

English-speaking world

АНГЛОЯЗЫЧНЫЙ МИР



Ижевск

2014

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АНГЛОЯЗЫЧНЫЙ МИР

Учебно-методическое пособие



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УДК
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Настоящее пособие предназначено для студентов бакалавриата направлений подготовки «География», «Картография и геоинформатика», «Экология и природопользование» и составлено в соответствии с ФГОС ВО по дисциплине «Иностранный язык».

Пособие включает разделы по грамматике и деловой документации, профессионально-ориентированные и художественные тексты, фактический материал по страноведению и репетиционные тесты для языковой подготовки студентов бакалавриата географического факультета. Учебно-методическое пособие нацелено на обучение устным формам общения, развитие навыков чтения специальной литературы и формирование иноязычной коммуникативной компетентности студентов.

Пособие может быть использовано для проведения практических занятий по иностранному языку под руководством преподавателя и для самостоятельной работы студентов. Информацию по страноведению и дидактический материал, содержащийся в приложении, рекомендуется применять во время прохождения педагогической практики, а также в процессе создания исследовательских проектов и презентаций.

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Предисловие

Настоящее учебно-методическое пособие предназначено для студентов бакалавриата направлений подготовки «География», «Картография и геоинформатика», «Экология и природопользование». Пособие составлено в соответствии с ФГОС ВО по дисциплине «Иностранный язык».

Актуальность создания данного пособия обусловлена отсутствием учебных изданий по английскому языку, включающих современную информацию по страноведению, необходимую для формирования иноязычной коммуникативной компетентности студентов бакалавриата географического факультета. В частности, в тематических разделах “Nice to meet you” и “Travelling” нашли отражение особенности речевого этикета в разных ситуациях общения в англоязычных странах. Кроме того, в данном пособии содержатся образцы заполнения визы и практические рекомендации для тех, кто впервые выезжает за рубеж.

Оригинальность учебно-методического пособия «English - speaking world» / «Англоязычный мир» заключается в том, что студентам предлагается ознакомиться с фактическим материалом из истории и географии стран изучаемого языка и выполнить тесты для самоконтроля уровня сформированности профессионально-ориентированной иноязычной компетентности.

Настоящее учебное пособие нацелено на развитие таких коммуникативных умений студентов, как самопрезентация, монологическая и диалогическая речь.

Основной курс пособия состоит из 7 тематических разделов, каждый из которых включает лексический словарь-минимум и грамматический материал. Достижение цели на каждом этапе обучения обеспечивается выполнением предтекстовых, текстовых и послетекстовых заданий.

Предтекстовые задания нацелены на опознавание интернациональных и производных слов, синонимов, антонимов. Они позволяют подготовить студентов к чтению текста и выполнению текстовых заданий.

Работа над текстовыми заданиями предполагает извлечение информации и представление её в виде аннотации, эссе, перевода, устного высказывания по заданной теме.

Послетекстовые задания обеспечивают контроль понимания содержания текста.

Тексты составлены на основе художественных произведений англоязычных авторов, что способствует развитию когнитивных способностей студентов бакалавриата географического факультета и повышению уровня мотивации к изучению иностранного языка.

Данное пособие включает:

1. Тексты для самостоятельного чтения с использованием словаря для пополнения лексического запаса студентов;
2. Таблицу неправильных глаголов для совершенствования грамматических умений;
3. Словарь географических терминов для развития навыков перевода профессионально-ориентированных текстов;
4. Репетиционные тесты для подготовки студентов к экзаменам;
5. Список рекомендуемой литературы и интернет-ресурсов, необходимых для написания эссе и рефератов по страноведению;
6. Образцы оформления и планы-схемы для аннотирования текстов и газетных статей, выполнения рефератов и творческих проектов;
7. Методические рекомендации для разработки исследовательских проектов и презентаций.

Учебное пособие «English-speaking world» / «Англоязычный мир» рекомендуется для использования преподавателем на практических занятиях по иностранному языку и для самостоятельной подготовки студентов к занятиям.

Unit 1

English as an international Language



English is a global language

I. Do you need a dictionary to understand the meaning of the following words?

Russia, America, England, Europe, France, Germany, Greece.

Business, politics, process, culture, literature, original, discussion, problem, planet, colony, territory, technology, organization, communication.

National, international, technical, popular, public.

Russian, English, British, American, German, Greek, French.

To master, to communicate, to occupy, to realize.

II. Can you fill in the table?

Germany	German	Scotland	
Германия		Шотландия	шотландцы
	Greek		English
Греция	грек, гречанка	Англия	англичане
Ireland		Wales	Welsh
Ирландия	ирландцы	Уэльс	

Vocabulary

1) <i>ancient</i>	<i>древний, старый, античный</i>
2) <i>century</i>	<i>столетие, век, сотня</i>
3) <i>communicate</i>	<i>сообщать, общаться</i>
4) <i>country</i>	<i>страна, народ, население</i>
5) <i>different</i>	<i>другой, разный, различный</i>
6) <i>Egyptians</i>	<i>египтяне</i>
7) <i>foreign</i>	<i>иностранный, незнакомый, чужой</i>
8) <i>language</i>	<i>язык, речь</i>
9) <i>learn</i>	<i>учиться, учить, узнавать</i>
10) <i>nobility</i>	<i>дворянство, знать, аристократия</i>
11) <i>person</i>	<i>человек, личность, особа</i>
12) <i>spread</i>	<i>распространение, распространяться</i>
13) <i>study</i>	<i>исследование, изучать, учиться</i>
14) <i>throughout</i>	<i>повсюду, везде</i>
15) <i>Widespread</i>	<i>широко распространённый</i>
16) <i>wonder</i>	<i>удивление, удивляться</i>

III. Do you know that ...

People have been learning foreign languages for thousands of years because they needed some second foreign language to understand each other.



An Egyptian



French nobility

The ancient Egyptians learned the Greek language 2.500 years ago.

In the 12-th century the French language was learnt in many countries of Europe.



A German merchant and peasants

In the 16-th century Europe began to study the German language.

The English language began to spread throughout the world in the 17-th century.

In the 19-th century the nobility of different countries communicated in French again. Nowadays, the English language is the most widespread in the world. No wonder that one person in seven of the world's population knows English.



The most widespread language in the world

IV. Read the text and be ready to answer the following questions:

1. Why is the English language the most popular in the world?
2. When did the English language begin to spread throughout the world?
3. When did you begin to take up English?
4. Did you ever speak to a foreigner?
5. What other foreign language would you like to study?

Vocabulary

1) <i>exist</i>	<i>быть, существовать</i>
2) <i>lucky</i>	<i>счастливый, удачливый</i>
3) <i>science</i>	<i>наука</i>
4) <i>achievement</i>	<i>достижение</i>
5) <i>up-to-date</i>	<i>современный</i>
6) <i>success</i>	<i>успех</i>
7) <i>well-educated</i>	<i>образованный</i>



English is a world language

English is the language of international communication

It is impossible to know all the languages existing on the Earth. They say that there are about 6.000 languages on our planet. Those who study English are lucky enough because English is becoming the language of international communication.

For a long time I couldn't understand how English had become the most popular language in the world. Then I learnt that England used to have many colonies which occupied the territory 30 times larger than the territory of the British Isles. The people who lived in those colonies had to speak English and it spread more and more.

Besides that, English is the national language in the United States of America - the most developed country in the world. The English language spreads together with new high technologies and technical achievements.

English is the language of science. A real scientist cannot do without English, he has to read literature in English if he wants to be up-to-date in his field of knowledge.

The English language is the language of the United Nations Organization. Without English you cannot be a success neither in business, nor in politics, nor in public relations.

Those who are fond of literature should also know English if they want to read in the original the works of the great English and American writers. Certainly, most of the books by W.Shakespeare, W.Thackeray, M.Twain, J.London have been already translated into Russian, but you will never understand them to the full in translation.

I think a well-educated man should know more than one foreign language. I dream of studying German. I want to see and understand English, American and German films without translation or subtitles.

I do realize that it is impossible to master a foreign language and speak it like a native speaker. I'm ready to improve my English all through my life, I enjoy the process. I take delight in studying English!

V. Look at the text. Can you say what it is about? Try to write down some Arabic, French, German, Italian, Russian and Spanish words of the English vocabulary. Pay attention to the pattern:

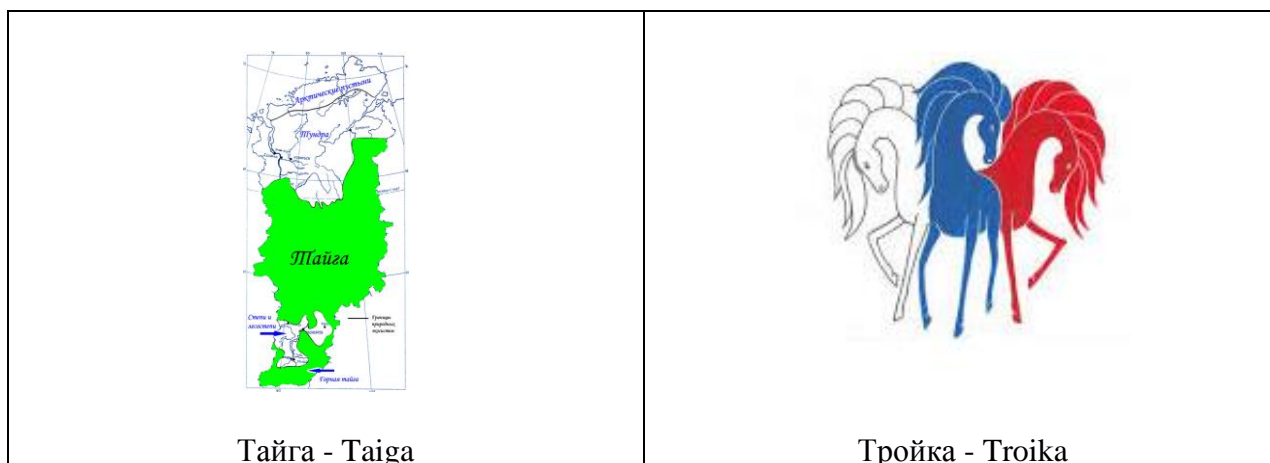
Pattern: Russian words: Samovar, Sputnik, Taiga, Troika



Самовар - Samovar



Спутник - Sputnik



Many people believe that the English language is rather an easy language to learn. It doesn't have such a difficult grammar as modern Russian, German and Greek. But it's true only by half.

English has the largest vocabulary in the world because it is a mixture of 120 languages. There are about 500.000 words and 300.000 technical terms in it. Its vocabulary includes Arabic, French, German, Italian, Russian and Spanish. That's why there are problems of English spelling and pronunciation.

VI. Pay attention to the rules and translate them into Russian

1. No article is used with the names of most countries: *Russia, America, Australia, New Zealand, England, Scotland, Wales, Northern Ireland, Great Britain.*
2. *The* is used with country names with *of*: *the United States of America, the Republic of China, the Republic of India, the Commonwealth of Australia, the United Kingdom of Great Britain and Northern Ireland.*
3. *The* is used with the names of island countries: *the Philippines, the Netherlands.*

VII. Try to insert the definite article. Sometimes no article is necessary

- 1) ... United Kingdom, 2) ... United States of America, 3) ... Republic of South Africa, 4) ... New Zealand, 5) ... Australia, 6) ... Russia, 7) ... Canada, 8) ... Irish Republic, 8) ... America, 9) ... China, 10) ... Great Britain, 11) ... North America, 12) ... Russian Federation, 13) ... Wales, 14) ... England, 15) ... Republic of China, 16) Northern Ireland, 17) ... Commonwealth of Australia, 18) ... Scotland.

VIII. Do you remember the pronunciation of country names? Pay attention to the transcription of the words and practice to pronounce them

List of country names

Country	Translation	Transcription
Austria	Австрия	['ɒstriə]
Belorussia	Белоруссия	[bɛlə' rʌʃə]
Belgium	Бельгия	['bɛldʒəm]
Bulgaria	Болгария	[bʌl' geəriə]
Hungary	Венгрия	['hʌŋgəri]
Great Britain	Великобритания	[greɪt 'brɪtn]
Germany	Германия	['dʒɜ:məni]
Greece	Греция	[gri:s]
Denmark	Дания	['denmɑ:k]
Spain	Испания	[speɪn]
Italy	Италия	['ɪtəli]
The Netherlands	Нидерланды	[ðə 'neðələndz]
Poland	Польша	['pəʊlənd]
France	Франция	['frɑ:ns]
Ukraine	Украина	[ju:'kreɪn]
Switzerland	Швейцария	['swɪtsələnd]

IX. Write down an essay on the topic “English is the universal language”.

X. Make up a dialogue with your fellow-student about the English language.

Use exercise IV on page 9 and vocabulary on pages 8, 10.

Unit 2

English – Speaking Countries



I. Look at the map and get ready to answer the questions:

1. What are the most famous English-speaking countries?
2. What countries is the UK made of? What are their capitals?
3. What can you say about the climate and the weather of the country?
4. How many states does the USA consist of?
5. What city is the capital of the USA?
6. What other English - speaking countries do you know?
7. What English-speaking country would you like to visit?

II. Study the text below. Can you prove that English is the universal language?

English as the universal language

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English.

One billion people speak English today. That's about 20% of the world's population. 400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language.

English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa.

As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities.

English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music.

80% of all information in the world's computers is in English. 75% of the world's letters and faxes are in English. 60% of all international telephone calls are made in English. More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must. English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools, colleges and universities.

Have you ever wondered how many people there are who speak English? It's quite a number! Geographically, English is the most widespread language on earth, and it is second only to Chinese in the number of people who speak it. It is spoken in the British Isles, the USA, Australia, New Zealand and much of Canada and South Africa. That's about 400 million people.

English is also a second language of another 300 million people living in more than 60 countries. If you add to this the enormous number of people who learn to understand and speak English (like yourself), you will realise that English is indeed a "world language".

In Shakespeare's time only a few million people spoke English. All of them lived in what is now Great Britain. Through the centuries, as a result of various historical events, English spread throughout the world. Five hundred years ago they didn't speak English in North America: the American Indians had their own languages. So did the Eskimos in Canada, the aborigines in Australia, and the Maoris in New Zealand.

Today, English is represented in every continent and in the three main oceans — the Atlantic, the Indian and the Pacific.

A century ago, some linguists predicted that one day England, America, Australia and Canada would be speaking different languages. However, with the advent of records, cinema, radio, and television, the two brands of English have even begun to draw back together again. Britons and Americans probably speak more alike today than they did 50 or 60 years ago. (In the 1930s and 1940s, for example, American films were dubbed in England. It's no longer the practice today.)

III. Try to analyse the text about English-speaking countries and find three degrees of adjectives

Pattern 1: modern (world) – современный мир (p.d)

Pattern 2: wider (interests) – более широкий круг интересов (с.д.)

Pattern 3: the most important (ports) – важнейшие порты- (s.d.)

Pay attention to these notes!

Notes:

1. Adjectives and adverbs have different forms to show degrees of comparison. We even have a name for each of these forms of degree: *positive*, *comparative*, and *superlative*. Let's meet the whole gang.

Positive degree: the base form of the adjective or adverb. It does not show comparison.

Comparative degree: the form an adjective or adverb takes to compare two things.

Superlative degree: the form an adjective or adverb takes to compare three or more things.

The following table shows the three degrees of comparison with some sample adjectives and adverbs.

Comparative Levels of Adjectives and Adverbs

Part of Speech	Positive	Comparative	Superlative
Adjective	low	lower	lowest
Adjective	big	bigger	biggest
Adjective	fat	fatter	fattest
Adverb	highly	more highly	most highly
Adverb	widely	more widely	most widely
Adverb	easily	more easily	most easily

2. *The positive degree* is the base form of the adjective or adverb. It does not show comparison.

The comparative degree compares two things.

The superlative degree compares three or more things.

As you can see from this table, the comparative and superlative degrees of adjectives and adverbs are formed differently. Here's how:

Less and least can also be used to form the comparative and superlative degrees of most adjectives and adverbs, as in less attractive and least attractive.

Less and fewer cannot be interchanged. Less refers to amounts that form a whole or can't be counted (less money, less filling), while fewer refers to items that can be counted (fewer coins, fewer calories).

