

Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное
учреждение высшего профессионального образования
«Иркутский государственный университет»
Международный институт экономики и лингвистики
Кафедра европейских языков

CHALLENGES

*Учебное пособие
по практическому курсу английского языка
для подготовки к ЕГЭ*

Иркутск
2020

ОГЛАВЛЕНИЕ

Пояснительная записка.....	4
Unit I. Means of Communication	6
Unit II. Learning Foreign Languages.....	43
Unit III. National Stereotypes.....	76
Grammar Section.....	114
Tapescripts.....	145
Literature.....	163

Пояснительная записка

Главными задачами данного пособия являются – овладение знаниями в соответствии с ситуациями общения и формирование навыков и умений оперирования этими знаниями в коммуникативных целях для успешной подготовки к сдаче Единого государственного экзамена по английскому языку.

Учебный материал в пособии охватывает лексические и грамматические темы, структурно представленные в шести блоках. Каждый лексический блок организован по единой схеме в виде семи разделов: *Vocabulary Section*, *Text Section*, *Listening Comprehension*, *Grammar Section*, *Speaking Skills*, *Writing Section*, *Translation Skills* и предполагает формирование и развитие навыков и умений во всех видах речевой деятельности. В разделе *Vocabulary Section* вводятся новые лексические единицы по теме (в части *Topical Vocabulary*), которые затем отрабатываются и закрепляются в упражнениях, предложенных в части *Vocabulary Exercises*. Раздел *Text Section* содержит тексты, составляющие предмет восприятия и обсуждения в соответствии с ситуациями социального взаимодействия, а также послетекстовые упражнения, способствующие дальнейшему закреплению лексики по теме. В разделе *Listening Comprehension* представлены соответствующие тематике задания на аудирование, которые способствуют формированию и развитию навыков и умений понимать на слух аутентичные тексты. В разделах *Speaking Skills* и *Writing Section* предлагаются коммуникативные задания и темы для устных и письменных высказываний по тематике урока. Работа над каждой темой завершается контролем изученного лексического в разделе *Stop and Check*. В разделе *Grammar Section* учащиеся знакомятся с грамматическим материалом, а затем активизируют его с помощью предложенного комплекса упражнений. В конце раздела *Grammar Section* контролируется степень усвоения ими грамматического материала с помощью теста в части *Test Your Knowledge*.

UNIT I

MEANS OF COMMUNICATION



“Communication - the human connection - is the key to personal and career success”.
(Paul J. Meyer)

I. Vocabulary Section

Topical Vocabulary

Mass Media

mass media – средства массовой информации

means of entertainment – средство развлечения

public opinion – общественное мнение

technical equipment – техническое обеспечение

to communicate – общаться, сообщать

to connect (to) – соединять(ся)

to have a huge influence on society – оказывать огромное влияние на общество

to inform – информировать

Newspapers and Magazines

General

circulation – тираж

editor – редактор

headline – заголовок

journal – серьёзный/научный журнал

magazine – (периодический) журнал

newspaper = paper – газета

reporter/journalist – репортёр, журналист

to keep up-to-day – быть информированным о последних событиях

to publish – публиковать

Newspaper Types

daily – ежедневная

local – местная

national – национальная
popular – популярная («жёлтая пресса»)
quality – качественная (серьёзная)
tabloid – бульварная газета
weekly – еженедельная

Contents

advertisement – рекламное объявление
article – статья
business news – новости экономики
colour supplement – красочное приложение
feature article – большая газетная статья
foreign news – зарубежные новости
home news – внутренние новости
letters page – письма читателей
weather forecast – прогноз погоды

Television

remote control – пульт дистанционного управления
satellite television – спутниковое телевидение
television schedule – программа телепередач
to be on – идти (о фильме)
to broadcast – транслировать, показывать по телевизору
viewer – зритель

Programmes

chat (talk) show – ток-шоу
documentary – документальный (фильм)
educational programme – образовательная программа

entertaining show – развлекательная программа
food programme – гастрономическая программа
music programme – музыкальная программа
nature programme – программа о природе и животных
news and current affairs programme – информационная программа
quiz show – викторина
situational comedy – телесериал, построенный на комических ситуациях
soap opera – «мыльная опера»
travel programme – программа о путешествиях

Films

adventure film– приключенческий фильм
animated cartoons – мультфильмы
box office hit – кассовый фильм
feature film – художественный фильм
film = movie (амер.) – фильм
horror film – фильм ужасов
plot – сюжет
science fiction films – фантастика
script – сценарий
thriller – триллер
to shoot (make) films – снимать фильмы

Computers and the Internet

archives – архивы
database – база данных
to gain basic computer skills – приобретать основные компьютерные навыки
laptop – дорожный компьютер
message – сообщение
net = network – сеть

password – пароль

software – программное обеспечение

to log in – входить в систему

to log on – подсоединяться (к компьютеру)

to surf the net – находиться в сети

user – пользователь

Vocabulary Exercises

1. Give Russian equivalents to the following English words and word combinations:

- 1) to have a huge influence on society
- 2) technical equipment
- 3) article
- 4) to keep up-to-day
- 5) home news
- 6) foreign news
- 7) advertisement
- 8) television schedule
- 9) to shoot (make) films
- 10) means of entertainment

2. Give English equivalents to the following Russian words and word combinations:

- 1) средства массовой информации
- 2) общаться
- 3) серьезные газеты
- 4) «жёлтая пресса»
- 5) (периодический) журнал
- 6) серьёзный/научный журнал
- 7) транслировать

- 8) сценарий
- 9) художественный фильм
- 10) приобретать основные компьютерные навыки

3. Complete the text using the words from the list below. Use each word once only:

- | | |
|----------------------|-------------------|
| a) drawing attention | f) significant |
| b) social | g) public opinion |
| c) defined | h) Internet |
| d) politicians | i) reach |
| e) public relations | j) influential |

Mass Media

Various mass media play a great role in our lives. They are usually (1) _____ as the means of communication: television, newspapers, magazines, radio, etc. that influence and (2) _____ a very large audience. Mass media are popular and (3) _____ because they are often used for various reasons: popularisation, for (4) _____ or business concerns (marketing, advertising, political communication, and (5) _____), education, video and computer games, public service announcements, entertainment, and journalism. Media include television and radio, films, different types of discs used for computer and music, (6) the _____, publishing on paper (newspapers, magazines, and books).

It is evident that mass media play a (7) _____ role in creating (8) _____. While using mass media, people can learn very fast about the world news. Much of the media news is built up of newsgathering by large organizations. They also reproduce self-image of modern society by (9) _____ to certain problems and issues. Media form images of (10) _____ and other figures of consequence. They



are presenting facts suggesting what individuals and facts in the mass media should know about, think about, and discuss about.

4. Give the English equivalents to the given words and complete the sentences:

- | | |
|--------------|-----------------|
| a) сеть | d) пароль |
| b) сообщения | e) пользователи |
| c) общаться | f) сайты |

- 1) Surfing the _____ is becoming a major free-time activity for millions of people.
- 2) People can send _____ to each other.
- 3) The Internet makes it possible for many people _____ with each other.
- 4) You need a _____ to log in.
- 5) There are more Internet _____ in the USA than in any other country.
- 6) Can you tell me what _____ to use to make a report?



5. Read the text and find the English equivalents to the words given in the table below:

сеть	
подключаться к интернету	
общаться через электронную почту	
государственные архивы	
базы данных университетов	
сообщения по любой теме	
компьютерные файлы	
интернет-пользователи	

The Internet

The Internet is a net of networks. Lots of different networks have been joined to produce the world's largest group of connected computers. Some of the networks are run by government bodies, some by universities, some by businesses, library systems and even by schools. The Internet makes it possible to communicate through electronic "mail". When people connect to the Internet, they have an opportunity to connect to thousands of different systems. Those computers contain government archives, university databases, library catalogues, messages about any subject one can imagine, and millions of computer files containing photographs, documents, sound clips, video.

