

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
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АНГЛИЙСКИЙ ЯЗЫК

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Учебное пособие

Рекомендовано Ученым советом
Нижегородского государственного технического
университета в качестве учебного пособия для студентов
технических специальностей очной, очно-заочной, заочной
и дистанционной форм обучения.

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Пособие представляет собой сборник тематических текстов и упражнений к ним, направленных на развитие умений чтения и устной речи на основе прочитанного. Информативная насыщенность текстов должна способствовать расширению и обогащению словарного запаса студентов.

Предназначено для студентов первого курса всех специальностей.

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ПРЕДИСЛОВИЕ

Практическое владение иностранным языком является неотъемлемой частью современной подготовки специалистов высшими учебными заведениями страны.

Основной целью пособия является закрепление базовых знаний, полученных в средней школе, в области грамматики и лексики с последующим развитием соответствующих навыков и умений во всех видах речевой деятельности в рамках программы по иностранным языкам для неязыковых вузов.

В процессе достижения целей обучения решаются общеобразовательные и воспитательные задачи, способствующие повышению общеобразовательного и культурного уровня студентов.

МЕТОДИЧЕСКАЯ ЗАПИСКА

Предлагаемое учебное пособие построено с учетом преемственности обучения и состоит из семи самостоятельных, но вместе с тем относительно взаимосвязанных блоков (Units), охватывая следующие темы:

- Family;
- City;
- Student's Life;
- Great Britain;
- United States of America;
- International Organizations;
- Faculties of Nizhny Novgorod State Technical University.

Основная цель каждого блока – обеспечить формирование определённых навыков общения на английском языке.

Каждый блок имеет, как правило, однотипную структуру, построенную по следующей схеме:

1. Reading.
2. Vocabulary Notes.
3. Grammar Exercises.
4. Speech Practice.

Учебные тексты в разделе Reading служат для первичного введения языковых явлений и иллюстрацией их употребления в иноязычной речи. При подборе текстов учитывалась их информативность, частотность представленной в них лексики и, безусловно, уровень языковой подготовки студентов.

После каждого текста даётся подробный список лексики (раздел Vocabulary Notes), предназначенный для активного изучения и закрепления в ходе выполнения послетекстовых упражнений, предлагаемых в разделе Speech Practice.

Упражнения этого раздела направлены также на активизацию лексического материала и развитие навыков устной речи.

Грамматический материал охватывает основные явления грамматики английского языка и вводится в пособие по нарастающей трудности. Упражнения из раздела Grammar Exercises и Grammar Revision предназначены для закрепления тех или иных грамматических явлений, представленных в изучаемом блоке.

В пособии также имеется краткий грамматический справочник (см. приложение).

UNIT 1. FAMILY



Grammar: 1. Nouns; 2. Pronouns: personal, possessive, demonstrative; 3. Verbs: to be, to have, to do; 4. The Present, Past and Future Simple (Indefinite); 5. Numerals; 6. Prepositions: to, with, by, about, at, on, in.

Grammar exercises

*1. Put the verbs **to be** and **to have** into the correct form of the Present Simple.*

1. My friend (be) at home now.
2. We (have) English classes twice a week.
3. Weather (be) nothing, happiness (be) all.
4. She (be) an economist.
5. A good teacher (have) some of the gifts of a good actor.
6. Aleck's girl-friend (have) dark brown eyes.
7. Education (be) not just learning facts.
8. Their major (to be) Pharmacy.
9. My parents (not to have) much free time.
10. It (to be) difficult to do these exercises.

2. Put the following sentences into the Past and Future Simple:

1. His sister is a student.
2. They are in Moscow.
3. Are you a reporter?
4. We are not radio-operators.
5. They have friends at the institute.
6. She has no child.
7. Do you live in Nizhny Novgorod?
8. What do you do?
9. They do a lot of work for the University.
10. He is a talented teacher.
11. He always does his best to do his job well.

Личные местоимения		Притяжательные местоимения
именительный падеж (кто? что?)	объектный падеж (кому? кого?)	
I – я	me – мне, меня	my – мой
you – ты	you – тебе, тебя	your – твой
he – он	him – ему, его	his – его
she – она	her – ей, её	her – её
it – оно, он, она	it – ему, его	its – его, её (свой)
we – мы	us – нам, нас	our – наш
you – вы	you – вам, вас	your – ваш

Личные местоимения		Притяжательные местоимения
именительный падеж (кто? что?)	объектный падеж (кому? кого?)	
they – они	them – им, их	their – их

3. Put in the correct pronoun. Consult the prompts in the table.

1. I am fond of reading English books. I read (их) in the evening. 2. Could you pass (мне) the knife, please? 3. Excuse (меня). 4. Is Kate here? I don't see (её). 5. Tell (ему) about it. 6. We learn English. Our work helps (нам) to speak English better. 7. – Do you want to read this book? – I've already read (её). 8. I can show (тебе) the picture.

Demonstrative pronouns

Singular

plural

this
that

these
those

4. Read and translate the sentences paying attention to the pronouns:

1. This is not my car. This car is not mine. These cars are not mine. 2. These two seats in the back are not ours. They are for those two passengers. They are theirs. 3. This toy is not hers. It's her brother's. 4. Whose motor is this? It is mine. 5. I don't like these apples. I like those. 6. As for me, I don't like those apples, I like these. 7. Who's that? Who did that? 8. Are these your skis? – No, they are not. They are my sister's.

5. Translate into English:

1. Это ваши книги? Нет, это книги студентов. 2. Это ваша ручка? Нет, это ручка Джона. А вот моя ручка. 3. Это ваши друзья? Да, это мои друзья. 4. Та сумка ее? Нет, та сумка моя. 5. Это ваша комната? Нет, это комната моего брата.

6. Put questions to the underlined words:

1. We have friends. 2. My aunt is a teacher. 3. We are workers. 4. My parents are in Moscow. 5. My girl-friend is a student. 6. She is in Kiev. 7. My sister is a doctor. 8. My brother is 25 years old.

7. Read the names of the years according to the model:

- Model:** 1900 ['nainti:n'h^ndrid]
1905 ['nainti:n'ou'faiv]
1917 ['nainti:n sevn'ti:n]
1957 ['nainti:n 'fifti sevn]

2000, 2002, 2004, 1221, 1905, 1961, 1972, 1983, 1837, 1870, 1924, 1147

8. *Translate the sentences into Russian. Pay special attention to the prepositions:*

- a) 1. My brother gives his books to all his friends. 2. I go to the Institute and my brother goes to school.
b) 1. I write with a pen or a pencil. 2. I don't live with my parents. 3. The book was written by a Soviet writer.
c) 1. Many workers of our plant live in this house. 2. I know of him a little.
d) 1. I don't think about their work. 2. I have about 300 English and Russian books at home.

9. *Insert prepositions and translate the sentences:*

1. My father works...a plant. 2. My mother is a telephone-operator... an Institute. 3. I served... the Army... two years. 4. My sister teaches... school. 5. My brother does not live... us, he lives... Novgorod. 6. ... the age of 18 I finished school and went to work... the Svetlana plant. 7. ... the evening we often listen to the latest news over the radio or watch TV. 8. ... Sundays and Saturdays our friends sometimes come to see us.

Reading

1. *Read the following text and answer questions after the text.*

Alex and his family

My name is Alexander, Alex for short. I am a first year student of the University. My major is psychology, but I'm also interested in economics. My hobby is computers. I like computer games and computer simulation. My family is large. We are five in the family: my father, mother, brother and sister. My parents are not old. My father is fifty-two. He is an engineer. Mother is three years younger. She looks young for her age. She is an eye surgeon and a high-skilled specialist. My brother Nick is four years older than me. He is twenty-four. He is a journalist. He is married and has a family of his own. They are four in the family. He has a wife and two children: a son and a daughter. They are twins. His wife's name is Helen. She studies at the University and is going to become a biologist. My sister Kate is the youngest in our family. She is 16. She is leaving school this year. She is very fond of music and her dream is to become a musician. She plays the piano and the guitar. After school she is going to enter the conservatoire. We all live together and we are a very friendly family.

Notes

1. **first year student** – студент первого курса
2. **major** – специализация
3. **psychology** – психология
4. **to be interested in** – интересоваться (чем-либо)
5. **economics** – экономика
6. **game** – игра
7. **computer simulation** – компьютерное моделирование
8. **eye surgeon** – глазной хирург
9. **journalist** – журналист
10. **to be married** – быть женатым (за-мужем)
11. **to have a family of his own** – иметь свою семью
12. **son** – сын
13. **daughter** – дочь
14. **twins** – близнецы
15. **to be going to do something** – соби- раться что-то сделать
16. **biologist** – биолог
17. **leave school** – заканчивать школу
18. **to be fond of** – любить что-либо
19. **dream** – мечта
20. **musician** – музыкант
21. **conservatoire** – консерватория

Questions:

1. What is Alex? How old is he? 2. What is his major? 3. What is his hobby? 4. What is he interested in? 5. Is his family small or large? 6. How many are they in the family? 7. How old is his father? What is he? 8. Is his mother older than father? 9. What is she? 10. What is his brother? 11. Is his brother married? 12. Is Nick's family large? 13. What is Nick's wife? What's her name? 14. Is she going to become a journalist too? 15. Who is the youngest in the family? 16. What is Kate fond of? 17. Can she play the piano? 18. What is her dream?

Speech Practice

1. Answer the questions:

A. 1. What is your name? 2. How old are you? 3. What are you? 4. When did you finish school? 5. Do you study? 6. Where do you study?

B. 1. Have you a family? 2. How many are you in the family? 3. What is your father? 4. Have you any sisters or brothers? 5. What is your sister (brother)? 6. How old is your mother (father, sister, brother)? 7. Where do they work? 8. Do you live with your parents?

2. Translate the questions into English and answer them:

1. У вас есть брат? 2. Как его зовут? 3. Сколько ему лет? 4. Кто он (по специальности)? 5. Он работает или учится? 6. Почему он учится? 7. Он женат? 8. У него есть дети? 9. Как зовут его сына (дочь)? 10. Сколько ему (ей) лет? 11. Жена вашего брата работает или учится? 12. Кем она собирается стать?

3. Tell your group mates.

1. What your father/sister, brother is fond of.
2. What your hobby is.
3. What you are interested in.
4. What you are going to do after graduating from the University.

4. Ask your group mate about his/her family.

5. Ask your teacher about his/her family.

Grammar exercises

1. Put general and special questions to the following sentences:

1. My major is computers.
2. My father works in an office.
3. Robert visited his grandparents two days ago.
4. We shall go to Moscow in three days.
5. Mr. Brown will stay in Nizhny for about a week.

2. Translate the sentences into Russian. Give the Infinitives of the irregular verbs used.

1. We saw Rose in town a few days ago.
2. I was angry because you were late.
3. Mozart wrote more than 600 pieces of music.
4. The man entered the room, sat down at the table, ordered some food, and began to read a news- paper.
5. Professor Turner arrived in Washington last week.
6. Did you go out last night?
7. She did not come in time for dinner.
8. When did you speak to the manager?
9. How long ago did the train leave?
10. Where did you buy this dictionary?
11. He lived in London from 1970 to 1973. Then he moved to Manchester.
12. I saw that you came in just now.
13. When Mr. Dance was a student, he rode his bike to classes.
14. Were you pleased with the present?
15. She was alone at home when the earthquake began.
16. She passed her examinations because she studied hard.

3. Put the verbs in brackets into the Past Simple Tense. Translate the sentences into Russian.

1. My friend (to live) far from me. He (to move) into his new flat last year.
2. It usually (to take) Ann half an hour to get to the Institute.
3. Jack (to come) back last week.
4. Where you (to go) yesterday?
5. Loneliness (to become) a chronic problem.
6. Millions of people (to suffer) from depression.
7. What lessons you (to have) yesterday?
8. I (to go) to the birthday party yesterday.
9. You (to be) good at maths at school, dad? – asked the son.
10. My grandfather (not to like) the winter wind. He (to prefer) the summer sun.
11. My sister (to buy) an interesting book some days ago.
12. She (not to come) in time for dinner yesterday.
13. I (to read) the book a month ago.

4. Put the verbs in brackets into the Future Simple.

1. We (hope) for the best.
2. He (want) this information in a week.
3. You (have) time to help me tomorrow.
4. He (finish) his experiment soon.
5. She (take) this book from

the library tomorrow. 6. Miss Green (sing) at the next concert. 7. They (stay) with us next Christmas. 8. I never (forgive) him. 9. He (be) in Rome to night. 10. It (take) me an hour to get there.

5. Make all the necessary changes to put the sentences into the Future Indefinite. Use: next year (month, week), in two weeks (in a fortnight), in an hour, tomorrow, in 20....

1. I go to the Institute on Monday. 2. My sister enters an Institute this year. 3. We have our lunch break at 12 o'clock. 4. They are good sportsmen. 5. We move into a new flat this week.

From Mrs Dunn's Diary

Every year my husband Frank gives me a diary and says he hopes I'll use it. And each time I promise to use the diary, but the trouble is I don't. With a husband, three children, a dog and a canary, I'm always pretty busy, I'm always short of time.

The children are still at school. The twins, Linda and Robert, are 18. Robert wants to be an engineer. Linda doesn't know what she is going to do. Tony is the baby of the family- he's 13. The only thing he's interested in is football.

We live in a semi-detached house in nice road quite near the shops. We have a fairly large back garden - too large, really. Frank and the children don't like gardening so they leave it to me. I even grow vegetables. I don't think there is anything like your own peas and beans do you?

I suppose I take care of everything in our family. Frank is very sweet, but he doesn't like doing anything practical. He just earns the money to pay for it all. I have to decide everything. When one of the children asks Frank about something he always says "Why don't you ask your mother?" I even choose his clothes for him.

This doesn't sound like a very exciting life, does it? But I can honestly say I'm very happy. I love my husband and children and they love me.

Notes

1. **to be pretty busy**- быть очень занятым
2. **to be short of time**- быть ограниченным во времени
3. **to be going to do smth**- собираться сделать что-либо
4. **the baby of the family**- любимчик (в семье)
5. **to be interested in** - интересоваться (чем-либо)
6. **semi-detached house** - дом на две семьи (обычно в Англии, когда одна половина дома принадлежит одной семье, а другая - другой семье)
7. **back garden**- (небольшой) сад за домом
8. **I don't think there's anything like your own peas and beans**- не думаю, что есть что-нибудь лучше собственного урожая гороха и бобов
9. **to take care of**- заботиться
10. **sweet** - зд. милый
11. **have to = must**

12. **this doesn't sound like...** – похоже, что это не... (зд. не очень интересная жизнь)

Look at Mrs Dunn's Diary and answer the questions. Like this:

A. *Does Mrs Dunn live in a flat? - No, she doesn't, she lives in a house.*

1. Why is she always short of time? 2. Do the children go to work every day? 3. Does Robert want to be a bus driver? 4. Is Tony interested in tennis? 5. Do the Dunns live far from the shops? 6. Do they have a very small back garden? 7. Does Mrs Dunn grow bananas in her garden? 8. Is she very unhappy?

B. *Now interview Mrs Dunn. For example:*

Ask her: if she lives in a flat; if her family is large; if her garden is large; if she grows vegetables; if the children like gardening; if Frank pays all the bills; if Robert goes to school; if Linda knows what she wants; if she loves her husband and children.

UNIT 2. CITY



Grammar: Structure: there is/are. Continuous and Perfect tenses Active voice. International words. Substitutes of Nouns. Possessive pronouns. Coupled conjunctions. Emphatic structure

Exercises:

1. Read the following sentences. Pay attention to the structure “there is (there are)“:

1. There is a mistake in this sentence. 2. There are a lot of new words in Text Five. 3. Is there a cinema in this street? 4. What’s there for dinner today? 5. There isn’t a university in that town. 6. There’s no time for it today.

2. Give short answers to the following questions:

1. Is there a telephone in your flat? 2. Are there many pieces of furniture in your room? 3. Was there a lecture on physics at the Institute yesterday?

3. Translate and compare the sentences:

1. There is a student in the laboratory. The student is in the laboratory.
2. There was a clock on the wardrobe. The clock was on the wardrobe.
3. There will be a discussion after this lecture. The discussion will be after this lecture.

4. Translate the sentences from Russian into English using the verb “to be” or the structure “there+to be”. Pay attention to the word order and the articles:

1. На столе лежат газеты. Газеты на столе. 2. На столе стоит приемник. Приемник на столе. 3. В лаборатории было два студента. Два студента были в лаборатории. 4. В углу комнаты будет стоять телевизор. Телевизор будет стоять в углу комнаты.

5. Put the sentences into the plural form:

Model: There is a stadium in our town.

There are stadiums in our town.

1. There is a good museum in our town. 2. Was there a lecture on mathematics at the Institute on Monday? 3. There will be a new plant not far from the house.

6. Put the following sentences in the negative and interrogative forms. Mind the pronouns some, any and their derivatives:

Model: I see some magazines on the desk.

Do you see any magazines on the desk?

I don't see any magazines on the desk.

I see no magazines on the desk.

1. There is somebody in the hall. 2. There were some boys in the room. 3. He sees someone in the laboratory. 4. They went somewhere last night.

7. Insert some, any, every, no and their derivatives:

1. There are... new machines in our shop. 2. Do you know... in the group? No, I know... in it. 3. Will you go... tomorrow? - No, I'll go... tomorrow. 4. Do you know... about book? No, I know...about it. 5. I know... about this man. 6. We have... fear of tomorrow.

8. Translate the sentences paying attention to the substitutes of nouns: one, ones, that, those:

1. Our new library is much better than the old one. 2. The nights in winter are much longer than those in summer. 3. Here are English-Russian and Russian-English dictionaries. Which one do you need? 4. The equipment of our new laboratory is much better than that of the old one.

9. Translate into Russian. Pay attention to the pairs of conjunctions:

neither... nor - ни... ни

either... or - либо... либо

both... and - как... так и; и... и

1. We shall come to see him either tonight or tomorrow morning. 2. I could find him neither at home nor at work. 3. My wife likes both to listen to the radio and to watch TV. 4. He plays well both volley-ball and football.

10. Translate the sentences. Pay attention to the emphatic structure. Define the emphasized member of the sentence.

Model: It is (was)... who (which, that)...

It is he who is our best student.

Именно он - наш лучший студент.

It was there that I found my book.

Имено (как раз) там я нашел свою книгу.

1. Alexander Popov invented radio in 1895. 2. It was in 1895 that Alexander Popov invented the radio. 3. It was the radio that A.Popov invented in 1895.

11. Read and translate the sentences paying attention to the emphatic construction:

It is (was)... that (who)

1. It was nuclear physics that drew Igor Kurchatov's attention in 1933. 2. It was thanks to Lomonosov that Moscow University was founded in 1775. 3. It is electronics that produced radar. 4. It was Mendeleev who gave the world his periodic table of

elements. 5. It was in 1972 that Kracnoyarsk hydroelectric power plant was put into operation. 6. It was Yurry Vsevolodovich who founded Nizhny Novgorod in 1221.

12. Read and translate the international words without a dictionary:

atomic	historic	republic
congress	industrial	revolution
cultural	industry	Russia
economic	million	social
Europe	mineral	theory
gas	nationality	sputnik
territory	political	System

Reading

My Home Town

«There is no place like home...»

Nizhny Novgorod is one of the largest cities in Russia. As for the population and industrial development it ranks third after Moskow and St.Petersburg. The city was founded by Duke Yurri Vsevolodovich in 1221. Nizhny Novgorod is situated on the banks of the Volga and Oka rivers. The choice of the place was successful that it was never conquered by the enemies. The centre of the city is the Kremlin / Old Town / surrounded by the thick red –brick walls and towers. Their construction dates back to the beginning of the 17-th century. The brickwork is covered with a wooden roof and has numerous slots for shooting arrows. In some places the walls are ten feet thick. The main watch tower is decorated with a seven feet coat of arms depicting a deer. Inside the Kremlin there are major tourist attractions such as the Arkhangelski Cathedral, a monument to citizen Minin and Duke Pozharski who headed a rebellion against the Polish invaders in the 17-th century. The monument is done as a sword 15 feet high with small golden pictures of Minin and Pozharski on its both sides. A bit away there is the Eternal Flame in memory of the Russian soldiers fallen during World War II /WWII/. Just near the Flame there is the Wall bearing the names of the Gorkovites who were awarded the highest sign of valour - the Golden Star –during WWII.

Everybody visiting the Kremlin is sure to watch off the height of 100 yards the confluence of two great Russian rivers – the Volga and the Oka. A magnificent view stretches out in front of you. Ships and boats are going up and down the rivers like toys and behind all that there are vast plains.

Just beside the Kremlin the main street of the city starts. It's Bolshaya Pokrovskaya Street. Several years ago it was turned into a pedestrian street - a major leisure place. Numerous cafes, cinemas, two theatres and the Central Bank are located there. There are many shops selling clothes, books, pictures, records, handi-

crafts on it. Handicrafts are well developed in Nizhny Novgorod region and feature wooden spoons and dolls, furniture and traditional Russian clothes.

One more leisure area is the Embankment with several cafes and very comfortable "Oktyabrskaya" and "Volzhski Otkos" hotels. The names of many well known men of the Russian history are connected with our city. Among them are Dobrolubov, Korolenko, Shalapin, Gorky, Nesterov and others. Nesterov was the first pilot to perform an air loop, while Chkalov was the first to carry out a non-stop flight from Russia to North America via the North Pole. Academician Sakharov spent several years of his exile in former Gorky.

If the Kremlin and the surrounding streets are the main leisure and tourist attractions, the major plants are located over the rivers. The most important is the Gorky Automobile Plant manufacturing Volga cars. Another industrial giant is the Sormovo Shipyards which produce a vast scope of sea and river vessels. Still major plant is the Gorky Aircraft Co. putting out combat planes.

The historical name of the city is unseparably connected with the famous Nizhegorodskaya Fair which functioned till WWII. Due to the Fair the city was called the "Russia's Pocket". The traditions are reviving quickly. Several big exhibitions have been held in its building and around it.

Nizhny Novgorod is famous for establishments of higher learning: Lobachevsky University, the Technical University, the Architecture and Civil Engineers Academy, the Linguistic / Foreign Languages / University, the Medical Academy are among the leaders in the Russia's educational system.

Cultural life of our city is extremely rich. There are five theatres in Nizhny Novgorod: the Drama Theatre, the Opera and Ballet Theatre, the Comedy Theatre, the Puppet Show and the Theatre for Young Spectators. There is a Philharmonic in our city too. In the Opera House you can watch well-staged wonderful classical and modern operas and ballets. One can get the best of everything: an excellent orchestra, famous conductors, brilliant singers and ballet dancers, wonderful costumes and scenery. If you are going to the theatre, it is better to book the tickets beforehand or to reserve them by telephone. It is not an easy matter to get tickets for a good play, especially for the first night performance. The Puppet Show and the Theatre for Young Spectators are popular among children and youths. The Sport Palace is located on Gagarin Avenue. For many years ago ice hockey matches of the International Hockey League were held there.