3. *All adverbs* that end in -ly form their comparative and superlative degree with more and most.

quickly, more quickly, most quickly

slowly, more slowly, most slowly

4. *Avoid* using more or most when they sound awkward, as in “more soon than I expected.” In general, use -er/-est with one- and two-syllable modifiers.

fast, faster, fastest ; high, higher, highest

5. When a word has three or more syllables, use more and most to form the comparative and superlative degree.

beloved, more beloved, most beloved

IV. Write three degrees of comparison of adjectives and adverbs

small		
	younger	
fine		
		the newest
easy		
	dirtier	
famous		
	more beautiful	
difficult		
		the most serious
	more comfortable	
expensive		
		the most suitable
	more charming	
good		
	worse	
many/much		
		the least

V. Test your grammar

1. *This house is fantastically expensive. We expected it to be.*

- A. more cheaper
- B. much cheaper
- C. much cheap

2. *He is very loud he should behave.*

- A. more quietly
- B. quieter
- C. more quiet

3. *He was driving at a hundred miles an hour, he should have driven.*

- A. slower
- B. much slower
- C. more slowly

4. *Can you walk. ?*

- A. a bit faster
- B. more fastly
- C. little faster

5. *He did. in his driving test - than we expected.*

- A. bad. worse
- B. very badly. worse
- C. badly. worser

6. *Will you give me. information on delivery arrangements?*

- A. farther
- B. further
- C. more further

7. *His English is. than mine.*

- A. worst
- B. more worse
- C. a bit worse

8. *Tom works long hours so he looks. than he really is.*

- A. far older
- B. much elder
- C. little old

9. *I bought. edition of today's paper. No copies were left.*

- A. the latest
- B. the least
- C. the last

10. *I've got. than you.*

- A. lesser
- B. less
- C. least

11. *Have you heard. news?*

- A. the last
- B. the latest
- C. farther

12. *It's a rule: the hotel, the service.*

- A. more expensive. the best
- B. the expensiver. much better
- C. the more expensive. . . . the better

13. *I waited, I became.*

- A. the more long. the more impatiently
- B. the longer. the more impatient
- C. the longer. the more unpatient

14. *My apartment is. than yours.*

- A. smaller
- B. a bit little
- C. bit smaller

15. *Now petrol is. it was a few years ago.*

- A. two times more expensive as
- B. twice as expensive as
- C. in two times so expensive as

16. *Nobody could swim.*

- A. faster as him
- B. as fast as he could
- C. as faster as him

17. *He spent. money.*

- A. less.as me
- B. more. than me
- C. the least. . . . as I did

18. *She is. intelligent to believe that!*

- A. too
- B. more
- C. much more

19. *We stayed at. hotel in this town.*

- A. a cheaper
- B. more cheap
- C. the cheapest

20. Don't go by air. It will be. !

A. much more expensive

B. a far too expensive

C. a lot expensive

VI. Pay attention to the Inconsiderate Adjectives and Adverbs

Inconsiderate Adjectives and Adverbs

Positive	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
badly	worse	worst
far	farther	farthest
far	further	furthest
late	later	later or latest
little (amount)	less	least
many	more	most
much	more	most
some	more	most

VII. Translate the following proverbs into Russian. Use a dictionary of English proverbs and get ready to give your examples.

- 1) Two heads are better than one. 2) Stolen pleasures are sweetest. 3) The best is often the enemy of the good. 4) Best defence is offence. 5) East or West, home is best. 6) The longest day has an end. 7) Actions speak louder than words.

VIII. Do you know that...

1. British people are the world's most dedicated home-video users and the world's third biggest newspaper buyers.
2. The House of Parliament the centre of the British government is one of the most famous tourist attractions.
3. The House of Commons has more real power than the House of Lords.

IX. Fill in the gaps. Use one of three degrees of adjectives. Translate the sentences into Russian

1. The (large) cities of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds and Edinburgh.
2. London is the world's seventh (big) city.
3. The (important) ports are: London, Liverpool, Southampton, Belfast, Glasgow and Cardiff.
4. The people came to the UK in search of (good) living standards.
5. The (late) wave of immigrants from India, Pakistan, Bangladesh and Hong Kong has of course caused problems.
6. Nowadays the policy is to encourage these (new) immigrant communities to continue speaking their own languages as well as English.
7. The United States of America is the fourth (large) country in the world.
8. The (cold) regions are in the north.
9. The climate along the Pacific coast is much (warm) than that of the Atlantic coast.
10. The (high) mountains are the Rocky Mountains, the Cordillera, the Sierra Nevada.

X. Can you write down a list of the ten largest English-speaking countries? Put all the country names in alphabetical order. Transcribe and translate the country names into Russian

Pattern: 1. Australia - [ɔs'treɪlɪə] - Австралия

XI. Do you know these idioms? Can you give Russian equivalents to the phrases?

1. As American as apple pie – truly American; typically American;
2. The Big Apple – the nickname of New York City;
3. Carry coals to Newcastle – to bring something to a place which has plenty of such things already;
4. Grin like a Cheshire cat – to smile or grin inscrutably;
5. Indian summer – a period of warm weather in autumn;
6. In plain English – in simple, understandable language;
7. In Queer Street – in financial instability; in difficulty or trouble;
8. Madison Avenue – the advertising industry of the United States;
9. On Easy Street – in wealth; in financial security and comfort;
10. Silicon Valley – the world of computers and high technology;
11. Wall Street – American money market; American financial oligarchy;
12. The Windy City – Chicago.

*XII. Write down an essay on the topic “English-speaking countries”.
You should use the following formulas:*

- | | |
|--------------------------------|----------------------------------|
| 1. I think ... | 1. Я полагаю ... |
| 2. As far as I know ... | 2. Нсколько мне известно ... |
| 3. In my opinion ... | 3. По моему мнению ... |
| 4. It should be noted that ... | 4. Необходимо отметить, что ... |
| 5. On the contrary, I ... | 5. Наоборот, я ... |
| 6. I enjoy ... | 6. Я получаю удовольствие от ... |
| 7. I don't think so. | 7. Боюсь, я не могу согласиться. |

*XIII. Choose one of these English-speaking countries and make the presentation.
Pay attention to the appendix*

1. The UK
2. The USA
3. Canada
4. Australia
5. New Zealand.

Unit 3

Welcome to Great Britain



The national symbols of Great Britain

1. Can you tell your groupmates about the British traditions?

Read the text and get ready to speak about the British traditions

British nation is considered to be the most conservative in Europe. It is not a secret that every nation has its own customs and traditions. In Great Britain people attach greater importance to traditions and customs than in other European countries. Englishmen are proud of their traditions and carefully keep them up.



British Money

The best examples are their queen, money system, their weights and measures. There are many customs and some of them are very old. There is, for example, the Marble Championship, where the British Champion is crowned; he wins a silver cup known among folk dancers as Morris Dancing.



Morris dancing

Morris Dancing is an event where people, worn in beautiful clothes with ribbons and bells, dance with handkerchiefs or big sticks in their hands, while traditional music sounds.



The Boat Race

Another example is the Boat Race, which takes place on the river Thames, often on Easter Sunday. A boat with a team from Oxford University and one with a team from Cambridge University hold a race.



The Grand National horse race

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. Amateur riders as well as professional jockeys can participate. It is a very famous event.



A May Queen

There are many celebrations in May, especially in the countryside, for example, May Day. It is the time of year when warmer weather begins and flowers and trees start to blossom. It is said to be a time of love and romance. It is the time when people celebrate the coming of summer with lots of different customs that are expressions of joy and hope after a long winter. Traditional English May Day celebrations include Morris dancing, crowning a May Queen and dancing around a Maypole.



Dancing around a Maypole

Halloween is a day on which many children dress up in unusual costumes. In fact, this holiday has a Celtic origin. The day was originally called All Halloween's Eve, because it happens on October 31, the eve of all Saint's Day. The name was later shortened to Halloween. The Celts celebrated the coming of New Year on that day.



Halloween

Another tradition is the holiday called Bonfire Night. On November 5, 1605, a man called Guy Fawkes planned to blow up the Houses of Parliament where the king James 1st was to open Parliament on that day. But Guy Fawkes was unable to realize his plan and was caught and later, hanged. The British still remember that Guy Fawkes' Night. It is another name for this holiday. This day one can see children with figures, made of sacks and straw and dressed in old clothes. On November 5th, children put their figures on the bonfire, burn them, and light their fireworks.



Bonfire Night

In the end of the year, there is the most famous New Year celebration. In London, many people go to Trafalgar Square on New Year's Eve. There is singing and dancing at 12 o'clock on December 31st.



Christmas Bells

A popular Scottish event is the Edinburgh Festival of music and drama, which takes place every year. A truly Welsh event is the Eisteddfod, a national festival of traditional poetry and music, with a competition for the best new poem in Welsh.



The Edinburgh Festival of Music and Drama

If we look at English weights and measures, we can be convinced that the British are very conservative people. They do not use the internationally accepted measurements. They have conserved nine old measures.

For general use, the smallest weight is one ounce, then 16 ounce is equal to a pound. Fourteen pounds is one stone. The English always give people's weight in pounds and stones. Liquids they measure in pints, quarts and gallons.

There are two pints in a quart and four quarts or eight pints are in one gallon. For length, they have inches, foot, yards and miles.

If we have always been used to the metric system therefore the English monetary system could be found rather difficult for us. They have a pound sterling, which is divided into twenty shillings, half-crown is cost two shillings and sixpence, shilling is worth twelve pennies and one penny could be changed by two halfpennies.



One Shilling Coins

II. Try to write the calender of the most popular pubic, political and sports holiday in Great Britain. For example:

The calender of the British holidays

1. Chrstmas – the 25-th of December.
2. New Year’s Day - the 31-st of January.
3. Saint Valentine’s Day - the 14-th of February.
4. The Boat Race (Oxford – Cambridge) – the last Saturday of March.
5. April Fool’s Day – the 1-st of April.

III. Write the list of the British holidays, which are popular in Russia.

IV. Get ready to answer the questions:

1. What holiday is celebrated in Russia on the first of May?
2. What other political holidays are celebrated in our country?
3. What religious holidays are celebrated in Russia?

V. Compare the Russian and the Bitish holidays.

The UK



Royal coat of arms of the UK

VI. Read and translate the text about the UK

The United Kingdom of Great Britain and Northern Ireland is an island state: it occupies the territory of the British Isles and is composed of some 5,500 islands, large and small. The two main islands are: Great Britain (in which are England, Wales and Scotland) to the east and Ireland (in which are Northern Ireland and the independent Republic of Ireland) to the west. They are separated by the Irish Sea.

The UK is one of the world's smaller countries. However, there are only nine other countries with more people, and London is the world's seventh biggest city. The UK is separated from the European continent by the English Channel and the Strait of Dover. The highest mountains are in Scotland and Wales: There are many lakes in Great Britain. On the northwest lies the Lake District, containing the beautiful lakes that give it its name.

The largest cities of Great Britain are: London, Birmingham, Glasgow, Liverpool, Manchester, Sheffield, Bristol, Leeds and Edinburgh. The most important ports are: London, Liverpool, Southampton, Belfast, Glasgow and Cardiff.

The climate in the UK is usually described as cool, temperate and humid. The weather is so changeable that the English often say that they have no climate but only weather. The weather is the favourite topic of conversation in the UK.

The population of the United Kingdom of Great Britain and Northern Ireland is over 57 million people. The population lives mostly in towns and cities and their suburbs. Four out of every five people live in towns.

The UK is inhabited by the English, the Scottish, the Welsh, and the Northern Irish, who constitute the British nation. The British are the descendants of different peoples who settled in the British Isles at different times.

There have been many waves of immigration into Britain. Now there are many people of all colours and races in the UK. These are mostly former inhabitants of the former British colonies. These people came to the UK in search of better living standards. Nowadays the policy is to encourage these new immigrant communities to continue speaking their own languages as well as English. The children of immigrants are often taught their own languages in school, and there are special newspapers, magazines, and radio and television programmes for these communities.

The latest wave of immigrants from India, Pakistan, Bangladesh and Hong Kong has of course caused problems. There is certainly racial tension and racial prejudice in Britain today. In spite of laws passed to protect them, there is still discrimination against Asian and black people, many of whom are unemployed or in low-paid jobs. However, the atmosphere is improving and the different races are slowly learning to trust one another.

The UK is a constitutional monarchy. In law, the Head of State is the Queen. In practice, the Queen reigns, but does not rule. The country is ruled by the elective government with the Prime Minister at the head. There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties.

II. Test yourself. The UK quiz.

1. What's the Queen's name?

- a. Queen Ann I b. Queen Elizabeth II c. Queen Margaret II

2. *Where does the Changing of the Guard take place?*

- a. Buckingham Palace b. Piccadilly Circus c. Victoria and Albert Museum

3. *What is a double-decker?*

- a. A bus b. A disco c. A taxi

4. *What is Harrods?*

- a. A bank b. A department store c. School

5. *Where can you buy stamps?*

- a. At the post office b. At the stationer's c. At the department store

6. *How many pence are there in 1 pound sterling?*

- a. 10 b. 100 c. 1000

7. *What is the name of the famous stadium in the north of London?*

- a. Wembley b. Westminster c. Wimbledon

8. *Which Liverpool band was so popular in the 60s?*

- a. The Beatles b. The Police c. The Rolling Stones

9. *Where is Nessie supposed to live?*

- a. Isle of Man b. Loch Ness c. River Thames

10. *In Britain, cars are driven on the _____ side of the road.*

- a. left-hand b. right-hand c. wrong-hand

11. *Dame Agatha Christie wrote lots of _____.*

- a. detective stories b. plays c. Poems

12. *Where is Belfast?*

- a. In Northern Ireland b. In Scotland c. In Wales

13. *Manchester United is a popular _____ team.*

- a. basketball b. football c. Handball

14. *Which famous writer was born in Stratford-upon-Avon?*

- a. Samuel Beckett b. James Joyce c. William Shakespeare

15. *Which king had 6 wives?*

- a. Henry IV b. Henry V c. Henry VIII

16. *How many parts does Great Britain contain?*

- a. 4 b. 3 c. 5

17. *What is the British flag called?*

- a. Union Patric b. Union Jack Lines and Crosses

18. *What is the London underground called?*

- a. the Tube b. the Metro c. the Subway

19. *What is the most expensive part of London?*

- a. West End b. East End c. the City

20. *What colour are the taxis in London?*

- a. blue b. red c. black

21. *If you go to London, you'll see...*

- a. White house b. St.Paul's Cathedral c. Capitol

Unit 4

Nice to meet You



A proper English Gentleman

I. Do you know the words? Try to translate the words into Russian

Address, business, boyfriend, form, formula, manager, person, position, professor, religion, secretary, situation, speaker, status, title; comfortable, formal, real, alternative, pardon, provide.

II. Read the text and try to memorize the forms of addressing people in the situation of getting acquainted

How to Address People in English

English learners often feel confused about how to address people properly. Many feel uncomfortable asking the question, "What should I call you?" Even native English people find this question awkward. For example, many women don't know how to address their boyfriend's mother. On the other hand, some parents don't know what to call their children's teacher.

	Surname
	Family name
First name	Last name
<i>William</i>	<i>Shakespeare</i>
<i>Hilary</i>	<i>Clinton</i>

Note that: For Mr we say "Mister"; For Mrs - "Misses"; For Miss - "Miss".

Why is "What should I call you?" such a difficult question to ask? Perhaps it's because you are asking the other person to provide their status or position in the world in relationship to yours. This position may involve age, job, education, religion and even marital status. If you are unsure of what to call someone, it's best to use a formal address or simply ask one of these questions:

- What should I call your mum / the teacher / the manager?
- Is it okay if I call you [the nickname you've heard others use]?
- What's your name? (use in a casual situation like a party or classroom where first names are used)

Formal Titles in English

In business situations, use formal titles unless the people you meet tell you otherwise. To get someone's attention you can say: "Excuse me, Sir" or "Pardon me, Madam/Ma'am." To greet someone you can say: "Hello Sir" or "Good morning, Madam/Ma'am." Here are the formal titles English speakers use:

1. Sir (adult male of any age)
2. Madam (adult female)
3. Mr + last name (any man)
4. Mrs + last name (married woman who uses her husband's last name)
5. Miss + last name (unmarried woman)
6. Dr + last name (some doctors go by Dr + first name)
7. Professor + last name (in a university setting).



A Lady and two Gentlemen

III. Read and translate the dialogue. Write out the modes of address

Modes of Address

John: Do you know the right way to address people in English?

Brenda: When you know people well it's very easy, of course. You just call them by their first name.

J. Yes, that's right. I call you Brenda, don't I? And you call me John. But if we didn't know each other very well, if we weren't personal friends, then I should call you Miss Grey, and you would call me Mr Green. Remember, that "Mr" and "Mrs", "Miss" and "Ms" should always be followed by the name of the person you are talking to. For example, Mr Smith, Mrs Brown, Miss Robinson, Ms Greene.

B. "Sir" and "Madam", on the other hand, are never followed by a name except in the special case when "Sir" is a title, such as Sir Stafford Cripps or Sir Francis Drake. When "Sir" is a title we always use it as part of the name.

J. Yes, but notice that in speaking to such a person we use "Sir" with the first name, the Christian name only, and we say Sir Stafford.

B. "Sir" and "Madam" used alone show respect for position or seniority. Tradespeople and shopkeepers call their customers "Sir" and "Madam". And schoolchildren call their men teachers "Sir". Though as a matter of fact women teachers are never called "Madam".

J. Young men, too, often call older men "Sir" as a mark of respect. But "Madam" is not used in the same way by young women speaking to older ones.

B. That reminds me, it is quite un-English to speak, as many foreigners do, of "Madam, your mother" or of "Sir or Mr your father", or of "Mr your husband".

- J. Students of English often have difficulty too with professional titles like "Doctor" or "Professor", and the first thing to note here is again that we never use any of these titles with "Mr". We don't say "Mr Doctor" or "Mr Professor".
- B. No, a medical practitioner is usually called just "Doctor" when you are speaking to him. In fact, we do this whether or not he holds the actual degree of Doctor of Medicine.



Doctor of Medicine and his patients

- J. But any other kind of Doctor, such as a Doctor of Philosophy or a Doctor of Music, we never call him by the one word "Doctor".
- B. That's right: we might speak to him formally as Doctor Smith, or whatever his name is, but "Doctor" by itself always means a medical man.

As for "Professor", in Britain a professor is nearly always a university professor and if you know one you can call him "Professor" with or without his name, according to how formal or informal you want to be.



A university professor and student

- J. Just as it's wrong to say "Mr Professor" or "Mr Doctor", so it's wrong, too, to give any title to the wife of a man in such a position. We do not speak of "Mrs Professor White" or "Mrs Doctor Black".
- B. No, nor of "Mrs Colonel Brown". We simply say "Mrs White", "Mrs Black" and "Mrs Brown" in all such cases.
- J. Since you've mentioned a military title, I think I should add that "Mr" is never used with these titles either. Soldiers, sailors and airmen, of course, address their officers as "Sir", but in ordinary life we just say "Colonel", "Captain", or "Commander" as the case may be.
- B. On the other hand, administrative or commercial titles like "Director" or "Manager" are never used at all as a form of address. Except when you are working for such a person and you require to call him "Sir", you must always address him by his ordinary name.