The number of Internet users is growing rapidly. It is no wonder that the President of the Internet Society suggested that the Internet could reach one billion in the nearest future.

6. Use the words given in the table in the sentences below:

- | | |
|----------------------|---------------------|
| a) advertisements | i) weather forecast |
| b) crossword | j) popular |
| c) colour supplement | k) newspapers |
| d) editorial | l) sports pages |
| e) quality | m) journalist |
| f) letters page | n) horoscope |
| g) headline | o) circulation |
| h) article | p) editor |

- 1) There was a large _____ on the front page which said EARTHQUAKE SHAKES TOKYO.
- 2) The person in charge of a newspaper is called the _____.
- 3) Since the newspaper changed owners, its _____ has increased by nearly

10,000 copies a month.

- 4) If you have strong views about something, you can always make them known by writing to the _____.
- 5) After reading the front page I always turn to the _____ to find out the latest football results.
- 6) A story or report written for a newspaper is called an _____.
- 7) A large proportion of a newspaper's income comes from _____, especially full-page ones.
- 8) He always read his _____ every morning to find out what was going to happen to him that day – especially to find out if he was going to win money or meet an exciting stranger.
- 9) Before we go for our picnic this afternoon, we'd better check the _____. There's no point in going if it's going to rain.
- 10) In Britain, the national _____ can be divided into _____, such as *The Times* and the *Daily Telegraph*, which report the news seriously and thoroughly, and the _____, such as *The Sun* and the *Daily Mirror*, which go in for sensational news and use lots of pictures.
- 11) Many Sunday newspapers include free a special magazine to read called a _____.
- 12) There was a very interesting _____ today, giving the newspaper's opinion of the government's new plans for the health service.
- 13) A person who writes for a newspaper is called a _____.
- 14) I've just got one word left to complete this _____. It's got six letters and the clue is "Shakespearean romantic heroine".

7. Choose the correct answer below to fill the gaps. The first one has been done for you:

The History of the Magazine

Look in any newsagents and you will see an enormous (0) range of magazines catering to all tastes and interests. The magazine industry has (1) _____ since the 17th century and is still going from strength to strength. Our appetite for these weekly or monthly publications (2) _____ steadily. The word 'magazine', which comes (3) _____ the French word 'magasin', meaning 'storehouse', first appeared on the cover of the Gentleman's Magazie, published in London in 1731. This was not, (4) _____, the first publication of this type. The French 'Journal des Scavans' is generally considered to be the first actual magazine. There are two broad categories of magazine: those (5) _____ at the general public, and trade and technical magazines giving specialised information. The first magazines were not widely read as low circulation and high production (6) _____ kept them relatively expensive. Most early magazines had short lives, and it wasn't until the late 19th century that technological advances in printing, together with a (7) _____ in advertising resulted in lower cover prices. The first half of the 20th century (8) _____ the publication of many magazines (9) _____ popular today, (10) _____ as the weekly news magazine Time. A new type appeared in 1922 with the founding of the Reader's Digest, which reprinted shortened versions of articles from other magazines. As the century progressed, new titles such as Playboy and Cosmopolitan mirrored the (11) _____ social changes taking (12) _____. There was also a massive growth in the number of magazines devoted to extremely (13) _____ areas of interest, particularly in scientific and technical fields. The result is that nowadays you can be overwhelmed by choice. Whether you are (14) _____ in restoring old cars or playing computer games, there are magazines competing for your custom. Other magazines are aimed at almost every stage of life, from adolescence, through parenthood to retirement. If you (15) _____ to a large house in the country, a designer wardrobe or a luxury yacht, there are magazines for you to dream over.



0. A. choose B. option C. range D. pick
1. A. existed B. lived C. been D. stayed
2. A. swells B. advances C. gains D. increases
3. A. from B. to C. for D. of
4. A. therefore B. however C. although D. so
5. A. intended B. aimed C. meant D. designed
6. A. costs B. prices C. fares D. charges
7. A. increase B flood C rise D. advance
8. A. watched B. viewed C. saw D. looked
9. A. yet B. still C. even D. already
10. A. like B. as well C. for example D. such
11. A. rapid B. fast C. quick D. speedy
12. A. part B. up C. over D. place
13. A. thin B. narrow C. fine D. tight
14. A. keen B. amused C. interested D. fond
15. A. hope B. would like C. aspire D. want

8. Here is a list of the most common types of TV programmes and their descriptions. Some descriptions are missing. Choose from the descriptions below and write the appropriate letter next to the correct programme:

Programme type	Description
1) chat show	
2) children's programme	a programme suitable for children and young people
3) comedy series (sitcom)	
4) detective series	
5) documentary	

6) drama series	
7) educational programme	a programme intended to teach or educate viewers
8) food programme	a programme about food
9) music programme	a programme about music (pop, classical)
10) nature programme	
11) news and current affairs programmes	daily news broadcasts plus programmes dealing with things that are happening in the world today
12) play	
13) quiz show	
14) soap opera	
15) sports programme	a programme about sport names, etc.).
16) travel programme	

- a) a complete drama, performed by actors.
- b) a programme that presents facts and information about a particular subject.
- c) a programme that deals with some aspect of travelling, e.g. a programme that looks at places the viewers could go to on holiday.
- d) a programme where a host talks to a number of guests, often famous actors, singers, politicians, writers, etc.
- e) a programme where people compete against each other, usually by answering questions. Often there are prizes to be won.
- f) a programme which shows the same set of characters in each episode, amusing situations that are often similar to everyday life.
- g) a programme that shows films of how animals, fish, birds, etc., live.

- h) a very popular type of series which is usually based on the daily lives of a family or community.
- i) individual plays featuring the same set of characters. Each episode is either complete hi itself or it can be a long story divided into a number of separate episodes.
- j) a series where the main character, usually a policeman or a detective, solves a crime.

9. Fill in the gaps with the correct words from the list below:

- | | |
|-------------------|----------------|
| 1) remote control | 6) media |
| 2) satellite | 7) schedule |
| 3) set | 8) viewers |
| 4) broadcast | 9) channels |
| 5) aerial | 10) programmes |

Television is one of the most popular forms of (1) _____. If you glance at the television (2) _____ in any newspaper, you will find a great variety of (3) _____ which transmit a good selection of entertaining (4) _____. But this just isn't enough.

People want to get more channels than their ordinary (5) _____ can pick up. For this reason, more and more paying customers are having (6) _____ dishes installed so that they can receive a greater number of channels which (7) _____ the latest film releases and news reports. Virtually every home has at least one television (8) _____. You don't even have to get up to change channels anymore; (9) _____ just sit back and use the (10) _____.



II. Text Section

TEXT 1

A. Read the text and find out what communication is:

PEOPLE THE GREAT COMMUNICATORS

1. We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile); the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

2. Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

3. Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop depended on across Europe.

4. Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.

(From: New Headway Pre-Intermediate. Student's Book)

Text Vocabulary

to communicate – сообщать, передавать; общаться

to exchange information – обмениваться информацией

human – человек

to compare – сравнивать

to make promises – давать обещания

to persuade – убеждать

communication technologies – технологии общения

ancient societies – древние общества

BC (Before Christ) – до нашей эры

hieroglyphic – иероглиф

to transform – изменять, преобразовать

Egyptian life – жизнь египтян

ancient Greeks – древние греки

public speaking – ораторское искусство

Romans – римляне

unique system of government – уникальная система государственного управления

to depend on (smb. or smth.) – зависеть от кого-либо (чего-либо)

Roman alphabet – римский алфавит

huge influence – огромное влияние

society – общество

infinite – безграничный

B. Do the proposed tasks on the text:

1. Match the headings to the paragraphs:

- 1) A HISTORY OF COMMUNICATION
- 2) HOW WE COMMUNICATE
- 3) COMMUNICATION TODAY
- 4) DIFFERENCES BETWEEN PEOPLE AND ANIMALS

2. Find in the text English equivalents to the following Russian words and word combinations:

- 1) разными способами
- 2) пользоваться мимикой
- 3) это ничто по сравнению с тем
- 4) чувство прошлого и будущего
- 5) развитие всех древних обществ
- 6) ораторское искусство
- 7) оказать огромное влияние на общество
- 8) СМИ меняют наш мир



3. Answer the following questions:

- 1) Only people can communicate, can't they?
- 2) How do people and animals communicate with each other?
- 3) What is special about human communication?
- 4) How long is the history of communication technologies? What role did they play in the development of different ancient societies?
- 5) What forms of media have had a huge influence on the society in the last hundred years?
- 6) What are advantages and disadvantages of information technology today?