Some years ago a new Sport Arena was built in the Avtozavod District and now all ice hockey matches are held in Avtozavod. The matches are attended by many residents of the city, since ice hockey is very popular in Nizhny Novgorod. On other occasions the Sport Arenas are used for performances of popular singers, groups and actors. Another major sport event in Nizhny Novgorod is football. Football teams have many stadiums with good grass coverings. People of our city are very proud of their Underground which links the Railway station with the Avtozavod and Sormovo Districts. You shouldn't wait for more than three or four minutes for an Underground

train which will bring you in fifteen-twenty minutes to any part of these districts. I am very proud of my home town.

Words to be remembered:

- | | |
|--|---|
| 1. to rank third – занимать 3-е место | 12. CIS / Commonwealth of Independent States -СНГ |
| 2. to be conquered - быть завоеванным | 13. establishment of higher learning - высшее учебное заведение |
| 3. to date back - вести начало от ... | 14. to get the best of everything - получить удовольствие от всего |
| 4. coat of arms - гербовый щит | 15. to book the tickets beforehand - заказать билеты заранее |
| 5. tourist attractions - зд. достопримечательности | 16. to reserve tickets by telephone - заказать билеты по телефону |
| 6. sword [so:d] - меч | 17. It's not an easy matter to ... - Это нелегкое дело... |
| 7. the highest sign of valour ['vEly] - знак высшей воинской доблести | 18. first night performance - премьера |
| 8. pedestrian street - пешеходная улица | 19. Sport Arena - Дворец Спорта |
| 9. handicrafts - народные промыслы | 20. You shouldn't wait... - Вам не нужно ждать... |
| 10. at moderate prices - по умеренным ценам | |
| 11. leisure area - место отдыха | |

Exercises:

1. Translate the following word-combinations into English. Make use of them while retelling the text.

Быть основанным; располагаться на берегах рек Волги и Оки, памятник Минину и князю Пожарскому, главная улица города, пешеходная улица, зона отдыха, Нижегородская ярмарка, заказать билеты заранее, метрополитен.

2. Say what information you have learned about

1. the history of Nizhny Novgorod 2. the main tourist attractions and leisure areas of the city 3. establishments of higher learning. 4. sport and cultural life of the city. 5. the famous Nizhegorodskaya Fair. 6. transport and industry.

3. Answer the following questions:

1. What can you say about the place of Nizhny Novgorod among the largest cities?
2. When and where was the city founded?
3. Who was the city founded by?
4. What is the centre of Nizhny Novgorod?
5. What is the main street of the city? What sort of street is it?
6. What leisure areas of Nizhny Novgorod do you know? Which is your favorite one?
7. What are the names of well-known people of the Russian history connected with our city? Can you say a few words about one of them?

8. What industrial enterprises of Nizhny Novgorod are known to you?
9. What do you know about the famous Nizhegorodskya Fair?
10. The cultural life of our city is rich and many-sided, isn't it? Prove it.
11. What can you say about the city sport life? Is sport popular in our city?
12. What do you think of the city transport? Do you like how it works?

4. Work in pairs. Asking the way.

1. -Excuse me. Could you tell me the way to Minin Square please?
 -To Minin Square? Oh, it's not far from here. You can walk there.
 -How long will it take me to walk there? I'm rather in hurry, you know.
 -Well, 10 minutes, I think. But if you are in hurry, your best plan is to take a bus.
 Get on any of the buses from here and get off on the second stop.
 -Thank you very much.
 -You're welcome.
2. -I'm sorry to trouble you, sir. Can you tell me -is there a bus from here to Gorky Square?
 -No trouble at all. It's quite a distance from here. Do you see the bus-stop across the street? A 43 bus will take you right there.
 -Thanks a lot.
 -You're welcome.
3. -Can you tell me the way to Park Station, please? The Underground station, I mean.
 -Yes, certainly. Go straight along this road, pass the school...
 -Yes.
 -Then turn to the right and keep straight on until you come to the traffic lights...
 -Yes.
 -Turn left there and you'll see the station a little way along on the right-hand side of the road.
 -Is it very far?
 -No, not really. It's about 10 minutes' walk from here.
 -Thank you very much.
 -You're welcome.

5. Look at the plan of Nizhny Novgorod and explain to a stranger how to get from:

- a) Gorky street to the University;
- b) Minin Square to the Fair;
- c) the Technical University to the shop "Pokrovka";
- d) the Palace of Sport to the Railway Station...

6. Make up dialogues. Here are some words you may need:

Get off at the corner of; walk along; cross the street; go straight on as far as; turn to the left (right); get on the bus ; get off the bus; at the next stop; on the corner of A and B street.

Quiz

1. The founder of Moscow was the Great Duke Yurii Dolgoruki. The founder of Nizhny Novgorod was Great Duke Yurry Vsevolodovich. What is the relation between the two great Russians, if any?

(The latter is a grandson of the first)

2. In 1702 merchant Ivan Pushnik constructed a beautiful church at Verkhnevolzhskaya Embankment- in honour of St. Duke Georgi. Do you know the fate of the Georgievskaya Church? What is there now at its place?

(After 230 years of existence this masterpiece of religious architecture was demolished in 1932. Currently its place is occupied by the “Volzhski Otkos, formerly “Russia” hotel).

3. In 1906 a monument to Tsar Alexander II, the Liberator, was unveiled at Blagoveshenskaaya Square. It was built for people’s money and designed by artist Kurpatov. Do you know the current name of the square and whose statue adorns it now?

(Now it’s called Minin and Pozharsky Square and statue of Minin rises high there).

4. During many years the students of the Gorky Polytechnic had some classes in the building that is now Hostel 2 at Lyadov Square. What was the previous name of the building, who and when constructed it?

(This solid three – storey “brick – style “building was constructed at the end of the 20-th century by N. Novgorod merchants the Blinovs and N.A.Bugrov. It was called “Widows House” and was opened in 1887).

UNIT 3. STUDENT'S LIFE



Grammar: Modal Verbs and their equivalents. Passive voice of Simple Tenses

Exercises:

1. Translate into Russian.

1. You must learn all the new words. 2. Can you explain the meaning of the word "phenomenon"? 3. He could not say anything about this man. 4. She may be late for dinner. 5. May I take your dictionary? 6. We could not find this book in the library.

2. Put the correct modal verb or its equivalent.

1. You ... help your parents. 2. ... I ask you to repeat your question? 3. He ... leaves the town on Sunday. 4. Now I ... not skate, but I'll learn to skate. 5. Will they ... to come here every day? 6. It's already late. We ... go home. 7. We ... to go to the concert tonight. 8. You ... not carry your suitcase by yourself.

3. Translate the following sentences into English.

Model: He must go there (он должен, он обязан)

He has to go there (он должен, ему приходится)

He is to go there (он должен, ему предстоит)

He should go there (он должен, ему следует)

1. Вы должны приходиться на уроки вовремя. 2. Ей приходится выполнять эту работу. 3. Ему следует больше говорить по-английски. 4. Поезд должен прибыть в 7 часов утра. 5. Мне предстоит сделать доклад на конференции. 6. Этому студенту нужно много работать. 7. Я вынужден ездить туда каждую неделю. 8. Нам пришлось взять такси. 9. Они должны были проверить весь багаж. 10. Вам не следует так говорить.

Reading

1. Read the text and answer questions after it.

My working day

My working day begins early. I always get up at 7 o'clock. That gives me time to go jogging in the park and to have a shower before breakfast. The great thing about running is that it helps you to keep fit and to stay in good spirits during the day. At a quarter to eight I'm ready for breakfast. For breakfast I usually prefer soft-boiled eggs and a cup of tea with a sandwich. It doesn't take me long to have break-

fast. At a quarter past eight I leave home for work. I go to work by bus. It usually takes me about half an hour to get to my office. I'm to be in the office by nine o'clock.

I work in an advertising agency in the personnel department. Our agency usually hires its employees straight from college and my job is to check their resumes and select applicants for the interviews. I must be very attentive and conscientious. I like my job very much. I like to work with people and my dream is to become a professional manager.

Last year I entered the Technical University. Now I'm a part-time student of the Social-Economics Faculty. Every evening after work I go to the Institute. Our classes begin at 6 p.m. and they are over at 9 p.m. I return home at about 9:30 and have supper. I don't go to bed early because I have to prepare my homework for the next day. Before going to bed I prefer to read or to watch TV, if I'm not very tired. Actually I'm fond of reading and I read a lot, anything I get my hands on, but I'm always in bed by midnight.

Notes

- | | |
|--|---|
| 1. to go jogging – заниматься бегом | 14. employee – служащий |
| 2. to have a shower – принять душ | 15. straight – зд. непосредственно, прямо |
| 3. to keep fit – быть здоровым | 16. to check – проверять |
| 4. to stay in good spirits – оставаться (пребывать) в бодром настроении | 17. resume – резюме, краткая автобиография |
| 5. running – зд. бег | 18. to select – подбирать |
| 6. to be ready – быть готовым к | 19. applicant – претендент, кандидатура |
| 7. soft-boiled eggs – яйца, варёные всмятку | 20. attentive – внимательный |
| 8. it doesn't take me long – у меня не занимает много времени | 21. conscientious – аккуратный, добросовестный |
| 9. to leave – уходить; покидать что-либо; уезжать | 22. dream – мечта |
| 10. to prefer – предпочитать | 23. part-time student – студент вечернего отделения |
| 11. advertising agency – рекламное агентство | 24. actually – действительно, в самом деле |
| 12. personnel department – отдел кадров | 25. anything I get my hands on – всё, что окажется под рукой |
| 13. to hire – зд. нанимать на работу | 26. midnight – полночь |

Questions:

1. When does Alex get up?
2. Does he go jogging in the morning? Why?
3. What time does he usually have breakfast?
4. What does he have for breakfast?
5. When does he leave home for work?
6. Does he go there by bus or by tram?
7. How long

does it take him to get to his office? 8. Where does Alex work? 9. What does he say about his job? 10. What is his dream? 11. Where did he enter last year? 12. Is he a full-time student? 13. When do his classes begin? 14. When does Alex return home? 15. Does he go to bed early? 16. Is he fond of reading?

2. Answer the following questions on your daily program. Then find out if your friend plans time reasonably.

1. What time do you usually get up? 2. How long does it take you to jog in the morning? 3. Do you do your morning exercises to music? 4. Do you take a light or heavy breakfast? 5. Does it take you long to have breakfast? 6. What time do you leave home for the Institute? 7. How do you get to the Institute? Why? 8. Do you walk to the Institute? 9. Are you ever late for your classes? 10. Where and when do you usually have lunch? 11. How many lectures and seminars do you have a day? 12. When are your classes over? 13. What do you do after classes? 14. When do you go for a walk? 15. What time do you listen to the latest news over the radio? 16. When do you usually read newspapers? 17. When do you usually watch TV? Which programmers do you prefer?

3. Analyze the way you use your spare time. Get ready to interview your classmate.

1. When do you usually have a rest? 2. Do you prefer to have a walk if the weather is fine? 3. Are you fond of reading books? 4. Do you care for music? 5. How often do you go to the movies? 6. What films do you prefer? 7. How often do you go out?

Forms of Passive Voice

Present Indefinite Passive	is covered /are covered is being covered	покрыты покрывается
Present Continuous Passive	are being covered	покрываются
Past Indefinite Passive	was covered were covered	покрылся покрылись
Past Continuous Passive	was being covered were being covered	покрывался покрывались
Present Perfect Passive	has been covered have been covered	покрылся покрылись
Past Perfect Passive	had been covered	был(и) покрыт(ы)
Future Indefinite Passive	shall,will be covered	будет (будут) покрыты

Verbs which are frequently used with the Passive Voice

act on (upon) - действовать, влиять на

account for - объяснять

arrive at - достигать чего-либо

depend on(upon) - зависеть от

provide for - предусматривать

refer to - ссылаться на

rely on (upon) - полагаться на

send for - посылать за

follow - следовать

pay attention to - уделять внимание

speak about - говорить о

look for – искать

1. Translate the sentences into Russian. Mind the Passive Voice

A. 1. I am sent to England by our Institute. 2. We are helped by our language teacher. 3. She is taken to the cinema by her friends. 4 He was answered all his questions. 5. They will be often visited by their friends in summer. 6. The children were brought to a theatre.

B. 1. The visit of the foreign delegation was much spoken about. 2. Yesterday the radio-operator was looked for everywhere. 3. The delegation will be waited in the hall. 4. The diagrams were looked at with great attention. 5. This book is often referred to in special works. 6. When all the workers came, the director was sent for.

2. Read and change the sentences according to the model

Model: Peter writes letters on Sundays.

Letters are written by Peter on Sundays.

1. We discuss their reports at the meetings. 2. Victor studies English regularly. 3. We post letters at the office. 4. The students of our group read English books. 5. The workers build a new house in our street.

3. Read and change the sentences according to the model.

Model: I told you to come at 5.

You were told to come at 5.

1. I asked Ann questions at the lessons. 2. Victor gave me a book. 3. They sent her a letter. 4. We called him Mr. William Walt. 5. The lecturer often showed students new devices.

4. Read and change the sentences according to the model.

Model: They will speak much about this book.

This book will be much spoken about.

1. We shall send for the doctor. 2. Our students will listen to the report with great interest. 3. We shall help with her work. 4. Students will read this book with pleasure. 5. We shall never forget that eventful day.

5. Translate into English. Mind the Passive Voice:

1. Меня часто спрашивают на занятиях.
2. Об этой книге много говорили.
3. Вчера нас пригласили в театр.
4. Важные научные открытия были сделаны учеными в 19 столетии.
5. Много новых книг будет издано в нашей стране в следующем году.
6. На нашей улице должно быть построено новое здание.

6. *The Passive Voice is often used in signs and labels. There are some examples below but they've been jumbled up. Match the word or phrase in column A with the correct ending in column B:*

A	B
Rooms	is best served at room temperature
Bags	must not be left unattended
This wine	can be exchanged without a receipt
This dictionary	must be vacated by 12 p.m.
No goods	is protected by guard dogs
This building	must not be removed from the library
Children	are not allowed in the bar

7. *Put the verbs in brackets into a suitable passive form. Don't forget to make any necessary changes in the word order.*

- a. Vast amount of money (spend) on nuclear power every year.
- b. Our team (only/beat) once so far this year.
- c. This painting (probably/paint) by Dali.
- d. Women (still/deny) the right to vote in some countries.
- e. It's not like him to be late, his train must (delay).
- f. He noticed at once that the safe (break into).
- g. Milk (often/sell) in cartons.
- h. Taking photographs in the museum (forbid).

8. Translate into English:

1. Им нужно напомнить о собрании (must, remind). 2. Группе сообщили, что за лекцией последует фильм, связанный с предметом лекции (tell, connect). 3. Особое внимание будет уделено изучению страдательного залога. 4. За работой нового компьютера наблюдали с большим интересом. 5. Ученым предложили определить состав нового вещества (to determine, composition). 6. На успех исследования космического пространства значительно влияют исследования, проводимые российскими и американскими космическими орбитальными комплексами (exploration, outer space, researches, carry out). 7. Корабль был полностью разрушен штормовыми волнами, и большое количество нефти вылилось в море (destroy, dump into).

Reading

My University

I am a first-year student at the Nizhny-Novgorod State Technical University. I entered the University after leaving secondary school. I had to take entrance examinations in physics, mathematics and Russian. I passed them successfully and became a student of the Technical University. Now I am a full-time student of the... faculty.

My University was founded in October 1917 on the basis of the Warsaw Polytechnical Institute which moved to Nizhny Novgorod in 1916.

Since 1918 up to 1930 the faculties of the Institute were a constituent part of the Nizhny Novgorod State University. In 1930 two engineering faculties of the Nizhny Novgorod State University formed the basis of two institutes: mechanical-technological and chemical-technological. In 1934 they became the faculties of the Gorky Industrial Institute. The Industrial Institute was renamed the Polytechnical in 1950.

On the 24th of December 1992 the Nizhny Novgorod Polytechnical Institute got the status of the State Technical University.

My University is one of the largest higher educational establishments of the Russian Federation. It is housed in several buildings. The 6th building is a long way from those in Minin Street.

My University trains engineers in 34 specialities for plants, design offices and research institutes in the fields of electronics, radio-engineering, electrical-engineering, ship-building, machine building, automobile-building, chemistry, physics and many others.

There study more than 12 thousand students at its 9 day-time, 4 evening and 2 correspondence faculties. The University has a preparatory course and a post-graduate course and a number of branches in other towns.

The academic year starts on the 1st of September and ends in June. It is divided into 2 terms. Twice a year the students of the University sit for credit tests and terminal exams.

The course of studies lasts five years or even more. First-year students study mathematics, physics, chemistry, descriptive geometry, technical drawing etc. In senior courses they acquire profound knowledge in special subjects. The students get practical skills in well-equipped laboratories. The theoretical study is followed by practical session at plants and industrial enterprises. At the end of the course the students submit a graduation paper.

The University has all the facilities for the students to study and work well. Lecture halls, study rooms and laboratories are fitted out with the latest equipment consisting of measuring instruments, TV-sets, training machines, up-to-date devices. Special attention is paid to the wide use of technological aids, the use of computers.

The University library possesses more than 1,5 million books, text-books, reference-books, technical magazines as well as fiction. The students have a number of reading-halls at their disposal.

Advanced students carry out research under supervision of experienced teachers.

The University provides the students with 4 halls of residence in Lyadov Square. The students can get to the University by bus, trolley-bus or by tram.

The range of studies at the University is constantly expanding and changing to meet new social conditions and requirements. The courses are offered to develop capabilities and business activity of students in the market economy.

1. Agree or disagree with the following statements. Give your reasons, if you can. Use the following expressions: You are wrong. You are right. You are mistaken.

1. Nizhny Novgorod State Technical University is one of the oldest institutions of higher education in the Russian Federation. 2. There are no outstanding scientists among the teachers of the University. 3. The students making poor progress receive grants. 4. The complete course of study at the University lasts 4 years. 5. The students have practically no opportunity of spending their spare time in an interesting way. 6. The University is developing international contacts. 7. The students must pay for their studies. 8. Nizhny Novgorod State Technical University is a study-research centre. 9. The first-year students get practical skills at different plants and factories. 10. The students have opportunity of carrying out research under supervision of experienced teachers at the University.

2. Ask your friend:

What faculty he studies at; what department he studies at; what subjects he studies in the first year; what sport he goes in for; what amateur group he takes part in; what bus he goes to the University by

3. Ask your friend:

how many faculties there are at the University
how many departments there are at the University
how many students there are at the University
how many terms there are in the academic year
how many hostels there are in Lyadov Square

4. Restore the dialogues:

I

A....

B. I study at Nizhny Novgorod Technical University.

A....

B. I entered the University last year.

A....

B. I study at the faculty of radio-electronics and technical cybernetics.

II

A. Where is the Dean's office of your faculty?

B....

A. Who is the Dean of your faculty?

B....

III

A....

B. We shall have some exams in June.

A....

B. We shall take exams in mathematics, physics, English.

A....

B. I passed my credit tests last week. Now I am reading for the first exam.

A....

B. We shall take the first exam on the 10th of June.

5. Answer the following questions. Work in pairs.

1. Where do you study?

2. What year student are you?

3. When did you enter the University?

4. Where is it situated?

5. How many faculties are there at the University?

6. What faculty do you study at?

7. How many buildings is our University housed in?

8. When was it founded?

9. What subjects do you study in the 1st year?

10. Are the laboratories of the University well equipped?

11. How long does the course of study last?

12. When does the academic year begin?

13. How many terms are the academic year divided into?

14. What does the library provide the students with?

15. Do students take credit tests before exams?

16. How many times a week do you go to the University?

17. How do you get to the University?

18. How do you spend summer holidays?

19. How do you spend your spare time?

UNIT 4. GREAT BRITAIN



Grammar: Continuous and Perfect Passive

Reading

Part 1

Geographical Outline of Great Britain

Great Britain, which comprises England, Wales, Scotland and Northern Ireland, is situated on the British Isles. The western coast of the country is washed by the Atlantic Ocean, the eastern coast is washed by the North Sea.

Britain is separated from the continent of Europe by the English Channel. The official name of the country is the United Kingdom of Great Britain and Northern Ireland.

In the main the country has a sloping surface, but in the Scotland and in the West of England there are mountains and hills of which Ben Nevis is the highest.

There are many rivers in the country. The Thames, on which London, the capital of Britain is situated, flows into the North Sea and is very deep.

The climate in Britain is mild and damp. The country is rather rich in natural resources.

England, once “the workshop of the world”, was the first to become a highly developed industrial country. The following branches are developed in Britain’s economy: shipbuilding, woolen and cotton textile industry, engineering and metal manufacturing, coal-mining and light industry.

Great Britain lives by manufacture and trade. Its agriculture provides only half of the food it needs, the other half of its food has to be imported.

Britain is one of the most industrialized countries in the world: for every person employed in agriculture, eleven are employed in mining, manufacturing and building. The industrial centres of Great Britain are London, Liverpool, Sheffield and others.

In the heart of England about 112 miles northwest of London is Birmingham. Birmingham is a city with the population over a million.

It is the centre of iron industry. The district around Birmingham is known as the Black Country. It is the land of factories and mines. Steam engines, motorcars, railway carriages, bicycles and agricultural implements are manufactured in the factories of the Black Country.

Manchester is the centre of the cotton industry. With its large suburb Salford Manchester has a population of nearly one million. Manchester is rich in libraries and schools. The University of Manchester founded in 1880 is famous for its studies.

Notes

1. **manufacture (manufacturing)** - производство
2. **mining** - горная промышленность (ср. mine - шахта, рудник)
3. **building** - строительство
4. **iron industry** - металлургическая промышленность
5. **cotton industry** - текстильная промышленность
6. **agricultural implements** - с\х орудия
7. **suburb** - пригород
8. **Salford** - название пригорода

England

Of the 4 parts which make up Great Britain, England is the largest, the industrial and most densely populated part of the UK. The greatest concentrations of population are in London, Birmingham and north-west industrial cities. It is interesting to note that the sea has been important in the history of England. It was a good protection against the attacks of outside peoples. Fishing has always been an important industry, especially in the east. The wood industry is centred in Leeds and Bradford, the cotton industry in Manchester, iron ore goes to the steel, heavy machinery and shipbuilding industries of Newcastle and other cities. The industries of the Midlands, with Birmingham as its chief city, produce metal goods, from motor cars and railway engines to pins and buttons. The Midland plain makes good farmland. The Lake District in Northern England with its lakes, mountains and valleys is a favourite holiday area.

In Southern England are found some of the oldest British settlements and traces of ancient monuments such as Stone-henge.

Scotland

Although Scotland takes up one third of the territory of British Isles, its population is not very big. The Cheviot Hills mark the boundary between England and Scotland. The Highlands of Scotland are among the oldest mountains in the world. They reach their highest point in Ben Nevis (1343 m). Many valleys between the hills are filled with lakes, called lochs. The best known is Loch Ness where some people think a large monster lives.

The most important city here is Aberdeen which is the oil centre of Scotland. Ships and helicopters travel from it to the North Sea oil rigs. Most of the population of Scotland is concentrated in the Lowlands. Shipbuilding is one of its most important industries, others are iron and steel, heavy and light engineering and coal-mining.