IV. Can you say?

1. What is the most accepted formal form of greeting which is suitable any time of day?
2. What standard replies are there to
"Good morning",
"Good afternoon",
"Good evening"?
3. What is the widely used formula of an informal greeting?
4. What are the standard replies to the question "How are you?"
5. When people part what do they usually say that is suitable any time of day?
6. Which are the less formal ways of saying good-bye?
7. When do you say "Good night"?

Greetings



V. Read and memorize the following formulas of greeting and farewell

1. How do you do?: this is not really a question, but just a formula used when people meet for the first time or have not seen each other for a long time. The usual answer to it is: "How do you do?" Both the opening sentence and the answer are said with a falling tone. This' formula may be used almost any time of day. You say this without expecting any answer but "How do you do" and do not offer to shake hands. It is a rather formal greeting, young people in similar circumstances may just say to each other: "Hello!"
2. You say "Good morning" to people when your greeting is more formal. This formula is used before lunch. To those you know well you may say simply "Morning".
3. You say "Good afternoon" to people you do not know well between lunch time and tea-time.
4. You say "Good evening" to people you do not know very well after 6 p.m. To those you know well you may just say "Evening".
5. The proper universal informal greeting is "Hello". This formula is usually used with the first name. After an informal or a friendly greeting often comes the question: "How are you?"

Farewells

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

Bye-bye! Cheerio! See you later!

(I'll) be seeing you (soon). So long.

Farewell. (When parting for long)

Say "Good night" only when you leave and it is after eight o'clock at night.



It's 9 o'clock at night.

VI. Read the dialogue. Pay attention to the formulas of greeting

Greeting People

A. What must I say when I am introduced to someone?

B. Oh, just "How do you do?"

A. And what do they answer?

B. "How do you do?"

A. But it seems nonsense, I ask them a question about their health and they don't give an answer; instead they ask me a question which I don't answer.

B. Yes, I suppose it is rather strange, but we don't think of "How do you do?" as a question — it's just a greeting. If you really wanted to know about your friend's health you would say "How are you?"

A. Oh, yes, I've heard that; and what do they answer?

B. "Very well", "Thank you", "How are you?"

A. And what do you say if you are not very well?

B. Just "Not very well" or "Not too well".

A. That's good. It's just what I wanted.

VII. List what is right to say and how to behave:

When greeting a person you do not know well (in the morning, after lunch time, after six o'clock); when greeting a friend; when parting with a person you do not know very well (in the morning, after lunch time, after six o'clock, after eight o'clock at night); when parting with a friend; when formally introduced.

VIII. Say how you respond to:

1. "How do you do?"

2. "Good morning" ("Good afternoon", "Good evening").

3. "Hello, how are you?"

IX. Ask a friend what is the correct thing to say:

when greeting a person you do not know well; when greeting a person you know well; when parting formally; when saying good-bye informally

X. Practise greeting each other and leave taking. Work in pair.

XI. Dramatize the dialogue

Mr. Brown: Good morning, Mr. White.

Mr. White: Good morning, Mr. Brown.

Mr. Brown: Won't you come in and join us? I'd like to introduce you to my friend Miss Green, who has just come to London.

Mr. White: How do you do, Miss Green?

Miss Green: How do you do, Mr. White? I'm very glad to meet you.

Mr. White: How's your business going?

Miss Green: Pretty good, thank you. And how are things with you?

Mr. White: Well, not too good.

Miss Green: I'm sorry to hear that. I hope things will soon improve.

Mr. White: Yes, let's hope for the best. And how long are going to stay in Moscow?

Miss Green: I don't know exactly. I'm having a very pleasant time here.

Note that: Glad to meet you: the complete sentence is: "I'm glad to meet you".

It is a formula which may be used alternatively with "How do you do?"

by people who are being introduced to other people. On parting, people who have been introduced to each other usually say "Glad to have met you".

XII. Do you know that in Britain you will find most people are kinder to you if you behave politely, respecting local people? You may sometimes upset people by things that you say or do, even if these things seem perfectly normal in your own culture. When you first meet someone it can be difficult to know how to start a conversation, especially if your first language is not English.

Which topics are safe for small talk?

Introductions



"Hello. May I introduce myself? My name is Mark"

- Family, eg "How is your family?" (if you already know about the person's family)
- Hospitality, eg "Can I get you something to eat or drink?"

The weather



"It's a lovely day today, isn't it?"

- Holidays, eg "Are you going anywhere this weekend?" or "Are you going anywhere on holiday this year?"
- Nature, eg "The garden looks lovely, doesn't it?"
- Pets, eg "What a lovely dog. What is his name?" (British people love animals)
- Television, eg "Did you see The X Factor last night?"
- Music, eg "What sort of music do you like?"
- Books, eg "Have you read any good books recently?"



Wimbledon Master Plan

- Sport, eg "Have you been watching Wimbledon?" (note that many British people, especially men, enjoy talking about football)

- Hobbies, eg "What do you enjoy doing in your spare time?"
- Business, eg "How's your business going?" (if you know the person has a business)



A University Student

- Studies, eg "What are you studying?" (if you know the person is a student)



A lovely Chinese meal

- Food, eg "I had a lovely Chinese meal last night - do you like Chinese food?"
- General matters on subjects that you know that interests the person you are talking to, eg cars, film stars etc.

Which topics are best avoided for small talk?



You may need to be careful!

You may need to be careful, when you talk about some topics, especially with people that you've only just met, people who are older than you, people who appear to have strong religious or political views, or people who may have some personal problems or sensitivities. For example, be cautious if you discuss these subjects:

- Age, eg "How old are you?"
- Appearance or weight, eg "You seem to have put on some weight"
- Personal gossip about somebody you know
- Jokes that might offend (especially sexist or racist jokes)
- Money, eg "How much do you earn?"
- Sex (some people have strong religious views about this)
- Previous or current relationships, eg "Do you have a girlfriend?"
- Politics, eg "Who did you vote for at the last election?"
- Religion, eg "Do you believe in God?"
- Criticisms or complaints, eg "Why is British food so bad?"

XIII. Role Play. Imagine that you are businessmen. Make up your dialogue. Don't forget about the English Etiquette Rules. Try to use the following expressions:

1. Let me introduce myself – Позвольте представиться.
2. How do you do? – Здравствуйте.
3. What should I call you? – Как мне Вас называть?
4. Is it o'k if I call you...? – Вы не возражаете, если я буду называть ...?
5. It's a lovely day today, isn't it?
6. How are things with you? – Как Ваши дела?
7. How's your business going? – Как Ваш бизнес?
8. How is your family? – Как Ваша семья?
9. What do you enjoy doing in your spare time – Что делаете в свободное время?
10. Have you been watching Wimbledon? – Вы смотрели соревнования по теннису?
11. What sort of music do you like? – Какая музыка Вам нравится?

XIV. Try to fill in the form

1. Name
 2. Surname
 3. Age
 4. Date of birth
 5. Place of birth
 6. Place of residence: city/ town/ village
 7. Habitation: block of flats/ cottage/ communal flat/ hostel
 8. Family: members of your family and their occupations
- Parents
- Brothers
- Sisters
9. Number of the school you graduated from
 10. Your favourite school subjects
 11. Your hobbies (music/ dancing/ reading/ playing computer games/ travelling)
 12. Your speciality (geography/ cartography/ ecology)
 13. Future profession (a geographer/ a cartographer/ an ecologist)

XV. Grammar. Test yourself. Use the articles

a) ... book; ... English book; ... artist; ... German artist; ... writer; ... American writer; ... student; ... university; ... airport; ...hamburger; ... hour; ... problem; ... economic problem.

- b) 1. I am ... first – year student at ... University.
2. I am ... student of ... group number 12.
 3. We are ten in ... group.
 4. In ... morning I have classes.
 5. After... classes I usually go to... University canteen and have... lunch there.

6. Sometimes I go to ... library to take books and textbooks.
7. I always have ... lot of ... things to do at ... University.
8. In ... evening I do my homework.
9. When I am tired I return ... home.
10. I often leave my house very early and come back from ... University very late.

XVI. Get ready to speak about yourself. Use the following expressions:

Let me introduce myself; my name is (Alexander/Mary);

my surname is Petrov/ Ivanova);

I am (17/18) years old;

I was born in (1996/1997);

my birthday is the (1-st/ 2-nd/ 3-rd/ 25-th) of (September/October/November);

I live in (Izhevsk); I have a family;

my father is (a doctor/ a teacher/ a driver/ a businessman);

my mother is (a housewife/ a scientist/ an economist/ a businesswoman/ a cook);

my brother is (a pupil/ a student/ a programmer);

my sister is (a schoolgirl/ a student/ a seller/ a sales advisor);

we have (a flat/ a cottage/ a house); it's (big/small) and comfortable;

I graduated from school number (10/25);

my favourite school subjects were (Geography/ History/ English/ Mathematics/
Physical education/ Music);

I entered the university in (2014/2015);

I study at the geographical faculty;

my hobbies are (music/ dancing/ reading/ playing computer games/ travelling); my

speciality is (geography/ cartography/ ecology);

my future profession is (a geographer/ a cartographer/ an ecologist).

XVII. Write down an essay on the topic "About myself".

Unit 5

British Universities



Student life isn't easy, is it?

I. Can you guess the meaning of the words? Do you need a dictionary?

University, institute; college, college building; student, a first-year student; group, faculty, geographical faculty; course, the course of study; classes, lecture, lecturer, seminar, test, credit test; examination, final examinations; speciality.

II. Write down the transcription of the words and practise to pronounce them.

III. Read and remember all the words and word combinations.

Translate the sentences into Russian

1. Enter – поступать в учебное заведение.

Every year many young people enter the universities.

2. Applicant - абитуриент.

3. Examinations – экзамены.

Every applicant usually takes some examinations.

4. Entrance examinations - вступительные экзамены.

The entrance examinations are difficult.

5. *Take exams and credit tests* - сдавать экзамены и зачеты.

The students take some exams and credit tests twice a year.

6. *Term* - семестр.

The exams and credit tests take place at the end of each term.

7. *Pass exams and credit tests* - сдать экзамены и зачеты.

Some applicants passed all entrance exams and became students.

8. *To be admitted to the university* - быть принятым в университет.

They were admitted to the university.

9. *Study* - учиться, учить. They study at the geographical faculty.

All the students of our faculty study a foreign language.

10. *Day-time department* - дневное отделение.

11. *Correspondence department* - заочное отделение.

Our students study at the day-time and correspondence departments.

12. *The course of study* - курс обучения.

They completed the course of study last year.

13. *Last* - длиться, продолжаться.

The course of study at our faculty lasts 4 years.

14. *Attend* - посещать, присутствовать.

Our students usually attend all the classes.

15. *Miss a lecture* - пропустить лекцию.

If the students don't miss their classes, they will pass all the exams.

16. *Grant* - стипендия. Almost all the students of our group get a grant.

17. *Final exams (finals)* - выпускные экзамены.

18. *Higher education* - высшее образование.

They passed their finals and received the Diploma of Higher education.

19. *Graduate (n)* - выпускник ВУЗа;

Some graduates of our university work at schools.

20. *Graduate (v)* - окончить учебное заведение.

We'll graduate from the university in 4 years.

IV. Try to find synonyms

1) a mapmaker	a) an undergraduate
2) a final-year student	b) to miss
3) final exams	c) a cartographer
4) a teacher	d) a scholarship
5) a grant	e) a lecturer
6) to be present	f) to attend
7) to be absent	g) to continue
8) to get	h) to participate
9) to last	i) to receive
10) to take part	j) finals

V. Complete the sentences. Use exercises I, II, III, IV.

1) I ... from school in 2) Then I ... the university. 3) I passed all my ... exams and was ... to the university. 4) Now I am a 5) I ... at the geographical faculty. 6) The course of study ... 4 years. 7) At the end of each ... I take exams and credit tests. 8) Our ... begin at 8.20. 9) I ... all the lectures and seminars. 10) I like to ... at the university.

VI. Try to find antonyms

1) an applicant	a) final exams
2) a first-year student	b) to miss
3) to enter	c) to fail
4) entrance exams	d) a final-year student
5) a day-time department	e) to graduate from (v)
6) to attend	f) to end
7) to pass	g) a graduate (n)
8) to begin	h) a correspondence department

VII. Choose the right word

1. Students get a higher (examination, education, graduation) at the universities.
2. Every lecture at the University (begins, lasts, completes) an hour and a half.
3. Students must (complete, return, attend) lectures on different subjects.
4. Students receive a monthly (profession, scholarship, subject).
5. He is a good student, he can (understand, require, pass) all the exams well.
6. My friend didn't enter the University because he (failed, prepared) in maths.

VIII. Translate the sentences into English

- 1) Я - студент-первокурсник.
- 2) Я учусь в университете.
- 3) Курс обучения на дневном отделении длится четыре года.
- 4) Обычно наши лекции начинаются в 8.20.
- 5) Я посещаю все лекции и семинары.
- 6) Мне нравится учиться на географическом факультете.
- 8) Моя будущая профессия – учитель географии (эколог, картограф).

IX. Are you ready to speak on the topic "I am a student now"?

X. Fill in the blanks with the prepositions

1. He hasn't been to the University for a week, ... I haven't seen him.
2. We stayed at home yesterday ... it rained.
3. We stayed at home ... the rain.
4. It was rather late, we went home.
5. She wanted me to bring her the book ... she was to take her examination on Monday.
6. She asked me to help her with her English, ... we did the exercises together.

XI. Read and translate the text about the oldest British universities

The Oldest British Universities

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 the 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 science, commerce, and education. The life of students is interesting. They hear lectures given by professors 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 the sons of 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.

The city of Oxford is like London. It is very old, it is international and it is situated on the river Thames. Oxford is a beautiful and a very green city. Green fields and parks surround the town. Green gardens with a lot of flowers and trees surround the colleges. The river Thames is situated quite near the city.

We say that Oxford is old and historical because it has existed since 912. The university was founded in 1249. Oxford is international because people from many parts of the world come to study at its university.



The students of Oxford

They come to study at one of the twenty-seven men's colleges or at one of the five women's colleges that are the university: they join the university "family" that has more than 9 000 members (among them only three hundred women, who study at women's colleges). The red buildings of the women's colleges are new. The men's colleges are beautiful grey old buildings. Every year more than one thousands students enter the Oxford University. The entrance exams are difficult. It is necessary to work hard to become a student of the Oxford University.



This photo is of Oxford

When a new woman student comes to Oxford she is shown the room where she will live. Then a a third-year student of the university invites her in her room for tea together with some other nine first-year students. She tells them everything about college life and answers their questions.

The academic year in England has three terms which usually last from the beginning of October to the middle of December, from the middle of January to the end of March and from the middle of April to the end of June. Examinations take place at the end of each term. If a student fails in examination, he may be allowed to take the exam again. Only two re-examinations are usually allowed.

The university of Oxford has a tutorial system of education: every student has a tutor (= teacher) who plans his work. Each week some students come to see him, they discuss different questions connected with their studies, they tell their tutor about the work they have done.

The students of Oxford must spend the morning hours working. They have classes, lectures and seminars, or they study in their rooms. At 2 they have dinner break which lasts till 4. After tea they resume their studies. Almost all students go in for some kind of sport. One of the most favourite kinds of sport among the students at Oxford is punting (плавание на плоскодонных лодках).



This photo is of Cambridge.

The University of Cambridge is situated on the banks of the Cam. Willow trees drown their branches into the water. The colleges line the right bank. There are beautiful college gardens with green lawns and lines of tall trees.

The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture.

The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed. The University of Cambridge was founded in the twelfth century. It was formed on the model of European continental universities, in particular that of Paris.

Until the fifteenth century the history of Cambridge was not as significant as that of Oxford. But by the end of the seventeenth century the University was the home of Sir Isaac Newton - professor of mathematics" from 1669 till 1702 whose influence was deep and permanent. At that time serious tests were offered to the candidates for degrees. During the early part of the nineteenth century examinations were greatly improved and written examinations were more often used than oral ones.

At the same time there were built a number of laboratories for natural sciences, among them the Cavendish Laboratory. The Cavendish Laboratory organized by the well-known Scottish mathematician and physicist Maxwell was opened in 1871. It was named after the English scientist of the 18th century Sir Henry Cavendish.

Today it is one of the greatest physical laboratories known throughout the world. Research is becoming increasingly international and the Laboratory is widening its contacts with the leading research centres in other countries

XII. Test yourself. Choose the correct answer. Prove it.

Use the text "The Oldest British Universities"

1. The city of Oxford is like London because ...

- a. it's large and beautiful.
- b. it's old, historical and it's situated on the river Thames.
- c. many books are written about them.

2. *We say that Oxford is old and historical because...*

- a. a lot of writers wrote about it.
- b. there is a university there.
- c. it has existed since 912.

3. *The academic year has ...*

- a. two terms.
- b. three terms.
- c. four terms.

4. *The entrance exams ...*

- a. are easy.
- b. are difficult.
- c. are not difficult.

5. *To become a student of the Oxford university ...*

- a. it is necessary to pass difficult entrance exams .
- b. it is necessary to be invited to tea by a third-year student.
- c. it is necessary to be a good sportsmen.

6. *A third-year student invites new students who have entered the university ...*

- a. to speak to them about life in London.
- b. to tell them everything about college life and to answer their questions.
- c. to speak to them about the city of Oxford and different kinds of sport.

7. *A tutor helps his student ...*

- a. to pay for his studies.
- b. to choose the necessary kind of sport to go in for.
- c. to plan his work.

8. *The students at Oxford usually spend the mornings ...*

- a. go in for sport.
- b. studying.
- c. going for a walk with their tutors.

