man and a computer will not replace man's creative abilities but will expand them. It is natural that the advent of minicomputers with extensive memories and possibilities will lead to a new higher level in information culture. The creation of the domestic computer industry will allow a lot of problems in culture and education to be solved.

Among other things, we shall be able to organize the educational process in the country's colleges and universities and also in the system of school education on a new basis.

Working out computerized models of materials studied by schoolchildren or students will allow us to see the results of this instruction on a display screen, make understanding of the material very simple and make the development of the development of a creative approach to the studying of knowledge and its application easier.

As for the information in various traditional branches of knowledge, the application of electronics will allow side by side with the traditional printed material to have the contents of books, magazines and articles fed into the computer memory, where this will be analyzed, arranged in a certain order, stored and produced on request as a printed computer programme.

Knowledge is the most valuable wealth of our times and minicomputers will help to make it accessible to everyone.

## **Check your understanding**

### **I. Agree or disagree the following statements on the text.**

1. The boom in domestic computers is one of the main characteristics of the present-day global "computerization" in the West.

2. The desk computer cannot function as your personal librarian or control your budget or diet.
3. Communication between man and computer will replace man's creative abilities.
4. The creation of the domestic computer industry will allow to solve many problems in culture and education.
5. The application of electronics will not allow to have the contents of books fed in the computer memory.
6. Minicomputers will help to make knowledge accessible to everyone.

**II. Make up sentences by matching the information from A). and B)**

A

B

- |  |  |
|--|--|
| <p>1. One of the main characteristics of global "computerization"...</p> | <p>a. will expand man's creative abilities.</p>  |
| <p>2. The desk computer can function...</p>                              | <p>b. will allow to solve a lot of</p>   |
| <p>3. Communication between man and computer...</p>                      | <p>problems in culture and education.</p>  |
| <p>4. The creation of the domestic computer industry...</p>              | <p>c. to make knowledge accessible to everyone.</p> <p>d. as your personal librarian.</p> <p>e. is the boom of the domestic computers.</p> |
| <p>5. Minicomputers will help...</p>                                     |  |

**III. Complete these sentences using the information from the text:**

1. The boom in domestic computers is...
2. The desk computer functions as...
3. The advent of minicomputers with extensive memories and possibilities will lead...
4. Working out computerized models of materials will allow us...

5. As for information in various traditional branches of knowledge, the application of electronics...

## **Enlarge your vocabulary**

### **I. Give Russian equivalents to the following word-groups:**

The main characteristics, domestic computers, personal librarian, man's creative abilities, the advent of minicomputers, information culture, a lot of problems to be solved, the system of school education, a creative approach, the application of electronics, the traditional printed material.

### **II. Give the noun forms of the following:**

develop

communicate

create

educate

instruct

apply

### **III. Say which words in the text have the same as these ones.**

Chief; to operate; to do; some; humanity; many; different; field; use.

## **Speaking**

**Work in pairs.** Ask and answer questions about the importance of computers in our life.

## **Text C**

### **Warm-up activity**

Do you know who a computer hacker is?

### **Words for understanding the text.**

1). Cornell University graduate student- студент старших курсов Корнельского университета

2). went on trial- был отдан под суд

- 3). caused...computers to stop- сделал так, что ЭВМ прекратили работу
- 4). unleashed a worm- запустили вирус (букв. червя) в ЭВМ (имеется в виду специальная программа, назначение которой испортить основную программу ЭВМ).
- 5). prank- шалость
- 6). time bomb- бомба замедленного действия
- 7). harmful- вредоносный, приносящий вред
- 8). to destroy data- стирать информацию с носителей
- 9). cultures- зд. тенденции
- 10). brought out a clash- выявил конфликт, противоречие
- 11). are sharply divided over...- резко разошлись во мнениях
- 12). to run an experiment- проводить, ставить опыт
- 13). to spin (spun) out of control- выйти из под контроля
- 14). prosecution- обвинитель, прокурор в суде
- 15).deliberately- намеренно
- 16). is found guilty- признан виновным
- 17). sabotaging- заниматься вредительством



18). bill- законодательный акт

**Read the text and find the information to the following question:**

1. Who went on trial on November 2, 1988?
2. What was he accused of?
3. Why had computers stopped?
4. How otherwise is a worm called?
5. May some viruses contain destructive “time bombs”?
6. What does a time bomb mean here?
7. What has Morris’s act brought out?
8. What did Morris’s lawyer argue?
9. What was the opinion of prosecution?
10. Was Morris the first to suffer from the computer-crime laws?