4. Complete the following sentences:

- 1) We can communicate with other people _____.
- 2) Animals have _____.
- 3) But this is _____ to what people can do. We have _____, in fact. We can write _____.
- 4) Communication technologies _____ ancient societies.
- 5) _____ have had a huge influence on society _____.
- 6) Modern media _____ every minute of every day.

5. These texts are about different means of communication (the fax machine, the Internet, the mobile phone). Define and write down what each text refers to. Which points of view do you agree with?

1. All human knowledge is there. Want to know about French literature, space programmes, the latest news? Just log on and learn. It is like being in the world's biggest library, but with no librarians.

2. There is no escape. They seem to be ringing everywhere these days. Nowhere is safe – cafes, trains, shops, even cinemas and theatres. People never turn them off, and listening to other people's conversations drives me mad.



3. It is fantastic, it is convenient. I can switch on my computer, press a button, send a document, and seconds later someone can open it on the other side of the world.

TEXT 2

A. Read the text and find out what press is like in the UK:

PRESS IN THE UNITED KINGDOM

In Britain newspapers differ greatly from each other in the type of news they report and the way they report it.

On the one hand, there are “quality” newspapers: *The Times*, *The Financial Times*, *The Guardian*, *The Daily Telegraph*. These papers report major national and international news stories, with the world of politics and business and with the arts and sport.

On the other hand, there are “populars” or “tabloids”, so called because of their small size. Popular papers (*The Daily Mail*, *The Daily Express*, *The Daily Mirror*, *The Sun*, *The Daily Star*) pay much attention to sensational news, extraordinary events, catastrophes, accidents, private lives of royalty and nobility, of people of art, of music and film stars.

Popular papers use many photographs and cartoons. It is often said that the popular press aims to entertain its readers rather than inform them. The tabloid press is far more popular than the quality press. The average daily circulation for *The Daily Mirror* is almost 3,200,000 while for *The Times* it is 450,000. The most popular quality paper is *The Daily Telegraph* with a circulation of around 1,100,000 per day, compared with *The Sun's* circulation of over 4,170,000. It is estimated that two out of every three adults regularly read a national daily newspaper.

In addition to 12 national daily newspapers there are 9 national papers which are published on Sundays. Most of the Sundays papers contain more reading material than the daily papers, and several of them



include colour supplements – separate colour magazines which have special supplements with articles on music, TV, sports and a lot of advertisements of consumer goods.

Nearly every area in Britain has one or more local newspapers – in England alone there are around 90 daily papers and over 850 which are published once or twice a week. Local newspapers report local news and advertise local business and events.

Newspapers in Britain are privately owned and the editors of the papers are usually allowed considerable freedom of expression. The offices of most papers are situated in Fleet Street in the City of London, which is the centre of British journalism. British papers are bought and read not only in the United Kingdom, but also in many other countries.

Text Vocabulary

to report – сообщать, печатать, писать

royalty – член королевской семьи

nobility – аристократия, знать

it is estimated – согласно оценке

consumer goods – потребительские товары

freedom of expression – свобода слова

B. Do the proposed tasks on the text:

1. Find in the text English equivalents to the following Russian words and word combinations:

- 1) ежедневная газета
- 2) новости в стране и в мире
- 3) средний ежедневный тираж
- 4) по сравнению с
- 5) значительный
- 6) приложение



2. Match the words in column A with their definitions in column B:

A

- 1) a quality newspaper
- 2) a popular (tabloid) newspaper
- 3) editor
- 4) circulation

B

- a) the number of copies of a newspaper, magazine
- b) a newspaper that professes to be more interested in real news than sensation, it usually has long, informative articles
- c) one who edits a book, newspaper, magazine
- d) a newspaper that has a small format, it contains more human interest stories than news



3. Mark the following sentences true or false:

- 1) There are no national newspapers in the UK.

- 2) All the newspapers in England concern themselves with factual information.
- 3) Popular newspapers have a lot of information about the main home and international news.
- 4) Newspapers in Britain are mostly owned by the government.
- 5) The centre of British journalism is Downing Street.



4. Answer the questions:

- 1) How do newspapers differ from each other?
- 2) What newspapers present important political news?
- 3) What news do “populars” pay attention to?
- 4) What does a “tabloid” mean?
- 5) Is the “quality” press more popular than the “tabloid” press?
- 6) What does a “colour supplement” mean?
- 7) Which newspapers include colour supplements?
- 8) What information do local newspapers publish?
- 9) Are British newspapers owned privately?
- 10) Where are the offices of most papers situated?

4. Fill in the gaps:

- 1) British newspapers are very much different from each other in the way they _____ news.
- 2) There are _____, which pay attention to sensational news and extraordinary events.
- 3) The popular press aims to _____ its readers.
- 4) There are 9 national papers, which are published on _____ .
- 5) Reading a Sunday newspaper is an important _____ in many British families.
- 6) Local newspapers are published _____ or _____ a week.

7) The centre of British journalism is _____ .

TEXT 3

A. Read the text and find out what is radio and television like in Great Britain:

RADIO AND TELEVISION IN GREAT BRITAIN

Broadcasting in the United Kingdom is controlled by the British Broadcasting Corporation (BBC) and the Independent Broadcasting Authority (IBA). The BBC receives its income from the government, but the private companies controlled by the IBA earn money from advertising.



BBC Radio broadcasts five national services to the United Kingdom plus regional services in Wales, Scotland and Northern Ireland. These are:

Radio 1: pop and rock music;

Radio 2: light music, drama, documentaries and sport;

Radio 3: classical music, drama, documentaries and cricket;

Radio 4: news, documentaries, educational and entertainment programmes for schools and adults;

Radio 5: sport, educational and children's programmes.

There are also thirty-two BBC Local Radio stations and a number of independent local stations. There is advertising on the independent commercial channels.

The External Service of the BBC broadcasts over 700 hours of programmes a week in 37 languages.

Watching television is one of the great British pastimes!

The first television broadcasts began in 1936. The Independent Television Authority was created by Act of Parliament in 1954 to provide an additional television broadcasting service. Commercial television consists of fifteen ITV programme companies providing programmes in fourteen different regions.

In general, people think the programmes offered on British television are of

a very high standard. Some people, however, are becoming worried about the amount of violence on TV, and the effect this may have on young people.

TV and radio are also two of the main teaching channels used by the Open University. This “university of the air” allows many thousands of students to study at home for degrees they never would have obtained in the main educational system.

New technology has made it possible for viewers to receive many more programmes into their homes through satellite TV.

Text Vocabulary

to receive income – получать доход

to earn money – зарабатывать деньги

national (regional) service – национальная (региональная) служба

independent local stations – независимые местные станции

commercial channels – коммерческие каналы

external service – иностранная служба (вещания)

pastime – развлечение, приятное времяпрепровождение

to provide – обеспечивать

in general – в основном

to worry about smth. – беспокоиться о чем-либо

violence – насилие

teaching channel – обучающий канал

the Open University – Открытый университет

to allow – позволять

to study for a degree – учиться для получения диплома

to obtain – получать

B. Do the proposed tasks on the text:

- 1. Find in the text English equivalents to the following Russian words and word combinations:**

- 1) радио и телевидение
- 2) Британская вещательная корпорация
- 3) развлекательные и образовательные программы
- 4) реклама
- 5) просмотр телепередач
- 6) высокий стандарт
- 7) новые технологии
- 8) принимать намного больше программ
- 9) спутниковое телевидение

2. Read the text and answer the questions:

- 1) What companies control broadcasting in the UK?
- 2) What does BBC Radio broadcast?
- 3) What is special about the external Service of the BBC?
- 4) When did the first television broadcasts begin?
- 5) What are TV channels? Is there a difference in the way they get their income?
- 6) British TV programmes have been described as the programmes “of a very high standard”. What do you think this description is trying to say?
- 7) Why are the main teaching channels?
- 8) What has enabled viewers to receive a far more programmes?
- 9) What gives the BBC its special position in the UK?