Scotland had been an independent state and was joined into the UK in 1707, after a long struggle for its independence. Edinburgh has been the capital since 15th century, when its fortified castle was the centre of Scotland's resistance to its enemies. This city is the cultural centre of Scotland. It is associated with the names of George Gordon Byron and Walter Scott, Robert Louis Stevenson, Robert Burns and

Arthur Conan Doyle. It is associated with the world-famous Edinburgh Festival of Music and Drama.

Wales

Another constituent country of the UK of Great Britain and Northern Ireland is Wales. It became part of England in 1536 by the Act of Union. Wales is a highland country of old, hard rocks. The pride of Wales in scenery is Snowdonia, a region of high mountains. Except for coal, mineral resources are limited, and include gold, silver, lead and copper. South Wales is industrially developed: coal-mining, steel production, electronics, electrical engineering can be found here. The capital of Wales is Cardiff, the largest city of Wales. It is an important industrial city and a port and also an administrative and educational centre. Welsh literature is one of the oldest in Europe. The love of good music is widespread. Now there is a growing movement of revival of Welsh culture from which sprang the revival of Eisteddfod. Now it is a festival of culture and it includes competitions in prose, poetry and singing.

Northern Ireland

Northern Ireland is the smallest component of the UK. It occupies the north east of the island of Ireland, only one-sixth of its territory. For seven centuries Ireland was a colony of Britain. As a result of the hard struggle of Irish people in 1949 it was proclaimed an independent state. The industrial Northern Ireland was retained by Great Britain as its small component. If one asks an Irishman away from home what he misses most about Ireland, he will probably tell you "the greenness". The fact is that the winds usually blow in from the Atlantic Ocean and make the air and soil warm and damp. Grass grows well in such a climate and it makes the island look so beautiful. The whole economy of Northern Ireland is closely integrated with that of Great Britain. It has roots in 3 basic industries - agriculture, textiles and shipbuilding. The largest industry is agriculture conducted for the most part on small family farms, occupying about 72 per cent of the land area.

Belfast, the capital of Northern Ireland, is the leading industrial centre and a large sea port.

I. Comprehension check

1. What are the main countries of the UK and their capitals?
2. What is the area of the UK?
3. Is Great Britain a large or a small country in area and population?
4. Which is the highest point in the British Isles?
5. Which is the largest industrial and most densely-populated country of the UK?
6. Why is Aberdeen the most important city in the Highlands?
7. Why has the sea been important in the history of England?
8. What do you know about the reason why Scotland is not densely populated?
9. What do you know about the history of Ireland and the Irish people?
10. What branches of industry are developed in different parts of the UK?

II. Agree or disagree with the following statements:

1. The UK of Great Britain and Northern Ireland consists of 5 main parts.
2. Birmingham is a capital of Scotland.
3. The UK is separated from the European continent by the English Channel and Strait of Dover.
4. Great Britain is not one of the world's most crowded countries.
5. England is the smallest of the 4 parts which make up Great Britain.
6. The Lake District is an industrial area.
7. The Cheviot Hills mark the boundary between England and Scotland.
8. Loch Ness is situated in Wales.
9. The capital of Wales is Cardiff, the largest city of Wales.
10. Northern Ireland occupies one-third of territory of island of Ireland.
11. The largest industry of Northern Ireland is agriculture.

III. Fill each gap, using the words from the text.

1. The UK is an ... state.
2. It is situated off the ... coast of Europe.
3. Great Britain is separated from the ... continent by the ... Channel.
4. The Gulf Stream brings warm water and ... across the ...
5. The UK has ... of about 57 million.

IV. Speak about England, Scotland, Wales and Northern Ireland, using the key words: location, capital, history, main industries.

V. Work in pairs. Ask your partner to tell you about the leading branches of industries in Great Britain. Make a dialogue.

London

London, the capital of Britain, is one of the largest and oldest cities in the world. It is situated on the river Thames about forty miles from its mouth. It is divided into two parts by the river. The more important part, with most of the chief buildings, stands on the north bank. In fact there are several Londons.

First there is the City of London. It covers only about a square mile. Only a few thousand of people live there. There is the Bank of England, the Stock Exchange and offices of many of the wealthiest corporations of the world. It is the financial and business centre of England and usually called "the City". During the day it is full of people; about half a million people work there. But at the end of the day businessmen and clerks go home and the City becomes silent. The centre of the British press is Fleet Street, it is also in the City.

Another important district of London is Westminster. Here one can see Houses of Parliament with the famous Big Ben, a huge clock built over a century ago. The chimes and strikes of Big Ben have achieved worldwide fame from broadcasting. Across the road is Westminster Abbey. It is a magnificent cathedral at which all Brit-

ish kings and queens are crowned. Many famous people are buried in the Abbey, among them are Chaucer, Newton, Darwin, Dickens and Kipling most governmental offices such as Foreign Office, Home Office, etc. are concentrated in this part of the capital. Downing Street No 10 is the official town residence of the Prime Minister. Buckingham Palace is the town residence of the queen. In this part of London and further west are the finest theatres, cinemas, concert halls, large museums, rich shops, hotels and restaurants, fashionable houses and numerous parks. The famous Hyde Park and Kensington Garden are surely the best. All these areas are called the West End.

The vast area running eastward from the City is the East End. It has all the main docks and a lot of factories. As a matter of fact it is the poorest district of the rich capital.

Notes

1. **mouth (of the river)** - устье (реки)
2. **The Stock Exchange** - биржа
3. **clerk** - чиновник, служащий
4. **the chimes (of the clock)** - куранты, перезвон

Answer the questions:

1. Why is it said that there are several Londons? What are they? 2. Where is Fleet Street? 3. Where is Buckingham Palace? What kind of building is it? 4. Who lives in Downing Street No 10? 5. What is Westminster Abbey? What is it known for? 6. In what part of London are the docks?

Brush up your talk

FROM THE HISTORY OF LONDON

Speaking about London you must keep in mind that it is unlike any other city in the world. It has rather wide streets but low houses. It looks gray because there is so much rain and fog there. Only buses and pillar-boxes are bright red. The city has never been planned and it has many parts which are different from each other.

It is certain that there was a town or settlement of some kind on or near the place of what is now the City of London before the first Roman invasion in 55 B.C. That it was a town of some importance during the Roman occupation of England is shown by the existing remains of London buildings and of the wall which the Romans built round London. The Roman occupation lasted more than 400 years and came to an end in 409 A.D. Then the Saxons conquered England and London appears to have been deserted for about a hundred years. But during the seventh century it began to recover and it became a trading centre and a port. After the Norman Conquest of England, London grew in size, wealth and influence.

Answer the questions:

1. Why do we say that London is unlike any other city in the world? 2. Is it correct if we say that London has never been planned? What proves this thought? 3. Was there a town or settlement on or near the place of the city of London before the first Roman invasion? 4. What town was London during the Roman occupation? What are the proofs? 5. How long did the Roman occupation last? When did it come to an end? 6. Was London as important with the Saxons as it had been? 7. When did it begin to recover? What did it become? 8. When did London grow in size, wealth and influence?

Say it in English:

1. Великобритания расположена на Британских островах. 2. Пролив Ла-Манш отделяет Великобританию от европейского континента. 3. Северные и западные районы, в основном, гористые. 4. Темза впадает в Северное море. 5. Климат Великобритании мягкий благодаря теплomu течению Гольфстрим. 6. Страна богата полезными ископаемыми. 7. Англия, называемая ранее “мастерской мира”, стала первой высокоразвитой промышленной страной. 8. “Сити” Лондона занимает лишь одну квадратную милю. 9. Это финансовый и деловой центр Лондона. 10. Днем “сити” многолюден, вечером пустеет. 11. Флит-стрит – это сердце Британской прессы. 12. В величественном соборе Вестминстера коронуют английских монархов. 13. Великобритания находится на пересечении морских путей. 14. Погода на Британских островах часто туманна и дождлива. 15. Температура зимой редко опускается ниже нуля.

FROM THE HISTORY OF GREAT BRITAIN

If you look at the map of Great Britain you'll see two islands. In the old days, a long, long while ago, these islands were in the same place and the stormy sea roared round them, just as it roars now. But the sea was not alive then, with great ships and brave sailors sailing to and from all parts of the world. The people living on these islands knew nothing of the rest of the world and the rest of the world knew nothing of them. Once some ancient people came in ships to these islands and found that they produced tin and lead. They traded with the Britons (the native inhabitants of the islands) for these metals and gave them other useful things in exchange.

At that time the whole country was covered with forest. The greater part of it was misty and cold. The Britons planted little corn, but they could make cloth and were clever in basket-work. Such were the conditions of life of the ancient Britons when the Romans came one late summer morning of the year 55 B.C.

(After Charles Dickens)

Notes

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|------------------------------|--|
| 1. to roar - реветь | 8. corn – зерно |
| 2. alive – оживленный | 9. cloth - ткань |
| 3. ancient – древний | 10. The Romans - римляне |
| 4. tin – олово | 11. B.C. (before Christ) - до нашей |

5. **lead** – свинец
6. **to trade** - торговать
7. **in exchange** - в обмен

- эры
12. **native inhabitants** - коренные жители
13. **The Britons** – бритты

I. Answer the questions:

1. What have you just heard about the two islands, making up Great Britain? 2. What was Great Britain covered with at that time? 3. What were the native inhabitants of the islands called? 4. Who began to trade with the Britons? 5. What could the Britons do? 6. When did the Romans come to Great Britain?

II. Ask your groupmates:

where Great Britain is situated; by what channel it is separated from the continent; what parts it includes; what the official name of the country is; what kind of relief the country has; what the highest mountain is and where it is; if the territory of England is flat; what they know about the Thames; what kind of climate they have in Great Britain; if the country is rich in mineral resources; what the main branches of British industry are; what it produces besides woolen and cotton textiles; if Great Britain is a highly-developed industrial country.

Improve Your Listening Comprehension

I. Listen to the text and retell it:

Great Britain has a very good position as it lies on the crossways of the sea routes from Europe to the other parts of the world. There are many countries which are connected with Great Britain by sea. Thanks to the Gulf-stream the climate of Great Britain is mild. It is often foggy and rainy. The summer is not very hot and the winter is not very cold. Winter temperature seldom falls below zero.

Notes

1. **on the crossways of the sea routes** - на месте пересечения морских маршрутов
2. **the Gulf-stream** - течение Гольфстрим

II. Answer the questions:

1. What do we say about the climate of a country in which winters are not very cold and summers are not very hot? 2. Has Great Britain a good or a bad position? 3. What countries are connected with Great Britain by sea? 4. What makes the climate of Great Britain mild? 5. What are summers and winters like in Britain?

III. Put the words in brackets in the correct form:

1. The sea (to keep) the island warm in winter and (to make) the air cool in summer.
2. The rivers and lakes (to be) seldom covered with ice. 3. The weather very often (to

change) in England. 4. It is autumn. The leaves (to fall) and you can see lots of them (to lie) on the ground. 5. The last few leaves (to fall) off the branches of the big tree (to grow) in front of the window. 6. In autumn the days (to get) shorter and it (to get) dark early in the afternoon. 7. Sometimes dark clouds (to gather) in the sky and it often (to rain). 8. Spring (to come). The sun (to shine) brightly and you can see green grass (to grow) in the parks and gardens. 9. The birds (to return) from the hot countries and we can hear them (to sing) in the woods.

The Political System of Great Britain

The United Kingdom is a constitutional monarchy. This means that it has a monarch (a king or a queen) as its Head of State. The monarch reigns with the support of Parliament. Everything today is done in the Queen's name. It is her government, her armed forces, her law courts and so on. She appoints all the Ministers including the Prime Minister. Everything is done however on the advice of the elected Government. Parliament and the monarch have different roles in the government of the country, and they meet together on symbolic occasions such as the coronation of a new monarch or the opening of Parliament.

British Parliament consists of two chambers known as the House of Commons and the House of Lords. In reality, the House of Commons has true power. All new bills are introduced and debated in the House of Commons. If the majority of the members are in favour of a bill it goes to the House of Lords to be debated and finally to the monarch to be signed. Only then it becomes a law.

The House of Commons consists of Members of Parliament (called MPs for short), each of whom represents an area in England, Scotland, Wales or Northern Ireland. Parliamentary elections must be held every 5 years. The minimum voting age is 18. The election is decided on a simple majority -the candidate with most votes wins.

The British parliamentary system depends on political parties. The party which wins the majority of seats forms the Government and its leader usually becomes Prime Minister. The Prime Minister chooses about 20 MPs from his or her party to become the Cabinet of Ministers. Each minister is responsible for a particular area of the government. The second largest party becomes the official opposition with its own leader and "Shadow cabinet".

The House of Commons is made up of 650 elected members. The House of Commons is presided over by Speaker, a member acceptable to the whole House. MPs sit on two sides of the hall, one side for the governing party and the other for the opposition. The first two rows of seats are occupied by the leading members of both parties (called "front-benchers"), the back benches belong to the rank-and-file MPs ("back-benchers"). Each session of the House of Commons lasts for 160-175 days. MPs are paid for their parliamentary work and have to attend the sittings. MPs have to catch the Speaker's eye when they want to speak, then they rise from where they have been sitting to address the House and must do so without either reading a prepared speech or consulting notes.

The other House of Parliament is the House of Lords. The House of Lords has more than 1000 members, although only about 250 take an active part in the work of the House.

This House consists of those lords who sit by right of inheritance and those men and women who have been given life peerages which end with the life of their possessors. Members of this Upper House are not elected. They sit there because of their rank. The chairman of the House of Lords is the Lord Chancellor and he sits on a special seat called the Woolsack. The members of the House of Lords debate a bill after it has been passed by the House of Commons. Changes may be recommended, and agreement between the two Houses is reached by negotiations. The Lord's main power consists of being able to delay non-financial bills for a period of a year. The House of Lords is the only non-elected second chamber in the parliaments of the world.

Political parties first emerged in Britain at the end of the 17-th century. The Conservative and Liberal Parties are the oldest and until the end of the 19-th century they were the only parties elected to the House of Commons. The main British political groupings are the Conservative and Labour Parties and the Party of Liberal Democrats. There are also some smaller parties: the Scottish National and Welsh Nationalist Parties and others.

The conservative Party is often called the Tory Party. Today it is the party of big business, industry, commerce and landowners. Most of the money needed to run the party comes from large firms and companies. The party represents those who believe in private enterprise as opposed to state-owned undertakings. The Tories are a mixture of the rich and privileged, the monopolists and landowners.

The Conservative Party and the Liberal Party are more than 300 years old. In the middle of the 19-th century the Liberal Party represented the trading and manufacturing classes. Then many working people looked at it as alternative to the Conservatives. In 1988 the Liberal Party made an alliance with Social Democrats and the Party of Liberal Democrats was formed.

The Labour Party, formed in 1900, was the one which drew away working people's support. It was founded by the Trades Unions. When the Labour Government was first elected in 1945 it showed a considerable change in policy from the Tories. In home policy the tendencies of the Labour Party are to nationalize gas, electricity, coal and the railway.

Notes

1. **chamber** - палата парламента
2. **bill** - билль, законопроект
3. **"Shadow cabinet"** - "теневой кабинет министров
4. **general election** - всеобщие выборы
5. **by-election** - дополнительные выборы
6. **"front-benchers"** - руководящие члены обеих парламентских партий
7. **"back-benchers"** - рядовые члены политических партий, представленных в

парламенте

8. **right of inheritance** - наследное право
9. **Lord Chancellor** - Лорд-канцлер
10. **the Conservative Party** – Консервативная партия
11. **the Liberal Party** - Либеральная партия
12. **the Labour Party** - Лейбористская партия

Improve your listening comprehension. Listen to the following text and retell it

THE PRINCE OF WALES AND THE DUKE OF CORNWALL

The Prince of Wales is the title which is given to the king's (queen's) eldest son when he becomes 18. The origin of this title goes back to the time of Edward I. When Edward I destroyed Welsh independence in the war of 1282-1283, he created an unwritten law making the eldest son of an English king the Prince of Wales. The king's son inherits the title of Prince of Wales at a special ceremony and automatically is pronounced king when the old king dies. Hence we have the saying "The king is dead, long live the king".

Notes

1. **Edward I** - Эдуард I, король Англии (1272-1307)
2. **to inherit** - наследовать

Answer the questions:

1. What title does the king's eldest son inherit? 2. Since what time does this tradition exist in Britain? Who introduced it? 3. What is the title of the king's eldest son at his birth? 4. What is the meaning of the saying "The king is dead, long live the king"?

Writing

Translate the following text using a dictionary

LEGISLATION

Legislation is initiated in the House of Parliament in the form of Bills. Public Bills are of two kinds, those introduced by the Government of the day, and those introduced by a private member. A Bill (except a Money Bill, which must originate in the House of Commons) can be introduced in either House and when presented receives its First Reading, after which it is printed and circulated to members. The next stage is the second Reading, in the debate on which the issues raised are discussed. If passed it reaches the Committee Stage and is referred to a Committee. Bills of major importance are usually sent to a Committee of the whole House. In Committee a Bill is discussed clause by clause, and is returned to the House with or without amendment. The next step is the Report Stage when the Bill is accepted by the House or sent

back to the same or another Committee for further consideration. Finally the Bill receives its Third Reading and is sent to the House of Lords. When a Bill has been passed by both Houses it becomes an Act of Parliament, on receiving the Royal Assent, which is signified by the Sovereign on the Throne. The power to withhold assent (colloquially known as the Royal Veto) resides in the sovereign, but has not been exercised in the United Kingdom since 1707, in the reign of Queen Anne 2.

Notes

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| 1. legislation - законодательство | 12. an Act of Parliament - закон, постановление |
| 2. to initiate - начинать | 13. to be signified (by the Sovereign) - за подписью монарха |
| 4. to be printed - быть напечатанным | 14. to withhold assent - воздержаться от согласия |
| 3. to pass a bill - получить одобрение, быть принятым | 15. the Royal assent - королевская санкция парламентского законопроекта |
| 5. to introduce a bill - вносить законопроект на рассмотрение | 16. the Royal Veto - королевское вето |
| 6. to be circulated - быть распространенным | 17. to reside in sb - принадлежать (о правах) кому-либо |
| 7. issue - спорный вопрос | 18. to be exercised - осуществляться, использоваться |
| 8. debate - обсуждение | 19. in the reign - в царствование |
| 9. amendment - поправка | |
| 10. to be accepted - принимать | |
| 11. for further consideration - на дальнейшее рассмотрение | |

Answer the questions:

1. Where is legislation initiated in Great Britain?
2. In what form is legislation introduced in Parliament?
3. What is the procedure of Reading a Bill? Is it long and tiresome?
4. What are the stages of lawmaking?
5. When does a Bill become an Act of Parliament?
6. Who has the right to veto? Has this right been often exercised?
7. When was the Royal Veto exercised last?

Part 2

Education System in Great Britain

Grammar: The Participle

Exercises

1. Form Participle I non-perfect from the following verbs. Mind the spelling.

to speak, to cut, to pay, to come, to buy, to go, to smoke, to study, to sit, to lie, to talk, to eat, to sell, to give, to stop, to die, to smile, to play, to approach, to say, to pass, to hear, to wait, to arrive, to discuss, to save, to make

2. Form Participle II from the following verbs and translate them into Russian.

to give, to see, to perform, to translate, to forget, to allow, to sell, to prepare, to change, to read, to wash, to bring, to repeat, to pack, to leave, to buy, to drink, to find, to explain, to make, to say, to throw, to keep, to consider, to stage, to dress, to speak, to decide, to equip, to bump

3. Translate the following phrases into Russian.

a) a smiling girl, playing children, a writing boy, a falling tree, a laughing baby, a sleeping man, a walking couple, reading audience, a running sportsman, a developing country, a crying child, a burning house, dancing students, the rising sun, a barking dog, the approaching train

b) a broken cup, a translated text, an unanswered letter, an opened window, a closed door, an occupied room, stolen money, a written letter, a fallen tree, a discussed problem, produced goods, a cooked dinner, a surprised man, lighted windows, a developed country, an excited student, a sent fax.

4. Choose the right form of the Participle.

1. The (breaking/broken) dishes lay on the floor. 2. The (trembling/ trembled) children were given a blanket for warmth. 3. The (interesting/ interested) tennis match caused a great deal of excitement. 4. When James noticed the (burning/burnt) building, he called the fire department immediately. 5. The (smiling/smiled) Mona Lisa is on display in the Louvre in Paris. 6. The (frightening/frightened) woman only wanted to be left alone. 7. Our representative presented the (approving/approved) plan to the public. 8. The (blowing/blown) wind damaged the trees in the garden. 9. We were going to see the movie but our friends told us it was a (boring/bored) movie. 10. The (cleaning/cleaned) shoes were placed in the sun to dry. 11. We found it difficult to get through the (closing/closed) door without a key. 12. As we entered the (crowding/crowded) room, I noticed my cousins. 13. The police towed away the (parking/parked) cars because they were blocking the entrance. 14. The doctor did his best to convince that there was nothing seriously wrong with the boy, but the (worrying/worried) mother wouldn't calm down.

5. Read the following sentences where the Participle is used as an attribute.

Define the position of the Participle and translate the sentences into Russian.

1. The discovery made by him is of great importance.
2. A man without a smiling face must not open a shop.
3. A man injured in the accident was taken to hospital.
4. The article, being typed now, will be published tomorrow.
5. For over 96 years, the formula for making coca cola has been a closely guarded secret.
6. We employ experienced personnel. We do not care which sex they are.
7. The question being discussed now, is of great importance.
8. At last the police captured the escaped prisoner.
9. Which of the four men smoking by the fireplace is Ben?
10. In some countries there is a tax on things sold in the shops.
11. A few days after the interview, I received a letter offering me the job.
12. Most of the suggestions made at the meeting were very productive.
13. What was the name of the man arrested by the police?
14. They informed us- when they intended to deliver the goods ordered.

6. Read the following sentences. Point out the Participle used in the function of an adverbial modifier of time. Translate the sentences into Russian.

1. Until registered, a company may not start trading.
2. Having graduated from the university, he decided to go abroad.
3. When asked about it, he didn't say a word.
4. Entering a living room with ladies, don't rush before them. Remember the golden rule of every gentleman: "Ladies first".
5. When crossing the street in London, look first to the right, then to the left.
6. Having improved quality, we noticed a sharp increase in orders.
7. While playing tennis, be sure you hold the racket in the right way.
8. Writing his report, the correspondent covered the latest developments in the country.
9. Arriving at the station, we called a porter.

7. Read the following sentences. Point out the Participle used as an adverbial modifier of cause. Translate the sentences into Russian.

1. Having spent four years in personnel management, I feel well qualified for the job.
2. Not knowing what to do, I telephoned the police.
3. Exhausted by the long journey, he soon fell asleep.
4. Being in London, I could not help him.
5. Not knowing the man, I can't introduce you to him.
6. Not having seen her for nine years, he didn't recognize her.
7. Having failed the exam the first time, he decided to take it again.
8. She didn't say a word shocked by his proposal.
9. Finding him a bore, I kept out of his way.
10. Being unable to help in any other way, I gave her some money.

8. Read the following sentences and point out Participle I in the function of an adverbial modifier of attendant circumstances or manner. Translate the sentences into Russian.