9. *If a student fails in an examination,*

- a. he is allowed to take it again, but only two re-examinations are allowed.
- b. he is not allowed to take it again as no re-examinations are allowed.
- c. he is allowed to take it as many re-examinations as he likes.

XIII. Translate the sentences into English. Pay attention to the notes

- 1. Чтобы стать студентом, абитуриент должен много трудиться.
- 2. Студенты обязаны проводить утренние часы в университете.
- 3. Они не должны пропускать занятия.
- 4. Им следует встречаться с их руководителем (тьютором).
- 5. Всем студентам следует заниматься спортом.
- 6. Если студент не сдает экзамен, ему могут разрешить сдать экзамен ещё раз.
- 7. Если он не получает стипендию, ему приходится работать.
- 8. Студенты вынуждены платить много денег за своё обучение.
- 9. Только дети обеспеченных (богатых, состоятельных) людей могут учиться в Оксфордском университете.
- 10. Детей рабочих людей редко можно встретить среди студентов Британских университетов.

Notes: Modal verbs must (duty); should (advice); may (permission for action); can (physical or mental ability); have to (difficult situation).

- 1. Модальные глаголы обозначают не действие, а способность, допустимость, возможность, вероятность, необходимость совершения действия.

Модальные Глаголы

Собственно (чисто) модальные единицы	Особенности формообразования						
	Структура	Изменение в Indicative — времена					Future
		Present	Past				
can	Модальный глагол + инфинитив смыслового глагола без частицы (to)	can	could				-
may	Модальный глагол + инфинитив смыслового глагола без частицы (to)	may	might				-
must	Модальный глагол + инфинитив смыслового глагола без частицы (to)	must					-
Модальные	единицы эквивалентного типа						
to be able (to) = can	Модальный глагол + инфинитив смыслового глагола + частица (to)	am	able + to	was	able + to	shall be	able + to
		are		were		will be	
		is		was		will be	
		are		were		shall be	
		are		were		will be	
		are		were		will be	
to be allowed (to) = may	Модальный глагол + инфинитив смыслового глагола + частица (to)	am	allowed + to	was	allowed + to	shall be	allowed + to
		are		are			
		is		was		will be	
		are		were		will be	
		are		were		shall be	
		are		were		will be	
to be (to)= ought, must, should	Модальный глагол + инфинитив смыслового глагола + частица (to)	am	able + to	was	able + to		
		are		were			
		is		was			
		are		were			
		are		were			
		are		were			
need	Модальный глагол + инфинитив смыслового глагола без (to)	need	needed				-
should	Модальный глагол + инфинитив смыслового глагола без частицы (to)	should					-

2. В сравнении со смысловыми глаголами модальные глаголы имеют ряд особенностей:

a. Модальные глаголы не употребляются без смыслового глагола. Смысловый глагол после модальных глаголов стоит в инфинитиве без частицы *to*.

I can look out of the window and see, can't I?

b. Модальные глаголы не изменяются по лицам и числам, т. е. в третьем лице единственного числа не имеют окончания *-s (-es)*:

He can remember drinking tea...

c. Вопросительную и отрицательную формы модальные глаголы образуют без помощи других вспомогательных глаголов:

May I ask, sir, by what right it has been taken from me?

d. Модальные глаголы не имеют форм инфинитива, причастия, герундия.

e. Модальные глаголы не имеют форм будущего времени.

f. Глаголы *can, may* имеют форму прошедшего времени (*could, might*), а глагол *must* формы прошедшего времени не имеет.

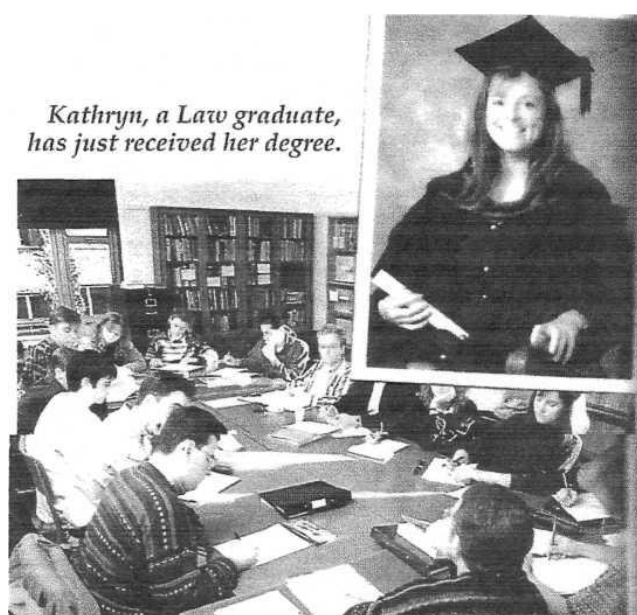
XIV. Read and translate the text below

Getting into university

There are 91 universities in and 47 colleges of higher education in Britain. But only 25 per cent of the student population goes on to higher education. Competition to get into one of Britain's universities is fierce and not everyone who gets A levels can go.

Students usually need three A levels to go to university and grades at A level go from A, the highest grade, to E. Students apply to universities months before they take their A-levels. The students are given a personal interview and the universities then decide which students they want. They offer them a place which depends on A-level results. The more popular the university, the higher the grades it will ask for.

Universities offer three- and four-year degree courses; colleges of higher education offer both two-year HND (Higher National Diploma) courses, as well as degree courses. A degree is the qualification you get from university when you pass your final exams. You are then awarded a BA (Bachelor of Arts), BSc (Bachelor of Science) or BEd (Bachelor of Education). Undergraduates, students who are studying for degrees, go to large formal lectures, but most of the work takes place in tutorials: lessons in groups of ten or more when the students discuss their work with the lecturer.



A tutorial at Birmingham University

XV. *Make up an annotation of the text according to the plan:*

1. The title of the text is ...
2. It is published in ...
3. The purpose of this text is to show ...
4. The author analyses (explains, characterizes, describes) ...
5. Some parts of the text deal with ...
6. The author points out ...
7. In conclusion the author says, that ...

XVI. Read the text. Try to answer the question “Is it easy to be a student?”

Living at university

Most British young people choose to go to the university a long way from their home town: university is seen as a time to be independent, to live away from home and develop new interests. British students do not to pay to enter university, but do need money to live away from home while they are studying.

Some students whose parents do not earn a lot of money are given a grant from the local education authority. If students do not get a grant, parents are expected to pay for their children. Some students borrow money from the bank which must be paid back after they leave university.

In theory the grant pays for rent, food, books, transport and socializing. In fact, the grant is not a lot of money. Students have to work during the holidays to earn more money, but it is now difficult to find such jobs. The result is that more students are dropping out, failing to finish their courses.

XVII. Dramatize the dialogue between two students

After the Exams



Two University Students

Malcolm: What did you think of the exams, Pete? I reckon they were dead easy.

Pete: Maybe they were easy enough for you but they were much too hard for me.

Malcolm: Oh, come on. You've probably done better than you think.

Pete: No, I'm dead certain I've failed in Latin, and most likely in French and History too. Thank goodness it's all over though. We can forget about it now- at least until the results come out.

Malcolm: Yes. Now I can get on with reading all the books I've been wanting to read for months, but haven't had time for.

Pete: What! ...Well, it's up to you, I suppose, but I've had enough of reading. I'm not going to open another book for months. Don't you think we all deserve a break?

Malcolm: Well, yes... I'll take a day or two off perhaps. And I think I'll come to Bob's sister's party tomorrow night. But if I'm going to university in October, I'll have to get down to some serious work again pretty soon.

Pete: I've got to get through the A level exams first. I'll worry about university if and when I ever get there.

Malcolm: That's the trouble with you. You always try to do everything at the last minute.

Pete; And you're too serious; that's your trouble. You never stop swotting.

Malcolm; Well, I like reading.

Pete: And I can't stand it. Don't know why I decided to try to go to university in the first place. I think I'll run away and join the army or something.

XVIII. Do you know that students of the British universities must observe Ethic code and wear formal academic dress?



Sub-fusc (academic dress) should be worn for Matriculation, Examinations and Graduation, as well as for various other formal events at the University of Oxford.

You should wear the appropriate gown, a mortar board or soft cap and your preferred sub fusc (*formal academic dress*) from the following list:

1.	Dark suit with dark socks; or Dark skirt with black tights or stockings, or Dark trousers with dark socks;
2.	Dark coat, if desired;
3.	Black shoes;
4.	Plain white collared shirt or blouse;
5.	White (black) bow tie, black full-length tie or black ribbon.



You may not be allowed to enter the Examination Schools/Sheldonian Theatre if you are not wearing the correct clothing, so it is very important that you adhere strictly to the dress code. All students need to wear an Advanced Student's gown and a mortarboard or soft cap.

*XIX. Students of the British Universities follow the ethical rules using their phones.
Do you remember about ethics use mobile communication? Try to be polite.*



Ethics use mobile communication

Ethical rules of mobile communication

1. Try to switch off mobile phone if there is a “Please turn off your mobile phone” warning. For example, if you are in airplanes or in medical facilities.
2. Remember to switch your mobile phone in the “silent” mode in theaters, museums, exhibitions, cinemas.
3. Choose the ring tones which will be pleasant not only for you, but to others.
4. Remember to switch your mobile phone in the “silent” mode at the business meetings.
5. In public places: shopping, transportation, elevators try to speak quietly not to disturb others with your conversation.
6. At the library turn the ringer into the silent mode.
7. It is not polite to use somebody’s phone for your own purposes or give their mobile phone numbers to third parties without permission.

XX. Test yourself. Choose the correct form of communication

1. Student: "Professor, shall I take the exam for the next time?"

Professor: _____

- a) I'm very busy.
- b) You are too lazy.
- c) Yes, of course.

2. Lecturer: "I hope I didn't keep you waiting".

Dean: _____

- a) You are late.
- b) You are in time.
- c) You are the best manager.

3. Student: Could you help me to do my grammar exercises?

Student: _____

- a) It's your problem.
- b) Sorry, I'm hurrying to my doctor.
- c) I don't think so.

4. Committee member: " _____ "

Dean: "He isn't a Bachelor student? He is studying for a Master."

- a) He is a Master student, isn't he?
- b) Isn't he studying for a Master degree?
- c) I consider him to be a Bachelor student.

Unit 6

The Discovery of America



Christopher Columbus Reaches New World

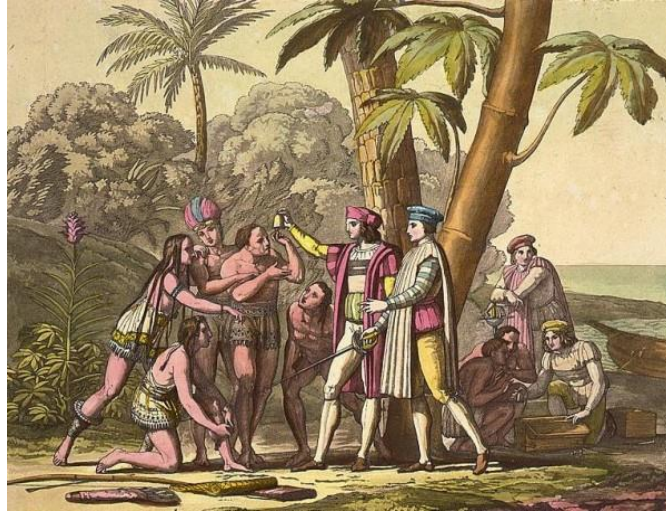
I. Read and translate the text below. Get ready to retell the story

Christopher Columbus was born in Genoa, Italy. He loved the sea. When he was only fourteen, he became a sailor. Later, he became an explorer. He wanted to discover a new route to India. The Spanish queen, Isabella, gave him three ships, sailors, and money for his trip.



The Spanish queen and Columbus

Columbus and his sailors were at sea for ten weeks. On October 12, 1492, they saw land. The explorer thought it was India. He called the people there "Indians." The explorer didn't discover a new route to India; he discovered a new land.



Columbus and the Natives of a new land

Later, Amerigo Vespucci, another Italian explorer, wrote about this new land.

A German mapmaker* read Amerigo's stories. He liked them so much that on the map of Columbia's India, he wrote "America"!

* Martin Waldseemuller. His map was printed in 1507.

II. Answer: true or false

Pattern 1: Columbus was born in Italy – It's true.

Pattern 2: Amerigo Vespucci wrote "America" on the map of Columbia's India - It's false. It was a German mapmaker who wrote "America" on the map.

1. Columbus wanted to discover a new route to India.
2. The Italian queen gave Columbus ships, sailors, and money.
3. Columbus and his sailors were at sea for ten weeks.
4. Columbus saw land on October 12, 1492.
5. Columbus knew it was a new land.
6. Columbus called the people on the land "Italians."
7. Columbus discovered a new land.

III. Read the text and get ready to speak on the topic “The USA”



New York. The Statue of Liberty

The United States of America

The USA is situated in the central part of the North American continent. Its western coast is washed by the Pacific Ocean and its eastern coast — by the Atlantic Ocean. The area of the USA is over nine million square kilometres. It is a very large country, so it has several different climatic regions. The coldest regions are in the north and north-east. The south has a subtropical climate.

The population of the USA is more than 236 million people. Most of the people live in towns.

The capital of the USA is Washington in the district of Columbia (D. C). It is an administrative city without much industry. Washington has many famous monuments in the streets and squares. One of them is the Abraham Lincoln memorial with 36 columns representing the states of the union at the time of Lincoln's death. The main part of the memorial is the figure of Lincoln.

The Capitol, where the Congress meets, is a very high and beautiful building with white marble columns. It is in the very centre of the city. Not far from the Capitol there is the Library of Congress. It holds five million books. The White House, the residence of the President, is the oldest public building in Washington and one of the most beautiful.

IV. Read and translate the dialogue. Try to remember the information

Dialogue 1

- Who founded Washington?
- It was George Washington who chose the place for the capital of the USA.
By the way, he was the first President of the USA.
- Is Washington an old city?
- No, it's quite new as it didn't exist for 2 hundred years.
- Why are there no sky-scrapers in Washington?
- There is a special law against building structures higher than the Capitol.

V. Do you know what cities are the largest in the USA?

There are very many cities in the USA. One of the largest cities in the world is New York. It is situated at the mouth of Hudson River. New York was founded by the Dutch. It's interesting to know that Manhattan Island—the central part of New York — was bought from the local Indians for 24 dollars by the Dutch. In the eighteenth century New York grew into the largest city of the United States of America. Now New York is a great seaport, the leading textile and the financial centre of the country. Manhattan Island with the Wall Street district is the heart of America's business and culture. New York is the city of sky-scrapers.

The highest of them is the 102-storey Empire State Building. There are many other places of interest in New York: Central Park, Times Square, Rockefeller Centre, the shopping districts and the United Nations Building. In Manhattan at Broadway there is Columbia University, one of the biggest universities of the USA.

Another large city of the USA is Boston, one of the first cities which were built on the Atlantic coast of America. It is an important port and a financial and cultural centre. It has three universities.

Chicago is one of the biggest industrial cities in the USA and the second largest after New York.

Philadelphia, near the east coast, produces agricultural machines and locomotives. Light industry is highly developed here. Philadelphia is an important cultural centre with many fine buildings and a university.

Los Angeles, in California, is a centre of modern industries. Not far from Los Angeles is Hollywood, the centre of the US film business.

VI. Read and translate the dialogue. Try to remember the information

Dialogue 2

- What kind of state is the United States of America?

The USA is a federal republic consisting of 50 states. Each state has its own government.

- Who is the head of the state and the government?

- The President of the USA is the head of the state. He is elected every four years.

- What is Congress?

- Congress is the parliament of the USA. It consists of two houses, the House of Representatives and the Senate.

- What are the two main political parties in the USA?

- They are the Democratic Party and the Republican Party.

VII. Are you an expert on the USA?

1. What is the capital of the USA?

a) Ottawa b) Washington, D.C. c) New York

2. How many states are there in the USA?

a) 52 b) 50 c) 51

3. What is the American flag called?
a) Union John b) Union Jack c) Stars and Stripes
4. The cartoon symbol of the American government is
a) Uncle Ben b) Uncle Mike c) Uncle Sam
5. What is the New York underground called?
a) the metro b) the tube c) the subway
6. When did Christopher Columbus discover America?
a) in 1492 b) in 1592 c) in 1392
7. How often do American people choose a new President?
a) every 5 years b) every 3 years c) every 4 years
8. What is the most expensive part of New York?
a) Long Island b) Manhattan c) Staten Island
9. What colour are the taxis in New York?
a) black b) yellow c) green
10. If you go to New York, you will see
a) Big Ben b) The Capitol c) The Empire State Building
11. What is the home of the President?
a) The Capitol b) The White House c) the House of Representatives
12. What do people call New York?
a) small pot b) big apple c) melting pot

Unit 7

Travelling



Travelling around the world

1. Read the text below and get ready to answer the questions

1. Are you fond of travelling? Have you travelled a lot?
2. What places have you visited? What impressed you most?
3. Why do people travel? How do different people spend their holidays?
4. What means of travelling do you know?
5. What are their advantages and disadvantages?
6. How do you prefer to travel? Why?
7. Why do people take a camera with them? What do they usually photograph?
8. What do we see and learn while travelling?
9. Have you ever travelled by sea? Was it a liner or a small boat?
Do you get seasick?
10. Have you ever taken a holiday cruise down the Volga, the Kama or along the Black Sea coast?
11. Some people prefer to travel on their own and hate travelling in a group.
What about you?
12. Have you ever been abroad? How did you travel?
13. What countries would you like to visit? Why?