3. Fill in the gaps using the information given in the text:

- 1) There are ____ national and ____ local radio services. There is also a number of ____.
- 2) Television is one of the most ____.
- 3) The national channels are provided with money from ____.
- 4) Commercial television gets its money from ____.

5) Some viewers are worried by _____.

6) New technology gives views the opportunity _____.

4. Make up sentences with the given verbs. Put them down. Follow the model:

like / enjoy

prefer / hate

am interested in

don't like / dislike

am fond of

don't care for

eg. *I prefer comedies.*

I don't care for soap operas.

thrillers

entertaining shows

horror films

love stories

documentaries

musicals

adventure films

sports news

soap operas

science fiction films

animated cartoons

detectives

mysteries

soap operas

5. Complete the text using the words from the list below. Entitle the text and translate it:

a) studios

d) film industry

b) horror films

e) risky business

c) movie-going

f) movie

The biggest “dream factories” are in Hollywood, the capital of the (1) _____. Each year, Hollywood (2) _____ make hundreds of movies that are shown all over



the world. People everywhere have seen the films of Charlie Chaplin, Humphrey Bogart, Marilyn Monroe and more recently, Clint Eastwood and Sylvester Stallone. American movies are popular because they tell interesting stories and are well-made.

Hollywood producers are usually not as successful as the heroes in their

movies. It's hard for them to predict what the (3) _____ public will want to see a year from now. In fact, seven times out of ten, producers are unsuccessful and their movies lose money. Since the average Hollywood (4) _____ costs \$12 million to make, a picture that "bombs" at the box office can be a disaster for the producer. Making movies is obviously a very expensive and (5) _____. But it's also an exciting and glamorous business, and there's always the chance of producing a blockbuster like *Star Wars*.

Hollywood produces many different kinds of films, including mysteries, comedies, musicals, love stories, and (6) _____.

III. Listening Comprehension



Task 1

You will hear a news bulletin. For questions 1-7, choose the correct answer:

1. The first news item is about
 - a. a murder
 - b. a kidnapping
 - c. a robbery
2. Richard's Steen's wife is believed to
 - a. be dead
 - b. be searching for her husband
 - c. have gone to another country
3. Glenda Branston was kidnapped
 - a. as she was arriving at her office
 - b. as she was leaving home
 - c. as she was leaving work
4. The vandals were aged between
 - a. six and thirteen
 - b. eight and thirteen
 - c. eight and thirty

5. The parents of the vandals

- a. were given a warning
- b. had to pay for the damage
- c. had to buy new cars

6. What did the Paterson family first think was causing the noise?

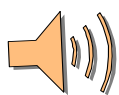
- a. the water system
- b. a ghost
- c. an animal

7. When did Rosie and Chimp disappear from the zoo?

- a. three weeks ago
- b. four weeks ago
- c. this morning

(From: Enterprise-4. Coursebook)

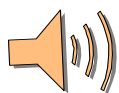
Task 2



Listen to the text and fill in the gaps:

I think the Internet is the greatest (1) _____. Think how it has changed the world. So much information is out there. (2) _____ changed my life. I can chat with friends, download music, buy books and (3) _____ I need for my homework. It took days or (4) _____ any of these things before the Internet. I spend hours every day online. I think I (5) _____ too long. I'm sure (6) _____ computer screen all day isn't good for my eyes. I think it's also (7) _____. I need to exercise a little more. The only thing I don't like about the Internet (8) _____ be dangerous. I don't really (9) _____ personal information online, especially on (10) _____ sites like Facebook.

(From: <http://www.listenaminute.com>)



Task 3

You will hear six people talking about television. Choose from the list (A – G) the true statements for each speaker (1 – 6). Use the letters only once. There is one extra statement, which you do not need to use:

- Speaker 1 A. TV may have a negative effect on learning.
 Speaker 2 B. TV should change in the future.
 Speaker 3 C. TV can teach a lot.
 Speaker 4 D. TV has many functions.
 Speaker 5 E. TV can ruin family life.
 Speaker 6 F. TV should be switched on and off in time.
 G. TV can be a good friend.

1.	2.	3.	4.	5.	6.



Task 4

A. Listen to the radio broadcast twice and mark the statements that are mentioned in the article. There are two extra letters which you don't need to use:

1. There is a good programme on TV in the early evening.
2. The British public like soap operas.
3. Soap operas show real life situations.
4. "Coronation Street" is the first British soap opera.
5. The action takes place in Mexico.
6. Now soap operas are shown throughout the world.
7. Soap opera "East Enders" is about the poorer suburbs of London.

(From: Английский для подготовки к экзаменам)

B. Listen again and choose the answers which are true according to the text:

1. Why has a war broken out between the four TV stations?

- a. which one should be closed down
- b. who can make the best soap opera
- c. which one will be subsidized by the Government

2. What is the main aim of a soap opera?

- a. to raise some political or social problems

- b. to entertain people
- c. to show minority problems

3. What is the soap opera “Coronation Street” about?

- a. about the royal family
- b. about East Enders
- c. about ordinary northern English people

(From: АНГЛИЙСКИЙ для подготовки к экзаменам)

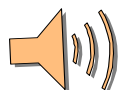


Task 5

Listen to the text and fill in the gaps:

What (1) _____ before Google? This might look like a silly and strange question, (2) _____ good one. Google has changed our lives. In an amazingly short space of time, the verb ‘google’ (3) _____ language. I think everything about Google is amazing. It (4) _____ much. We (5) _____ information we want just by typing in (6) _____ in the search box. I even like the Google home page. It’s so simple. You know, I can’t remember the last time (7) _____ when I didn’t use Google for something. I wonder what Google (8) _____ the future. Only those at Google know. The strange thing about the Internet is that something we (9) _____ about yet might come along (10) _____ Google overnight.

(From: <http://www.listenaminute.com>)



Task 6

You will hear six people talking about television. Choose from the list (A – G) the true statements for each speaker (1 – 6). Use the letters only once. There is one extra statement, which you do not need to use:

1. Using computers does not always have a positive effect.
2. Using computers made the speaker’s work longer hours in the end.

3. Using computers is not as scary as it might seem.
4. Using computers can be frustrating.
5. Using computers does not necessarily help you save time.
6. Using computers is really effective if you have had a proper training course.
7. Using computers means you have to face unexpected challenges.

1.	2.	3.	4.	5.	6.

IV. Speaking Skills

1. Think of one advantage and one disadvantage of each of these things:

- | | |
|------------------|-------------------------|
| 1) the Internet | 4) fax machines |
| 2) mobile phones | 5) satellite television |
| 3) laptops | 6) answering machines |

Sample:

I think the main advantage of the Internet is that you can get the information you need, the disadvantage is its speed.

2. Do you agree or disagree with these statements? Explain your answer:

- 1) I never use a computer.
- 2) I use a mobile phone every day.
- 3) I think e-mails are worse than letters.
- 4) Having an answering machine is important to me.
- 5) I would like to have a satellite television.
- 6) I use the Internet a lot.



Sample:

I use the computer every day. It helps me with my study. I type different reports, course papers, print them. I can't also do without the Internet, I use it to find the information I need and communicate with different people.

3. Do you agree or disagree with the following statements. Begin your statements with:

Agreement

It is quite true...