1. He asked questions looking at us suspiciously.
2. They walked quickly speaking about something with great interest.
3. She went out closing the door behind her.
4. He looked at me smiling.
5. She was standing on the bridge admiring the beautiful view.
6. I wrote him a friendly letter, thanking him for the help.
7. Roger, frowning,

shook his head. 8. Turning round he stared at me. 9. I kept silent thinking what to answer him. 10. He liked to sit on the sofa smoking a cigarette and watching TV.

9. Read the text and define the forms of the Participle.

People living in Japan have some customs different from ours. For example, we wipe our washed faces with dry towels; they wipe their faces with wet towels. Entering houses our men take off their hats, the Japanese take off their shoes. We give presents when arriving, they leave them when departing. When in mourning we wear black, they wear white. We frown when being scolded, they smile. When we say that Japanese are strange people, they could reply, "The same to you".

Reading

*"We aim to educate the Whole Person"
(From a school handbook)*

State Schools

Education in Great Britain is compulsory and free for all children between the age of 5-18. Nine-tenth of all children is educated in state schools. Compulsory education begins at 5. Before that three- or four-year-olds can go to a play or nursery school, most of which are private.

The first school is primary school. The division between primary and secondary education is at the age of 11. At this age most children go to comprehensive school, which offers all the courses taught in the three traditional types of school - grammar, technical and modern.

At present in most areas the secondary schools are comprehensive. These are non-selective secondary schools which take pupils (boys and girls) of mixed abilities and which offer both academic and practical subjects. Promotion to a higher class every year does not depend on examination results - it is almost automatic. Pupils never repeat a year. There is still much disagreement about the good and the bad in the comprehensive system. But the good comprehensive schools have shown that the academic and non-academic children needn't be kept apart, and that there are many school and out-of-school activities which they can share. Thus boys and girls have the opportunity of making friends with young people from many different backgrounds.

Examinations

The most important examinations in British schools are GCSE and A-level (Advanced Level examinations). GCSE stands for the General Certificate of Secondary Education "O"-level (ordinary level). For the GCSE pupils take as many subjects as possible. Weak students may only take three or four subjects and get Certificate of Secondary Education (CSE). So pupils leave school at the age of 16 with examination certificates in the individual subjects they have passed. At this age a pupil can either leave school and go to work, or go into FE (Further Education). FE is provided by

College of FE or some technical colleges. People can go there on full-time basis or part-time basis (work and study).

Higher Education

Higher education is provided by a great number of universities (including the Open University) and polytechnics. There is a competition to get into best universities. The normal course lasts three years, though there is an extra year for work in industry (industrial studies). After three years of studies and successful final examinations you get your first degree B.A. - Bachelor of Arts in the faculty of arts or B.Sc. - Bachelor of Science in the faculty of science. A graduate can apply for postgraduate courses for Master's degree. The course lasts for 2 years and he/she gets M.A. or M.Sc. Research studies for 3 years more are needed for Ph.D. (Doctor of Philosophy); the word "philosophy" has no special reference to philosophy, the name is the same for all faculties. There is another type of doctorate - a senior doctorate. The name of a particular senior doctorate depends on the field of specialization, e.g. for science subjects D.Sc. - Doctor of Science.

Notes

1. **graduate** (n) - выпускник
2. **doctorate** (n) - докторская степень
3. **to keep apart** - воспитывать отдельно
4. **ambitious** (adj.) - честолюбивый
5. **adult** (n) - взрослый
6. **to apply** - подавать заявление для поступления куда-либо

OXBRIDGE

You have certainly heard or read something about the oldest British Universities - Oxford and Cambridge. Here are some facts about them. Oxford is the older of the two, for its history goes back to the twelfth century. Cambridge is a century younger than Oxford. The University is a federation of colleges, each largely independent. A college consists of a certain number of students and teachers or tutors. It doesn't train students in a particular subject or a particular branch of science. The members of a college may be studying all the subjects the University provides for. A college is a place where the students live, while the University is mainly an administrative centre which organizes lectures, arranges examinations and gives degrees. There are nineteen colleges at Cambridge and thirty at Oxford including two for women at Cambridge and five at Oxford.

A University consists of a number of faculties: medicine, arts (philosophy), law, music, natural sciences, commerce and education. The students have three short terms a year, eight weeks each, beginning in October, January and May. During the terms students attend lectures given by professors, readers and lecturers. Their studies are sometimes directed by tutors who are responsible for students' work at the University.

After three or four years of study final examinations are held. Tuition at the University isn't free, of course. The fee at Oxford and Cambridge is so high that only rich people can afford to attend them. Very few of those who are accepted to the University get grants. That is why only three per cent of the students are children of the working people.

Many great men studied at Cambridge and Oxford: among them Bacon the philosopher, Byron the poet, Cromwell the soldier, Newton the scientist, Margaret Thatcher the former Prime Minister.

Answer the questions:

1. What does the abbreviation "Oxbridge" stand for? 2. What is distinctive of these Universities? 3. What is the fee at Oxbridge? 4. Do students of Oxbridge get grants?

UK UNIVERSITIES

The United Kingdom has one of the most distinctive university systems in the world; a system which has developed over 600 years.

By international standards UK universities are small. Most have fewer than 10,000 students. Those with more are divided into separate colleges. This means that UK universities can offer a high level of personal care.

Most of the 447,000 full and part-time students in UK universities study for degrees on courses which last three or four years.

Entry is competitive. Students apply from all over the country and from overseas through a central clearing house, UCCA, which passes applications to the universities where decisions are made and places offered.

Degree courses are mostly full-time but an increasing number of institutions offer part-time courses.

The usual admission age is about 18 but many people take a year off between school and university and now universities are encouraging more people to apply later on in life.

Continuing education courses, often short and job-related, are also growing in number. Each year about half a million students attend them.

UK universities are independent, self-governing institutions each established by a Royal Charter or Act of Parliament which authorizes the university to award its own degrees. This independence is jealously guarded but careful checks are made on standards to ensure that all UK degrees have equal status.

UK University degree courses may be available in affiliated colleges as well as in the university itself. In addition the Council for National Academic Awards (CNAA) has a Royal Charter under which it approves the award of degrees by polytechnics and colleges.

Notes

1. **Clearing house** - an organization which collects, sorts and distributes information
2. **UCCA - Universities Central Council on Admissions** - центральный совет по сбору и распространению информации для зарубежных студентов, поступающих в университеты Англии
3. **application** - заявка
4. **degree** - степень
5. **Degree course** - курс обучения для получения степени бакалавра или магистра
6. **take a year off** - отдохнуть год после окончания школы перед поступлением в университет
7. **Royal Charter** - королевский указ
8. **authorize** - наделять правом
9. **guard** - зд. беречь
10. **affiliated** - объединенный в единое целое, входящий в состав
11. **CNAА - Council for National Academic Awards** - Совет по присуждению академических званий

Questions:

1. What is the enrollment in most UK universities?
2. How long does the course of studies last?
3. How can students from other countries enter a UK university?
4. What is the usual admission age?
5. What is meant by "independent" in the phrase "UK universities are independent"?
6. How do you understand the expression "affiliated colleges"?
7. Does the UK system of education differ much from the European one?

Prepare a report on University education in Russia and abroad



Grammar: The Gerund

Exercises

1. Comment on the functions of the gerund in the following sentences:

1. English grammar is very difficult and few writers have avoided making mistakes in it.
2. After staying away eighteen years Oliver can hardly expect us to be very anxious to see him.
3. Being liked doesn't count so much in politics as outsiders think.
4. I'm sorry for coming like this, without being asked.
5. Even in a situation like this he wanted to think twice before having anything to do with the firm.
6. I can't make out the reason for going home.
7. It's no use trying to persuade me. You won't succeed.
8. Going to concert was about the only thing he thoroughly enjoyed.
9. Roger was born with the gift of winning hearts.
10. Dobson reproached me bitterly for not having let him know.
11. In spite of being busy Brad did all he could to help his friend.
12. Mastering a foreign language takes time and effort.
13. He neither admitted nor denied having taken it.
14. Luke was ashamed of showing them his irritation.

2. Translate into English using the gerund.

Изучение иностранного языка требует времени и усилий. Я предпочитаю сделать эту работу сегодня. Какой смысл волноваться? От вас ничего не зависит. Мне стыдно, что я сделала так много ошибок в последнем диктанте. Мать поблагодарила доктора за то, что он спас ее ребенка. Преподаватель возражал против того, чтобы студенты пользовались словарем, переводя этот текст. Избегайте касаться этой темы. Несмотря на то, что Кэрол себя плохо чувствовала, она пошла в институт. Я не помню, чтобы когда-либо встречал его. Сейчас я сожалею о том, что сказал.

Reading

Part 1. Geographical outline of the United States US system of Government

Text A

The USA is located in the central part of North America. Stretching between the Atlantic and Pacific Oceans the United States is bounded by Canada in the north and Mexico and the Gulf of Mexico in the south.

New England is one of the oldest parts of the United States. New England lies in the north-east section of the country and contains six states: Maine, Massachusetts, Connecticut, Rhode Island, New Hampshire, Vermont. Massachusetts has the largest population of all New England states around 6000000. It is considered the most important state of this group.

The climate of New England is rather cold, since New England lies far to the north. The winters are long and hard, the summers are short. The fall, however, is a beautiful period of the year.

All of the New England states except Vermont lie on the Atlantic coast; therefore New England is an important fishing and shipping centre. Boston & Massachusetts are among the great sea ports of the world.

There are a lot of mountains, rivers and valleys in New England. Because of its many geographical attractions (the Green Mountains of Vermont, the White Mountains of New Hampshire), New England has become a popular vacation land for many Americans. The tourist business is of much importance to New England.

New England is a business and industrial section. It is particularly important in the making of textiles. It's also famous for the manufacture of shoes, clocks and watches, paper and leather goods, fishing rods and machine tools.

Exercises

1. Complete the following sentences:

- 1. The USA is located in ... of ...*
- 2. Stretching between ... and ... The United States is bounded by ... in the north and ... in the south.*
- 3. New England lies in ... section of the country and contains states.*
- 4. All of the New England states except ... lie on the Atlantic coast.*
- 5. ... and ... are among the great seaports of the world.*

2. Answer the following questions:

- 1. Where does New England lie?*
- 2. How many states does New England contain?*
- 3. What are these states?*
- 4. All New England states lie on the Atlantic coast except one, what state is this?*
- 5. What kind of climate does New England have?*
- 6. What is produced in the factories of New England?*

3. a) Find English equivalents to the following word-combinations:

производство текстильных изделий, славиться изготовлением обуви и изделий из кожи, металлорежущие станки, будильники и часы, удочки.

b) Make use of these words while speaking about the industrial development of New England.

Text B

The United States is a federal union of 50 states plus one independent district - the District of Columbia. Forty nine states, including Alaska, form the continental United States. The 50th state is separated from the continental part. It is the state of Hawaii - a group of islands situated in the mid Pacific Ocean.

The District of Columbia is the territory of the city of Washington, the national capital. Washington, D.C. lies between two states: Virginia and Maryland on the Potomac River, which divides the city into two parts. This place was selected personally by the first President of the United States - George Washington. In 1791 he purchased the land from private owners.

Washington, D.C. is the seat of the Federal Government of the United States. The Federal Government is made up of three branches - the Executive, the Legislative and the Judicial Branches.

The function of the Executive Branch is to carry out the laws of the nation. It consists of the President, Vice-President and the President's Cabinet. The members of the Cabinet are chosen by the President. Most of them are called secretaries: the Secretary of State, Agriculture, Labour, Transportation, etc. The President and Vice-President are chosen in a national election for a four-year term of office and may be reelected for a second time. They must be native-born citizens, at least 35 years old and members of a political party. The president has the power to appoint judges, ambassadors, members of his Cabinet. There are eleven Cabinet offices. The Cabinet takes care of such national business as defence, postal service, foreign relations and so on. The president is commander-in-chief of the army and navy. If the president commits a serious crime, he can be brought to trial by a process called impeachment.

In the USA there are two major parties: the Democratic Party and the Republican Party, and many small parties.

From the first political rally¹ to Inauguration Day² running for President is a long and complicated process. In choosing a President the ordinary voter has little to say until Election Day. Here is a simple outline of how an American President is chosen.

First a candidate campaigns within his party to win his party's nomination. Then follows a period when he runs against the candidates of the other major party and, perhaps, a third and fourth party. The showdown comes in November - on Election Day. The President is not elected directly then. Voters in each state vote for electors³. This system was introduced by the Constitution of the USA in 1787. Now this is only a formality. When in November the final election results are in, the entire country knows who the next President and Vice-President will be, although the outcome

must still be formalized, and the candidates must win a majority of the electoral votes in December.

Except in rare cases, the electoral choice is the same as the popular choice. Finally on Inauguration Day on the 20th of January the new President is sworn in⁴ and he makes his Inauguration speech.

The Legislative Branch, Congress, is where the laws are made and adopted. Congress is made up of two houses: the Senate and the House of Representatives. There are 100 Senators elected, two from each of the 50 states, regardless of their population. They are elected for 6 years and only one third retire in rotation. The members of the House of Representatives are elected for only 2 years and their number in the Congress depends upon the state's population. Congress controls the raising of money to maintain the armed forces and Congress alone has the power to declare war.

The Judicial Branch is headed by the Supreme Court which settles any disputes involving the national government or disputes between two or more states. The Supreme Court has one Chief Justice and eight Associate Justices. The Supreme Court interpretes the laws of the nation and has a power to declare that a law passed by Congress and approved by the president is unconstitutional.

The State governments follow the same pattern as the Federal Government. Each State is governed by an Executive Branch headed by the Governor, a Legislative Branch and a Judicial Branch. States manage local affairs, while the Federal Government deals with national and international problems and problems that involve more than one state.

Notes

1. **rally** - МИТИНГ
2. **Inauguration Day** - день вступления президента в должность
3. **elector** - 1) выборщик (амер.); 2) избиратель (бр.)
4. **to swear in** - приводить к присяге

Exercises

I. Say what information is the text about:

1. The capital of the United States;
2. The Executive Branch of the US Government;
3. The Legislative Branch of the US Government;
4. The Judicial Branch of the US Government;
5. choosing the President of the USA;
6. The State government

II. Answer the following questions:

1. How many candidates run for President in the last presidential election in the USA?
2. Representatives of what political parties run for presidency in the USA?
3. What politicians are running for presidency in the USA?

III. Translate into English:

1. Государственный секретарь США отвечает за внешнеполитический курс правительства.

2. В начале избирательной кампании по выборам президента США выдвигаются кандидаты от обеих ведущих партий - Республиканской и Демократической. Каждый кандидат партии ведет кампанию против своего соперника (Rival).

3. Результаты ноябрьских президентских выборов в США должны быть подтверждены выборщиками в декабре.

IV. Read the text:

Some interesting examples of the differences between British and American English are found among the words referring to government and politics. For example, in Great Britain a candidate stands for office, in the United States he runs. In Britain the Cabinet is composed of ministers; the US Cabinet is made up of secretaries. The British Legislature is Parliament; the US legislative body is Congress. In Britain the party out of power is the opposition; in the USA it is the minority party. What Americans call a vote in Congress is called a division in the British legislature.

Notes

1. **to be made up** - to consist
2. **campaign** - a planned set of activities that people deliberately carry out in order to produce a particular result
3. **term of office** - a period of time between two elections during which a particular party, prime minister, president etc. is in power
4. **nomination** - an official suggestion of someone as a candidate in an election
5. **regardless** - in spite of

Part 2.

EDUCATION IN THE USA

Reading

1. While reading the text try to guess the meaning of the words marked with an asterisk (*).

2. Read the following "before-questions". Get ready to answer them after reading the text. (Look for the "before-questions" after the text)

School Education

*Education is one of the biggest and most important jobs of government in the United States. However it is a task that is carried out by local government rather than by the federal government. Help from Washington usually comes in the form of money. There are no national educational *standards or *regulation, as there are in*

many other countries. Local areas - states or cities or countries - have kept control over their own school systems. In spite of local control, school systems throughout the country are very similar.

The normal school system in the United States consists of six years of elementary school and six years of secondary school (or high school as they call it in the USA). The courses in elementary school are required as a part of a curriculum, secondary school students have some *latitude in choosing their program.

Admission to the American high school is automatic on completion of the elementary school. In many areas high school is divided into three years of junior high school and three years of senior high school. Each year is called a grade. Attendance at school is *compulsory (that is, it is required by law) until the age of 16 or until the student has finished the eighth grade. The ninth grade, although it is physically located in the junior high school, is considered the first year of secondary school. So the junior high school is a sort of *halfway point between elementary and secondary school, some sort of *intermediate education.

Although there are some technical, vocational and specialized high schools in the USA, the typical high school is comprehensive in nature. The objectives of the comprehensive high school are to provide: 1) general education for all students; 2) subjects useful for those who will leave high school for employment or marriage; and 3) necessary preparatory education for those planning to enter college or university.

No one high school is exactly like another. Both public and private schools possess high degree of autonomy in organizing and developing their educational programs. Different books may be required or different courses may be offered; still, a child can transfer from a school in one state to a school in another without encountering any serious difficulty, because the same basic subjects are taught throughout the country.

Notes

1. **task** - задача, задание
2. **job** - задача, цель
3. **elementary school** - начальная школа с 1 по 6 класс
4. **secondary high school** - средняя школа с 7 по 12 класс
5. **junior high school** - неполная средняя школа
6. **senior high school** - старшие классы средней школы
7. **comprehensive school** - единая общеобразовательная школа
8. **objective** - цель, задача
9. **curriculum** - учебный класс
10. **courses** - курсы обучения, предусматривающие количество предметов и объем знаний

Questions:

1. What does the normal school system in the USA consist of? 2. How is high school divided in many areas? 3. What is each school year called? 4. What is compulsory education?

Pretext assignment:

I. While reading the text try to guess the meaning of the words marked with an asterisk.

II. Before-questions:

1. What traditions did American higher education adopt and developed?
2. How long does the college course of study last?
3. What is a uniquely American invention in the system of higher education in the USA?
4. What traditional degree crowns the college course?

Higher Education

*There is no national system of higher education in the USA. Instead, there are over 2100 separate institutions ranging from two-year "junior" colleges to complex universities and from technical institutes to classical liberal arts colleges. These institutes may be small or large, rural or urban, *private or public, religious or *secular, highly selective or open to all.*

Basically, however, American higher education developed its own pattern by the adoption of two traditions: the collegiate tradition of England and the university tradition of the Continent.

Colleges

The American college, although it is the outgrowth of the English colleges of Oxford and Cambridge, has developed into an institution which has no counterpart in Europe.

The college course of study is extended to four years, and the classes are uniformly known as the freshman, the sophomore, the junior and the senior.

Because public and private institutions cannot expand fast enough to meet the demands for higher education two-year junior colleges have been opened. They are uniquely American invention. Junior colleges are not always tuition free, but the rates are generally comparatively low per course. A junior college usually offers courses related to local industry, agriculture and crafts which will be immediately useful in employment. Many of the students who take these courses at night have day-time jobs related to them. Though originally designed to provide two years of education beyond high school two-year junior colleges are being used by hundreds of thousands of students as the first two years of a four-year college education.

College grades, determined by each instructor on the basis of class work or examinations, are usually on a five point scale, with letters to indicate the level of

achievement, "A" is the highest mark, and the letters go through B, C, D, to E or F, which denotes failure. Many schools assign points to each grade (A=5, B=4, etc.) so that grade-point averages may be computed. Normally, a minimum grade-point average is required to continue in school and to graduate.

The traditional degree which *crowns the college course is that of Bachelor of Arts (AB). The studies ordinarily insisted on in the case of candidates for this degree are Latin, Greek, mathematics, English, philosophy, political economy, history, at least one modern European language (French or German), and at least one natural science.

The degrees of Bachelor of Science (B.S.), Bachelor of Philosophy (Ph.B.) are often conferred by colleges upon students who have pursued systematic courses of study which do not include Greek or the amount of Latin required for the degree of Bachelor of Arts. Bachelor's degree may be earned in a number of professional or applied fields such as nursing, agriculture, education, engineering, or business administration.

Notes

- | | |
|---|---|
| 1. counterpart - двойник, копия | 5. craft - умение |
| 2. freshman - первокурсник, младший курс в вузе | 6. grade - 1) ступень, класс в амер. школе, 2) оценка |
| 3. sophomore - второкурсник, второй курс | 7. point - амер. единица, очко при учете количества прослушанных лекций, выполненных лабораторных работ и т.д. |
| 4. junior college - колледж с 2-годичным неполным курсом | |
| 8. to pursue - заниматься чем-либо | 11. extend - расширять, продлевать |
| 9. tuition free - бесплатный | 12. expand - расширять, развивать |
| 10. uniquely - исключительно, уникально | 13. to insist on - настаивать |

Streamlining of Words

Find in the text derivatives to the following words. Divide them into groups according to the parts of speech they belong to. Translate the initial words, then their derivatives.

To adapt, to select, to employ, to compare, to examine, to achieve, to fail, to administrate, to uniform, to educate, to nurse, college, unique, busy, general, immediate, original, to instruct, usual, normal, ordinary, nature, system, profession.

Pretext assignment:

- I. Try to guess the meaning of the words with an asterisk.
- II. Before questions:

- 1) What is distinctive of higher education in the USA?
- 2) What is different and what is the same in public and private universities?
- 3) What principal techniques of instruction are used there?

US Universities

In the United States the title "University" is used indiscriminately of institutions which are in reality universities, which are colleges, and of institutions which are so ill equipped as not to take rank with good secondary school.

All of American institutions, except the Catholic University of America, are also colleges. The combination of collegiate and university instruction under one corporation and one executive administration is distinctive of higher education in the USA.

The private Universities are still very important, and most of the best-known institutions, such as Harvard, Yale and Princeton, are private. Harvard, the best-known of all, is situated in Massachusetts. There is much in common between Harvard and Yale and together they occupy a position in American university life rather like Oxford and Cambridge in England. Most public colleges and universities charge tuition, as do private universities. If the student is living away from home he must add to his tuition fee room and board expenses. Generally, private institutions are smaller than public institutions, more selective in admission policies and much more expensive.*

*The crowning honour of the University students is the degree of Ph.D. (Doctor of Philosophy) although that of M.A. (Master of Arts) - *obtainable in less time and much easier condition - is also sought. The minimum period of study accepted for the degree of Ph.D., is two years after obtaining the Bachelor's degrees, but in practice, three or even four years of study are found necessary. In addition to carrying on an investigation in the field of the main subject of study, the candidate for the degree of Ph. D. is usually required to pass examinations on one or two *subordinate subjects, to possess a reading knowledge of French or German (often of Latin as well), and to *submit - usually in printed form - the dissertation which embodies the results of his researches.*

The degree of Master of Arts is conferred upon students who, after one year of university residence and study, pass certain prescribed examinations.