Vocabulary

abroad – за границей

different – разные

city-dweller – горожанин

ритмы

all over the world – во всём мире

shop window – витрина магазина

musical rhythms – музыкальные

Millions of people all over the world spend their holidays travelling. They travel to see other countries and continents, modern cities and the ruins of ancient towns, they travel to enjoy picturesque places, or just for a change of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen to different musical rhythms.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like a quiet holiday by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travellers and holiday-makers take a camera with them and take pictures of everything that interests them - the sights of a city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests; different kinds of trees, flowers and plants, animals and birds. Later, perhaps years later, they will be reminded by the photos of the happy time they have had.

People travel by train, by plane, by boat and by car. All means of travel have their advantages and disadvantages. And people choose one according to their plans and destinations.

If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on TV. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes.

II. Read and translate the dialogue. Use it as a pattern for your role play



Registering a Delegate

Delegate Registration

Secretary: What's your name, please?

Delegate: My name's John Brown.

Secretary: How old are you?

Delegate: I'm 54.

Secretary: What's your occupation?

Delegate: I'm a physical education teacher.

Secretary: What's your nationality?

Delegate: I'm English.

Secretary: Where d'you come from?

Delegate: London.

Secretary: What's your permanent address?

Delegate: 22, Holland Park, London, W. 11.

Secretary: Where are you staying over here?

Delegate: The Grand Hotel.



The Grand Hotel

III. Role play. Imagine that you are at the hotel abroad. Dramatize the dialogue.

At the hotel

A sportsman: Good morning.

An administrator: Good morning.

A sportsman: My name is Victor. My surname is Petrov .

I have reserved a room for three nights.

An administrator: Would you like a single or a double room?

A sportsman: I'd like a single one.

An administrator: Your room is number 56. May I have your passport?

A sportsman: Yes, please. Here's my passport.

An administrator: Thank you. Here's the key to your room.

A sportsman: Thank you.

IV. Read the text and try to memorize this useful information for travelers

A World Guide to Good Manners

How not to behave badly abroad

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they are British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:



The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.



The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.



American executives sometimes signal their feeling of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.



The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position. When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also a bow is a very important part of greeting someone.

You should not expect Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal "Have a nice day!" American waiters have a one-word imperative 'Enjoy!'

The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather - unemotional and impersonal.



In America, the main topic between strangers is the search to find a geographical link. "Oh, really? You live in Ohio? I had an uncle who once worked there."

"When in Rome do as the Romans do". Here are some final tips for travelers.



In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.



In Afghanistan you should spend at least five minutes saying hello.

In Pakistan you mustn't wink. It is offensive.

In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that have to give it to you.



In Thailand you should clasp your hands together and lower you head and your eyes when you greet someone.

V. Test yourself. Choose the correct answer

1. Which nationality is the most punctual?

- a) The British
- b) The German
- c) The American
- d) The Italians

2. Which nationality is the least punctual?

- a) The Italians
- b) The British
- c) The Americans
- d) The Germans

3. Why did the British think that everyone understood their customs?

- a) Because they thought highly of other nationalities.
- b) Because the European Community began to increase in size.
- c) Because a lot of guidebooks appeared giving advice on international etiquette.
- d) Because they believed that people acquire the knowledge of British customs together with the English language.

4. Which nationality likes to eat and do business at the same time?

- a) The Japanese
- b) The British
- c) The Germans
- d) The French

5. Why would the Japanese be shocked if somebody put his feet on the desk?

- a) Because they would consider it the ignorance of their habits.
- b) Because they would never expect such a thing to happen.
- c) Because they would consider the person crazy.
- d) Because they would think that the person is extremely ill-bred.

6. *Why is it necessary to exchange business cards when you meet the Japanese?*
- a) They must know how to behave with you.
 - b) They don't shake hands.
 - c) It is essential for them to know your age.
 - d) It is an ancient custom.
7. *Why do the Americans find it difficult to accept Japanese manners?*
- a) They find the Japanese customs senseless.
 - b) They consider the Japanese old fashioned.
 - c) They prefer not to be so formal.
 - d) They think it is difficult to complete a business deal with people in Japan.
8. *Why is it not a good idea to say that you like your Egyptian friend's vase ?*
- a) He may feel shocked by your emotional speech.
 - b) He may dislike it.
 - c) He may feel that he has to present it to you.
 - d) He may be embarrassed.
9. *What is the main topic of conversation between strangers in America?*
- a) The weather.
 - b) Politics.
 - c) Latest news.
 - d) Familiar places.
10. *In what country do people have no special rules of behaviour about hands?*
- a) Thailand.
 - b) Japan.
 - c) Egypt.
 - d) Britain.

VI. Read and translate the dialogue. Get ready to dramatize the dialogue

Vocabulary

A customs officer - таможенник

purpose – цель

attend - посещать

A passenger – пассажир

declare – заявлять

certainly - конечно

At the airport

A customs officer: Can I see your passport?

A passenger: Certainly, here it is.

A customs officer: Have you anything to declare?

A passenger: Nothing.

A customs officer: What's the purpose of your visit?

A passenger: I'm attending a conference in London.

A customs officer: Well, would you mind opening this bag, please.

A passenger: There you are, please.

A customs officer: Thank you. Right. That's all. You can go now.

A passenger: Thank you.



Two customs officers and a passenger

VII. Try to fill-in the Short-stay Visa Application Form. Use the internet .

Short-stay Visa Application Form

No.	Designation	How To Fill-In The Section?
1	Last Name	
2	Birth Name	
3	First Name(s)	
4	Date of Birth	
5	Place of Birth	
6	Country of Birth	
7	Current Nationality Nationality at Birth	
8	Gender	
9	Civil Status	
10	Minors	
11	National Identity Number	
12	Travel Document Type	
13	Travel Document Number	
14	Issue Date	
15	Expiration Date	
16	Issued By:	
17	Home Address and E-mail Address Telephone Number	
18	Residence in Another Country	
19	Current Occupation	
20	Employer or Educational Institution	
21	The Main Purpose for Your Trip	
22	Destination Member State	
23	First Entry Member State	
24	Number of Entries Requested	
25	Length of Stay	
26	Schengen Visas Issued during the Last 3 Years	
27	Fingerprints...	
28	Entry Permit for Your Final Destination Country, If Applicable	
29	Arrival Date	
30	Departure Date	
31	Inviting Person's Name...	
32	Host Organization / Firm Name and Address	
33	Travel and Living Expenses During Your Stay Are Covered by?	
34	Personal Information Regarding a Family Member who is a European Union, EEA, or Swiss National	
35	Relationship...	
36	Date and Location	
37	Signature	

VIII. Read and translate the text. Can you give your friend good advice for traveling abroad?



Travelling abroad

Vocabulary

person – личность, человек

avoid – избегать, уклоняться

local customs - местные обычаи

offend - обижать, оскорблять

medical kit — медицинская аптечка

luggage – багаж

Good advice for travelers

Look at the recommendations which we give a person who is going abroad for the first time.



Luggage consisting of 3 suitcases

Luggage. Avoid packing too much luggage in order not to carry around many things you will never use. Only take what is really essential. Make a list of everything you pack for checking your things every time you repack on the journey.

Travel Information. Read a good travel book for finding out the most interesting places to visit, best way to travel.



These cities are worth visiting

Local Customs. Find out as much as you can about the local customs of the country you suggest visiting in order not to offend people there.

Language. Learn some basic languages so that you can communicate with the people of the country you are going to visit. Don't forget to use expressions like: "Hello", "Goodbye", "Yes", "No", "Please", "Thank you", "You're welcome", "I'd like" and so on.



A medical kit

Health. Take along a basic medical kit in case you become ill. Include in it essential medicines, such as antibiotics, pain killers, and something for insect bites and stomach complaints. Remember also to take a supply of bandages and plasters.

IX. Try to find the gerund in the text "Good advice for travelers".

Pay attention to the notes:

- 1. In English grammar, the **gerund** is a non-finite verb form used to make a verb phrase that can serve in place of a noun phrase.*
- 2. The English gerund ends in -ing ; the same verb form also serves as the English present participle, and as a pure verbal noun.*
- 3. A gerund behaves as a verb within a clause (so that it may be modified by an adverb or have an object); but the resulting clause as a whole functions as a noun within the larger sentence.*

X. *Can you find the gerund in the sentences? Translate the sentences into Russian.*

1. He finished reading the book. 2. I remember doing it. 3. We like dancing.
4. After having dinner they watched TV. 5. Thank you for coming. 6. He likes inviting his friends to his house. 7. He felt satisfaction in helping them. 8. There is no sense in going there today. 9. After saying this he left the room. 10. Excuse me for being so late. 11. Besides being talented he works very hard. 12. I enjoy listening to music.

XI. *Read and translate the sentences into Russian.*

1. Avoid catching cold. 2. It's very dull discussing the same thing from early morning till late at night. 3. They stopped arguing. 4. Avoid lying in the sun.
5. The suit needs cleaning. 6. We are interested in attending our English classes.
7. She hates disturbing people. 8. William likes reading detective stories. 9. Don't leave without speaking to the lecturer. 10. It's no use talking about it. 11. Tom's taking the medicine surprised us. 12. His knowing English will help him in his work. 13. If your going there is a question of money, I might help you.

XII. *Use the gerund instead of verbs in brackets*

*Pattern: It isn't worth (eat) late at night. — It isn't worth **eating** late at night.*

1. What is worth (do) is worth (do) well. 2. These words are not worth (remember).
3. Such people are not worth (speak) about. 4. It's not worth (swim) in cold water.
5. This book isn't worth (read). 6. This film is really worth (see). 7. It's no use (get angry). 8. This country is worth (visit).

XIII. *Use the gerund instead of verbs in brackets*

*Pattern: It's no good (miss) lessons. — It's no good **missing** lessons.*

1. It's no use (accuse) him. 2. It's no use (consult) a bad physician. 3. **It's** no good (lose) things. 4. It's no good (help) him. 5. It's no use (teach) them. 6. It's no use (talk). 7. It's no good (go) there. 8. It's no good (wait) for her.

XIV. Change the sentences according to the pattern

Pattern: I have many books. I like (read). - I have many books. I like reading.

1. I hate (*watch TV*) in summer. I like (*sunbathe*).
2. They work in the zoo. They love (*look after*) animals.
3. My sister loves (*cook*) but she hates (*wash*) up.
4. "Why do you always wear jeans?" "I like (*wear*) them."
5. I don't like this coat. I hate (*wear*) it.
6. "Why do you never go to the beach?" "I don't like (*sunbathe*)"
7. I like (*arrive*) at work in time.

XV. Put the verbs into the simple past:

1. Last year I (*go*) to England on holiday.
2. It (*be*) fantastic.
3. I (*visit*) lots of interesting places.
4. I (*be*) with two friends of mine.
5. Every morning we (*walk*) in the streets of London.
6. The weather (*be*) fine. It (*not / rain*) a lot.
7. But we (*see*) some beautiful rainbows.

XVI. Read and try to dramatize the dialogues



Big Ben and the Houses of Parliament

Dialogue 1

Mike: So, what are you going to do today?

John: Frankly speaking, I have no idea. What would you advise?

Mike: Why not visit Hyde Park? It's one of the most picturesque places in London. Besides you both look slightly tired and a day in the open air will do you no harm.

Susan: Yes, you're quite right. I'm tired of shopping. Wait, I heard something of the place... Hyde Park... Please, remind me of it.



Speakers' Corner in Hyde Park

Mike: Oh, I see you're really too tired if you forget about the best-known park in London! Hyde Park together with Kensington Gardens and Regent's Park are still called Royal because many centuries ago the kings of England usually hunted there.



London Royal Parks

Now these places are the most favourite ones for a lot of people. You can walk on the grass or even lie down there if it's warm enough.



Hyde Park

John: Great! Let's go there immediately! As far as I remember visitors can also go horse-riding. I'm fond of riding! Don't you mind, Susan?

Susan: I don't. I want to go there too. How can we get there, Mike?

Mike: We'll drive there by car. It'll take us about half an hour, if we don't get into the traffic jam.

Vocabulary

frankly speaking - откровенно говоря

I have no idea - понятия не имею

immediately – немедленно

as far as I remember - насколько я помню

many centuries ago – много веков тому назад

Hyde Park - Гайд Парк, одна из лучших парковых зон Европы

harm - вред, ущерб

picturesque – живописный

traffic jam – пробка

enough – достаточно

Dialogue 2

Susan: Hyde Park! Such a wonderful place! Thank you, Mike. Well... I'd like to see Westminster Abbey, the Tower of London, Buckingham Palace...



The Tower of London

John: Yes! Changing of the Guard!

Susan: Why! You've already seen it twice.

John: And I'm eager to see it again. It's really fantastic! These tall fellows dressed in scarlet tunics, blue trousers and huge bearskin caps look so impressive! Let's go there now.



Changing of the Guard

Mike: Unfortunately it's impossible today because it's too late. Changing of the Guard takes place at half past eleven every morning. But tomorrow we'll go there by all means if you don't change your mind.

Susan: Then why not go to the Tower Bridge? It's so beautiful at night!

Mike: Brilliant idea! Come along!



The Tower Bridge

Vocabulary

1. *Westminster Abbey* - Вестминстерское аббатство; место коронации английских королей, основано в XI веке;
2. *The Tower of London* - Лондонский Тауэр; крепость на северном берегу Темзы, которая с XI века выполняла самые разные функции: была королевским замком, тюрьмой для высокопоставленных узников, королевским арсеналом, сокровищницей и даже зоопарком
3. *Buckingham Palace* - Букингемский дворец, официальная королевская резиденция Великобритании.
4. *I'm eager to see* - я очень хочу увидеть; *to be eager to do smth*; *to be eager for smth* очень хотеть, страстно желать, стремиться
5. *Scarlet* ярко-красный, пурпурный, алый
6. *Tunic* - (зд.) мундир
7. *Bearskin* - медвежья шкура
8. *By all means* - обязательно
9. *To change one's mind* - передумать, расхотеть, изменить свое мнение
10. *Unfortunately* – к сожалению.

Texts for Independent Reading

Text 1 Celts. Part I

celts — кельты

chariot — колесница

temple — храм

weapon — оружие

tribe — племя

invaders — завоеватели

Two thousand years ago, Britain was very different from the country you know today. The people who lived in Britain were called Celts. They lived in wooden huts in small villages.



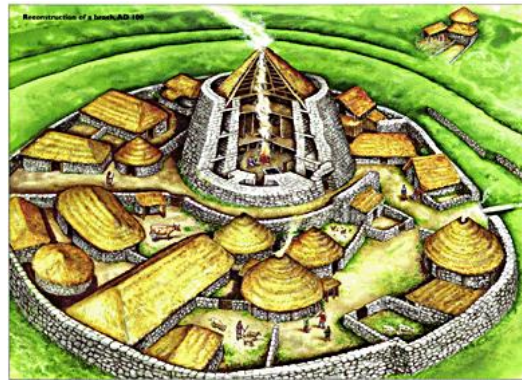
Celtic village

Thick forests full of wild animals surrounded the villages. The Celts men were good hunters. The Celts were farmers, too. Living in villages, they grew all their own food. They also made things from wood and iron like weapons and chariots.



Celtic warriors on chariot

They lived in groups called tribes with their own king and queen. The tribes built forts on the hills which were very difficult to attack. Forts give us the information about how the Celts lived. Helmets, shields, cooking pots were found inside the forts nowadays. The Celts had no books. They could neither read nor write. So we don't know much about the Celts.



Celtic fort

Who were the first invaders who attacked the Celts? They were known in the Romans and they lived in the country called Italy now. They were very different from the Celts. They lived in big cities, like Rome, full of buildings made of stone. There were shops, baths, temples and theatre. The Romans could write and read. Their country was highly developed. The Romans wanted Britain to lose its independence. Julius Caesar was the first Roman who attacked the Celts in 55 B.C. But after a few weeks he had to leave.



Julius Caesar and Celt

I. Can you answer the questions?

1. What can you tell us about Britain two thousand years ago?
2. How were the people called who lived then in Britain?
3. Did the Celts live in villages or in towns?
4. How did the Celts live? (in separate families, groups, tribes)
5. What was found inside the forts?
6. Could the Celts read or write? Did they have books?
7. Do we know much about the Celts?
8. Tell us about the Romans, their way of life.
9. Was their life different from the life of the Celts?
10. Who was the first Roman to attack the Celts?

Celts. Part II

attempt — попытка

conquer — завоевывать

be defeated — быть побежденным

invader — завоеватель

After the unsuccessful attempt, Caesar tried to attack the Celts once more a year later. He won a few battles but he could not conquer the Celts.

Nearly one hundred after it, Emperor Claudius sent a large army for the same purpose.



The Celtic Queen Boudicca

The Celtic Queen Boudicca gathered a large army and fought bravely against Romans. Boudicca and her soldiers killed many Romans but were finally defeated. Soon the Romans occupied a part of Southern Britain.

Since then, Britain had lost its independence. During the centuries, the history of England became the history of wars. Different invaders changing each other had a great influence with the development of the country.

As for Romans, they stayed in Britain for nearly four hundred years leaving a significant cultural trace. Romans made roads, built military installations grown into English towns later. Besides, being more developed, the language of Romans influenced the dialects of different British tribes.

II. Do you agree or disagree? Use the text and comment on the statements.

1. Caesar could conquer the Celts.
2. The Celts were defeated because Boudicca couldn't gather a large army.
3. During the centuries, the history of England was the history of wars.
4. Romans left a significant cultural trace in England.
5. The dialects of different British tribes influenced the language of Romans.

Text 2

The Celtic May Day Celebrations



The Celtic god of the Sun

The old Celtic celebration of May Day was called Beltane, the Celtic god of light or the sun. He, in turn, may be traced to the Middle Eastern god Baal.

Other names for May Day include: Cetsamhain ('opposite Samhain') and Walpurgisnacht (in Germany). For the Celts, Beltane was a festival where fires were set to mark the beginning of summer: "They rolled wheels of fire down hillsides, lit bonfires, and drove their cattle through the flames in a ceremony of purification".