### **The Computer Hacker Goes on Trial**

On November 2, 1988 Cornell University graduate student Robert Morris went on trial. He was accused of having caused thousands of computers across the country to stop.

They had stopped because he had unleashed a “worm”, a tiny program that copies itself into other programs and diskettes and spreads through computer networks.

Otherwise a worm is called a “virus”. While some viruses are mere pranks, other may contain destructive “time bombs”. A time bomb means here a computer program that on a certain date performs a task such as printing a message or more harmfully, destroying data.

Morris trial under a 1988 federal computer-crime law began last week in Syracuse, N.Y. It appears that Morris’s act has brought out a clash between two very different cultures in computer science. On the one hand, the computing world is dominated by those in business science and national security who find themselves deeply dependent on computers in everything they do. The smooth running of their system is important to business. On the other hand, there are hackers, criminal-minded computer programmers. They hold that the best way to improve a computer system is to toy with it and expose its weak points.

The public is sharply divided over whether Morris is a hero or criminal. Morris's lawyer argued that no harm was done to the computer. He explains that the young student in computer science was merely running an experiment that spun out of control because of a programming mistake. But the prosecution is portraying Morris as an irresponsible person who has deliberately attacked computers and caused them to shut down. If Morris is found guilty, he faces a 250,000 dollar fine and up to five years in prison.

Morris is not the first to suffer from the computer-crime laws. More than 100 people have been convicted since 1987. Most of them have been accused of sabotaging or destroying data. All states but one have the same kind of laws. At least three new bills are being considered at Congress.

## **Check your understanding**

### **I. Tick the statements which are true:**

1. Robert Morris caused thousands of computers across the country to stop.
2. The computers had stopped because he destroyed data.
3. Some viruses may contain destructive "time bombs".
4. The public considered Morris to be a hero.
5. Morris's lawyer argued that the young student was running an experiment.
6. The prosecution considered that no great harm was done to the computer.
7. Morris is the first to suffer from the computer-crime laws.

### **II. Write suitable words in each gap.**

Robert Morris was accused of having caused thousands of \_\_\_\_\_ across the country to stop. They had stopped because he had unleashed \_\_\_\_\_. A time bomb means here \_\_\_\_\_. The public are sharply \_\_\_\_\_ whether Morris is a hero or criminal. Morris's lawyer argued that no great \_\_\_\_\_ was done to the computer. He explains that the young student in computer science was merely running \_\_\_\_\_. If Morris is found guilty, he faces a 250, 000 dollar \_\_\_\_\_. Morris is not the first to suffer from \_\_\_\_\_.

### **III. Complete these statements according to information given in the text :**

- a. The graduate student Robert Morris...

- b. He had unleashed a “worm”, a tiny program that...
- c. A time bomb means here...
- d. The public are...
- e. Morris’s lawyer explains that the young student...
- f. All states but one...

## **Enlarge your vocabulary**

### **I. Give Russian equivalents to the following word-group:**

Computer networks, time bombs, a certain date, national security, a programming mistake, irresponsible person, computer-crime law, the same kind of laws.

### **II. Find the nouns, verbs, adverbs, adverbs and adjectives:**

merely	tiny	contain
perform	print	harmfully
different	culture	national
deeply	dependent	important
business	lawyer	deliberately

### **III. Give the adjective forms to the following:**

Destruct, differ, nation, depend, importance, crime respond.

### **IV. Find words in the text which have opposite meanings to those below:**

Creative, use, to finish, the same, on the one hand, independent, old, responsible.