*There is no prescribed pedagogic method in higher education, but the principal techniques of instruction are lecturing, discussion and work in laboratory and seminary - the latter *transplanted from the German universities. Much instruction is provided by the lecture method. In some colleges lecture groups might be as small as 15 or 20 students. In others, such as large state universities, lecture groups might comprise 500 students. However, in the latter case, these students are usually divided into smaller sections (15 to 30 students), which meet with an instructor or teaching assistant to discuss the lecture material and assigned readings, and to answer questions.*

Most large institutions of higher education carry on programs of research. These programs may be related to teaching, the training of graduate students, individual scholarship or request from federal or private agencies seeking solutions to specific problems. Very often programs include all of the above. Because of the amount of money required and the laboratories and equipment involved, some of the large universities have established research programs outside. The universities which have the largest scientific programs at the time (principally supported by the federal government) are: University of California, Massachusetts Institute of Technology, Columbia University, University of Michigan, Harvard University, University of Illinois, Stanford University, University of Chicago, University of Minnesota and Cornell University.

Notes

1. **to take rank with** - быть равным, быть в одной категории
2. **distinctive** - отличительный, характерный
3. **to charge tuition** - брать плату за обучение
4. **tuition fee** - плата за обучение
5. **room and board expenses** - плата за пансион
6. **to seek (sought, sought)** - стремиться к чему-либо
7. **to submit the dissertation** - представить диссертацию на рассмотрение
8. **to embody** - включать, делать составной частью
9. **to prescribe** - предписывать
10. **scholarship** - гуманитарные науки

UNIT 6. INTERNATIONAL ORGANISATIONS



Grammar: The Gerund and the Verbal Noun

Read and pronounce the following words; try to guess the meaning of the international words.

international organization, democracy, human, fundamental, responsibility, enhancing, heritage, social, migrants, private, biotechnical, signing, authoritarian regimes, significant, security, minorities, transition, monitoring, priority, cohesion, emphasis, major, the Parliamentary Assembly, the Committee, foreign, alphabetical, budget, authorities, status, compliance.

Reading

COUNCIL OF EUROPE

The Council of Europe is an international organization based in the French city of Strasbourg. Its main role is to strengthen democracy, human rights and the rule of law throughout its member states. The defence and promotion of these fundamental values is no longer simply an international matter for governments but has become a shared and collective responsibility of all countries concerned.

The Council of Europe is also active in enhancing Europe's cultural heritage in all its diversity.

Finally, it acts as forum for examining a whole range of social problems, such as social exclusion, intolerance, the integration of migrants, the threat to private life posed by new technology, bioethical issues, terrorism, drug trafficking and criminal activities.

The Council of Europe was established by ten countries in the wake of the Second World War, with the signing of its Statute in London on May 1949. For the first forty years of its life it remained a west European institution. In this regard, its history reflects that of the continent as a whole. At the end of this period, which was marked by the return to the European democratic fold of a number of countries which had formerly had authoritarian regimes, the institution numbered 23 members. It had established a significant body of standards and cooperation agreements. At a time of great stability in Europe, its political role remained fairly modest.

Since 1989, the Council of Europe has become the main political focus for cooperation with the countries of central and Eastern Europe, as and when these have opted for a democratic form of government. It now has 41 members. It has given an increased role by the Vienna summit in October 1993, where the member states recognized how important it was for security and stability in Europe that all its countries should accept the principles of democracy, human rights and the rule of law. Under that general concern for democratic security, the Council of Europe has laid down a

series of common principles governing the protection of national minorities actively supported the democratic transition process and strengthened its machinery for monitoring its members 'respect for their undertakings. The Strasbourg Summit of October 1997 fixed new priorities for cooperative efforts which will now benefit some 800 million Europeans. Fostering social cohesion and protecting citizen security more effectively are two of the main emphases. Others include promoting human rights, strengthening democracy and responding to the major cultural and educational challenges which Europe faces today.

How The Council of Europe works

The Council of Europe comprises:

- a decision making body: the Committee of Ministers;
- a deliberative body: the Parliamentary Assembly;
- a voice for local democracy: the Congress of Local and Regional Authorities of Europe.

In exceptional circumstances, political impetus for the organization may come from a summit of its member countries' heads of state and government.

The various bodies are assisted by an International Secretariat of some 1500 officials from all the member countries. They are headed by a Secretary General who is elected by the Parliamentary Assembly for a five year term.

The Committee of Ministers

The Committee of Ministers is made up of the ministers for foreign affairs of the 41 member states. It meets twice a year in ordinary sessions and may hold special or informal meetings.

Its Chair changes every six months according to the member countries alphabetical order.

The Ministers' Deputies meet at least once a month. They draw up the Council of Europe's

Activities programme and adopt its budget, which today amounts to some 1 300 million French francs. It also decides what follow-up should be given to proposals of the Parliamentary Assembly, the Congress of Local and Regional Authorities and the specialist ministerial conferences that the Council of Europe regularly organises.

The Parliamentary Assembly

The Council of Europe's Parliamentary Assembly is made up of 286 representatives and the same number of substitutes from the parliaments of the member states. Each delegation's composition reflects that of its parliament of origin.

The Parliamentary Assembly holds four plenary sessions a year. Its debates on a wide range of social issues and its recommendations to the Committee of Ministers have been at the root of many of Council of Europe's achievements.

The Parliamentary Assembly has instituted a special guest status, which has enabled it to play host to representatives of the parliaments of non-member states in central and Eastern Europe, paving the way to these countries' eventual accession.

The Assembly plays a key role in the accession process for new members and in monitoring compliance with undertakings entered into.

The Congress of Local and Regional Authorities of Europe

The Congress of Local and Regional Authorities of Europe, like the Parliamentary Assembly, has 286 representatives and 286 substitutes. It is composed of two chambers, one representing local authorities and the other regions. Its function is to strengthen democratic institutions at the local level, and in particular to assist the new democracies.

Notes:

1. **human** – человеческий, свойственный человеку
2. **a shared responsibility** – общая ответственность
3. **to concern** – касаться, иметь дело
4. **to enhance** – увеличивать, усиливать
5. **heritage** – наследие
6. **diversity** – разнообразие, различие
7. **exclusion** – исключение
8. **threat** – угроза
9. **issues** – вопросы, проблемы
10. **drug trafficking** – торговля наркотиками
11. **in the wake of** – вслед за
12. **signing** – подписание
13. **in this regard** – в этом отношении
14. **monitoring** – наблюдение, отслеживание
15. **undertaking** – обязательство, приглашение
16. **priority** – приоритет
17. **benefit** – выгода, польза, прибыль
18. **fostering** – поощрение, стимулирование
19. **cohesion** – единство, сплоченность
20. **emphasis** – акцент, ударение
21. **major** – главный, основной
22. **challenge** – вызов
23. **a deliberate body** – совещательный орган
24. **the Parliamentary Assembly** – парламентская ассамблея
25. **impetus** – импульс, толчок
26. **committee** – комитет
27. **to return to the European democratic fold** – вернуться в лоно европейской демократии
28. **authoritarian regime** – авторитарный режим
29. **significant** – значительный, важный
30. **to opt for** – выбирать
31. **summit** – совещание глав правительств
32. **minority** – меньшинство
33. **transition** – переходный период
34. **foreign** – иностранный
35. **alphabetical** – алфавитный
36. **follow-up** – исполнение (решения, резолюции)
37. **budget** – бюджет
38. **authorities** – власти
39. **substitute** – заместитель
40. **to play host to** – быть хозяином чего-либо
41. **to pave the way** – готовить почву

32. security – безопасность

для, прокладывать путь

33. concern – беспокойство, забота

44. compliance – соответствие,
зд. выполнение

Answer the following questions:

1. Where is the Council of Europe based?
2. When was the Council of Europe established?
3. How many countries did the Council of Europe comprise initially?
4. The Council of Europe is an international organization, isn't it?
5. How many countries does the Council of Europe comprise now?
6. What are the main targets of the Council of Europe?
7. What priorities did the Strasbourg Summit of October 1997 fix?
8. How long did the Council of Europe remain as a West European institution?
9. Since when has the Council of Europe comprised the countries of Central and Eastern Europe?
10. What are the main bodies of the Council of Europe?
11. Whom does the Committee of Ministers consist of?
12. What is the Committee of Ministers responsible for?
13. How many plenary sessions a year does the Parliamentary Assembly hold?
14. What does a special guest status enable to do?
15. What is the main function of the Congress of Local and Regional Authorities of Europe?

Exercises:

1. State the forms of the gerund and translate the sentences:.

1. I enjoyed reading "The Painted Veil" in the original.
2. She stopped answering my letters and I wonder what the matter might be.
3. I heard of his having been awarded the prize.
4. He hated reminding people of their duties or being reminded of this.
5. I'm tired of telling you one and the same thing.
6. I object to her being invited to the party.
7. On coming home he immediately looked through all the newspapers.
8. In spite of not having prepared his homework Nick went to the University.
9. I don't recall ever having been asked that question before.
10. John mentioned about having entered the University.

2. Define the type of the -ing form:

1. Sorry, we don't allow smoking in the lecture room.
2. Punishing a child will do more harm than good.
3. He took part in the sittings of the committee.
4. I was awakened by their loud talking.
5. We are proud of having invited an honoured teacher to our conference.

6. I really appreciate having time to relax.
7. The regular doing of morning exercises was very good for me.
8. I can't get used to living in such a hot country.
9. They started loading the ship.
10. The acting was perfect.

3. Define the Gerund and the Verbal Noun in the following sentences. Translate the sentences into Russian.

1. The rain showed no sign of stopping.
2. She couldn't bear being read to any longer.
3. He was interrupted by the ringing of the telephone.
4. The early coming of spring gladdens my heart.
5. He was on the point of resuming his promenade.
6. They got into the habit of going to the cinema together.
7. Protecting buildings from the strokes of lightning was the first discovery in the field of electricity.
8. All his sayings and doings betrayed all the foolishness of his uncontrollable character.
9. Learning rules without examples is useless.



Grammar: The Infinitive

Exercises

1. Read the following sentences and point out the infinitive in the function of a subject. Translate the sentences into Russian.

1. To know how to drive is useful. 2. It isn't expensive to play tennis in England. 3. To go by train from London to Glasgow 1st class costs 25 pounds. 4. To go swimming in winter makes you feel very healthy. 5. To read much is to know much. 6. It is very strange to see oneself on video. 7. To fly by night is considered to be perfectly safe nowadays. 8. It can be dangerous to leave medicine lying around. 9. When to leave will be announced later. 10. It is difficult for old people to live on a pension. 11. Whether to invite them or not hasn't been decided yet. 12. It doesn't have to be expensive to eat well. 13. To see is to believe. 14. When to let him know is not important.

2. Read the following sentences. Point out the infinitive as part of the predicate. Translate the sentences into Russian.

1. What I want is to be left alone. 2. The main thing was to get a visa. 3. Your job will be to look after the children. 4. Could you tell me the time? 5. To know everything is to know nothing. 6. She began to work as a teacher last year. 7. The train was to leave at midnight. 8. The problem is how to do it. 9. You needn't wait for us. 10. Her dream was to become an office manager. 11. I can tell you nothing at all about him. 12. The problem was to find a suitable man for the job. 13. Passengers must fasten their seat belts during take off and landing. 14. The aim of the book exhibition is to exchange experience.

3. Read the following sentences and point out the infinitive in the function of an attribute. Translate the sentences into Russian.

1. There was nothing to stop him. 2. Henry isn't one to waste time. 3. She had nowhere to go in this strange town. 4. I can find nothing to laugh at. 5. I have something to tell you. 6. He hasn't got anybody to talk to. 7. There is nothing to be done about it. 8. I'm hungry. I want something to eat. 9. There isn't any food in the house. We haven't got anything to eat. 10. All the hotels were full. There was nowhere to stay. 11. I want something to read. I'm going to buy a magazine. 12. Harold has nobody to consult. 13. I need someone to carry my luggage. 14. There is nobody here to leave the message with.

4. *Read the following sentences and point out the infinitive used in the function of an attribute. Translate the sentences into Russian.*

1. The Weeds were the last to leave the party. 2. Herbert was the first to arrive. 3. If I have any more news, you will be the first to know. 4. The next train to arrive at platform 4 will be the 6.50 to London. 5. Everybody was late except me. I was the only one to arrive on time. 6. Mr. Hock will be the next to be promoted, I believe. 7. Mr. Jefferson was the last to recognize me. 8. The captain was the last man to leave the ship. 9. I was the first to notice the mistake. 10. Amundsen was the first man to reach the South Pole. 11. Whoever is the first to finish will get a prize. 12. John is the last person to cause trouble. 13. I think Robert will be the first to be nominated for the chairmanship. 14. He is always the last to come to the office.

5. *Read the following sentences and point out the infinitive in the function of an object. Translate the sentences into Russian.*

1. He advised us not to say anything about the incident. 2. He agreed to follow their example. 3. The company failed to deliver the goods on time. 4. He knew how to talk her into doing it. 5. I'll arrange to meet you at the airport. 6. She claims to know a famous movie star. 7. They managed to finish their work early. 8. I have never learnt to drive. 9. Can you afford to buy a new car now? 10. Will you show me how to do it? 11. I refused to believe his story. 12. We could not understand what the man was saying. 13. I want to tell you something important. 14. I'm planning to have a party next week.

6. *Read the following sentences and point out the infinitive used as an object. Translate the sentences into Russian.*

1. He is happy to see her again after all these years. 2. I'm sorry to have given you such a lot of trouble. 3. I was so impatient to start. 4. George is quick to take offence. 5. The young girl was happy to have been invited to the party. 6. He was glad to be talking to me. 7. The girl was delighted to have been dancing the whole evening. 8. She is lucky to have been offered the job. 9. I felt reluctant to sign the contract. 10. She was upset to hear that her sister was ill. 11. Mrs. Hall is proud to have grown such a son. 12. He was afraid to be seen with me. 13. I was disappointed to hear that you hadn't passed the exam. 14. Was Tom surprised to see you when you came to his place?

7. *Read the following sentences and point out the infinitive in the function of an adverbial modifier of purpose. Translate the sentences into Russian.*

1. They have changed the location of the shop to attract more customers. 2. My brother got a job to earn money for his holiday. 3. I'm going to start now in order not to miss the beginning of the film. 4. To obtain good results you must do such exercises every day. 5. I went in to see if they were ready. 6. She wore very high heels so as to look a little taller. 7. The President has a team of bodyguards to protect him.

8. Ann went to the station to meet her friend. 9. She studied English in order to have a better chance of getting a good job. 10. We assembled to discuss and arrange our plans. 11. They will come here later to get the necessary information. 12. I spoke quietly so as not to frighten her. 13. They bought goods in large quantities in order to get them cheaper. 14. She turned on the television to watch the news.

8. Read the following sentences and point out the infinitive in the function of an adverbial modifier of result. Translate the sentences into Russian.

1. I haven't got enough money to go on holiday. 2. Let's get a taxi. It's too far to walk home from here. 3. Bob's not old enough to travel by himself. 4. I don't understand Arabic well enough to listen to Egyptian radio. 5. This jacket isn't large enough for me to wear. 6. I think she's strong enough to carry this suitcase. 7. He is much too young to read this novel. 8. He was clever enough not to get offended. 9. They spoke too quickly for me to understand. 10. Do you think the water's warm enough to go swimming? 11. I know him too well not to believe him. 12. She was too tired to enjoy the trip. 13. I think he is clever enough to understand our problem. 14. It's too early to have dinner.

9. Read the following sentences and point out the infinitives. Define their functions and state their forms. Translate the sentences into Russian.

1. To tell her the news now is to kill her. 2. Julia invited him in to have a cup of coffee. 3. The problem is how to prevent a conflict. 4. I shall try to furnish you with the necessary information. 5. He was the only one to accept that responsibility. 6. I have something very important to consult you about. 7. To live means to struggle. 8. You must be back home at 10 o'clock. 9. The lawyer's advice was to talk as little as possible. 10. He'll be surprised to get your letter. 11. It was impossible to invite them both. 12. We could not find a place to phone from. 13. I've come here to fetch some of my things, not to chat with you. 14. We had nothing to suggest. 15. Jill is very interesting to talk to. 16. I asked the driver to stop at the supermarket. 17. He was too excited to explain his position clearly. 18. It costs \$2.50 a week to run a motor-bike. 19. She went to America never to return home again.

10. Translate the following sentences into English using the infinitive as a subject.

1. Жить - значит бороться. 2. Неприятно работать с людьми, которых не уважаешь. 3. Ей доставляло огромное удовольствие наблюдать, как играют дети. 4. Трудно читать эту книгу без словаря. 5. Такие советы трудно принять. 6. Очень было приятно поговорить с вами. 7. Трудно будет объяснить вам это. 8. Помогать ей - значит все сделать самой. 9. Приятно быть опять в Москве. 10. Не предупредить его об этом было бы нечестно. 11. Опасно переходить дорогу в неполюженном месте.

The Automobile faculty

The Automobile faculty is one of the oldest faculties in N-Novgorod State Technical University. Some of its specialities appeared yet in the twenties. But training engineers dealing with automobiles and tractor engines began in 1930 under the leadership of Kunjaew who graduated from the Mechanical faculty. The aim was to meet the demands of developing heavy industry, agriculture and transport in qualified specialists. In order to cope with the problem the former Industrial Institute starts training automobile transport engineers. In 1935 the chair "Automobiles" was formed and since, that time it turned to be the leading chair in training specialists.

In 1939 the Auto tractor faculty came into being on the base of this chair with profesor Semenov N.A. at the head. Many others such as prof. Gittis and docents N.P.Koritnikov, B.S.Jalkevich, V.B.Zimballn played an important role in development of the faculty. Then it was renamed into the "Automobile faculty" and in 1947 the Mechanical faculty. During the World War II the faculty trained engineers in war specialities: aircraft engines (aircraft motoring) and tanks.

In 1958 the Mechanical faculty with its numerous chairs and experienced specialists was divided into two departments. The department of "Automobiles and tractors" was one of them. A great number of outstanding scientists in various fields of technology and science as well as highly skilled readers successfully headed different special chairs, research laboratories and the design bureau. The names of a docent G I.Gavrilenko and a veteran of the faculty Sinelnikov L.S. are well known in the University. During the next 20 years there appeared such specialities as "Internal Combustion Engines", "Automobiles", "Cross – Country Vehicles", "Automobiles and Automobile Economy", "Construction fnd Load Vehicles".

And at last in 1978 the Machine-building faculty became the Automobile faculty with V.N.Kravez at the head. It has a student body of about 1 thousand and ranks the third among others. There are 5 chairs and 4 scientific and research laboratories at the Automobile faculty. Ten doctors of science and professors, 58 Masters of science and docents are the chief wealth of the faculty. The faculty has a qualified personnel of skilled teachers capable of solving complex problems of automobile building.

There are all grounds to call the Automobile faculty a crucible of personnel. Our graduates, now talented specialists and highly skilled engineers are employed at present by all the automobile plants and autotransport enterprises of the city and the country. They have made their contribution to the research and technological achievements in the automobile industry. A permanent close contact has been also established with the Gorky Automobile plant. The plant renders all-round assistance to the faculty. In its turn the faculty trains a worthy replacement for the older generation of automobile builders. Using the advanced theory of the automobile and studying practical experience, the specialists (designers, testers, technologists) of the plant untiringly improve our automobile industry.

I. Increase your vocabulary. These are the words to be remembered.

- | | |
|---|---|
| 1. graduate from — оканчивать высшее учебное заведение | 11. qualified personnel — квалифицированные кадры |
| 2. to meet the demands — отвечать требованиям | 12. grounds — основания |
| 3. to cope with — справиться с | 13. a crucible of personnel — кузница кадров |
| 4. it turned to be: оказаться /стать/ | 14. to be employed by — работать /быть нанятым на работу |
| 5. to come into being — появиться /возникнуть/ | 15. make contribution — вносить вклад |
| 6. to be well known — быть хорошо известным | 16. wide use is made — широко используется |
| 7. cross-country vehicles — внедорожник | 17. motor transport establishment — автотранспортное предприятие |
| 8. construction and road vehicles — строительные и дорожные машины | 18. render assistance — оказывать помощь |
| 9. a student body — контингент студентов | 19. worthy replacement — достойная замена |
| 10. chief wealth — главное богатство | |

II. Answer the following questions.

1. When did the automobile specialities appear for the first time in our University? 2. Who headed training engineers for the automobile industry in 1930? 3. Was it so important to organize the Automobile faculty? 4. What was the faculty busy with during the World War II? 5. Can you say what is the chief wealth of the Automobile faculty now? 6. Why are the graduates of the faculty so popular in our city? 7. Where do they work? 8. How do the specialists of the Gorky Automobile Plant improve our automobile building?

III. Say this in English:

1) оканчивать университет, 2) удовлетворять высоким требованиям развития автопромышленности, 3) справиться с задачами автомобилестроения, 4) появился (возник) новый факультет, 5) ученые нашего факультета известны во всей стране, 6) квалифицированные кадры, 7) работать на автомобильном предприятии, 8) кузница кадров, 9) вносить вклад, 10) оказывать помощь, 11) достойная замена.

IV. Make up questions to the following statements. Begin each question with the word(s) given in brackets

1. The Automobile faculty is one of the oldest in N. Novgorod (Is ...)
2. The aim was to meet the demands of developing heavy industry (What...)
3. In 1935 the chair "Automobiles" turned to be leading (When ...)
4. Ten doctors of science and professors, 58 Masters of science and docents are working at the faculty now (How many...)

V. Disagree with these statements and them:

1. The main aim of training engineers for the automobile transport was not to meet the demands of developing heavy industry in the city. 2. During the World War II the Automobile Faculty did not prepare engineers in war specialities. 3. A number of outstanding scientists did not lead special chairs and research laboratories. 4. The names of some veterans are not well known anywhere. 5. There are no grounds to call the Automobile faculty a crucible of personnel.

VI. Agree with these statements and add something if you can do:

1. The Automobile faculty is one of the oldest faculties in N.Novgorod University. 2. The Automobile faculty trains engineers for automobile industry. 3. A permanent close contact has been established with the Gorky Automobile plant. 4. Designers, testers and technologists of the plant improve our automobile industry.

VII. Read and memorize the dialogues

A: The Automobile faculty is one of the oldest faculties, isn't it?

B: Yet, You are quite right. Get in the 20-es some automobile specialities were taught at the university.

A: Are there a great many students in It?

B: The student body of all departments of the Faculty is about...

A: Are you a student of this faculty?

B: Yes, I am a first-year student now.

A: What specialities does your faculty train?

B: They are: internal combustion engines, automobiles, automobiles and automobile economy, construction and road vehicles.

A: I know you are in the first year of the Automobile faculty.

B: You are quite right. But what are you interested in?

A: What is the teaching staff of your faculty?

B: The faculty has a qualified personnel of skilled teachers. But doctors and masters of science are the chief wealth of the faculty

A: What are your graduates employed by?

B: At present they are employed by all the motor transport establishments and the Gorky Automobile plant.

A: Does the plant render assistance to your faculty?

B: Of course. A permanent close contact has been established with the Gorky Automobile Plant.

The Faculty of Automation and Technology of Machine-Building.

The progress of the modern F. A. M. can be regarded as the sequel of glorious traditions of the faculty of mechanics. The latter can be called the corner-stone of higher technical education in Nizhny Novgorod region. The faculties of Technical University were developed from departments of the mechanics faculty. The faculty passed a long way since 1890 when it was constituent part of the Warsaw Polytechnical Institute.