Some people believe that the celebrations on May Day began with Beltane and the tree worship of the Druids. Others believe they go back to the spring festivals of ancient Egypt and India. The people of ancient Rome honored Flora, the goddess of flowers and springtime, with a festival called Floralia. Later, festivals of this kind spread to other lands conquered by the Romans, and of course this included Britain.

Medieval May Day celebrations started on the night before the first of May, Beltane Eve. There would be a bonfire and dancing. At the break of dawn on May Day, it was traditional for the young men and women of a community to go into the woods or forest and gather flowers and branches to decorate their houses. They believed that the vegetation spirits would bring good fortune.



The men and women gathering flowers and branches

Girls would make a special point of washing their faces in the dew of the early morning. They believed this made them very beautiful for the following year.

One popular Mayday custom was the making of a maypole. Early in the day people would go to the nearest woodland and cut down a young tree.

The tree would be stripped of its branches except at the top and dragged or carried to an open space in the town square or village green. It was then decorated with garlands of flowers and ribbons.

Flowers and trees were a major feature of this festival. Men could deliver a tree decorated with streamers to the doorstep of a girl they liked. Long streamers were also attached to the village Maypole for dancing. Young men and women would wind the ribbons around each other as the dance progressed, in the hope of becoming entangled with their future love.



Morris Dancers

From left to right the dancers are: Piper, Hobby-Horse, Maid Marian, Robin Hood, and the jester. Notice the bells worn by the dancers.

May Day was given over to various festivities. There was dancing on the village green. Morris dancing was a traditional English form of folk dance.



Archery contest on May Day

On May Day young men of each village tried to win prizes in archery contest and exhibitions of strength. There was a tradition of 'lifting' where a gang of young men would lift a pretty girl in a flower bedecked chair on May day. Then the girl would choose a boy on May 2nd.

The highlight of the day was the crowning of the May Queen, the human replica of Flora. By tradition she took no part in the games or dancing, but sat like a queen in a flower-decked chair to watch her 'subjects'. The queen was chosen from all the eligible young women in the community. She was crowned with flowers and paraded around the village.

Text 3

New view on the UK

What do you think a typical Brit is like? He is believed to be snobbish, sluggish, and dull. Being a tea-drinker, he talks of the weather and constantly reads "The Times".



And, oh yes, there's cricket.

After several years of studying the language, some cultural stereotypes about England and Englishman are deeply engrained into a learners' mind. Our knowledge of foreign countries to some extent is based on stereotypes. Some of the stereotypes are true; some are not. Stereotypes are a cause of culture shock. When a tourist sets off on a long-awaited voyage to new a country (the culture which he thinks he is familiar with), the first strong impression is a more realistic vision of the country - breaking the common stereotypes. The "familiar" country turns out to be completely unfamiliar.

Having spent several months in Britain, I managed to obtain a totally new outlook (certainly subjective) on the country and its people. Let me introduce my new vision on the traditional stereotypes about the English lifestyle.



A cup of tea?

1. The nation of tea-drinkers?

Traditional English tea? That is a myth. The legendary "Earl Grey" is far from being No. 1 in England. Well, it is definitely popular among tourists in Oxford Street;

but I would hardly imagine an English person buying it at Sainsbury's. Different Indian teas are in major demand in England as well as all over Europe.

Moreover, tea is not the primary drink for modern British. Nowadays, they also don't necessarily drink it at 5 o'clock. Freedom of choice rules the cuisine - an English person would choose between tea and coffee in the morning, tea and water at lunch, and they would have some juice with dinner. Children ask parents for a glass of Coke; young people, sharing the latest fashion for a healthy way of life, take a bottle of pure water. Tea seems to be in the shadows. The stereotype is to some extent correct - the English usually do drink tea with milk and with no sugar.



Rainy Weather

1. Rainy Weather

It is universally acknowledged that there are very few dry days in Britain. That is not true. I had to open an umbrella for the first time after one and a half months of living in London. I doubt I used it more frequently than in Russia. Nevertheless, it is sometimes very windy outside, especially in winter.

Foreigners suppose English weather to be truly insular and that is partly true. The weather is changeable. In fact it is quite severe in the northern part of the country - Northern Ireland, Scotland, Yorkshire and the Lake District. In the southern part, where the major part of the whole population lives, it is quite mild.

Climate has become much warmer in Britain, due to global climate change. You won't see snow more than two or three times in winter and it never settles;

whereas the Thames used to freeze in winter a century ago. The majority of children, as well as their parents, never threw snowballs; so snow is longed for both by children and adults.

2. Long Live The King, Let It Be!

Britain is believed to be a country of old traditions and customs. The unique system of government proves this statement - Britain is a monarchy. The Queen is the official head of state.

The recent scandals of the Royal family have diminished its role and influence over the people. The voices of abolition are becoming more and more powerful. The forthcoming abolition of the monarchy won't be a surprise.

Britain is yearning to become more liberal. That can be proved by the recent electoral results - the Labour Party has retained the overall majority in Parliament despite peoples' dissatisfaction with its policies. The main competitors, the Conservatives, may lose their second place quite soon — Lib Dems are out of the shadow.



The Royal family

Talking about the Royal family is taboo. British people consider it to be bad form. The recent Royal wedding was ignored by the majority of people - they didn't watch the ceremony on television, nor discuss it at the dinner table.

While the wedding was big news abroad, the I-do-not-care approach dominated in Britain. Being ignorant of the monarchy is becoming trendy.

Old traditions are lapsing; new rules and principals are being introduced. The stereotypes are failing. That is inevitable - the modern world is a single whole. The main task of coming generations is to get accustomed to the new reality and establish intercultural relations on the new basis. Culture studies are progressing.

Living in the country the language of which you study, certainly helps to learn more about its culture. Staying at one place is good; traveling around the country is definitely better.

Traveling broadens ones horizons and helps to more quickly get rid of notorious stereotypes. Visiting different parts of the United Kingdom (England, Scotland, Wales, and Northern Ireland) helps to mark differences within the country. Modern Britain is different even from the post-war country. Yet recent changes are deeply rooted in British history.

(By Konsantin Romanov)

Text 4

Three Men in a Boat



Jerome Klapka Jerome

English writer and humorist

Jerome Klapka Jerome was born in Walsall, Staffordshire, England on 2nd May 1859. In 1873 Jerome left school to begin a series of jobs. In his mid twenties he was completely broke and penniless. At the age of 29 he married Georgina Elizabeth Henrietta Stanley Marris. They spent their honeymoon on the Thames and Jerome began writing his novel "Three Men in a Boat" on his return. In the beginning the book was intended to be serious, but the humorous elements eventually took over. It was published in 1889 and made him rich and famous.

A thousand diseases

I remember going to the British Museum one day to read up the treatment for some slight disease. I got down the book and read all I had come to read. Then without realizing what I was doing I turned the leaves and began to study diseases generally. I do not remember which was the first disease I read about but before I looked through the list of the symptoms I felt that I had it. I kept on reading, feeling rather nervous, and realized that I was suffering from every disease imaginable. The only thing I had not got so far was housemaid's knee.

To say that I was worried and upset and that I felt miserable would be to say nothing. I nearly fainted. In fact I felt more dead than alive. I tried to examine myself. I felt my pulse. I discovered that I had no pulse. I tried to feel my heart. I could not feel my heart. It had stopped beating. I tried to look at my tongue. I stuck it out as far as it would go. I shut one eye, and tried to examine it with the other. I could only see the tip but I no longer doubted that in addition to everything I had scarlet fever.

It became clear to me that I would never recover and would never get rid of the thousand diseases I had. I gave up all hope. Medicine could not help me. I had walked into the reading-room a happy healthy man, I walked out an invalid.

Though I doubted if anyone would be able to cure me of my diseases, I decided to consult my physician. I always turn to him for advice and help. He is a good fellow and an old friend of mine. He has been treating me for many years. I never make an appointment with him, he's always ready to see me.

He looks at my tongue, feels my pulse, talks about the weather, and all for nothing, when I imagine that I am ill. He never remains indifferent to what I say and always does his best to encourage me when I start complaining of my diseases. I thought that he would be grateful if I went to him. "What a doctor wants," I said to myself, "is practice. He shall have me. He will get more practice out of me than out of seventeen hundred ordinary patients with only one or two common diseases each."

"Well, what's the matter with you? Got any complaints?" he asked. I did not pretend to be calm. My whole life depended on what he would say.

"I will not take up your time, dear fellow, by telling you what is the matter with me," I began. "Life is short and you may die before I'm through. But I'll tell you right away what is not the matter with me. I haven't got housemaid's knee. Why I haven't got it I cannot tell you.

But the fact remains that I haven't got it. Everything else I have got. My life is in danger."

I told him how I came to discover it all. I didn't pretend I wasn't frightened. He took my temperature, felt my pulse, and then hit me over the chest when I wasn't expecting it. After that he sat down and wrote out a prescription. He folded it and giving it to me said that I had better go home.

I did not open the prescription. I went to the nearest pharmacy to have it filled. The chemist read the prescription and handed it back. He apologized for being unable to help me. He said he didn't keep it and smiled. I was very much annoyed. I did not see the joke.

"1 lb beefsteak, with 1 pt beer every six hours.
1 Ten-mile walk every morning.
1 bed at 11 sharp every night.

And avoid stuffing up your head
with things You don't understand."

I felt relieved. My life was out of danger. I didn't tear up the prescription or throw it away. I followed the directions with the happy result that my life was saved and is still going on. My health improved, but I never mention the incident to anyone.

(From Jerome K. Jerome. *Three Men in a Boat*, adapted)

Text 5

The USA



USA Emblems and Symbols

1. Read the text and get ready test yourself.

The United States of America - the richest and one of the biggest countries in the world - has several names. People say "the United States", "the States", "America", or just "the USA" or "the US".

The United States is a federal union of 50 states, each of which has its own government. According to the US Constitution the powers of the government are divided into 3 branches: the executive, headed by the President, the legislative, exercised by the Congress, and the judicial. The Congress consists of the Senate and the House of Representative. There are two main political parties in the USA: the Republican and the Democratic.

The population of the USA is about 250 million. There is no "American climate" or "American countryside". Every part of the country is different, from Alaska in the north, covered with snow and ice, to tropical Florida in the south.

The American Indians were the first people to live in that vast land. They had a fascinating, ancient culture, and a rich tradition of language and customs. When Christopher Columbus arrived, in 1492, there were probably about 1,500,000 Indians in North America. But then, the immigrants came. By the early nineteenth century, the population was more than 17 million.



Native American Indians picture

Most came from Europe, but there were also many from the Middle East and the Far East, as well as millions of Africans, caught in the terrible slave trade.

Immigration went on growing. By 1914, the population was 92 million. Now there are more than 25 million British Americans (nearly half the population of Britain), about 23 million African Americans, 25 million German Americans and more Irish Americans than the whole population of Ireland.

You can find almost anything in America. There are mountains and deserts, old churches and moon rockets, homes with three cars and homes with no electric lights at all. There are people who speak Chinese, Italian, Spanish, Arabic, Polish, Swedish, Japanese - in fact, almost every language under the sun. There is no such thing as a typical American, but there are some views of Americans which many think are fair. Ordinary Americans are friendly and not afraid to show their feelings. They are generous, lively and amusing. They are not as snobbish or class-conscious as the English, and the way people speak is not important to them.

However, there is 'money snobbery' in the USA. The American's dream is success in his job, success earned by his own skill and hard work. There is no one an American admires more than the self-made man, no matter what kind of family he comes from.

Many foreigners have the false idea that there is no public transport in the USA. Since the vast majority of Americans own at least one car, buses aren't necessary, it is believed, so the very poor have to walk. This is quite untrue.

There is public transport. There is a cheap and regular bus service in every city. Many cities also have a new subway system, equally cheap. But better-off Americans in many parts of the USA never go by bus. In fact, they wouldn't want to be seen in one in case someone thought they couldn't afford a car!

The USA has many serious problems - crime, violence, unlawful immigration across the Mexican border, pollution, unemployment, race relations. But there has been an improvement in race relations that few non-Americans know much about.

II. Test yourself. The USA quiz

1. What are the two major parties in the US?

- a. The Republicans and the Democrats.
- b. The Republics and the Socialists.
- c. The Democrats and the Socialists.
- d. The Conservationists and the Democrats.

2. How many states are there in the US?

- a. 49
- b. 50
- c. 51
- d. 48

3. What do Americans celebrate on July 4th?

- a. Flag Day.
- b. The Discovery of America
- c. The Revolution.
- d. Independence Day

4. *In which year was the independence from England declared?*

- a. 1776
- b. 1876
- c. 1676

5. *Which president freed the slaves?*

- a. Thomas Jefferson
- b. George Washington
- c. Abraham Lincoln

6. *Who was the civil rights leader who fought through non-violent action?*

- a. Thomas Paine
- b. Martin Luther King,
- c. John Kennedy

7. *Who was the first person to walk on the moon?*

- a. John Glenn
- b. Jim Lowell
- c. Neil Armstrong

8. *What was the name of the ship that brought the Pilgrims to P England in 1620?*

- a. Pitta
- b. Sunflower
- c. Mayflower

9. *Where's the White House located?*

- a. New York
- b. Washington, D.C.
- c. Houston

10. What organisation tries to find solutions to world problems.

- a. The United Nations
- b. IMF
- c. UNICEF
- d. Green Peace

11. What does IMF stand for?

- a. International Monetary Foundation
- b. International Monetary Fund
- c. Internal Monetary Foundation
- d. Internal Monetary Fund

12. Who said: 'We hold these truths to be self evident that all men I created equal'?

- a. Bill Clinton
- b. George Washington
- c. Richard Nixon
- d. Thomas Jefferson

Text 6

National Tom Sawyer Days

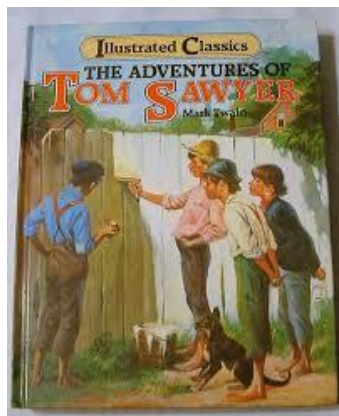
I. Do you know that...

National Tom Sawyer Days is a yearly event on 4 July, organized by the Hannibal Chamber of Commerce in Hannibal, Missouri in the United States. In the town, National Tom Sawyer Days and the fourth of July are celebrated at the same time. Hannibal is the hometown of the famous author Mark Twain, the writer of *The Adventures of Tom Sawyer*.



Samuel Langhorne Clemens

Many local Tom fans or some other fans from all over the world are attracted by the big parade float, flea market, carnival for children. What is more, the fans can enter a no speed-limited car competition and a Mud Volleyball Tournament.



Tom is painting the fence.

Most of the competitions are inspired from the novels written by Mark Twain, for instance, the inspiration “Frog long jump” is from *The Celebrated Jumping Frog of Calaveras County* which is Mark Twain’s first famous book. This activity and contest “Tom and Becky” are one of the earliest activities which were celebrated in National Tom Sawyer Days. Besides, a couple of goodwill ambassadors from Junior school students in Grade 7 will be selected to introduce the local culture in Hannibal.



Painting fence contest

“Painting fence contest” is the same as “Tom and Becky”, which is based on *The Adventures of Tom Sawyer*. Aunt Polly punishes Tom to paint the fence, but little Tom asked some friends to help him paint the fence.

Children from place to place aged from ten to thirteen will dress up as Tom, because the costume is one of the 3 standards for evaluation.

The other two dominating factors are the speed and the quality of painting the fence. Once the child wins the preliminary contest, he or she is qualified to the final competition.

II. Dramatize the extract of the novel "The Adventures of Tom Sawyer".

The Adventures of Tom Sawyer

PART I



Aunt Polly.

(Tom Sawyer and his younger brother Sid went to live in the house of their Aunt Polly when their mother died. Aunt Polly was a kind woman and loved the boys very much.)

"Tom!" cried Aunt Polly

No answer.

"Tom!"

No answer again.

"Where can that boy be? Tom!"

Aunt Polly thought for a few minutes and then said, "If I catch you, Tom, I'll..." She did not finish what she wanted to say. She looked under the bed. But... no Tom... only the cat ran out. Aunt Polly went to the open door, looked out into the garden and cried again, "Tom!"

Then she turned quickly, saw Tom and caught him by the arm.

"What? In the cupboard again?"

"No, Aunt Polly."

"No? Look at your mouth. Look at your hands. What is that on them?"

"I don't know. Aunt."

"But I know. It's jam. I've told you so many times: don't touch that jam in the cupboard. Give me that stick."

The stick was in Aunt Polly's hand and , ready to fall on Tom's back when she heard:

"Look behind you, Aunt!"

Aunt Polly turned quickly and looked down. Tom ran into the garden and jumped over the fence.

His aunt stood and looked at the fence for some time and then she laughed.

"What a boy!" she thought. "Why can't I learn? He has often done that. But I can't beat him. He is my sister's boy."

The next morning Aunt Polly told Tom that he must not go to the river after school. He must come home. But Tom did not go to school that day. He had a good time on the river. At supper Aunt Polly told the boy.

"It's Saturday tomorrow — a holiday. But no holiday for you, my boy. You will work."

Part II.

Saturday. A beautiful warm morning.

"No school. But I must work. I must whitewash the fence," thought Tom when he came out into the street with a bucket of whitewash and a brush. It was a very long and very high fence.

"How terrible life is," Tom said and began to work. He worked for some time, then sat down on a box and thought: "The boys will come soon. They will laugh at me when they see that I am working."

He put his hands in his pockets and took out the things he had there—
toys, little stones, pieces of glass.