It goes without saying...

I completely agree...

Disagreement

I disagree that...

I am afraid ...

On the contrary...

- 1) Television takes most of my time.
- 2) "The News" programme is most popular with young people.
- 3) Russian TV programmes have become much more interesting in recent years.
- 4) There are some good and modern cinemas in Irkutsk.
- 5) There is good and clever advertising on Russian TV.
- 6) There is no lack of entertaining programmes.
- 7) There is always something interesting to choose on TV.

4. Does Russian television cater for a great variety of tastes? Make suggestions for an evening's viewing for people who:

- 1) are interested in comedies
- 2) are sport fans
- 3) are interested in politics
- 4) enjoy watching TV series
- 5) are fond of talk shows



V. Writing Section

1. Write an amusing story that could follow one of these headlines:

- 1) Wife attacks husband
- 2) Amazing holidays
- 3) All is well that ends well
- 4) A generous Tip

5) A funny thing happened to me

6) Short-sighted robber arrested

2. Comment on the following statements and quotations:

1) "What the mass media offer is not popular art, but entertainment which is intended to be consumed like food, forgotten and replaced by a new dish".

(W. Auden)

2) "Life is one world, and life seen in the newspaper is another".

(G.K. Chesterton)

3) We can't do without television nowadays.

3. Give your opinion on the following questions in writing:

1) What is good and bad about information technology today?

2) How has technology improved the quality of our lives?

3) What advantages and disadvantages has the technological progress brought us?



VI. Translation Skills

A. Translate the following text from English into Russian:

American Press

Because of the great size of the USA, local newspapers are more important than national ones. Only *the New York Times*, *the Chicago Tribune* and *Wall Street Journal* are read over a large part of the country. But there are other newspapers that have a wide interest and influence; they include *the Washington Post*, the popular *Daily News*, *the Baltimore Sun*, *the Philadelphia Inquirer*, *the St. Louis Post Dispatch* and *the San Francisco Examiner*. Most US newspapers are controlled by large monopolists. The US press plays an important part in the business of government; the press conference is an American invention. In the 20th century newspapers have ranged from tabloid featuring 36 pictures and sensational news to "responsible journals". Their pages are varied and include columns

devoted to news, editorials, letters to the editor, business and finance, sports, entertainment, art, music, books, comics, fashions, food, society, television and radio. As the great newspaper chains and news agencies grew, American's press got its individualistic character; many features are common to newspapers all over the country which therefore have a uniform appearance.

American Television

There are a lot of commercial and non-commercial stations. Most commercial stations are affiliated with one of the national commercial networks: ABC (American Broadcasting Company), NBC (National Broadcasting Company), CBS (Columbia Broadcasting System), or Fox Broadcasting Company. These networks are not television stations or channels or programs. They are not licensed to broadcast. Networks are essentially program distribution companies. They buy programs from independent television production companies and sell these programs to individual television stations. The network is paid by advertisers to insert commercial announcements on the program the network buys.

On the average, American viewers watch TV four hours a day, usually tuned to one of the national commercial networks: ABC, NBC, CBS, or Fox Broadcasting Company. These stations attract about 98 percent of TV audiences. During a sixty-minute TV program, you can expect to see about twelve minutes of commercials.

The commercial networks broadcast a variety of shows: news, drama, soap operas, comedy, sports, music, movies, children's programs, game shows, and talk shows. There is a lot of competition for viewers, especially during prime time, from 7 to 11 p.m. Ratings, published in the newspapers, measure the audience for the top ten programs.

PBS (Public Broadcasting Service), supported by government and private funding, is the only noncommercial network. It broadcasts more serious drama, performing arts, science, public-affairs documentaries, and educational children's programs. Sesame Street, the most popular children's show on PBS, appears on TV stations all over the world. All five networks broadcast twenty-four hours a day.

Some viewers pay to receive a wider selection of programs on cable television. There are up to 500 cable stations. Two well-known ones are HBO (Home Box Office), which shows movies, and CNN (Cable News Network), which specializes in news.

All of the networks have nationwide news programs. All have regularly scheduled news series. Among the most popular are CBS's Sixty Minutes and PBS's The MacNeil/Lehrer Newshour. The world's the most durable TV show is NBC's Meet the Press. In this show, important political figures and leaders are interviewed by journalists.

All television stations in the US, public or private, must be licensed to broadcast by the Federal Communications Commission (FCC), an independent federal agency. Each license is given for a few years only.

There are no fees, charges, taxes or licenses in the USA for owning television receivers or receiving anything that is broadcast through the air. There is no government censorship or 'reviewing' of programs and content. But 'family viewing time' from 7 to 9 o'clock in the evening has been introduced. During these hours programs containing violence and sexual suggestiveness are kept to a minimum.

(From: <http://edu.rin.ru>)

B. Translate the following text into English:

Роль СМИ в жизни современного человека

Трудно представить себе человека, который бы не интересовался тем, что его окружает, ведь просто невозможно жить, не зная, что происходит в окружающем мире. Большинство людей узнают о местных событиях и о том, что произошло в мире в первую очередь из средств массовой информации. СМИ в современном обществе оказывают достаточно сильное воздействие на жизнь человека, но это не всегда имеет положительный характер.

Сегодня бесспорным является тот факт, что средства информации могут влиять и на сознание и на подсознание людей. Среди негативного

влияния можно выделить именно те случаи, когда люди после просмотра телевизора или чтения газеты начинают анализировать полученную информацию, чрезвычайно эмоционально воспринимая её. В результате будет действовать способность человека внушать себе, что подобное может произойти и с ним или его близкими. Именно поэтому информацию считают фактором, который может влиять на людей, а иногда и нарушать их безопасность. К примеру, просмотр определённых сюжетов толкает подростков к подражанию, в результате получается повышенная преступность среди несовершеннолетних. Но, по мнению специалистов только бесконтрольная информация может нанести вред. Если, к примеру, рядом с подростком будет находиться взрослый, который прояснит, что подобный поступок достаточно плох и может привести к негативным последствиям, то вред от полученной ребёнком информации будет минимален.

Среди положительных сторон СМИ выделяют в первую очередь информирование людей о той или иной проблеме. Ведь людям никогда бы не удалось получить тот огромный поток информации, если бы не было газет, журналов, телевидения и интернета. На сегодняшний день, просмотрев новости можно получить достаточное количество происшедших событий за короткое время. Доступность средств массовой информации позволяет всем желающим увидеть дальние страны, ознакомиться с культурой других народов, узнать о последних достижениях техники и т.д. Поговорка: «Кто владеет информацией, тот владеет миром», будет актуальной всегда, именно поэтому каждый человек стремится знать больше.

Кроме основной функции СМИ выполняют обучающую функцию. К примеру, журналы, интернет-порталы на строительную, кулинарную, музыкальную и другие тематики, которые дают возможность человеку научиться чему-то новому или же усовершенствовать свои способности. В подобных изданиях люди также могут поделиться своим опытом и помочь другим разрешить какие-то проблемы.

Важной и положительной ролью СМИ является развлекательная, ведь с их помощью человек имеет возможность скрасить свой досуг, заняться каким-либо хобби или просто поднять настроение во время просмотра очередного концерта.