The mechanics faculty was a part of the Nizhny Novgorod State University up to April 1930. The teaching staff of chairs was the former scholars of the Warsaw Polytechnical Institute. Among them: I. R. Braicev, N. A. Semenov, B. G. Rozhdestvensky, I. F. Chorba and others.

After several reorganizations the mechanics faculty had been finally included into the Gorky Polytechnical Institute (now Technical University). In 1983 the faculty was given its current name.

Only this faculty enjoys the richest choice of specialities defining the technical policy of Russia. It trains specialists in the following specialities:

- 1. Machine-building technology*
- 2. Metal-cutting machine-tools and instruments*
- 3. Machines and technology of the plastic working of metals*
- 3. Equipment and technology of welding practice*
- 4. Automation and complex mechanization of production processes in machine – building*
- 5. Robots*

Robot technique is a relatively new speciality of the mechanics faculty, but it has become particularly popular and important in the scope of recent developments of hardware and software to meet manufacturing industry's challenging demands.

Thanks to numerous improvements involving precision capabilities, usefulness and flexibility, robots are performing almost an unlimited variety of tasks ranging from inspection to welding throughout the manufacturing industries. Robotic installations also provide almost an endless list of advantages including the ability to reach into the areas, inaccessible to human, perform laborious repetitions chores operate in harsh or hazardous environments, handle heavy loads, function tirelessly with mechanical precision and more.

When these capabilities are perfected the latitude for robotic applications will expand even further than many now are envisioned. The students trained in Robots are taught to design and operate the equipment of automated production.

Another speciality is “Machines and technology of the plastic working of metals”. It is an extremely important process in the machine – building industry. No machine can be built without use of forging. Forging is one of the processes in plastic working of metals. It enhances the mechanical properties of metals and improves their structure and quality. The time required for the manufacturing of a part or a tool is very often reduced by forging, much less metal is consumed in its production,

any metal becomes stronger. The great importance of forging is that nearly every machine shop has a forge division and every machine – building plant has a forge shop. The graduates possessing profound knowledge in this field can control the technological processes, analyse them and carry out necessary scientific research.

Students who have demonstrated the research aptitude are able to do the research. The necessary equipment, research facilities, adequate library are available.

The faculty's computer centre is the largest one in the University. The results of students' research can be applied in their future work. There are a lot of examples of how the University experience developed into the industrial "know-how".

In a market economy employment of graduates has gained a particular importance. The knowledge and skills acquired in the University are easily related to specific career goals and are needed in various fields.

The graduates of the faculty can work in a private company, at any machine-building enterprise, at plants of automotive, ship-building and other industries.

Exercises

I. Comprehension questions

How has the faculty of mechanics appeared? When was it given its current name? What does this faculty enjoy? Where has automation been applied? What is "industrial robot"? Name the advantages of "industrial robots". What is forging? What advantages of forging do you know? What is our present life impossible without? What machines may be referred to the kind of highly productive metal-cutting machines?

II. Read the text. Make up 3-4 questions and write them down. Ask your friend these questions. Work in pairs.

III. Disagree or agree with the following:

1. The faculty of mechanics doesn't enjoy the richest choice of specialities. 2. Robots are performing limited variety of tasks. 3. Forging doesn't improve the structure and quality of metals. 4. The time is very often reduced by forging. 5. A great variety of machine parts cannot be created without different metal-cutting machines. 6. Semi-automatic and automatic machines are not combined into automatically operated lines.

IV. Make up dialogues based on the suggested topics.

1. From the history of the Faculty of Mechanics.
2. The Faculty of Mechanics enjoys the richest choice of specialities.
3. Robots are a new type of work handling units.
4. The significance of forging processes.
5. It is hard to imagine a modern machine-shop without a lathe.

V. Prove the importance of your speciality.

The Faculty of Physics and Chemical Engineering

The Faculty of Physics and Chemical Engineering is the oldest faculty of the Technical University. For many years the faculty was known as the Chemico-Technological, but on having established the new scientific direction "Materials and Components of Solid-state Electronics" it was renamed the Faculty of Physics and Chemical Engineering. There are seven departments at the faculty now.

These are:

- 1. Technology of Electrochemical Processes;*
- 2. Physics and Technology of Materials and Components of Electronic Engineering;*
- 3. General and Inorganic Chemistry;*
- 4. Analytical Chemistry;*
- 5. Physical and Colloidal Chemistry;*
- 6. Organic Chemistry and Structure of Matters;*
- 7. Ecological Engineering and Labour Protection.*

The faculty trains the students in two specialities: "Technology of Electrochemical Processes" and Materials and Components of Solid-State Electronics". All the departments of the faculty are headed by doctors of sciences, professors. In our century of electricity and chemistry electrochemical methods are widely used galvanic processes to give desirable properties to various surfaces by depositing thin layers of certain metals, oxides, salts. Such finishing coatings give the surface high corrosion resistance, hardness, wear resistance, fire resistance and attractive decorative appearance. Additionally, almost all non-ferrous metals, annual output of which is considered to be about 30 million tons, are either produced or purified by electrochemical methods. Chemotronics is a new field of electrochemistry application connected with the development of electrochemical information transducers.

Chemical power supplies are a vast scope of electrochemistry, linked with designing various systems of electrical elements, accumulators, electrochemical generators and methods of their manufacturing.

Electrochemical methods are widely employed for desalinating water processes, waste water purification systems and systems of new field of electrochemistry application connected with the electrolyte regeneration, for solving ecological problems as well as metals recovery from processing wastes. A remarkable part of physical and chemical research methods is based on electrochemical background.

The students specializing in "Technology of Electrochemical Processes" study a lot of specific subjects such as applied electrochemistry, electrochemical processes, structural materials, nature of materials, examination and modeling electrochemical processes methods, etc. Engineers of this qualification can work in various fields of science and engineering. These may be enterprises of machine-building and chemistry as well as of radio-electronics, metallurgy and other branches of industry.

The second basic specialty of the faculty is "Materials and Components of Solid-State Electronics" that gives an opportunity to work successfully in the fields of

microelectronics element base development (discrete and planar diodes and transistors, microhybrids, integrated circuits, optoelectronic devices and others);

household radio-electronics and conventional apparatus manufacturing (TV-sets, video-tape recorders, satellite communication systems, amplifiers, generators, etc.);

computer engineering and communication means (electronic and personal computers, radio receivers and transmitters, infrared and megahertz range finders);

development and implantation of the latest thin film technology for military industry optical, decorative, wear-resistant, anti-rust, fire-proof coatings and others) as well as in a great number of other areas, where electronics and scientific engineering are used.

To master their professional training the students study some specific subjects: materials and components of electronic engineering, solid-state physics, microelectronics and graphic designing,

physical and chemical principles of engineering and basic technological processes (thermal, laser, electrochemical, electronic-beam, ion and plasma methods of producing thin films and coatings, photolithography techniques, etc.)

Furthermore the students study the basic principles of automation and modeling technological procedures, material research techniques, the principles of designing and integrated circuits technologies, production economy, book-keeping registration, problems of ecology and others.

All this allows the graduates trained in "Materials and Components of Solid-State Electronics" to work successfully at different enterprises, research centers, joint ventures and various industrial organizations.

Besides, two more specialities appeared at our faculty not so long ago. They are "Biotechnology" – a science studying biotechnological processes in technology and industry; and "Safety of Technological Processes and Production", Which deals with providing comfortable labour conditions, safety and protection of human health.

Along with training the specialists scientists of the faculty are busy with scientific research work. The range of scientific problems, the faculty scientists are concerned with is wide and multifunctional: development of scientific bases for technological processes of producing a number of organic compounds; methods of application of different metal coatings; development of new and improvement of existing systems of chemical power supplies, medical devices, different approaches for products analysis; creation of technological processes for producing printed plates, integrated circuits and many others. At the faculty there is a post-graduate course and a doctorate.

Notes

1. The Faculty of Physics and Chemical Engineering – Инженерный Физико-

химический Факультет

2. Physics and Technology of Materials

7. attractive decorative appearance – красивый внешний вид

8. high corrosion (wear, fire) resistance

- высокая коррозионная

and Components of Electronic Engineering – Физика и Технология материалов и Компонентов Электронной Техники

3. Technology of Electrochemical processes – Технология электрохимических производств

4. Materials and components of Solid - State Electronics – материалы и компоненты твердотелой Электроники

5. desirable thin layer – нужные свойства

6. depositing thin layers – нанесение тонких пленок

15. microelectronics element base – элементная база микроэлектроники

16. household radio-electronics – бытовая радио-электроника

17. conventional apparatus – промышленная аппаратура

18. computer engineering – вычислительная техника

19. communication means – средства связи

20. infrared and megaHerz range finders – средства обнаружения инфракрасного и мегагерцевого диапазона

21. development and implantation – разработка и внедрение

(износо-, жаро-) стойкость

9. electrochemical information transducer – электрохимический преобразователь информации

10. chemical power supply- химический источник тока

11. desalinating – опреснение, обессоливание

12. waste water purification system - система очистки сточных вод

13. metals recovery from processing wastes- извлечение металлов из отходов производства

14. structural materials - конструкционные материалы

22. graphic designing - инженерное проектирование

23. material research techniques – методы исследования материала

24. integrated circuits technologies – технологии интегральных схем

25. book-keeping registration – бухгалтерский учет

26. joint venture - совместное предприятие

27. to be concerned with- заниматься чем-л., быть связанным с ч.-л.

28. printed plates – печатные латы

29. different approaches for products analysis - различные методики анализа продукта

Exercises

I. Find the following word-combinations in the text. Try to memorize them.

В течение многих лет; новое научное направление; электрохимические методы; гальванические производства; различные поверхности; цветные металлы; ежегодное производство; электрохимическими методами; разработка различных систем; прикладная электрохимия; материаловедение; изучение и моделирование электрохимических процессов; дискретные и пленарные диоды и транзисторы; микросборки; интегральные схемы; оптоэлектронные приборы; видеоманитофоны; системы спутникового ТВ; усилители; персональные компьютеры; приемопередающие устройства; коррозионностойкие покрытия; со-

вершенствовать профессиональную подготовку; термические, лазерные, электрохимические, электроннолучевые, ионно-плазменные методы получения тонких пленок и покрытий; литографические процессы; экономика производства.

II. Agree or disagree with the following statements. Use some of the conversational formulas listed below.

I agree with you; I am of the same opinion; That's right; Exactly so; I disagree with you (on that point); You are wrong; Par from it; On the contrary; To my mind (In my opinion); I shouldn't (wouldn't) say so; As far as I know (remember) ; I think, that...

1. There are seven departments at the faculty of Physical and Chemical Engineering. 2. The faculty trains engineers in five specialities. 3. Electrochemical methods are widely used in galvanic processes. 4. Chemical power supplies is a vast scope of Ecological Engineering. 5. Electrochemical methods are widely employed for desalting water processes. 6. The students study some specific subjects to master their professional training, don't they? 7. The range of scientific problems concerning the faculty is very wide.

III. Answer the following questions:

1. What faculty do you study at? 2. How many departments are there at the faculty of Physics and Chemical Engineering? What are they? 3. What specialties does the faculty train the students in? 4. What is your future speciality? 5. Where are electrochemical methods widely used? 6. What valuable products are produced or purified by electrochemical methods? 7. What does chemotronics deal with? 8. What specific subjects do the students specializing in "Technology of Electrochemical Processes" study? 9. Where can engineers of this qualification work? 10. What is the second basic specialty of the faculty? 11. What does it concern? 12. What field of Solid-State Electronics application would you prefer? 13. What specific subjects do the students specializing in "Materials and Components of Solid-State Electronics" study to master their professional training? 14. Where can the graduates trained in this speciality work? 15. What else are the scientists of the faculty busy with except training the specialists? 16. What kind of problems are they concerned with? 17. There is a post-graduate course and a doctorate at the faculty, isn't there?

IV. Read the dialogue, reproduce it in pairs. Make up your own one.

A: As far as I know, you are a student of the Faculty of Physics and Chemical Engineering, aren't you?

B: Exactly so. And my future speciality is technology of Electrochemical Processes". And what about you?

A: As for me I am a student of the same faculty.

B: Really? But I haven't seen you at the lecture.

A: I am specializing in the second basic speciality of the faculty. It is "Materials and Components of Solid-State Electronics".

B: I see. And if I am not mistaken there are 7 departments at our faculty, aren't there?

A: You are quite right.

V. Speak on the following:

1. I am a student of the Faculty of Physics and Chemical Engineering.
2. My future speciality is "Technology of Electrochemical Processes".
3. I am specializing in "Materials and Components of Solid-State Electronics".

The Faculty of Communicative Technologies.

The Faculty of Economics, Management and Innovations.

The Faculty of Communicative Technologies and the Faculty of Economics, Management & Innovations are the outgrowths of The Social-Economics Faculty which was established in 1994. It trained specialists for all branches of Russian economy. Students got professional knowledge and skills for banking, accounting, audit, entrepreneurship operations.

This faculty was split in two in 2005. Thus there appeared two faculties: Innovations and the Faculty of Communicative Technologies & the Faculty of Economics, Management.

The Faculty of Communicative Technologies can offer its students two specialties: scientific discipline of documentation and public relations. Public Relations is a very challenging field of knowledge. One of the advantages of this job is that it enables to find work almost anywhere in our country. Firms employ specialists in public relations to make publicity. Now many people in Russia try new activities in small and medium business, hotel management and entrepreneurship. Some of them start up their own business. So, many people need professional advice of a specialist in public relations. It is obvious that a specialist in public relations should be aware of his great personal responsibility. He is also to be an experienced and knowledgeable specialist.

Nowadays there have appeared many new fields of economic activity, such as: small business, banking, taxation, joint ventures. So there is a great demand for experienced and knowledgeable office managers. There are a lot of things an office manager does in his company. Among them: working with people, solving day-to-day problems, answering questions, administering office work. To become a good office manager one should know many sciences, such as management, psychology, economics, banking and finance and etc. No doubt it is very important for an office manager to speak at least one foreign language and be a skillful user of the computer.

To enter the Faculty of Economics, Management and Innovations, one must get good exam results at school, but that isn't enough – one also has to take entrance examinations in mathematics, social science and Russian successfully. As the faculty is very prestigious, the rivalry at the exams is extremely keen.

There are four departments at the Faculty: Economics and Entrepreneurship, Management, Innovation Management, Financial Management.

The first year at the university is a daunting one – a new place to study, new friends to make and so on. Students have to cope with a new way of learning, which is very different from school. In the first year students have lectures on History of Russia, Philosophy, Information Technology and Computers, the Basics of Economic Theory, where they listen to the lecturer and take notes for future reference. They also have seminars on subjects such as Philosophy, History, Psychology, Economics, where everyone takes part in a discussion. Then, of course, the students have language classes, including grammar, listening comprehension, conversation and translation lessons.

Senior students attend courses in Banking and Finance operations, Accounting and Audit, Taxation, Micro and Macroeconomic Theory, Economics and Entrepreneurship, Marketing and Management and etc.

The academic staff of the faculty enjoys talented professors and highly skilled readers. Each lecturer has his or her own specialty in a certain subject and writes books and articles on this subject as well as carries out research on new topics. No wonder students get profound knowledge both in fundamental and special sciences. Students can consult the teaching staff about any problem – academic or private.

The university course at the Faculty of Economics, Management & Innovations lasts 5, 5 years. In 4,5 years students are awarded Bachelor's Degree in Economics. To become a qualified specialist and to receive a diploma it's necessary to study a year longer. For those who desire to carry out a research work there is a post-graduate course.

As for me, I am going to specialize in Management. I like to work with people. Good managers are good psychologists- they can handle people, can align and inspire them work together. They can also solve numerous problems arising in or between teams. There are first-line, middle and top managers, all of them perform different functions in the company, but their main objective is to make their organizations prosper and flourish. My dream is to become a professional, a top manager. I hope it will come true.

And my desire is to become a professional economist.

If you ask me why I have chosen a career of an economist my answer is the following: being involved in financial activity means having an opportunity to influence the economic situation. On the other hand there are a lot of problems in the national economy of the Russian Federation. The industrial production is decreasing. The prices are constantly rising, the rate of inflation is very high. People are losing their jobs because many factories and plants are going bankrupt. But in spite of the problems Russia is facing at present, there are a lot of opportunities for this country to become one of the leading countries in the world.

Only the efforts of many highly-professional economists can do very much to make Russia as strong and powerful as it used to be.

Many young people look forward to becoming specialists in innovation management. I think this profession is very prestigious because it is necessary.

We shall carry out an investigation of innovation technology. This research and practical work in industry will provide our enterprises with a powerful tool of economic development and prosperity. Hence specialists in innovation management are those who can improve the current economic situation in Russia. I believe I'll make the most of myself in this field.

No doubt on graduation from the University graduates of these faculties can make a career in any kind of business. They can work for banking, taxation and in other spheres of state- and private-owned business. So, the choice is rather wide.

Exercises:

I. Match these college words from the text with their Russian equivalents:

А) отделение (на факультете), факультет, университетский курс обучения, лекции по истории, семинар по психологии, урок- перевод, урок по практике устной речи, выступление на семинаре, степень бакалавра, старший преподаватель/доцент, учебные и личные проблемы, штат/сотрудники кафедры, понимание на слух;

В) получить хорошие оценки на выпускных экзаменах в школе, поступить в университет, справиться с новым способом обучения, знакомиться с новыми друзьями, слушать лектора, писать конспект лекции, участвовать в дискуссии на семинаре, вести научную работу, получать индивидуальные консультации, на первом курсе.

Use the following sentences to make up questions:

- 1) what businesses the faculty trains specialists for;
- 2) how many departments there are at the Faculty of Economics, Management and Innovations;
- 3) what they are
- 4) how long the course of studies lasts;
- 5) what subjects the first year students take;
- 6) what areas the senior students are specializing in;
- 7) if there is a post-graduate course at the faculty;
- 8) what specialties the faculty train the students in;
- 9) where graduates of the faculty can work.

II. You are taking an interview from the Dean of the Faculty of Economics, Management and Innovations. Complete the dialogue.

-I am glad to have this opportunity to talk with you, Mr.----.

Do you mind my asking several questions about the Faculty of Economics, Management, Innovations?

- Certainly not. What would you like to know?

- First, when was the Faculty established?

Learn the dialogue by heart.

III. *Speak on the following topics:*

1. I am a student of the Faculty of Economics, Management and Innovations/
2. My future specialty.

The Shipbuilding Faculty

Training engineers in shipbuilding began in our city in 1920 when mechanical faculty of Nizhny Novgorod State University announced opening of the first in Russia speciality - "River shipbuilding". The founder of this speciality is considered to be Sergei Karpov, who graduated from the shipbuilding faculty of St.Petersburg Polytechnic. First three diplomas in the speciality "River shipbuilding" were awarded in 1925. Annually about 100 students graduate from the shipbuilding faculty of N.N. State Technical University.

Among our graduates are world-known scientists - Rostislav Alexeev - designer of modern hydrofoil and hovercraft, Igor Afrikantov- Designer of nuclear power plants for atomic ships and submarines and others.

A modern ship is a complex engineering construction - a floating industrial city or a resort city, full of different lifesaving systems, mechanisms, electronic and automatic devices and powerful propelling installations. Nothing on our Earth created by man could be compared in size and power to a gigantic supertanker or a nuclear-powered ship.

To become real shipbuilder it's necessary to receive a broad training in different areas of knowledge - mathematics, physics, chemistry, theoretical mechanics, hydrodynamics, mechanics of a solid body, thermodynamics etc.

After receiving a profound knowledge in fundamental science it becomes possible to comprehend and to master special subjects as, for example, ship's theory, hull strength and hull construction, ship's power plants, ship's design etc.

Training of specialists in shipbuilding faculty is being carried out according to the curriculum based on multilevel system of education. During 4,5 years students are trained according to the plan which envisages getting profound knowledge both in fundamental and special sciences as "Shipbuilding and marine technology". In 4,5 years students are awarded Bachelor's Degree in engineering. To become a qualified engineer and to receive a diploma it's necessary to study a year longer. Here it should be mentioned that already in the 4th course students get special engineering training, specializing in such areas as:

1. *ships' and submarines' design, including high-speed vessels*
2. *shipbuilding methods and technology*
3. *ships' power plants*
4. *safety and reliability of complex-engineering systems*
5. *ships' and systems arrangement*
6. *hydrodynamics of seashore exploration constructions*
7. *sea and river transport ecology*

8. aircraft design and technology, including helicopters

Students of the shipbuilding faculty have their sailing practice in ships and gain their practical experience in shipyards. Specialists of our faculty are urgently needed in Russia, that's why our graduates are sent to work to research centres, construction bureaus and industrial enterprises not only in N.N. but all over Russia.

For those who desire to carry out a research work there is a post-graduate course. There is a special Council for awarding Doctorate Degrees. Students are trained by experienced teachers and scientists and among them 10 Doctors of Science and professors and about 50 docents (associate-professors) candidate of science.

Now it's difficult to imagine development of new economy without modern and powerful fleet.

It opens new prospects in developing raw-materials and energy resources and makes possible world-wide nations collaboration and helps to form the basis of human prosperity.

That's why shipbuilding is considered to be one of the most important among all human activities in the world.

Exercises

I. You have been asked to tell school-leavers about the Shipbuilding faculty. Interview the Dean of the faculty to get the necessary information.

- a) Greet the Dean and introduce yourself.
- b) Explain why you want to interview him.
- c) Ask him when the faculty was begun, who its founder was, what a modern ship is, what specialities the faculty provides education for, where the graduates of the faculty work, if there are any world-known graduates etc.

II. Try to persuade your friend to enter the Shipbuilding faculty.

The Faculty of Material Studies and High Temperature Technologies

Specialities related to metallurgy first appeared in the 1930s, as an integral part of the mechanic-technological faculty, Gorky Industrial Institute. The year of 1950 was the time when the faculty finally got its original shape. The first Dean was then prof. P.I.Matveev; later profs. A.M.Madyanov (1955-1970), G.I.Timofeev (1970-1982), E.M.Kytaev (1982-1997), I.O.Leushin (1997 – up to now) head the faculty. Prof. Leushin became Dean at the age of 33 and still rests the youngest Dean in the whole history of the university.

The faculty trains engineers in four specialities:

- 1. Foundry of ferrous and non-ferrous metals;*
- 2. Metal Studies, Equipment and Technology of Heat Treatment;*
- 3. Machines and Technology of Foundry;*
- 4. Metal Studies in Mechanical Engineering.*

The faculty is housed in an architecturally stimulating environment which is home to several lecture halls, research rooms, CD-ROM databases, a cafe and more besides.

The degree programs are in line with the working methods in small and medium-sized companies as well as large industrial enterprises. Particular emphasis is placed on encouraging students to be flexible, search for and fight the right technology, the right knowledge, to be problem-solvers and take responsibility for several areas of expertise in metallurgy, to be versatile and grow to become good leaders.

For the engineers of the future it is not enough just to know what technology is feasible; it is also important to have an overall perspective and understanding of what is economically viable and environmentally sound.