“I have very little to pay the boys if I ask them to help me,” Tom said
to himself. He thought a little, then took the brush and began to work
again. Soon Ben Rogers came up. He had an apple in his hand. He
stopped and looked at Tom. Tom did not stop working. Then Ben said,
“Tom! What are you doing?” Tom did not answer but looked at the
fence with attention.

“Hello, Tom!” said Ben. “Why are you working today?” Tom turned to Ben.
“Oh, it’s you, Ben! I didn’t see you.”

“I’m going to the river, don’t you want to go too? But you must work, I
see.”

“Work? You think this is work?”

“Why, isn’t this work?”

“You may think so. But Tom Sawyer likes it.”

“You say you. Like it, Tom?”

“Why not? Does a boy whitewash a fence every day?” That showed the
thing in a new light. Ben stopped eating his apple and looked at Tom.
Then he said:

“Tom, let me whitewash a little.”

“Oh, no, Ben. Aunt Polly asked me to do it very well. The fence is on the
street, you know. There isn’t a boy in a thousand that can do it better
than I can.”

“Oh, please, Tom, let me do it. I’ll give you my apple. I can whitewash
as well as you can. You’ll see.”

Then Tom gave Ben the brush. Ben began to work and Tom sat down under
a tree, ate the apple and thought how to make other boys work for him.



Tom is thinking.

Soon some boys came up. When they saw how well Ben worked, they wanted to whitewash too. Billy Fisher gave Tom a knife. Johnny Miller gave Tom a dead cat. Tom had a good time while the other boys whitewashed the fence. When the middle of the afternoon came, Tom was very rich and the work was over. He went into the house and thought life was not so terrible.

Text 7

Travel Wisely, Travel Well

I. Read the text and write out three important rules for traveling abroad



Traveling businessman

A businessman who travels all over the world gives a little advice on "wise travelling". I have learned, often the hard way, that there are a few simple rules about how to make life easier both before and after your journey.

First of all, always check and double-check departure times. It is amazing how few people really do this carefully. Once I arrived at the airport a few minutes after ten. My secretary had got the ticket for me and I thought she had said that the plane left at 10.50. I walked calmly to the departure desk, thinking I still had a little time to spare. I hadn't bothered to take a good look at the ticket. The clerk at the desk told me politely but firmly that the departure time was 10.15 and the flight was, according to international regulations, "now closed". I had to wait three hours for the next one and missed an important meeting.

The second rule is to remember that even in this age of credit cards, it is still important to have at least a little of the local currency with you when you arrive in a country. This can be absolutely essential if you are flying to a place few tourists normally visit. A few years ago I was sent to Tulsa, Oklahoma.

I flew there from London via Dallas, with very little time to change planes in between. I arrived there at midnight and the bank at the airport was closed. The only way to get to my hotel was by taxi and, since I had no dollars, I offered to pay in pounds instead. "Listen, buddy! I only take real money!" the driver said angrily. Luckily I was able to borrow a few dollars from a clerk at the hotel, but it was very embarrassing.

The third and last rule is to find out as much as you can about the weather at your destination before you leave, specially, if you can take only a little luggage with you. I feel sorry for some of my colleagues for travel in heavy suits and raincoats in May, when it is fairly cool in London or Manchester, to places like Athens, Rome, or Madrid, where it is already beginning to get quite warm during the day. Few people understand just how important it is to have the right sort of clothes with you in these days of rapid air travel.

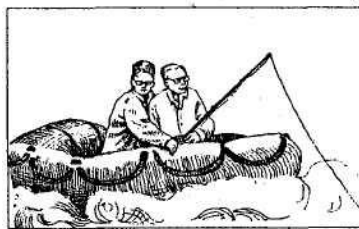
Appendix

1. Read and translate the newspaper article about real life drama.

Make an annotation of the newspaper article according to the plan:

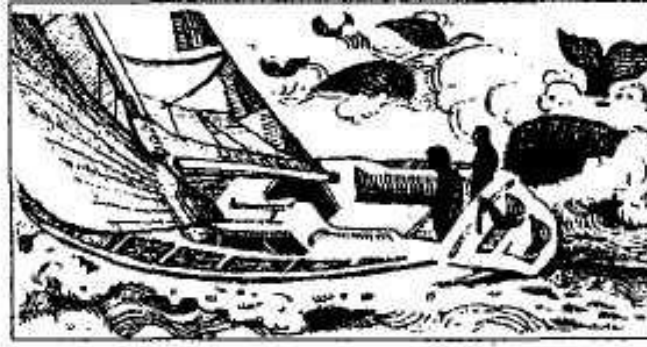
1. The title of the article (text) is ...
Название статьи (текста) ...
2. It is published in the (newspaper, journal, book) ...
Она опубликована (он опубликован) ...
3. The purpose of this article (text) is to show ...
Цель этой статьи (этого текста) показать ...
4. The author analyses (explains, characterizes, describes) ...
Автор анализирует (поясняет, характеризует, описывает) ...
5. Some parts of the article (text) deal with ...
Некоторые части статьи (текста) посвящены ...
6. The author points out ...
Автор указывает на то, что ...
7. In conclusion the author says, that ...
В заключении автор говорит, что ...

COUPLE WHO SURVIVED AN AMAZING 66 DAYS AT SEA



Bill and Simone Butler.

A couple from Miami, Bill and Simone Butler, spent sixty six days in a life-raft in the seas of Central America after their yacht sank. They survived in very good condition. Twenty-one days after they left Panama in their yacht, *Siboney*, they met some whales. 'They started to hit the side of the boat,' said Bill, 'and then suddenly we heard water.'



The whales' attack

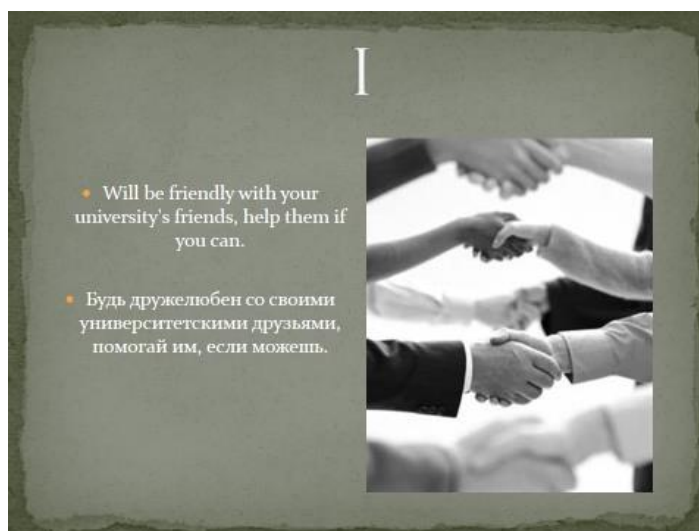
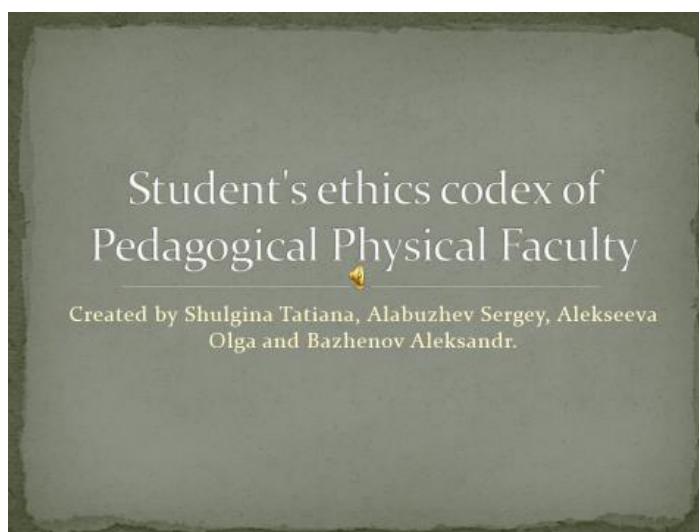
Two minutes later, the yacht was sinking. They jumped into the¹ life-raft and watched the boat go under the water. For twenty days they had tins of food, biscuits, and bottles of water. They also had a fishing-line and a machine to make salt water into drinking water - two things which saved their lives. They caught eight to ten fish a day and ate them raw. Then the line broke. So we had no more fish until something very strange happened. Some sharks came to feed, and the fish under the raft were afraid and came to the surface. I caught them with my hands.'



Bill's fishing

About twenty ships passed them, but no one saw them. After fifty days at sea their life-raft was beginning to break up. Then suddenly it was all over. A fishing boat saw them and picked them up. They couldn't stand up, so the captain carried them onto his boat and took them to Costa Rica. Their two months at sea was over.

II. Pay attentions to the rules and the pattern of the presentation



III

- Students must be in auditory before teacher will come. Never miss your classes.
- Студенты должны быть в аудитории до прихода учителя. Никогда не пропускай свои занятия.



IV

- Will be responsible on your trainings, and try to show high results in your sport.
- Будь ответственным на тренировках и старайся показать высокие результаты в своем спорте.



V

- Never copy home works and exams, never use "spur" and never forge teachers' signatures.
- Никогда не списывай домашние задания и экзамены, не используй «шпоры» и не подделывай подписи преподавателей.



VI

- You must take tasks when you go for a competition or for a training's travel.
- Ты должен брать задания, когда ты уезжаешь на соревнования или на тренировочные сборы.



VII

- You should respect your teachers and speak courtesy with them.
- Уважай своих преподавателей и разговаривай с ними вежливо.



VIII

- Will be care with university's property. Support cleaning in auditory.
- Бережно относись к имуществу университета. Поддерживай чистоту в аудиториях.



IX

- Activity in students life – it is a way for all-round development of person.
- Активность в студенческой жизни – путь к всестороннему развитию личности.



X

- Strive to raise university's prestige by your good study, active science, sport and society activity.
- Стремитесь к повышению престижа университета своей хорошей учебой, активной научной, спортивной и общественной деятельностью.



Правила оформления презентаций

Русанова

Ирина Юрьевна

к. филол. н., доцент кафедры лингвистики и межкультурной коммуникации ФПИЯ

Основные виды научных докладов

- Курсовая работа.
- Дипломная работа.
- Конкурсы.

Общие особенности оформления

Первый слайд:

- Название работы
- Ф.И.О. докладчика
(курс, факультет / институт)
- Научный руководитель
- Преподаватель по иностранному языку

Невербальные средства коммуникации.



Грамматические категории глагола в английском языке

Выполнила: Глухова Анна,
ИЭиУ
Преподаватель: к.ф.н., доцент
Русанова И.Ю.

Оформление.

Фон

- Контраст - ЧЁРНЫЙ текст на БЕЛОМ фоне.
- Избегайте излишне ярких цветов.
- Оптимально использовать 3-4 цвета.
- Выделение основной информации за счет цвета, спецэффектов, порядка появления на экране.

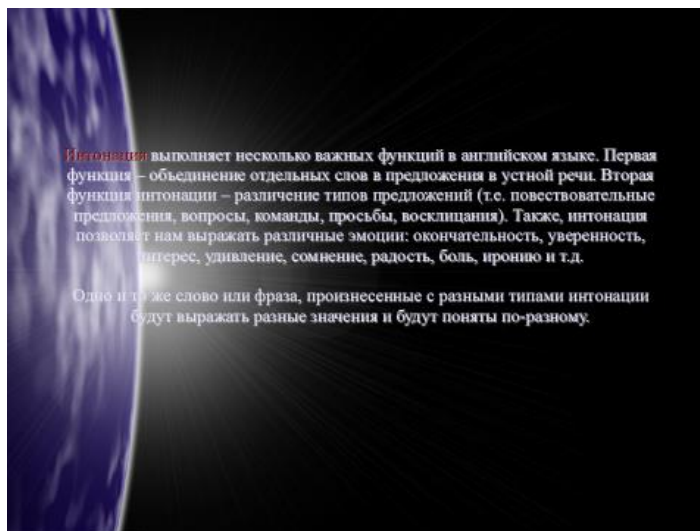


Оформление.

Шрифт

- Выделение информации за счет толщины линий, размера шрифта, подчеркивания.
 - Оптимальный шрифт – семейство Arial.
 - Текст должен быть хорошо читаемым с последнего ряда (заголовок 28, подзаголовки, подписи 24, подписи в диаграммах, таблицах 18-22).
 - Избегайте больших текстовых вставок.
-

Подводя итоги, существует огромная литература, посвященная описанию диалектов различных языков мира. Диалектология как специальная отрасль языкознания затрагивает много проблем. Наибольший интерес представляют две по существу связанные темы: 1) смешение диалектов и 2) общие принципы выделения диалектов как самостоятельных языковых единиц.



Таблицы. Графики

- Текст на графиках и в таблицах и подписи на осях должны хорошо читаться.
- Каждая иллюстрация несёт определенный смысл: упоминается в докладе или несёт разъяснительную информацию.
- График и фон - контрастные и четкие.
- Не пользуйтесь отсканированными изображениями.

Видео. Картинки

- Использовать несжатое видео.
- Иметь копию видеофайла не включенную в презентацию.
- Картинки хорошего качества для пояснения тезисов.

- Pas d'adoption



Анимация

- Минимальное количество анимации.
- Используйте анимацию для пояснения динамики системы.
- Использование эффектов анимации должно быть оправдано.
- Одинаковые эффекты смены файлов.
- Смена слайдов по щелчку.

Аналоги в русском	«Придумки» респондентов
подлизываться	женодань

*Drachenfutter

"кормежкой дракона" называют немецкие мужья маленькие подарки, которые приносят своим женам после не слишком серьезной своей провинности.



Аналоги в русском	«Придумки» респондентов
«Дошло»	

*L'esprit d'escalier
(французский)
Когда только после
разговора
понимаешь, как
именно нужно было
ответить.



Объем информации

- На слайде не более трех фактов, выводов, определений.
- Ключевые пункты отражаются по одному на каждом отдельном слайде.
- Не более 2-3 рисунков.
- Краткие предложения и фразы (минимум предлогов, наречий, прилагательных).
- Нумерованные и маркированные списки.

Прочие особенности оформления

- Слайд должен иметь заголовок.
- Презентация однородна по оформлению.
- Проверить орфографию и научную грамотность.
- Указывать ссылки.
- Благодарность.

Общие особенности доклада

- Слайды иллюстрируют положения доклада.
 - Проверить свой доклад на компьютере.
 - Иметь резервную копию доклада на другом носителе.
 - В тексте устного выступления иметь пометки о смене слайда.
-

Структура научного доклада

- Цели и задачи.
 - Актуальность и новизна исследования, приоритетность.
 - Основные теоретические положения.
 - Практические результаты или экспериментальные данные (выбрать яркие примеры).
 - Выводы.
-

Благодарю за внимание!

III. Правила оформления реферата:

1. Титульный лист

2. Содержание

3. Введение

4. Основное содержание:

****В какой части материка расположена страна?***

****Как называется её столица?***

****Особенности рельефа. Полезные ископаемые.***

****Климатические условия в разных частях страны.***

****Крупные реки и озёра.***

****Народы, населяющие страну. Их основные занятия.***

5. Заключение

6. Список литературы

7. Список интернет-ресурсов.

Preparation for Internet Test

Тест 1

1. Her current interest was _ and development, but she has changed fields.
 - a.reputation
 - b.research
 - c.resistance
 - d.residence

2. Did you make your — by phone or by fax?
 - a.reservation
 - b.transition
 - c.impression
 - d.institution

3. To understand the characteristics of learners at different age-grades educational psychology applies theories of human_
 - a.efforts
 - b.development
 - c.knowledge
 - d.relations

4. _ is the science studying the mind and its processes.
 - a.psychotherapy
 - b.psychology
 - c.pharmacology
 - d.biology

5. A shorter, more _ meeting leaves time for work.
- a.production
 - b.productive
 - c.productivity
 - d.productiveness
6. It was a good idea of _ to go swimming this afternoon.
- a.your
 - b.yours
 - c.you
 - d.youself
7. The grass was much _ than on the upper field.
- a.longer
 - b.more long
 - c.the longest
 - d.long
8. The oldest living tree in the world grows in _ California.
- a.the
 - b.an
 - c.a
 - d.-
9. The Pyramids were build _ people who lived a long time ago.
- a.with
 - b.after
 - c.by
 - d.of

10. Begin with a minute _ two of small talk.

- a. and
- b. but
- c. if
- d. or

11. -Do you want a sandwich?

-No, thanks. I _____ just _____ lunch.

- a. am _____ having
- b. was _____ having
- c. have _____ had
- d. had _____ had

12. _____ of her arrival, I went to see her.

- a. being told
- b. to tell
- c. telling
- d. told

13. Paul _____ visiting his parents.

- a. insisted of
- b. insisted to
- c. insisted -
- d. insisted on

14. Your face seems familiar to me. We _____ have met somewhere.

- a. need
- b. must
- c. should
- d. ought

15. Guest: «_____»

Hostess: «Oh, I'm glad you enjoyed it.»

- a. Enjoy your meal.
- b. The meal was rather good.
- c. The meal was absolutely delicious.
- d. The meal wasn't as bad as I expected.

16. Shop assistant: «Can I help you?»

Customer: «_____»

- a. Fine.
- b. No, that's not necessary.
- c. Oh, good. I'm so glad to have met you.
- d. No, it's all right, thanks.

17. Student: Have you had time to mark my composition?

Teacher: _____

- a. Oh, you look awful, what's the matter with you?
- b. Yes, I have.
- c. Yes, it was quite good.
I've underlined the mistakes you've made.
- d. Yes, I had.

18. Boss: Do you see what I mean?

Employee: _____

- a. I don't think so.
- b. Yes, please.
- c. Yes, and I don't agree with you.
- d. Yes, but I'm not sure I quite agree.