## **Speaking**

**Are you ready to talk about the role of computer in your life? You know well that computers offer wonderful opportunities for everybody... They inform, educate and entertain people at any time. They play an important part in their life...**

1. Do you really enjoy using your computer?
2. What do you use your computer for?
3. How does the computer help you in your research work?
4. Was it difficult to learn how to use it?
5. When did it happen?
6. How much time a day do you usually spend working on computer?

7. Do you have time for reading, sport and other traditional hobbies?
8. What are the advantages and disadvantages of C.?
9. Can communication between man and computer replace man's creative abilities?
10. What do you think about the future of C.?
11. Some experts are pessimistic about the future. One worry is the activities of cybercriminals. Even now, young hackers can get into the computers of banks and governments. In the future, cyber terrorists may "attack" the world's computers, cause chaos, and make planes and trains crash.

Do you believe that, in the future, people will solve this problem? Are you optimistic about it?

**Discuss these questions in pairs and report to the group.**

### **Refresh your grammar**

#### The Participle

Translate into Russian.

They saw a **flying** plane.

The man **waiting** for you has come from Italy.

The house **being built** in this street now will be a new library.

While **writing** this article I faced the difficulties.

A lot of students from **developing** countries study in this country.

Some African countries get help from **developed** countries.

If **developed** successfully, space platforms may be very useful for our economy.

Translate into English.

Проблемы, **обсужденные** на последней конференции, были интересны.

**Читая** эту книгу, я встретил много новых фактов.

Сделав работу, мы решили немного отдохнуть.

**Пропутешествовав** по Америке около месяца, мы вернулись домой.

Он провел весь день, **разговаривая** по телефону.

Люди, **приезжающие** в Лондон, посещают различные музеи.

**Описанный** метод очень эффективен.

## Test yourself.

I. Заполните таблицу, вспомнив все существующие формы причастий.

	<b>Participle I</b>	<b>Participle II</b>	<b>Perfect Participle</b>
<b>Active</b>			
<b>Passive</b>			

II. Переведите слова в скобках, используя:

a). **причастие I как определение:** 1. We came up to the man (стоявший на углу) and asked him the way. 2. Go to the corner and ask the policeman (стоящий там) to show you the way. 3. A new power plant (снабжающая электричеством) to three districts was built here.

b). **причастие I как обстоятельство:** 1. Each time (рассказывая об этом случае), she could not help smiling. 2. I felt very tired, (поработав целый день) in the sun. 3. (Приехав сюда) only a few years before, he knew those parts as if he had always lived there.

c). **причастие I как определение или обстоятельство там, где уместно:** 1. They are now at a conference (которая проходит) at the University. 2. The exhibition (проходящая сейчас) at the University is very interesting. 3. (Когда их поставили в воду), the flowers opened their petals.

III. Переведите на английский язык:

1. Купив билеты и оставив вещи на вокзале, мы решили навестить друзей. 2. После того как здание отреставрировали, оно прекрасно выглядело. 3. Приезжая за город, мы всегда разбиваем палатки.

## Lesson 5

### Your Language Learning Experience

## **Warm-up activity**

How many years have you been learning English? Is learning foreign languages an easy thing for you? Would you like to know English better? Why? Write down all reasons for that.

## **Reading**

### **Text A**

#### **Words for understanding the text:**

- 1). commerce- коммерция, торговля
- 2). shipping- морской флот, судоходство
- 3). diplomasy- дипломатия
- 4). scientific- научный
- 5). widespread- (широко) распространенный
- 6). official language- государственный язык
- 7). to exceed- превышать
- 8). native speaker- носитель языка
- 9). nursery school- детский сад
- 10). patience- терпение
- 11). peoples- народы

#### **Read the text and say whether there is any information in the text:**

- a). about the best ways of learning English
- b). concerning the reasons why English is considered to be a world language
- c). showing how many people speak English nowadays
- d). about the number of problems which people usually meet when starting to learn English
- e). in what countries English is the official language

## **The English Language**

English is a world language. It is a language of progressive science and technology, trade and cultural relations, commerce and business. It is the universal language of international aviation, shipping and sports. It is also the major language of diplomacy.