(From: <http://massanet.ru>)

VII. Stop and Check

TEST 1



Choose the right answer:

- I read a newspaper every day to keep _____ with current affairs.
a. modern b. present-day c. up-to-date
- When people _____ to the Internet, they have a lot of opportunities to get interesting and useful information.
a. get in touch b. connect c. contact
- There are more than ten TV _____ in Saint Petersburg and all of them allow broadcasting.
a. channels b. screens c. canals
- Modern television offers _____ a great variety of programmes.
a. participants b. performers c. viewers
- There is a very interesting _____ in the paper about modern jazz.
a. article b. message c. news
- On the internet, there are different _____ you can use such as “Google” or “Yahoo” to find what you are looking for.
a. search sites b. search engines c. electoral system
- I read a _____ of his latest film. It doesn’t sound very good.
a. report b. review c. headline
- Violent programmes on TV may have a bad _____ on children.
a. power b. pressure c. influence
- Schoolchildren and students should have easy _____ to all educational sites .
a. admission b. entrance c. access

10. Do you know when the first commercial television _____ was made?
a. broadcast b. transformation c. communication

TEST 2

The Info-Revolution

We have all seen an enormous increase in the role of the mass (1) _____ in people's lives. First of all the growth of the (2) _____ of both serious and (3) _____ newspapers, has been tremendous. Public (4) _____ is influenced by powerful (5) _____ who not only own our newspapers which often have a (6) _____ of millions, but who also own television and radio (7) _____ in many different countries. The huge quantity of (8) _____ that people have to deal with has rocketed with the advent of satellite and cable television. At the same time, more and more people have (9) _____ to (10) _____ computers. Information available at home via Internet is infinite.

- | | | | | |
|-----|-------------------|--------------|----------------|----------------|
| 1. | A. messages | B. medium | C. mediums | D. media |
| 2. | A. printing | B. press | C. interest | D. information |
| 3. | A. cheap | B. people | C. popular | D. public |
| 4. | A. opinion | B. health | C. views | D. services |
| 5. | A. managers | B. writers | C. celebrities | D. editors |
| 6. | A. profit | B. readers | C. circulation | D. popularity |
| 7. | A. networks | B. users | C. sets | D. ports |
| 8. | A. correspondence | B. details | C. information | D. reporters |
| 9. | A. control | B. ownership | C. contact | D. access |
| 10. | A. electronic | B. personal | C. large | D. state |

TEST 3

Complete this text by using the given words:

- | | |
|-------------------|------------------|
| a) audience | d) advertisement |
| b) public opinion | e) current news |
| c) attract | f) educate |

Mass media play an important role in the life of society. They inform, (1)_____ and entertain people. They also influence the way people look at the world and make them change their views. Mass media mould (2) _____. Millions of people in their spare time watch TV and read newspapers. Everybody can find there something interesting for him. On the radio one can hear music, plays, news and various discussions or commentaries of (3) _____. Many radio or TV games and films (4) _____a large (5) _____. Despite the fact there is a lot of (6) _____it is hardly fair to say that mass media do not try to raise cultural level of the people or to develop their artistic taste.

UNIT II

LEARNING FOREIGN LANGUAGES



*“Those who know nothing of foreign languages
know nothing of their own”.
(Johann Wolfgang von Goethe)*

I. Vocabulary Section

Topical Vocabulary

General vocabulary

mother tongue/ native language – родной язык

foreign language – иностранный язык

official language – официальный язык

international language – международный язык

international communication – международное общение

to communicate with – общаться

to be borrowed – быть заимствованным

native speaker – носитель языка

bilingual – человек, говорящий на двух языках; билингвал; билингвист;
двоязычный

standard English – литературный английский

English-speaking countries – англо-говорящие страны

to speak English fluently – говорить по-английски бегло

to make up topics and dialogues – составлять темы и диалоги

aspects of English – аспекты английского языка

to be good at pronunciation – иметь хорошее произношение

accent – акцент

to make a mistake – сделать ошибку

to learn a language – учить язык

knowledge of languages – знание языков

to have a command of a foreign language – владеть иностранным языком

interpreter – устный переводчик

translator – письменный переводчик

Branches of Linguistics

grammar – грамматика

lexicology – лексикология

phonetics – фонетика

Learning Vocabulary

vocabulary – словарный состав, список слов

dictionary – словарь

pronunciation – произношение

spelling – правописание

meaning – значение

letter – буква

sound – звук

vowel – гласный

consonant – согласный

dialect – диалект

Language Skills

listening – аудирование

speaking – говорение

reading – чтение

writing – письмо

Vocabulary Exercises

1. Give Russian equivalents to the following English words and word combinations:

1) mother tongue/ native language

2) to be borrowed

3) bilingual

4) to have a command of a foreign language

- 5) interpreter
- 6) vocabulary
- 7) dictionary
- 8) meaning
- 9) listening
- 10) writing

2. Give English equivalents to the following Russian words and word combinations:

- 1) иностранный язык
- 2) международное общение
- 3) носитель языка
- 4) литературный английский
- 5) составлять темы и диалоги
- 6) письменный переводчик
- 7) лексикология
- 8) словарь
- 9) произношение
- 10) правописание

3. Use the word given in CAPITALS at the end of each line to form a word that fits in the space in the same line:

A Discovery in the Study of Old Languages

Linguists have produced a new way of (1) _____ languages. **LINK**

They say it allows them to reconstruct a network of the languages (2) _____ on islands near New Guinea. **SPEAK**

The new method is designed for languages so old that little trace **REMAIN** of their common vocabulary (3) _____ today.

It makes connections between languages through grammatical features, which do not change (4) _____ as words. **QUICK**

With the new method, historians may (5) _____ look back a lot further in time than they could before. **ABLE**

Before now it was thought that you (6) _____ not find connections between languages going further back than 5,000 to 7,000 years ago. **CAN**

The authors of the new method say the relationships they can construct may go back 10.000 years and they may be even (7) _____ than that. **OLD**

4. Fill in the gaps in the text with the words from the box:

communication, regions, variety, first language, available, abroad, translator, council
--

Most people in the UK speak English, but outside England some still use a different (1) _____. There is still a wide (2) _____ of accents and dialects spoken in different (3) _____ of the country, and because of this people from the UK often have (4) _____ problems, not to mention visitors from (5) _____. Initially it may be necessary to use an interpreter or (6) a _____. These are (7) _____ in most areas of the country and you should contact the local (8) _____ offices for this service.

5. For questions 1 -10, read the text below. Use the word given in the capitals at the end of each line to for a word that fits in the space in the same line:

Why do people learn languages?

People have many (0) _____ reasons for **DIFFER**
learning languages. For the (1) _____ of **MAJOR**
students, language plays a key role in the
curriculum and they have no (2) _____ in the **CHOOSE**

matter. For others, the (3) _____ of a second language offers the (4) _____ of (5) _____ in their professional lives. English is (6) _____ important in such cases as it is the international means of (7) _____. For some people the (8) _____ to move abroad (either (9) _____ or permanently) means they need to learn the target language. Then, there are always those who decide to learn a language simply for (10) _____.

KNOW
POSSIBLE
ADVANCE
PARTICULAR
COMMUNICATE
DECIDE
TEMPORARY

PLEASE

6. Read the text below and decide which answer A, B, C or D best fits each gap:

Why does English spelling have a reputation for being difficult? English was first written down when Christian monks came to England in Anglo-Saxon (1) _____. They used the 23 letters of Latin to write down the sounds of Anglo-Saxon (2) _____ as they heard it. However, English has a (3) _____ range of basic sounds (over 40) than Latin. The alphabet was too small, and so combinations of letters were needed to (4) _____ the different sounds. Inevitably, there were inconsistencies in the way that letters were combined. With the Norman invasion of England, the English language was put (5) _____ risk. English survived, but the spelling of many English words changed to follow French (6) _____, and many French words were (7) _____ into the language. The result was more irregularity. When the printing press was (8) _____ in the fifteenth century, many early printers of English texts spoke other first languages. They (9) _____ little effort to respect English spelling. Although one of the short-term (10) _____ of printing was to produce a number of variant spellings, in the long term it created fixed spellings. People became used to seeing words spelt in the same way. Rules were (11) _____, and dictionaries were put together which printers and writers could (12) _____ to. However, spoken English was not fixed

and continued to change slowly – just as it still does now. Letters that were sounded in the Anglo-Saxon period, like the ‘k’ in ‘knife’, now became (13) _____. Also, the pronunciation of vowels then had little in (14) _____ with how they sound now, but the way they are spelt hasn’t changed. No (15) _____, then, that it is often difficult to see the link between sound and spelling.