19. The United Kingdom of Great Britain and Northern Ireland consists of _____

- a.two parts
- b.three parts
- c.four parts
- d.five parts

20. The USA consists of 50 _____

- a.republics
- b.states
- c.districts
- d.counties

21.Bill Gates is a founder of _____

- a.the Metropolitien Museum
- b.the largest automobile corporation
- c.the first entertainment park
- d.the Microsoft Corporation

Тест 2.

Прочитайте текст и выполните задания

Cognitive theories

1. Cognitive theories are appropriate to the school situation, for they are concerned with knowing and thinking. They assume that perceiving and doing, shown in manipulation and play, precede the capacity to symbolize, which in turn prepares for comprehensive understanding. Although the sequence of motor-perceptual experience followed by symbolic representation has been advocated for a long time, Jean Piaget offered the first penetrating account of this kind of intellectual growth. His views have exercised great influence on educators.

2. Cognitive theories of learning also assume that the complete act of thought follows a fairly common sequence, as follows: arousal of intellectual interest; preliminary exploration of the problem; formulation of ideas, explanations, or hypotheses; selection of appropriate ideas; and verification of their suitability.

3. Teaching based on cognitive theories of learning recognizes, first, the growth in quality of intellectual activity and capitalizes on this knowledge by organizing instruction to anticipate the next stage in development but does not await it; otherwise there would be no instruction; *i.e.*, instruction should pace development but not outstrip it. Second, it seeks to tune the learning situation to the sequences of the complete act of thought and to arrange, simplify, and organize the subject matter accordingly. Some educators emphasize strongly the arousal phase; in many modern science curricula there is, thus, the idea of inquiry training, which tries to arouse in the child a spontaneous rather than a directed interest. Other educators are concerned more with the middle intellectual phases of the thinking sequence — especially the playing with hypotheses or hunches and the working with organizing ideas

4. Once started, the motivation of cognitive learning depends less on notions of reinforcement and more on standards of intellectual achievement generated by the learner himself. Accordingly, the learner may begin to have aspirations and to set himself future standards that are influenced by his past performances and those of his fellows.

(Encyclopedia Britannica)

1. Определите, какое утверждение соответствует содержанию текста.

According to cognitive theories of learning the complete act of thought passes some common stages.

2. Определите, какое утверждение не соответствует содержанию текста.

According to cognitive theories symbolic representation is followed by motor-perceptual experience.

3. Ответьте на вопрос

How can teaching based on cognitive theories of learning promote the educational process?

It seeks to tune the learning situation to the sequences of the complete act of thought and to arrange, simplify, and organize the subject matter.

4. Укажите, в какой части текста (1, 2, 3, 4) содержится ответ на вопрос

What sequence does the complete act of thought follow according to cognitive theories of learning?

5. Укажите, какой части текста (1, 2, 3, 4) соответствует следующая идея

Educators treat the thinking sequence differently.

6. Определите основную идею текста.

The application of cognitive theories in teaching increases the effectiveness of educational process.

Irregular verbs (pages 139-142)

VERB	PAST SIMPLE	PAST PARTICIPLE	ПЕРЕВОД
be [bi:]	was [wɒz], were [wɜ:]	been [bi:n]	Быть
beat [bi:t]	beat [bi:t]	beaten ['bi:tn]	Бить
become [bi:kʌm]	became [bi:keim]	become [bi:kʌm]	Становиться
begin [bi'gin]	began [bi'gæn]	begun [bi'gʌn]	Начинать
bleed [bli:d]	bled [bled]	bled [bled]	Кровоточить
blow [blou]	blew [blu:]	blown [bloun]	Дуть
break [breik]	broke [brɔ:k]	broken ['brɔ:k(e)n]	Ломать
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]	Приносить
build [bild]	built [bilt]	built [bilt]	Строить
burn [bɜ:n]	burnt [bɜ:nt]	burnt [bɜ:nt]	Гореть
buy [bai]	bought [bɔ:t]	bought [bɔ:t]	Покупать
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]	Ловить, хватать
choose [tʃu:z]	chose [ʃəuz]	chosen [tʃəuz(ə)n]	Выбирать
come [kʌm]	came [keim]	come [kʌm]	Приходить
cost [kɒst]	cost [kɒst]	cost [kɒst]	Стоить
creep [kri:p]	crept [krept]	crept [krept]	Ползать
cut [kʌt]	cut [kʌt]	cut [kʌt]	Резать
do [du:]	did [did]	done [dʌn]	Делать
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]	Рисовать, тащить
dream [dri:m]	dreamt [dremt]	dreamt [dremt]	Мечтать, дремать
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]	Пить
drive [draɪv]	drove [drɔ:v]	driven ['drɪvn]	Водить
eat [i:t]	ate [et]	eaten ['i:tn]	Есть
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lən]	Падать
feed [fi:d]	fed [fed]	fed [fed]	Кормить
feel [fi:l]	felt [felt]	felt [felt]	Чувствовать
fight [fait]	fought [fɔ:t]	fought [fɔ:t]	Бороться
find [faɪnd]	found [faʊnd]	found [faʊnd]	Находить
fit [fit]	fit [fit]	fit [fit]	Подходить по размеру
fly [flai]	flew [flu:]	flown [floun]	Летать

forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒt(ə)n]	Забывать
forgive [fo'giv]	forgave [fo'geiv]	forgiven [fo'givn]	Прощать
freeze [fri:z]	froze [frouz]	frozen ['frouzn]	Замерзать
get [get]	got [gɒt]	got [gɒt]	Получать
give [giv]	gave [geiv]	given [givn]	Давать
go [gou]	went [went]	gone [gɒn]	Идти
grow [grou]	grew [gru:]	grown [g oun]	Расти
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]	Вешать
have [hæv]	had [hæd]	had [hæd]	Иметь
hear [hiə]	heard [hɜ:d]	heard [hɜ:d]	Слышать
hide [haid]	hid [hid]	hidden ['hidn]	Прятать
hit [hit]	hit [hit]	hit [hit]	Попадать в цель
hold [hould]	held [held]	eld [held]	Держать
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]	Ушибить
keep [ki:p]	kept [kept]	kept [kept]	Содержать
kneel [ni:l]	knelt [nelt]	knelt [nelt]	Стоять на коленях
know [nou]	knew [nju:]	known [noun]	Знать
lay [lei]	laid [leid]	laid [leid]	Класть
lead [li:d]	led [led]	led [led]	Вести
lean [li:n]	leant [lent]	leant [lent]	Наклоняться
learn [lɜ:n]	learnt [lɜ:nt]	learnt [lɜ:nt]	Учить
leave [li:v]	left [left]	left [left]	Оставлять
lend [lend]	lent [lent]	lent [lent]	Занимать
let [let]	let [let]	let [let]	Позволять
lie [lai]	lay [lei]	lain [lein]	Лежать
light [lait]	lit [lit]	lit [lit]	Освещать
lose [lu:z]	lost [lɒst]	lost [lɒst]	Терять
make [meik]	made [meid]	made [meid]	Производить
mean [mi:n]	meant [ment]	meant [ment]	Значить
meet [mi:t]	me [met]	met [met]	Встречать
mistake [mis'teik]	mistook [mis'tuk]	mistaken [mis'teik(e)n]	Ошибаться
pay [pei]	paid [peid]	paid [peid]	Платить

prove [pru:v]	proved [pru:vd]	proven [pru:vn]	Доказывать
put [put]	put [put]	put [put]	Положить
quit [kwit]	quit [kwit]	quit [kwit]	Выходить
read [ri:d]	read [red]	read [red]	Читать
ride [raid]	rode [roud]	ridden ['ridn]	Ездить верхом
ring [riŋ]	rang [ræŋ]	rung [rʌŋ]	Звенеть
rise [raiz]	rose [rouz]	risen ['rizn]	Подниматься
run [rʌŋ]	ran [ræŋ]	run [rʌŋ]	Бежать
say [sei]	said [sed]	said [sed]	Говорить
see [si:]	saw [sɔ:]	seen [si:n]	Видеть
seek [si:k]	sought [sɔ:t]	sought [sɔ:t]	Искать
sell [sel]	sold [sould]	sold [sould]	Продавать
send [send]	sent [sent]	sent [sent]	Посылать
set [set]	set [set]	set [set]	Ставить
sew [sou]	sewed [soud]	sewn [soun]	Шить
shake [ʃeik]	shook [ʃuk]	shaken ['ʃeik(ə)n]	Встряхивать
show [ʃəu]	showed [ʃəud]	shown [ʃəun]	Показывать
shrink [ʃriŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]	Уменьшать
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]	Закрывать
sing [siŋ]	sang [sæŋ]	sung [sʌŋ]	Петь
sink [siŋk]	sank [sæŋk], sunk [sʌŋk]	sunk [sʌŋk]	Тонуть
sit [sit]	sat [sæt]	sat [sæt]	Сидеть
sleep [sli:p]	slept [slept]	slept [slept]	Спать
slide [slaid]	slid [slid]	slid [slid]	Скользить
sow [sou]	sowed [soud]	sown [soun]	Сеять
speak [spi:k]	spoke [spouk]	spoken ['spouk(e)n]	Говорить
spell [spel]	spelt [spelt]	spelt [spelt]	Произнести по буквам
spend [spend]	spent [spent]	spent [spent]	Тратить
spill [spil]	spilt [spilt]	spilt [spilt]	Проливать
spoil [spɔil]	spoilt [spɔilt]	spoilt [spɔilt]	Портить
spread [spred]	spread [spred]	spread [spred]	Расстилать
spring [sprɪŋ]	sprang [spræŋ]	sprung [sprʌŋ]	Прыгать
stand [stænd]	stood [stu:d]	stood [stu:d]	Стоять

steal [sti:l]	stole [stoul]	stolen ['stəulən]	Красть
stick [stik]	stuck [stʌk]	stuck [stʌk]	Колоть
sting [stiŋ]	stung [stʌŋ]	stung [stʌŋ]	Жалить
sweep [swi:p]	swept [swept]	swept [swept]	Выметать
swell [swel]	swelled [sweld]	swollen ['swoul(e)n]	Разбухать
swim [swim]	swam [swem]	swum [swʌm]	Плавать
swing [swiŋ]	swung [swʌŋ]	swung [swʌŋ]	Качать
take [teik]	took [tuk]	taken ['teik(ə)n]	Брать, взять
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]	Учить
tear [tɛə]	tore [tɔ:]	torn [tɔ:n]	Рвать
tell [tel]	told [tould]	told [tould]	Рассказывать
think [θiŋk]	thought [θɔ:t]	thought [θɔ:t]	Думать
throw [θrəu]	threw [θru:]	thrown [θrəun]	Бросать
understand [ʌndə'stænd]	understood [ʌndə'stʊd]	understood [ʌndə'stʊd]	Понимать
wake [weik]	woke [wouk]	woken ['wouk(e)n]	Просыпаться
wear [wɛə]	wore [wɔ:]	worn [wɔ:n]	Носить
weep [wi:p]	wept [wept]	wept [wept]	Плакать
wet [wet]	wet [wet]	wet [wet]	Мочить
win [win]	won [wʌn]	won [wʌn]	Выигрывать
wind [waind]	wound [waund]	wound [waund]	Извиваться
write [rait]	wrote [rout]	written ['ritn]	Писать

English – Russian Dictionary of Geographical Terms

Населенные пункты:

area ['eəriə] – *область*
country ['kʌntri] – *страна*
capital ['kæpitəl] – *столица*
city ['sɪti] – *город*
district ['distrikt] – *район*
state [steɪt] – *штат*
town [taʊn] – *город (небольшой)*
village ['vɪlɪdʒ] – *деревня*

Географические точки:

cape [keɪp] – *мыс*
cliff [klɪf] – *утес*
hill [hɪl] – *холм*
mountain ['maʊntɪn] – *гора*
pass [pɑːs] – *ущелье*
peak [pi:k] – *пик*
plain [pleɪn] – *равнина*
plateau ['plætəʊ] – *плато*
valley ['væli] – *долина*
volcano [vɒl'keɪnəʊ] – *вулкан*

Виды природных зон:

desert ['dezət] – *пустыня*
forest ['fɒrɪst] – *лес*
highland ['haɪlənd] – *горная местность*
jungle ['ʒɒŋɡəl] – *джунгли*
oasis [ə'ɪɪsɪs] – *оазис*
swamp ['swɒmp] – *топь, болото*
tropics ['trɒpɪks] – *тропики*
tundra ['tʌndrə] – *тундра*

Водоемы:

gulf [gʌlf] – *морской залив*
ocean ['əʊʃn] – *океан*
sea [si:] – *море*
lake [leɪk] – *озеро*
river ['rɪvər] – *река*
spring [sprɪŋ] – *ключ, родник*
stream [stri:m] – *ручей*

Названия материков:

Africa ['æfrɪkə] – *Африка*
Australia [ə'streɪli:ə] – *Австралия*

Antarctica [ˌænˈtɑːktɪkə] – *Антарктида*
Eurasia [jʊˈreɪzə] – *Евразия*
North America [nɔːθ əˈmɛrɪkə] – *Северная Америка*
South America [saʊθ əˈmɛrɪkə] – *Южная Америка*

10 самых больших по площади стран:

Russia [ˈrʌʃə] – *Россия*
Canada [ˈkænədə] – *Канада*
China [ˈtʃaɪnə] – *Китай*
United States [jʊˈnaɪtɪd steɪts] – *Соединенные Штаты*
Brazil [brəˈzɪl] – *Бразилия*
Australia [əˈstreɪliːə] – *Австралия*
India [ˈɪndiə] – *Индия*
Argentina [ˌɑːdʒənˈtiːnə] – *Аргентина*
Kazakhstan [ˈkæzəkstæn] – *Казахстан*
Algeria [ælˈdʒɪəriə] – *Алжир*

10 городов-лидеров по числу туристов на 2014 год:

Rio de Janeiro [riəʊ diː dʒəˈniærəʊ] – *Рио-де-Жанейро*
Sarajevo [særəˈjeɪvəʊ] – *Сараево*
Liverpool [ˈlɪvəˌpuːl] – *Ливерпуль*
Umea – *Умео*
Lviv [ˈlviːf] – *Львов*
Marseille [mɑːˈseɪ] – *Марсель*
Almaty [ælˈmɑːti] – *Алматы*
Rotterdam [ˈrɒtəˌdæm] – *Роттердам*
Glasgow [ˈglɑːzɡəʊ] – *Глазго*
Portland [ˈpɔːtlənd] – *Портленд*

Названия океанов, некоторых крупных морей и рек:

The Atlantic Ocean [ði ətˈlæntɪk ˈəʊʃən] – *Атлантический океан*
The Pacific Ocean [ðə pəˈsɪfɪk ˈəʊʃən] – *Тихий океан*
The Arctic Ocean [ði ˈɑːktɪk ˈəʊʃən] – *Северный Ледовитый океан*
The Indian Ocean [ði ˈɪndjən ˈəʊʃən] – *Индийский океан*
The Mediterranean Sea [ðə ˌmɛdɪtəˈreɪnjən siː] – *Средиземное море*
The Caribbean Sea [ðə ˌkærɪˈbiːən siː] – *Карибское море*
The Red Sea [ðə red siː] – *Красное море*
The Caspian Sea [ðə ˈkæspɪən siː] – *Каспийское море*
The Baltic Sea [ðə ˈbɔːltɪk siː] – *Балтийское море*
The Barents Sea [ðə ˈbærənts siː] – *Баренцево море*
The Sea of Okhotsk [ðə siː ɒv əʊˈkɒtsk] – *Охотское море*
The Amazon River [ði ˈæməzən ˈrɪvə] – *Амазонка*
The Nile River [ðə naɪl ˈrɪvə] – *Нил*
The Mississippi River [ðə ˌmɪsəˈsɪpi ˈrɪvə] – *Миссисипи*
The Missouri River [ðə miˈzʊəri ˈrɪvə] – *Миссури*
The Thames River [ðə temz ˈrɪvə] – *Темза*

Страны Европы и их столицы

Страна	Перевод	Транскрипция	Столица	Перевод	Транскрипция
Austria	Австрия	[ˈɒstriə]	Vienna	Вена	[viˈɛnə]
Belorussia	Белоруссия	[bɛləˈrʌʃə]	Minsk	Минск	[mɪnsk]
Belgium	Бельгия	[ˈbɛldʒəm]	Brussels	Брюссель	[ˈbrʌsəlz]
Bulgaria	Болгария	[bʌlˈɡeəriə]	Sofia	София	[ˈsəʊfiə]
Hungary	Венгрия	[ˈhʌŋɡəri]	Budapest	Будапешт	[ˈbuːdəpɛst]
Great Britain	Великобритания	[ɡreɪt ˈbrɪtɪn]	London	Лондон	[ˈlʌndən]
Germany	Германия	[ˈdʒɜːməni]	Berlin	Берлин	[bɜːˈlɪn]
Greece	Греция	[ɡriːs]	Athens	Афины	[ˈæθɪnz]
Denmark	Дания	[ˈdenmɑːk]	Copenhagen	Копенгаген	[ˈkəʊpənˌheɪɡən]
Spain	Испания	[speɪn]	Madrid	Мадрид	[mæˈdrɪd]
Italy	Италия	[ˈɪtəli]	Rome	Рим	[rəʊm]
The Netherlands	Нидерланды	[ðə ˈneðələndz]	Oslo	Осло	[ˈɒzləʊ]
Poland	Польша	[ˈpəʊlənd]	Warsaw	Варшава	[ˈwɔːsɔː]
France	Франция	[ˈfrɑːns]	Paris	Париж	[ˈpærɪs]
Ukraine	Украина	[juːˈkreɪn]	Kiev	Киев	[ˈkiːɛf]
Switzerland	Швейцария	[ˈswɪtsələnd]	Bern(e)	Берн	[bɜːn]

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