Training in a selected speciality focuses on advanced study of physical and mechanical properties of metals and their composition. The courses are designed to provide students with a broad technical knowledge base, combined with knowledge of leadership, communication, business and ecology.

The academic staff of the faculty enjoys prominent professors and encouraging instructors. Education is based on the principle that students take responsibility for their studies with support from the teaching staff. The teaching takes different forms: lectures, seminars, group work, laboratory work, independent study, etc. In senior years a large proportion of the teaching is project-oriented. Groups of 4-5 students conduct an accredited work task within stipulated guidelines as regard time, budget and work effort.

The faculty laboratories have most current equipment: electronic and optical microscopes, furnaces, training machines, as well as a mini foundry shop. Working with computers is also a vital element. All students are given a comprehensive training in how to solve problems with computer support, CAD/CAM systems, technical systematization, administration, mathematical simulation and data base searches.

In order not to lose sight of the connection between theory and practice, in senior years students are put in touch with host companies that are so numerous in the region: Machine Building Plant, Zavolzhie Engine Plant, Vyksa Steel Plant, etc. The faculty can offer its students about 50 host companies, where they can compare their theoretical knowledge with the actual experiences of these companies. This is an excellent opportunity for students to familiarize with the environment they will be working in. On each occasion, students are assigned a «mini project», the solution to which is presented in a report to the contact person at a host company and the relevant tutor at the faculty.

The faculty creates international environment that is enhanced through close collaboration with its sister faculties all through Russia as well as abroad. The faculty actively participates in international student exchange programs (DAAD, Tempus), that gives its students a unique opportunity to study at a partner university in Germany, Sweden, Italy.

The international perspective means that students are encouraged to learn and work with foreign languages at a Center for Foreign Languages. Studying there gives

them an insight into a foreign language and helps develop their inter-cultural communication potential.

Exercises

I. Repeat 3-4 paragraphs of the text sentence by sentence after the teacher.

II. Read 3-4 paragraphs of the text. Make up 5-7 questions and write them down. Ask your partners these questions.

III. Make up short dialogues on the topics suggested:

1. Explain why you have chosen this faculty, what or who influenced your choice?
2. What difficulties do you face while studying here?
3. Speak about the importance of your specialty.
4. Knowledge of English is essential for an engineer, isn't it?

GRAMMAR REVISION

Exercises

The Present Continuous Active Voice

1. Explain why we use the Present Continuous in the following sentences. Translate the sentences into Russian.

1. Please don't make much noise. I'm preparing my home-task. 2. Why are you sitting at my desk? 3. You're spending a lot of money these days. 4. Computers are becoming more and more important in our lives. 5. Get the teabags. The water is boiling. 6. She's eating her breakfast now. 7. I'm working in the Accounts Department just for this week. 8. Mr. Gray is talking on the phone at the moment. Could you phone back a bit later. 9. Look, it's raining! Yes, in autumn it rains very often. 10. Tomorrow at 10 I'm leaving for Moscow.

The Past Continuous Active Voice

1. Explain the use of the Past Continuous in the following sentences. Translate the sentences into Russian.

1. This time last year I was living in Brazil. 2. Was she working at 10 o'clock yesterday morning? 3. When Kate was watching TV, the phone rang. 4. We were playing ping-pong from two o'clock until four o'clock. 5. I was walking along Pennsylvania Avenue at 3 o'clock yesterday. 6. They were not studying at the university at that time. 7. What were you doing the whole evening? 8. The children were playing while their mother was watching them. 9. Tom burnt his hand when he was cooking the dinner. 10. We were walking in the park when it started to rain. 11. Norman was working all day yesterday. 12. What were you doing yesterday at 8 p.m.? – I was writing a letter to our branch manager. 13. I found the money while I was shopping in the supermarket. 14. I was sitting in front of the fire when there was a knock at the door.

2. Put the verbs in brackets into the Past Continuous Tense.

1. What you (do) yesterday at 10.20 p.m.? – I (listen) to a play on the radio. 2. My wife and I (talk) about you the other day. 3. When I first met him he (study) painting. 4. Who you (talk) to on the telephone as I came in? – I (talk) to Mr. Smith. 5. Where he (live) when you saw him last? 6. I went into the garden to see what the boys (do). 7. The traffic made so much noise that I couldn't hear what he (say). 8. John (work) all day yesterday. 9. He watched the children for a moment. Some of them (bathe) in the sea, others (play) in the sand. 10. One winter evening the old man and his wife (sit) by the fire. The old man (smoke) his pipe and (read) the paper. 11. John got off the train while it (go). 12. I (play) the piano when he came into the room. 13. She (live) in England when the war began. 14. He (walk) home when the

rain began. 15. He hurt his foot while he (climb) the tree. 16. The car hit a tree while it (travel) at 60 miles an hour.

The Future Continuous Active Voice

1. Explain the use of the Future Continuous in the following sentences. Translate the sentences into Russian.

1. This time tomorrow I'll be lying on a beach in Tunisia. 2. Don't telephone after eight. I'll be having dinner. 3. Professor Corb will be giving another talk on English literature at the same time next week. 4. Will you be having dinner at home this evening? 5. I shall soon be starting my studies at King's College. 6. When will you be visiting us again? 7. The train will be arriving soon. 8. I'll be seeing Tom tomorrow. 9. He'll be taking his exam next week. 10. He won't be coming to the party. 11. He will be examining his students the whole day tomorrow. 12. If you ring him up at midnight, he won't answer. He will be sleeping. 13. At 10 o'clock tomorrow he will be having an exam. 14. What will you be doing this time next week? 15. In an hour we shall be seeing the New Year in. 16. Will you be using the car tomorrow? If not, can I borrow it?

2. Put the verbs in brackets into the Future Continuous Tense.

1. When you arrive I probably (pick) fruit. 2. When we reach England it (rain) probably. 3. I'll call for her at eight. - No, don't. She still (have) break-fast then. 4. I (wait) for you when you come out. 5. When you next see me I (wear) my new dress. 6. I'll give Jack your message. I can do it easily because I (see) him tomorrow. We go to work on the same train. 7. In a hundred years' time people (go) to Mars for their holidays. 8. I (see) you again. 9. I'll come at three o'clock. - Good. I (expect) you. 10. What do you think the children (do) when we get home? - I expect they (have) their supper. 11. The garden (look) its best next month. 12. We've just got to the top in time. The sun (rise) in a minute. 13. Let's go out tomorrow because Mary (practise) the piano all day. 14. Don't ring her up now. She (put) the children to bed. Ring later. 15. That football club has lost some of its players. They (look) out for new men. 16. The doctor is over sixty, but he doesn't want to retire. I think he still (work) when he is seventy.

The Perfect Tenses Active Voice

1. Comment on the use of the Present Perfect Tense in the following sentences. Translate the sentences into Russian.

1. Tom can't get into the house. He has lost his key. 2. She has worked in London for six months. 3. He told me his name, but I've forgotten it. 4. I can't find my bag. Have you seen it? 5. He's had that car since last summer. 6. How long have you lived here? 7. I have never eaten this kind of food before. 8. Has it stopped raining yet? 9. It's the first time he has driven a car. 10. Everything is going well. We haven't had any problems so far. 11. Have you finished writing the report? 12. Someone has stolen my bag! 13. Rick's not here. He has gone on holiday.

2. Put the verbs in brackets into the Present Perfect.

1. I don't know this man. I never (meet) him. 2. At last I (do) my homework. I can go for a walk now. 3. The delegation already (arrive) but we (not to speak) with its members yet. 4. You (make) any spelling mistakes in your test? - No, I (not to make) any mistakes. 5. Where's Jane? - She (go) to the shops. She'll be back soon. 6. You ever (be) to the USA? -Yes, I (be) to New York several times. 7. I (play) a lot of tennis since the beginning of summer. 8. Harry is ill. He (have) an accident. He (break) his leg. 9. You (finish) typing? - Not yet. In fact I just (begin). 10. How many records you (bring)? - Five. 11. Don't worry about the letter. I already (post) it. 12. I know this town perfectly well. I (be) here several times. 13. You ever (leave) a restaurant without paying the bill? 14. I (not to buy) a newspaper today. 15. I (buy) a new carpet. Come and look at it. 16. Anne never (like) sweets. 17. I often (see) him but I never (speak) to him.

3. Comment on the use of the Past Perfect in the following sentences. Translate the sentences into Russian.

1. By seven o'clock I had packed my suitcases and was ready to leave. 2. I went to the movies after I had done my test. 3. When I arrived at the party, Nick had already gone home. 4. As soon as they had finished breakfast the children ran out to play. 5. He did not want to go to the cinema because he had seen the film on TV. 6. More than a year had passed since he first thought of the idea. 7. I had hardly left home when it began to snow heavily. 8. Last month I was in London. 9. I had done a lot of sightseeing before I left London. 10. Richard had already gone when the boss phoned.

4. Complete the following sentences using the Past Perfect Tense.

1. When he came back, the telegram (arrive already). 2. I was not hungry because I (have lunch just an hour before). 3. After we (make a fire) it became warm. 4. When I (throw out all the old newspapers and magazines) I could arrange my new books nicely on the shelf. 5. Nobody knew when he came- in because he (enter the house through the back door). 6. Mr. and Mrs. Schults couldn't buy the record-player they wanted because they (spend all their money on their vacation). 7. The man at the station said that the train (leave already). 8. He understood that he (get off at the wrong station). 9. The rain (already stop) when we started. 10. I thought he knew English well because he (live in England for some years). 11. After he (pay the money for the plane ticket) he had very little left in his pocket. 12. I met her soon after I (learn the news). 13. She hoped that I (pay for the tickets already).

5. Comment on the use of the Future Perfect in the following sentences. Translate the sentences into Russian.

1. When do you think you'll have finished your work? 2. Will she have cleaned the house-by their arrival? 3. The guests will not have arrived by the time you return home. 4. Will you have left for Moscow by noon? 5. How long will he have been

here by the end of the month? 6. When I come again, I hope your English will have improved. 7. I shall not have spend the money by the end of the month. 8. I'll have worked here for a year next September. 9. I haven't learnt those verbs yet, but I'll have learnt them before the next lesson. 10. By the end of the week my friend will have already written his report on history. 11. I shall not have written the composition by the end of the lesson. 12. By the end of my university course I shall have attended 1,200 lectures. 13. I shall have finished this book by tomorrow evening.

6. Put the verbs in brackets into the Future Perfect Tense.

1. By the end of the week he (translate) the first part of the book. 2. I am sure that by that time we (finish) packing. 3. I (finish) this work when you return. 4. She (pass) her exams by 6 o'clock. 5. The librarian (register) all the new books by the end of the week. 6. The secretary (look) through all the papers by the time the director comes. 7. I'm going to Hyde Park to hear the people making speeches. - You'll be too late. By the time you get there they (finish) their speeches and everybody (go) home. 8. By the end of the month 5.000 people (see) this exhibition. 9. By 7 o'clock I (return) from the institute. 10. You (translate) the article before the bell rings? 11. I save 50 pounds a month and I started in January. So by the end of the year I (save) 500 pounds. 12. He (finish) the building of the house before summer.

The Indefinite Tenses Passive Voice ***The Present Simple Passive Voice***

1. Read the following sentences. Pay attention to the use of the Present Simple Passive. Translate the sentences into Russian.

Model: Houses are built very quickly now.

Дома строятся теперь очень быстро.

Дома строят теперь очень быстро.

1. Concerts of pop music are attended by a lot of people. 2. The post is delivered every morning. 3. What foreign languages are you taught at the Institute? 4. The child is never left alone. 5. This opinion is not shared by most of my colleagues. 6. Complaints are sent to the head office. 7. Two hundred people are employed by the company. 8. This room is used only on special occasions. 9. Is this hall cleaned every day? 10. Smoking is not allowed here. 11. How is this word pronounced? 12. Wine is produced in many parts of France. 13. When is breakfast served here? 14. Trucks are not produced at this plant. 15. The office is locked every evening. 16. The information is kept on our computer.

2. Ask special questions. Begin with the given interrogative word.

Model: - Breakfast is served early here,(when).

- When is breakfast served here?

1. They are taught two foreign languages, (what foreign languages). 2. This journal is not published in Moscow, (where). 3. She is seldom invited to parties, (how often). 4. Mr. Brown is highly paid, (how much). 5. Important problems are discussed at our meetings, (where). 6. This work is not done by Mr. Green, (by whom) 7. The library is closed late, (when). 8. He is often sent abroad, (who). 9. Coffee is usually served in the morning, (what). 10. Such books are sold in special shops, (in what shops). 11. Hot meals are served in the restaurant till 10 p.m. (till what time). 12. Trucks and tractors are produced at this plant, (what). 13. Each piece of equipment is tested twice, (how many times). 14. The mail is usually brought at 9 a.m. (when).

3. *Translate Into English. Mind the prepositions.*

1. Его никогда никто не слушает. 2. На эту статью все ссылаются. 3. Об этой пьесе сейчас много говорят. 4. За детьми очень хорошо присматривают в детском саду. 5. Можно ли положиться на его слова? 6. Почту обычно просматривают утром. 7. О ней говорят с восхищением. 8. Над его внешним видом всегда смеются. 9. Речь президента сегодня комментируется во всех газетах. 10. Этой проблемы никогда не касаются в местных газетах.

The Past Simple Passive Voice

1. *Read the following sentences. Pay attention to the use of the Past Simple Passive. Translate the sentences into Russian.*

1. I was offered an interesting job yesterday. 2. His car was not fixed in time, so he couldn't go to the city. 3. Rome wasn't built in a day. 4. Our car was stopped because we were driving too fast. 5. He couldn't get into the house as the door was locked. 6. Was everything done in time? 7. Why weren't the letters signed yesterday? 8. I was given two hours to make a decision. 9. This house was not built a very long time ago. 10. Were you introduced to the Head of the Department at the meeting? 11. The dictation was written without mistakes. 12. Everything was arranged in good time.

2. *Translate into English using the Past Simple Passive.*

1. Место у окна было занято. 2. Во время войны все документы были утеряны. 3. Работа была закончена к вечеру. 4. В детстве Билла не обучали музыке. 5. Что вам подарили на день рождения? 6. Им подали кофе и бутерброды. 7. Деньги ему дала его тётя. 8. Этот театр был открыт в 1879 году. 9. Ей обещали хорошую работу. 10. Туристам показали Собор Святого Павла – одно из красивейших зданий Лондона. 11. Когда был покрашен пол? 12. Контракт был подписан 10 марта. 13. Почему нам не сообщили об её отъезде? 14. Нас не пригласили на вечер. 15. Этот вопрос обсуждался на нашем последнем собрании. 16. Сколько писем было получено вчера?

The Future Simple Passive Voice

1. Read the following sentences. Pay attention to the use of the Future Simple Passive. Translate the sentences into Russian.

1. The letters will be sent tomorrow. 2. You will be given a good present for your birthday. 3. The job will be advertised in the morning paper tomorrow. 4. Will coffee be served in the dining-room or in the sitting-room? 5. He hopes he will be given a visa soon. 6. The work won't be finished soon. 7. The plan will be discussed at tomorrow's meeting. 8. Will the announcement be made today? 9. If you kick a policeman, you will be arrested. 10. You will be asked a lot of questions at the interview. 11. The talks will be held in London next week. 12. The experiment will be described in several journals.

2. Translate into English using the Future Simple Passive.

1. Дом будет построен в будущем году. 2. Эти упражнения будут исправлены нашим преподавателем. 3. Эта книга будет опубликована в будущем году. 4. Его проинформируют вовремя. 5. Врач осмотрит больного через час. 6. Я думаю, ответ будет получен не раньше, чем через неделю. 7. В нашем городе будет построено много новых домов. 8. В каком журнале будет напечатана эта статья? 9. Кофе принесут через несколько минут. 10. Его пошлют за границу летом. 11. Она говорит, что билеты будут заказаны через неделю. 12. Переговоры состоятся в октябре. 13. Я думаю, что Вам дадут хороший номер в гостинице. 14. Мы надеемся, что работа будет завершена в срок. 15. Документы будут подписаны завтра. 16. Где будет подписан контракт? – в Женеве. 17. Где и когда состоится конференция? 18. Когда будет доставлена телеграмма? – Через два часа. 19. Я уверен, что его пригласят на вечеринку. 20. Когда подадут обед?

The Continuous Tenses Passive Voice

1. Read the following sentences. Note the use of the Present Continuous Passive. Translate the sentences into Russian.

1. The film is being much talked about. 2. The road is still being repaired. 3. An office block is being built near our institute. 4. A new machine is being tested in the lab. 5. This material is still being used, isn't it? 6. Do you know that our conversation is being recorded? 7. The talks are still being held. 8. Is the floor in the sitting room still being polished? 9. The first floor of the house is being built now. 10. Dinner is being cooked. Wait a little. 11. The football match is being filmed for television. 12. Excuse the mess: the house is being painted.

2. Put the verbs in brackets into the Present Continuous Passive.

1. Close the door please, little Jane (wash). 2. His speech (translate) for the foreign guests. 3. What do you feel when your favorite record (play)? 4. You can't come in. She (interview) for the TV. 5. Some students (examine) in Room 10 now. 6. What strange sounds! – Oh, our piano (tune). 7. We are finishing the last preparations for the party: the lights (switch on), the floors (clean), the tables (lay). Do you

think we'll be ready on time? 8. The witness (question) by the police-inspector now. 9. You'll have your copy soon, the contract (type).

3. *Put the verbs in brackets into the correct form Present Continuous Active or Passive.*

1. The president's speech (broadcast) now. 2. They (build) motels on all the main motorways to house the tourists. 3. The athlete (cheer) by his fans. 4. The customers (serve) at the moment. 5. Mother (take) the baby for a walk. 6. Mr. Kelly can't use his office at the moment. It (redecorate). 7. I see that you (not to listen) to me. 8. What hospital he (take) to? 9. Why you (look) at me so strangely? 10. I'm not wearing my black shoes today. They (mend).

4. *Read the following sentences. Note the use of the Past Continuous Passive. Translate the sentences into Russian.*

1. The factory was being built when we came to live there. 2. She was being laughed at by everybody. 3. The boys watched how the car was being cleaned. 4. He knew he was being followed. 5. From nine till ten the mail was being looked through by the manager. 6. Huge blocks of flats were being built all last year. 7. When we came the pool was being filled with water. 8. The car was being repaired all day yesterday. 9. When I left the meeting the problem was still being discussed. 10. At 6 o'clock the floor was still being polished. 11. When they came home, the dinner was still being cooked. 12. Something important was being discussed, so I sat down to listen.

5. *Put the verbs in brackets into the Past Continuous Passive.*

1. He could not do a thing when he knew he (watch). 2. When I was a worker at this factory this work still (do) by hand. 3. Just this very question (discuss) when I joined in the conversation. 4. He entered the hall in the dark and didn't understand at first what film (show). 5. She had the feeling that she (watch). 6. I wasn't surprised that he (listen to) with such interest. He is a very good lecturer. 7. When she entered the class-room, the last student (examine). 8. The exhibition (open) when we drove up to the picture gallery. 9. He couldn't go out as his suit and shirt (clean). 10. The policeman noticed that she suitcase (carry) by the porter in a most strange way.

6. *Put the verbs in brackets into the Past Continuous Active or Passive.*

1. George didn't have his car yesterday. It (serve) at the garage. 2. He looked very excited when I saw him. - No wonder, his device (test). 3. They (discuss) this problem when he came. 4. Some pop singers (interview) when I switched on the telly. 5. I fell asleep while I (watch) television. 6. We (sit) in garden when it suddenly started to rain. 7. The damaged ship (tow) into the when the towline broke. 8. Today she's wearing a skirt, but yesterday she (wear) trousers. 9. It was a lonely road, and the girl was afraid; she thought she (follow). 10. I saw Lucy and Steve this morning. They (wait) at the bus stop. 11. It was very cold yesterday afternoon, but we couldn't

light a fire in the sitting -room; the chimney (sweep). 12. When I saw the car, it (drive) at over fifty miles an hour. 13. The post arrived while I (have) breakfast. 14. A very beautiful folk song (sing) when I came into the hall. 15. What you (do) at 6 o'clock last Sunday morning? - I was in bed asleep. 16. I couldn't wear my suit last Saturday. It (clean).

The Perfect Tenses Passive Voice ***The Present Perfect Passive Voice***

1. Read the following sentences. Note the use of the Present Perfect Passive. Translate the sentences into Russian.

1. Rugby has always been played with an oval ball. 2. Has the problem been discussed yet? 3. Jane hasn't been told about it. 4. The house looks quite new. It has been painted. 5. Today's post hasn't been brought up yet, has it? 6. The report has been much spoken about. 7. Have you ever been interviewed on TV? 8. Dick is happy. His dog has been found. 9. Her new book has been recently translated into a number of foreign languages. 10. The TV set hasn't been switched off, I'm afraid. 11. The appointment has been called off, hasn't it? 12. Who has been appointed Head of the delegation? 13. Not a word has been said by the newcomer. 14. He has never been taught to play the piano, has he? 15. The papers have been torn up and thrown away. 16. The truth has been concealed from us.

2. Put the verbs in brackets into the Present Perfect Passive.

1. The preparations for the party just (finish) and the guests are already arriving. 2. The paper (not to read) by anyone yet. 3. The suit (not to wear) for a long time. 4. You ever (teach) how to play chess? 5. I can't believe my eyes! My book (publish) already! 6. Her husband (put) in hospital already? 7. You're late. The book (sell) already. 8. Our work for the next month (plan) already. Here is the plan, read it. 9. The work (do) already? What are the results? 10. What's happened? - The window (break). 11. Letters (type) yet? 12. I can't find my car anywhere. I think it (steal). 13. There isn't any food left. All of it (eat). 14. Do you know that tennis (play) more than a hundred years? 15. A lot of houses (build) in our cit) this year. 16. Don't close the window. It just (open). 17. How long this stadium (build)? 18. He went away last year and he (not to hear of) ever since. 19. Susan is upset. Her favourite record (break). 20. This typewriter is quite new. It never (use).

The Past Perfect Passive Voice

1. Read the following sentences. Note the use of the Past Perfect Passive. Translate the sentences into Russian.

1. The building had been destroyed by the fire before the fire brigade arrived. 2. The material had been chosen by the time we came. 3. I was told that the doctor had been sent for. 4. When I returned home my wife told me that all the things had already been packed and they were ready to start. 5. They realised that the telegram hadn't been received. 6. We knew he had been seen there. 7. The plant had been run

by the head engineer for a fortnight before a new director was appointed. 8. She saw at once that nothing had been touched in her room. 9. The vegetables didn't taste very good. They had been cooked for too long. 10. The car was three years old but hadn't been used very much.

2. Put the verbs in brackets into the Past Perfect Passive.

1. His letter to Mary came back and he saw that it (not to open). 2. I learnt that the book (not to return) to the library yet. 3. Bob failed to prove that the window (not to break) by him. 4. They (warn) about the danger before they agreed to take part in our trip? 5. He told us a story which (tell) him by his grandfather. 6. The next morning, when I came out, I saw that the streets (wash out) by rain. 7. His parent (marry) five years when he was born. 8. I wondered why he (not to teach) any foreign language. 9. She didn't follow the advice she (give). 10. When she returned, the subject of the conversation already (change). 11. I didn't know that the letter (lose). 12. He said that he had never been there but he often (tell) about this place. 13. When we came to the cinema, all the seats (sell). 14. When my parents were born, television (not to invent) yet. 15. By the time I arrived at the concert hall, there were no tickets left. They (sell). 16. We didn't go to the party on Saturday because we (not to invite).