1. A. ages B. centuries C. times D. years
2. A. chat B. communication C. discussion D. speech
3. A. deeper B. longer C. thicker D. wider
4. A. explain B. express C. perform D. tell
5. A. at B. in C. on D. under
6. A. guides B. patterns C. plans D. types
7. A. announced B. found C. introduced D. started
8. A. discovered B. invented C. made up D. taken in
9. A. brought B. did C. made D. put
10. A. actions B. conclusions C. effects D. meanings
11. A. drawn up B. filled in C. got across D. handed out
12. A. check B. look C. refer D. see
13. A. dumb B. quiet C. silent D. speechless
14. A. alike B. common C. same D. similar
15. A. idea B. mention C. problem D. wonder

(From: First Certificate. Avenues)

II. Text Section

TEXT 1

HOW TO LEARN A FOREIGN LANGUAGE

A. Read the text and find out what the importance of foreign language study is:



The importance of a foreign language study is quite obvious. There are different ways to improve your command of a foreign language. You should work hard and systematically every day. Learning a foreign language is hard. But

this hard work can nearly always bring success, when you do your best to learn the language. First of all, you are to have a desire to learn the language; otherwise you can't be successful. Learning a foreign language requires a lot of mental and physical activity. You should learn different aspects of the language – phonetics, grammar, vocabulary. Besides you should acquire habits and skills in hearing (listening comprehension), speaking, reading, and writing. To master a foreign language means to learn and know how to ask questions and answer them on a topic, a text or a picture (orally and in writing); to make up a story on a picture, to speak about a topic; to understand tape recorded texts, dialogues, songs; to read aloud the text correctly and understand new texts based on the language material already learnt; to divide texts into logically connected units, entitle the units and retell the texts with the help of the titles used as a plan. The most important thing is to learn a foreign language as a means of communication and a means to acquire cultural background information. In order to know a foreign language well you are to work with a dictionary, reference literature, tape recorder, videos; you need to train your memory. To achieve this you are to learn by heart as many words, word combinations, colloquial phrases, dialogues and mini texts as you can. To know a foreign language you are to learn grammar structures and substitute them with different proper words; to apply your knowledge of grammar and vocabulary in talking, reading books, doing various exercises, that is to develop practical skills and habits. You are to be active in a foreign language learning. Learning English songs, reading books, listening to tapes, translating, carrying on conversations on different topics and so on may increase your vocabulary and speaking practice. Try to test your knowledge of grammar and vocabulary. In short, you are to master the

language while reading, listening, writing and speaking. You need practical knowledge of the language. Don't be afraid of making mistakes. Try to repeat everything while listening. Learn a foreign language through practice and you'll be successful.

Text Vocabulary

to do one's best – делать всё возможное

to acquire habits – приобретать привычки

orally/in writing – устно/письменно

to entitle – озаглавливать

cultural background – культурный багаж, опыт

reference literature – справочная литература

colloquial phrases – разговорные фразы

to substitute with – заменять чем-либо

to apply knowledge – применять знания

to carry conversations on different topics – вести разговоры на разные темы

to learn through practice – учиться на практике

B. Do the proposed tasks on the text:

1. Find in the text English equivalents to the following Russian words and word combinations:

- 1) совершенствовать уровень владения языком
- 2) приобретать навыки и умения
- 3) работать со словарем и справочной литературой
- 4) тренировать память
- 5) учить наизусть слова и словосочетания
- 6) расширять словарный запас
- 7) проверять знания
- 8) делать ошибки

2. Complete the following sentences:

- 1) Learning a foreign language is _____.
- 2) Learning a foreign language requires _____.
- 3) To master a foreign language means _____.
- 4) In order to know a foreign language well you are _____.
- 5) You are to master the language while _____.

3. Answer the following questions:

- 1) What are the ways of improving your command of a foreign language?
- 2) What should you do to be successful in foreign language learning?
- 3) What aspects of the language should you learn?
- 4) How can you develop your practical skills and habits?



4. Comment on the statement:

“The work of learning a language is difficult but rewarding”.

5. A. Fill in the blanks with the given words:

dictionary, special, appear, subject, purposes, pronunciation

Dictionaries

We all know the saying of a wise man who lived more than two thousand years ago: “Of making books is no end”. If he had been living today, he might have said the same of dictionaries, for several new ones (1) _____ every year. They are needed for various (2) _____. Even in our own language we often find it necessary to look up a word, sometimes for the spelling, sometimes for the (3) _____, or it may be for the meaning or origin of the word.

In the twentieth century, with the increase in scientific and other knowledge, special dictionaries have to be made for (4) _____ groups of word – commercial,

technical, psychological, medical, etc. There are some very large dictionaries which are supposed to contain all the words of the language, but they are not convenient to use. They are too heavy, and take up too much room. If you are studying one (5) _____, it is much better to have a dictionary which is no bigger than an ordinary book.

Students of a foreign language need a (6) _____ which contains all the words in common use in their own language and the one they are trying to learn, that is, the words they are likely to hear in conversation, and on the radio, and those they will meet in the books and newspapers they read.

B. Answer the questions:

- 1) What is the role of dictionaries in studying foreign languages?
- 2) What types of dictionaries do you know?
- 3) What dictionaries do you use in your study of English?

TEXT 2

A. Read the text to find out the main characteristics of the English language:

ENGLISH IS A WORLD LANGUAGE

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is relatively recent thing – that in Shakespeare’s time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the 17th century, with the first settlements in North America.

Above all, it is the great growth of population in the United States, assisted by massive immigration in the 19th and 20th centuries, that has given the English language its present standing in the world. It is widely spoken on six continents, and is the official language, or one of the official languages, in 55 countries.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. 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 mail and 60% of the world's telephone calls are made in English, more than 60% of all scientific journals are written in English.

The following are a few of the many reasons why English is so widely spoken.

- ❖ English is the official language in many of Britain's former colonies, such as America, Australia and New Zealand.
- ❖ The economic power of Britain in the 18th and 19th centuries, and of the US in the 20th century, helped to make English the language of world trade.
- ❖ Entertainment has helped to spread the use of English, because of the worldwide popularity of English-language films, TV programmes and pop music.

Unofficially, English has become the international language of travel and tourism, technology and computers, business, medicine and so on. Officially, it is the international language of air traffic control and shipping. Also, in countries with several tribal or ethnic groups speaking different languages, English has often been



chosen as the official language of government, as in Nigeria, India and Papua New Guinea.

Now let us dwell upon the basic characteristics of English. Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun. Some modern English words still inflect, but much less so than in other European languages. The English verb “to ride” inflects into five forms (ride, rides, riding, rode, ridden) whereas the equivalent German verb has sixteen forms. The trend towards simplicity of forms is considered to be a strength of English. Another strength is a flexibility of function of individual words. Without inflections, the same word can operate as many different parts of speech. Look at these uses of the word “round”:

There was a *round* table, (adjective)

He bought a *round* of drinks, (noun)

He turned *round*, (adverb)

He ran *round* the field, (preposition)

The car tried to *round* the bend too quickly (verb).

Openness of vocabulary involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian, and Japanese languages are resisting the arrival of English in their vocabulary. These features have made English what it is today, an effective medium of international communication.

Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport, and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

(From: Headway, Upper Intermediate)

Text Vocabulary

to require an effort – требовать усилий

establishment – утверждение, формирование чего-либо

standing – положение

to dwell upon – подробно останавливаться на чём-либо

inflection – словоизменение, флексия

singular/plural – единственное/ множественное число

tense – временная форма глагола

to simplify – упрощать

flexibility – гибкость

part of speech – часть речи

creation of compounds and derivatives – создание сложных и производных слов

purist – пурист (человек, соблюдающий чистоту родного языка, не допускающий в речи иностранных слов, выражений и оборотов)

feature – характеристика

B. Do the proposed tasks on the text:

1. Find in the text English equivalents to the following Russian words and word combinations:

- 1) распространение английского языка
- 2) практическая цель
- 3) бывшие британские колонии
- 4) экономическая мощь
- 5) открытость лексики
- 6) эффективное средство международного общения

2. Answer the following questions:

- 1) Which countries is English spoken as a mother tongue?
- 2) Why has English become one of the major languages in the world?