Hundreds and hundreds of books, magazines and newspapers are printed in English and read all over the world. 75% of the world's mail and 60% of the world's telephone calls are in English. Half of the world's scientific literature is written in English.

English is spoken by more than 350 million people. Geographically, it is most widespread language on earth, second only to Chinese in the number of people who speak it.

It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language in many parts of India and Africa. The number of second-language –speakers may soon exceed the number of native speakers.

Besides, millions of people study and use English as a foreign language. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. But to know English today is absolutely necessary for every educated person, for every good specialist.

A lot of people want to know foreign languages because they have been interested in foreign countries, their cultures and peoples.

## **Check your understanding**

### **Agree or disagree with the statements:**

1. English is the universal language in many spheres of our life.
2. English is the first language in the number of people who speak it.
3. More than three hundred million people speak English.

4. English is spoken as a second language in Australia and in the Republic of South Africa.
5. It is the official language of more than ten countries in the world.
6. Millions of people study and use English as a foreign language.
7. For young people learning a foreign language is not very difficult task.
8. Without a doubt, to know English today is extremely important for every educated person.

### **For your information:**

#### **Read and find out if you have written all possible reasons for learning English in warm-up activity.**

- About 20% of the world's population speak English.
- Doctors and scientists try to answer the same questions all over the world. They find it easy to exchange their ideas in English.
- English has become a means of communications within some countries where different groups of people speak different languages. For example, in India there are 15 official languages and thousands of dialects. People from different parts of the world often do not speak each other's language. English is the only solution to their communication problems.
- English is called the language of the sky and the sea. Every pilot and ship's captain must speak English to communicate to each other.
- Most vocabulary in the modern computing is in English. 80% of all information in the world's computers is in English.
- English is the language of politicians. English along with French and German is spoken at their summit meetings. Most international journalists have to know English, too.
- 75% of all international business letters are written in English. Nearly 50% of the companies communicate with each other in English.
- English is the language of rock and pop music. Most of world known singers sing their songs in English.



-US and British companies produce thousands of films, videos and TV programmes every year. They are shown all over the world with subtitles and dubbing.

## Text B

**Read the extract from the guide ‘How to improve your memory’ and match each paragraph in the passage with a heading below.**

Substitution

Rhymes

Classification

Association

### How to improve your memory

For most of us there is no such thing as a ‘poor’ memory- just a trained or an untrained one. You can nearly always improve your memory by training yourself in a number of simple techniques.

a).\_\_\_\_\_

All memory is based on association. You can remember any new piece of information by associating it with something you already know. For example:

-to spell the word ‘piece’, think of a piece of pie.

-to recall the shape of Italy, think of a boot.

You can train yourself to associate things by asking the questions why, when, how, where and who. Answering these questions will help you form a complete picture of the item and enable you to remember it.

b).\_\_\_\_\_

You can use substitution to remember abstract information when it is not easy to imagine a picture of what is being learned. When you hear or see a word that seems abstract or intangible, think of anything that sounds like or reminds you of the word you want to remember. For instance, if you want to remember a name, associate it with a visual image.

Mike- Microphone, Bill- Electricity bill.

c).\_\_\_\_\_

It is certainly not easy to recall a list of objects arbitrarily grouped together. Whenever you deal with several items, you can remember them more easily by dividing them into groups. It is possible to classify things in many different categories. Each person will have their own way of grouping things together.

d).\_\_\_\_\_

Children often learn short rhymes to help them remember things that are very often a problem. Many people still use these memory aids even when they are adults. For instance, to spell the words 'receive' and 'believe' and to remember which takes 'ie' and which takes 'ei', children learn this rhyme: I before E except after C.

**Do you think any of the techniques mentioned in the passage are likely to be useful to you for learning English?**

## **Speaking**

**Work with your partner and answer these questions in turn:**

**1. What is your language learning experience?** Are you able to read in English? Can you understand English speech by listening? Are you able to translate English texts in a proper way? Do you understand English songs (TV programmes/radiobroadcast)? Can you communicate in English? Have you ever visited any English speaking country? Are you going to do it in the nearest future?