3. Read the following sentences. Note the use of the Future Perfect Passive.

Translate the sentences into Russian.

1. We are sure that the club will have been built by the autumn. 2. The factory will have been completed by the end of the month. 3. The car will have been repaired by Saturday. 4. The work will have been finished before you come back. 5. The documents will have been typed by the time the boss returns. 6. By the year 2010, many actresses who are famous today, will have been forgotten. 7. The experiment will have been finished by twelve. 8. Most of this work will have been done by the end of the week. 9. The report will have been finished by lunch time. 10. All the business letters will have been answered by noon.

4. Put the verbs in brackets into the Future Perfect Passive.

1. The construction of the bridge (finish) before winter comes. 2. The school (build) by September. 3. When you come here in summer, their house (repair). 4. The article (translate) by the time you return. 5. We can't get there in time. By the time we get there the papers (destroy). 6. The letter (write) long before the postman comes. 7. The newspaper (bring) long before I leave home. 8. By the time Mother comes, the flat (turn out). 9. All new candidates for the post (interview) by the weekend. 10. By next summer the new road (construct). 11. The telephone (install) in our flat by the end of the year. 12. The new five-star hotel (finish) by the beginning of the tourist season. 13. The results of the final test (announce) before the students leave for holidays. 14. Mr. Nelson (operate on) by the end of the week. 15. I am sure John (find) a

good job by the time he graduates from the University, 16. The Browns (sell) their old house by the end of the month.

Сводные упражнения

I. Раскройте скобки, употребляя нужную временную форму глагола

I 1. Where is your brother? I think he (to watch) TV. He (to be fond of) TV. He (to watch) it a lot. He also (to be fond of) computers and computer programming. He often (to go) to the Internet club? No. He (to go) there on Saturdays and Sundays. He (to be going) to go there next Sunday. And what you (to do) on Saturday? I (to go) to the theatre. You (to go) with me? Yes, if I (to have) time.

2. What you (to do) yesterday night? I (to work) at my report, and why? I (to call) you the whole evening, but nobody (to answer) the phone. Unfortunately (there to be) something wrong with the line. But now it's O.K. They (to repair) it this morning.

3. Have you decided what to buy our mother for her birthday? No, I (not). I think I (to buy) flowers. She (to like) roses a lot. I probably (to join) you and buy a bouquet of lilac.

4. What's happening here? Why you (to make) so much noise? You see Robert (to lose) his father's car keys and can't find them. His father (to get very angry) with him. I know Robert always (to lose) his keys, or his father's. He's in the habit of losing things. Oh, look! Martha (to find) them. Here they are.

5. Why you (to look) so pale? You (to be) ill? I think so. But I (to eat) two tablets, and I hope I (to feel) better soon.

II. 1. I (to see) Peter in the street. Tell him to come in. 2. She (to cook) chicken – it will be ready soon. 3. She (to go) to Spanish classes every Monday evening at the moment. 4. Samuel Morse (to invent) telegraph in 1838. 5. Paul McCartney (to write) many songs and everybody (to enjoy) them very much. 6. You (to see) this film? I think it's very interesting. 7. I just (to cut) my finger. Look it (to bleed). 8. I (to read) this book since last week. 9. He (to stay) with the English family for two weeks. 10. you (to meet), the queen? – No, I haven't, but I (to meet) Margaret Thatcher. 11. He (to live) in Paris when he was a child? 12. What you (to do) at 7 o'clock last night? I (to watch) TV. 13. When I (to arrive) at the airport I (to know) that the plane already (to take off). 14. I think I (to go) to the USA next year. You (to go) with me? 15. I (to have) dinner at 8.30 tomorrow. So don't phone me then.

16. Maurice says that the world population (to double) by the year 2009. 17. You (to be) to be at the boss's office at 10.40. Don't forget. 18. It was raining heavily last morning, so people (to have) to put on raincoats and (to have) to carry umbrellas.

19. Who (to see) Ann? I've a telegram for her. 20. I think I never (to be able) to do this test.

ВРЕМЕННЫЕ ФОРМЫ МОДАЛЬНЫХ ГЛАГОЛОВ И ИХ ЭКВИВАЛЕНТОВ

Present	Past	Future	Примечания
<p>I can do this work. Я могу сделать эту работу.</p> <p>I am able to do this work. Я могу (в состоянии) сделать эту работу.</p>	<p>I could do this work yesterday. Я мог сделать эту работу вчера.</p> <p>I was able to do this work yesterday. Я мог (был в состоянии) сделать эту работу вчера</p>	<p>I shall be able to do this work tomorrow.</p> <p>Я смогу сделать эту работу завтра</p>	<p>1. В будущем времени shall be able или will be able + инфинитив с частицей to заменяют глагол can.</p>
<p>I must do this work. Я должен сделать эту работу.</p> <p>I have to do this work. Я должен сделать эту работу (мне приходится делать эту работу).</p>	<p>I had to do this work. Я должен был сделать эту работу (мне пришлось делать эту работу).</p>	<p>I shall have to do this work. Я должен буду сделать эту работу (мне придется сделать эту работу).</p>	<p>2. Shall have или will have + инфинитив с частицей to заменяют глагол must для выражения долженствования в будущем времени</p>
<p>I am to do this work. Я должен (по договоренности с кем-нибудь) сделать эту работу. Или: Мне предстоит сделать эту работу</p>	<p>I was to do this work. Я должен был (по договоренности с кем-то) сделать эту работу. Или: Мне предстояло сделать эту работу.</p>		<p>3. Глагол had, was, were + инфинитив с частицей to в прошедшем времени заменяют глагол must.</p>
<p>I may do this work. Мне разрешают делать эту работу.</p>	<p>I might do this work. Я мог бы сделать эту работу.</p>		<p>4. Shall be allowed, will be allowed + инфинитив с частицей to в будущем времени заменяют глагол may.</p>
<p>I am allowed to do this work. Мне разрешают делать эту работу.</p>	<p>I was allowed to do this work. Мне разрешили сделать эту работу</p>	<p>I shall be allowed to do this work. Мне разрешат сделать эту работу.</p>	<p>5. В прошедшем времени для выражения разрешения в прямой речи употребляется не глагол might, а глагол to allow в страдательном залоге.</p>

SHOULD

Should со всеми лицами может выступать в качестве модального глагола в значении долженствования и переводится как:

а) «следует, должен», если за ним следует Indefinite Infinitive:

He should help us. (Он должен нам помочь);

б) если за ним следует Perfect Infinitive should, переводится как «следовало бы, должен был бы»:

He should have helped us. (Он должен был бы нам помочь).

Функции глаголов TO BE и TO HAVE в предложении

Функции глаголов	to be	to have
Глагол-связка	<p>I am a student. Я студент.</p> <p>He is an engineer. Он инженер.</p> <p>I was a technician two years ago. Я был техником 2 года назад.</p>	
Смысловый глагол	<p>We are at the conference. Мы находимся на конференции.</p> <p>You were at the meeting yesterday. Вы были вчера на собрании.</p>	<p>I have a project. У меня есть проект.</p> <p>He has a drawing. У него есть чертеж.</p> <p>We have new books. У нас есть новые книги.</p>
Модальный глагол	<p>They are to meet their friends. Они должны (им предстоит) встретить друзей.</p> <p>They were to meet their friends. Они должны были (им предстояло) встретить друзей.</p>	<p>He has to speak to the inventor. Он должен поговорить с изобретателем.</p> <p>He had to speak to the inventor. Ему пришлось поговорить с изобретателем.</p>
Вспомогательный глагол	<p>The engineer was inviting us to visit the power plant. Инженер приглашал нас посетить электростанцию.</p> <p>The engineer was invited to visit the power plant. Инженера пригласили посетить электростанцию</p>	<p>They have spoken to the inventor. Они поговорили с изобретателем.</p> <p>They have been seen by the inventor. Их видел изобретатель.</p>

Main Cities of Great Britain And The United States

Лексико-грамматический тест № 1

Прочитайте текст и решите, какой из трех предлагаемых вариантов А, В или С соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

Cambridge

Unlike Oxford, which is both (0) _ university town and an industrial city, Cambridge, as the saying (1) _ is the University. It (2) _ at a distance of 70 miles (3) _ London. The greater part of the city (4) _ on the left bank of the river Cam. And the city got (5) _ name because of the river. Cambridge is one of (6) _ loveliest towns of England and it looks much more like (7) _ country town. It is very green, and presents (8) _ a visitor a lot of beautiful buildings, trees, gardens, towns and bridges. The River Cam (9) _ from Cambridge (10) _ the University, to perhaps the only true University town in England.

The (11) _ famous people of Great Britain studied there. Among (12) _ are Newton, Byron, Darwin, etc. The best (13) _ is King's college because of the magnificent chapel. Until today there are more than 20 colleges (14) _ Cambridge. A college is a group of buildings that (15) _ a square with a green lawn in the centre. An old tradition (16) _ not allow the students to walk on the grass, this is the privilege of professors and head students only.

The university was exclusively (17) _ men until, in 1871 the first women's college was opened. And it will be (18) _ years before there are equal numbers of both sexes.

Every summer thousands of folk music fans (19) _ in Cambridge for one of the biggest festivals of folk music in England. Local shop keepers look (20) _ the festival. For them, it means a big increase in the number of customers.

A few miles from Cambridge stands one of the most houses in England, Sawston Hall. It is the home of Huddlestons, one of the old Catholic families of England.

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. a	B. an	C. the	А. образец
1.	A. goes	B. go	C. will go	
2.	A. are situated	B. is situated	C. was situated	
3.	A. in	B. of	C. from	
4.	A. lie	B. lain	C. lies	
5.	A. her	B. its	C. his	
6.	A. the	B. a	C. an	
7.	A. the	B. a	C. an	

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. a	B. an	C. the	А. образец
8.	A. under	B. on	C. to	
9.	A. lead	B. will lead	C. leads	
10.	A. to	B. off	C. at	
11.	A. many	B. most	C. more	
12.	A. them	B. they	C. their	
13.	A. knew	B. know	C. known	
14.	A. at	B. in	C. into	
15.	A. form	B. forms	C. formed	
16.	A. does	B. do	C. did	
17.	A. with	B. for	C. at	
18.	A. more	B. much	C. many	
19.	A. arrived	B. arrives	C. arrive	
20.	A. forward to	B. at	C. on	

Лексико-грамматический тест № 2

Прочитайте текст и решите, какой из трех предлагаемых вариантов *A*, *B* или *C* соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

Washington

Washington (0) the capital (1) the USA. The population of Washington is about 756000 and together (2) suburbs (3) population is over 2800000.

The city (4) (5) to the north (6) to the South. Washington is humid year round because it sits (7) two rivers, (8) Potomac and Anacostia. Washington's winters are not sever, the city (9) the sweaty summers of Louisiana and the (10) cold of the Northwest.

Washington is (11) no other city of (12) USA. New York is a centre of finance, of (13), of fun; New Orlean deals (14) cotton; Chicago will sell you wheat and a hundred heads of cattles. But Washington's only industry is government. The White House, where the US President lives and works, the Capitol, the home of the US Congress, and (15) Supreme Court are all (16) Washington. The Library of Congress, the (17) existing library, contains more than 13 million books (18) various languages.

There (19) many places of interest in Washington. One of them is the Thomas Jefferson memorial. This is a memorial (20) the third President of the United States, the Founder of the Democratic Party.

No visit to Washington is complete without an excursion to the home of George Washington at Mount Vernmon. The estate, a typical 18th century plantation home, is on the Potomac River, 15 miles south of the capital.

Washington is a constant scene of mass demonstrations, hunger marches and antiwar rallies.

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. is	B. are	C. will be	A. образец
1.	A. of	B. off	C. on	
2.	A. within	B. with	C. without	
3.	A. my	B. their	C. its	
4.	A. belonging	B. belong	C. belongs	
5.	A. either	B. neither	C. no	
6.	A. or	B. nor	C. no	
7.	A. around	B. among	C. between	
8.	A. the	B. a	C. an	
9.	A. shares	B. share	C. shared	
10.	A. wind	B. windy	C. winds	
11.	A. resemble	B. like	C. look	
12.	A. a	B. an	C. the	
13.	A. ship	B. ships	C. shipping	
14.	A. in	B. on	C. at	
15.	A. the	B. a	C. an	
16.	A. of	B. in	C. at	
17.	A. big	B. biggest	C. bigger	
18.	A. on	B. at	C. in	
19.	A. am	B. is	C. are	
20.	A. to	B. of	C. with	

Лексико-грамматический тест № 3

Прочитайте текст и решите, какой из трех предлагаемых вариантов А, В или С соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

Chicago

Chicago (0) _ a population of about three and a half million is (1) _ second largest city in the United States (New York is the first). It is a centre (2) _ industry for the middle part of the country.

The city is the first in (3) _ nation in manufacturing of machinery and electronic parts. The stock-yards and meat-packing plants (4) _ also famous.

Chicago is the (5) _ railroad centre. It has a vast commerce (6) _ many railways and (7) _ the lake, and (8) _ wheat, meat and manufacture goods. Also 40 per cent of the country's motor freight moves in and (9) _ of Chicago. More air-lines converge on Chicago than any (10) _ city of the USA.

Chicago is also (11) _ important centre of culture and science. It is (12) _ seat of

the University of Chicago and several (13) _institutions, and (14) _important libraries and art collections. Chicago was the site of (15) _first nuclear chain reaction (1924) and is still a leader (16) _nuclear research.

The city was (17) _ the start a big melting pot of different (18) _ . About one in four Chicago citizens is black. The Chicago Negroes are almost as numerous as (19) _in New York a city twice as large. Chicago's Negroes have a long history of participation in basic industry.

From six to seven million tourists come to Chicago every year and another million and (20) _half come to business and political gatherings.

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. with	B. to	C. in	A. образец
1.	A. the	B. a	C. an	
2.	A. with	B. of	C. in	
3.	A. a	B. an	C. the	
4.	A. be	B. is	C. are	
5.	A. biggest	B. big	C. bigger	
6.	A. by	B. at	C. on	
7.	A. at	B. by	C. on	
8.	A. export	B. exporting	C. exports	
9.	A. out	B. without	C. out of	
10.	A. another	B. other	C. the other	
11.	A. a	B. an	C. the	
12.	A. the	B. a	C. an	
13.	A. other	B. another	C. the other	
14.	A. have	B. has	C. had	
15.	A. an	B. a	C. the	
16.	A. at	B. of	C. in	
17.	A. from	B. out	C. out of	
18.	A. nationalities	B. nationality	C. nationality's	
19.	A. that	B. those	C. this	
20.	A. the	B. an	C. a	

Лексико-грамматический тест № 4

Прочитайте текст и решите, какой из трех предлагаемых вариантов А, В или С соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

Great Towns, Cities

You may (0) _to begin exploring England (1) _ the sights and shops of London, but there are many (2) _fascinating (3) _that you should visit during your stay. Only (4) _hour or so (5) _the capital is Cambridge, (6) _famous university town. There are

(7) *_ museums, colleges open* (8) *_ the public, good shops, walks along the river, and boats* (9) *_ hire.*

To (10) *_ west lies Stratford-on-Avon, an attractive town, famous as the birth-place of William Shakespeare* (11) *_ the 16th century. A day here must (12) _ a trip to a performance* (13) *_ the Royal Shakespeare Company* (14) *_ the Royal Shakespeare or Swan Theatre.*

(15) *_ eastern England is Norwich, a proud* (16) *_ with narrow, winding alleyways, antique shops, a large outdoor market, cosy pubs and coffee shops. The city's cathedral is* (17) *_ magnificent piece* (18) *_ architecture, and there* (19) *_ even a castle* (20) *_ with dungeons!*

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. wish	B. wishes	C. wished	А. образец
1.	A. with	B. in	C. on	
2.	A. another	B. other	C. the other	
3.	A. city	B. city's	C. cities	
4.	A. the	B. a	C. an	
5.	A. of	B. from	C. off	
6.	A. the	B. a	C. an	
7.	A. many	B. much	C. more	
8.	A. into	B. to	C. with	
9.	A. of	B. for	C. from	
10.	A. a	B. an	C. the	
11.	A. in	B. within	C. to	
12.	A. includes	B. include	C. to include	
13.	A. by	B. at	C. with	
14.	A. by	B. at	C. with	
15.	A. on	B. under	C. in	
16.	A. cities	B. city's	C. city	
17.	A. a	B. an	C. the	
18.	A. of	B. off	C. from	
19.	A. will be	B. are	C. is	
20.	A. completes	B. completed	C. complete	

Лексико-грамматический тест № 5

Great Towns, Cities

Прочитайте текст и решите, какой из трех предлагаемых вариантов А, В или С соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

As (0) _ geographical heart of England there (1) _ the vibrant city of Birmingham

with (2) *excellent shopping and entertainment to cater* (3) *every taste*. The visitor (4) *also find a legacy of* (5) *Victorian architecture and the intricate network* (6) *canals as evidence* (7) *a rich industrial heritage*.

Manchester is (8) *warm-hearted* (9) . Innovative attractions (10) *the Museum* (11) *Science and Industry, (12) Air and Space Museum and the Cranada Studios Tour, where visitors can* (13) *the sets of famous television shows like Coronation Street, or sit* (14) *the Back Benches of a lifesize* (15) *of Commons*.

Further north (16) *the city Durham, which* (17) *a massive 11th-century castle standing opposite a beautiful cathedral. Both* (18) *situated on cliffs, high* (19) *the river Wear, which makes around them. There are also narrow, cobbled streets, ancient building, and a market square which comes* (20) *life each Saturday*.

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. the	B. a	C. an	A. образец
1.	A. be	B. is	C. are	
2.	A. his	B. her	C. its	
3.	A. for	B. to	C. with	
4.	A. will	B. shall	C. would	
5.	A. attracted	B. attractively	C. attractive	
6.	A. in	B. of	C. off	
7.	A. in	B. of	C. off	
8.	A. others	B. other	C. another	
9.	A. city	B. cities	C. city's	
10.	A. to include	B. include	C. includes	
11.	A. on	B. off	C. of	
12.	A. the	B. a	C. an	
13.	A. explore	B. to explore	C. explores	
14.	A. under	B. at	C. on	
15.	A. Housed	B. House	C. Houses	
16.	A. to be	B. are	C. is	
17.	A. boasts	B. boast	C. to boast	
18.	A. to be	B. am	C. are	
19.	A. under	B. above	C. in	
20.	A. to	B. at	C. under	

Лексико-грамматический тест № 6

New York

Прочитайте текст и решите, какой из трех предлагаемых вариантов А, В или С соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

New York is (0) _largest city of (1) _USA. (2) _is a national leader (3) _business, finance, manufacturing, communications, service industries, fashion and arts.

As you walk about New York, you will get (4) _information about history, geography and literature.

(5) _ heart of the city is Manhattan, a rocky island, 13 miles (6) _and 2 miles (7) _ . Manhattan (8) _the business centre of the nation. The average New Yorker (9) _ in an office in Manhattan.

As the financial headquarters (10) the capitalist world, New York is the home of some of the world's(11) _corporations and the New York and American stock exchanges, Wall street (12) _the money-market and financiers of the USA.

There (13) _many places (14) _interest in New York. One of (15) _ is Empire State Building (102 stories). (16) _place of interest is Metropolitan Museum of Art. This collection covers 5000 years and (17) _ geographically through Egypt, Greece, Rome, the Near and Far East.

Broadway is a place where most theatres are located. (18) _ is famous (19) _its night clubs, cafes, restaurants, hotels and shops.

The 39-storey Secretariat Building houses offices of about 5000 persons of different nationalities who (20) _the administrative organ of the United Nations.

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. the	B. a	C. an	А. образец
1.	A. the	B. a	C. an	
2.	A. he	B. she	C. it	
3.	A. at	B. on	C. in	
4.	A. few	B. many	C. much	
5.	A. a	B. the	C. an	
6.	A. large	B. large	C. largest	
7.	A. wide	B. wider	C. widest	
8.	A. are	B. is	C. be	
9.	A. work	B. works	C. to work	
10.	A. to	B. without	C. of	
11.	A. large	B. larger	C. largest	
12.	A. symbolizes	B. symbolize	C. to symbolize	
13.	A. are	B. be	C. is	
14.	A. into	B. of	C. on	
15.	A. their	B. them	C. they	
16.	A. the other	B. others	C. another	
17.	A. to range	B. range	C. ranges	
18.	A. it	B. he	C. she	
19.	A. for	B. of	C. to	
20.	A. to form	B. forms	C. form	

Лексико-грамматический тест № 7

London

Прочитайте текст и решите, какой из трех предлагаемых вариантов А, В или С соответствует каждому из двадцати пропусков. Запишите ваш ответ в таблицу ответов. В начале задания дан пример (0).

(0) London is (1) huge metropolis, an ancient and ever (2) city. Most Londoners as well as (3) agree (4) Samuel Jonson, who (5) said, «When a (6) is tired of London, he is tired (7) life».

Of the many beautiful churches and cathedrals (8) London, Westminster Abbey is perhaps (9) most important.

The Tower of London has a (10) past (11) a royal residence, armory and treasury.

Nearby is Tower Bridge, the only bridge in London whose roadway rises to allow ships (12) through. Inside is an (13) exhibition bringing the history of its construction and engineering (14) life.

Museums and art galleries (15) in London, but two of the (16) are the British Museum and the National Gallery. The British Museum, (17) is free to enter, is the oldest museum in the world and (18) treasures from the Roman, Greek, Egyptian, Oriental and Asiatic cultures. (19) important artifacts include Egyptian mummies and their sarcophagi.

The National Gallery houses a marvelous collection of over 2200 European paintings from the 13th (20) the 20th centuries.

Таблица ответов:

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. today	B. yesterday	C. tomorrow	А. образец
1.	A. a	B. an	C. the	
2.	A. change	B. changing	C. to change	
3.	A. tourist's	B. tourist	C. tourists	
4.	A. without	B. to	C. with	
5.	A. once	B. one	C. one's	
6.	A. man	B. men	C. man's	
7.	A. off	B. of	C. from	
8.	A. into	B. in	C. about	
9.	A. an	B. a	C. the	
10.	A. to fascinate	B. fascinate	C. fascinating	
11.	A. as	B. like	C. so	
12.	A. passed	B. to pass	C. pass	
13.	A. entertainer	B. entertaining	C. to entertain	
14.	A. to	B. from	C. on	
15.	A. to abound	B. abounds	C. abound	

№ пропуска	Вариант А	Вариант В	Вариант С	Ответ
0.	A. today	B. yesterday	C. tomorrow	А. образец
16.	A. good	B. better	C. best	
17.	A. which	B. who	C. those	
18.	A. contain	B. contains	C. containing	
19.	A. its	B. his	C. their	
20.	A. in	B. to	C. from	