**2. How long have you been learning English?** (I have been learning English since/for...). Where did you begin learning English?

**3. How is it better for you to study language: in a group** (you can practice language through speaking with other members of the group) or **individually?**

**4. What aspect of the English language do you consider the most difficult to study:** vocabulary, grammar, phonetics (pronunciation)? Why?

**5. Some people say that learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Why is it not so easy for you?**

- There is no one to speak with in everyday life.

- You think that you have got a bad memory and you are not good enough at remembering new words.

- You are rather lazy.

- You have not enough time to learn English. You have got too many other different things to do.

- Any other reasons?

**6. What type of language do you use mainly in your work: written** (correspondence) or **spoken** (phone contacts, presentations, meetings...)?

**7. Was it a decision to enroll for this course taken on your own, or it was your employer who made you to attend this course?**

**8. What are the best ways to learn a foreign language? Give your reasons.**

- to have a good textbook
- to have a skilled teacher
- to go to an English-speaking country
- to have an English-speaking pen friend
- to chat on the Internet
- to phone your friends abroad
- to read English books and magazines
- to read labels and instructions on everything you buy
- To watch videos and films in English
- to listen to the radio and TV musical programmes

**9. What are your reasons for learning a foreign language? Why have you chosen exactly English? Is it possible for you to learn other foreign language?**

**10. The great German poet Goethe said, "He, who knows no foreign language, does not know his own one." It means that in order to understand oneself and environment One has to study foreign languages. Do you agree with it or not?**

## **Refresh your grammar**

### Reported Speech and Sequence of Tenses.

Translate into Russian.

He said that he wrote stories.

He said that he was writing a story.

He said that he had been writing stories.

He said that he had written a story.

He said that he would write a story.

He said that he would be writing stories.

He said that he would have written a story.

### Test yourself.

I. Напишите, как меняется сказуемое при согласовании времен:

Direct Speech	Reported Speech
Present Simple	... ..
Present Progressive	... ..
Present Perfect	... ..
Present Perfect Progressive	... ..
Past Simple	... ..
Past Progressive	... ..
Future Simple	... ..
Future Progressive	... ..

II. Укажите, какими словами следует заменить обстоятельства места, времени и указательные местоимения при переводе прямой речи в косвенную:

Прямая речь	Косвенная речь
Now	
Here	
This, that	
Today	
Tomorrow	
Yesterday	
Next day	
Last night	
Last year	

III. Переделайте следующие предложения в косвенной речи:

1. "Don't cross the street under the red light", said the man to the boy. 2. "I took a very good book from the library yesterday", said he to the students. 3. "Come to my house tomorrow, Jane", said Helen. 4. "Where are your books?" said her mother. 5. "Will you play the piano today", asked her aunt. 6. "What are you doing now?" asked the teacher. 7. "Do you work hard every day?" asked she very seriously. 8. "How many years have you been learning English?" asked his uncle.

IV. Поставьте глагол, приведенный в скобках, в соответствующих времени и форме.

### **The Life of a Student.**

While I (walk) across the campus the other day. I (meet) my old friend Bill, whom I (see, not) since May. Naturally, we (stop) (talk) to each other for a few minutes. I asked him how he (do) in his classes that semester. He told me that he (take) a course in English that semester. He said that he (complete) the elementary course two semesters before, and by the next semester he (be) ready (take) the most difficult English course offered at this school. He also said that he (be) interested in getting his degree as soon as possible and he (ask, already) his adviser for permission to take the final examination. "I am glad (hear) that you (make) such good progress", I (say) to Bill. Then I asked him if he (can) tell me the secret of his success. He answered that the secret of his success (be) simple and he (study) at least two hours a day to improve his English.

After that I told Bill (have) a little difficulty with my course in French at the moment. I said that I (study, not) very hard the last semester, but I (work) harder in the future.