- 3) When did the exporting of English begin?
- 4) Why do people study English?
- 5) Which of the three groups of English speakers do you belong to?
- 6) What is your reason for learning English?
- 7) What are basic characteristics of English?
- 8) What does the term “flexibility” mean?
- 9) What role does openness of vocabulary play in the English language?
- 10) What spheres of life is English used as an international language?

3. Here are the answers to some questions. Work out the questions:

- 1) A few million.
- 2) Because it is the mother tongue of many countries outside England.
- 3) In the seventeenth century.
- 4) 75%.
- 5) 60%.
- 6) Yes, it had a lot of inflections.
- 7) Simplicity of form, flexibility, and openness of vocabulary.
- 8) Mandarin Chinese.

4. Mark the following statements *True Or False*:

- 1) English was already an important world language four hundred years ago.
- 2) It is mainly because of the USA that English has become a world language.
- 3) One person out of seven in the world speaks perfect English.
- 4) There are few inflections (=a change in or addition to the form of a word which shows a change in the way it is used in sentences) in English.
- 5) In English, many verbs can be used as nouns.
- 6) English has borrowed words from many other languages.
- 7) In the future, all other languages will probably die out (=to become less common and finally stop existing).

5. Fill in the gaps with the adjectives given in the box. One adjective is odd:

unequal, unofficial, unlimited, unreal, unknown, unimportant, impossible

Nowadays it seems quite (1) _____ that English was (2) _____ four hundred years ago. Moreover, only a few million people spoke English. It was (3) _____ to the rest of the world. You know, it has become a world language because of the United States. No matter how (4) _____ it is, exporting of English began in the seventeenth century. It was a kind of (5) _____ language.

Today, the use of the language is quite (6) _____. It is used both for a practical purpose – administrative, professional, educational and as a language of international communication.

Geographically, English is (7) _____ by its status to other languages on Earth but for Mandarin Chinese.

TEXT 3

A. Read the text and find out the differences between British and American English:

SPEAKING ENGLISH AND TALKING AMERICAN

English in the USA differs considerably from British English. Pronunciation is the most striking difference but there are also a number of differences in vocabulary and spelling as well as slight differences in grammar. On the whole, British people are exposed to a lot of American English on TV, in films and so on and so they will usually understand most American vocabulary. American spelling is usually simpler. For example, British English words ending in -our and -re, end in -or and -er in American English, e.g. colour/color, centre/center.

Mark Twain once wrote: “English and American are separate languages. When I speak my native tongue an Englishman can’t understand me at all”. The great writer was definitely exaggerating. Everybody seemed to understand me when I spoke American English, but I was unable to understand everything at first.



That was because of the differences in intonation and pronunciation. But I got used to it very quickly. Of course, some words are different too. Let me tell you in British English what I did in London. I’ll give the corresponding American words in brackets.

I had to fill in (*fill out*) some forms in which I was asked to write my last name (*family name*). I had to write my date of birth like this: day/month/ year (*month/day/year*). There was a queue (*line*) in front of the Immigration desk. Mr. Brian Smith took me to a hotel in (*on*) a small square in Central London. On the way we stopped at a filling station (*gas station*) to get some petrol (*gas*). The receptionist (*front desk clerk*) gave me the key to my room. I didn’t have to use the lift (*elevator*) as it was on the ground floor (*first floor*).

Brian lived in a block of flats (*apartment house*) not far from my hotel. His flat (*apartment*) was on the third (*fourth*) floor. He was sorry he couldn’t give me more of his time as he wasn’t going on holiday (*vacation*) until the autumn (*fall*).

Next morning I took the tube (*subway*) to Buckingham. On my walks in London I sometimes had to use a subway (*underpass*) to cross a busy street.

Text Vocabulary

striking difference – яркое, поразительное отличие

to be exposed to smth. – подвергаться воздействию, влиянию

to exaggerate – преувеличивать

corresponding words – соответствующие слова

B. Do the proposed tasks on the text:

1. Use the words in the brackets and retell the story in American English:

2. Look at the table given below and try the quiz:

When they say	An American means what a British man calls:	And a British man means what an American calls:
a bill	a (bank) note	a check (in a cafe)
the first floor	the ground floor	the second floor
potato chips	potato crisps	french fries
purse	a handbag	a wallet
subway	an underground railway	an underpass
wash up	wash your hands	wash the dishes

1) Where would you take (a) an American visitor (b) a British visitor who said they wanted to wash up – the kitchen or the bathroom?

2) Would (a) an American (b) a British be expected to get something hot or something cold if they asked for some potato chips?

3) You have just come into an unknown office block. If (a) an American (b) a British says that the office you need is on the second floor, how many flights of stairs do you need to climb?

4) If (a) an American (b) a British asks for a bill, is he or she more likely to be in a bank or a café?



What Type of English Learner Are You?

Score the quiz using the following chart:

English for Career Purposes Learner – Type 1 learner

Global English Learner – Type 2 learner

Learner Who Wants to Live (or already lives) in an English Speaking Culture – Type 3 learner

English for Fun and Pleasure Learner – Type 4 learner

Answers to 6 questions or more as type 1 learner = English for Career Purposes Learner

Answers to 6 questions or more as type 2 learner = Global English Learner

Answers to 6 questions or more as type 3 learner = Learner Who Wants to Live (or already lives) in an English Speaking Culture

Answers to 6 questions or more as type 4 learner = English for Fun and Pleasure Learner

Question 1

When do you use your English outside of class?

1. Speaking with other non-native English speakers (i.e., not American, British, Australia, etc. but with people who have learned English as a second or foreign language).
2. Speaking with native English speakers.
3. When I travel on holiday.
4. With colleagues on the telephone or by email.

Question 2

Why are you learning English?

1. To live in an English speaking country.
2. To use English to get a better job. Improve English for my current job.
3. To speak English on holidays.
4. To use English to stay informed by reading newspapers, magazines, Internet.

Question 3

Which statement best expresses your opinion about English?

1. It's important to speak English for my job.
2. It's important to speak American English OR British English.
3. The most important thing is communicating. It doesn't matter whether you

make a few mistakes.

4. I need to ask directions and order breakfast when I go on holiday.



Question 4

Which is the most important English task for you?

1. Understanding native English speakers.
2. Writing excellent communication through email, or in letters.
3. Exchanging ideas with other people in English (both native and non-native speakers).
4. Asking for and understanding basic things in English.

Question 5

How often do you use your English?

1. Quite often at work.
2. Every day at work, shopping and speaking to people.
3. Not very often, only when I travel or meet foreigners in my country.
4. On a regular basis when reading, speaking to friends via the internet, watching TV in English, etc.

Question 6

How do you use English on the Internet?

1. Only to learn English. Otherwise, I visit sites in my language.
2. I like looking at pages in English from all around the world.
3. Doing research for my job.
4. I like visiting American or British sites to learn the slang and lifestyle.

Question 7

Which statement is true for you?

1. Basic pronunciation is important, excellent pronunciation is impossible.
2. Pronunciation should be clear, it doesn't matter if it is British or American, etc.

3. Pronunciation is not so important, I need to understand and write English well.
4. Pronunciation and the correct accent is very important for me. I want native speakers (Americans, British, Australian, Canadian, etc.) to understand me.

Question 8

Do you think that...

1. English learning is stressful, but important for work.
2. English learning is essential to improve my life where I live.
3. English learning is fun and one of my hobbies.
4. English learning is one of my favorite hobbies.

Question 9

Do you dream in English?

1. Never
2. Sometimes
3. Often
4. Rarely

Question 10

How often do you study English?

1. A few hours every day
2. Once or twice a week
3. A little bit every day
4. At weekends

Career English Learner Resources – Type 1

As a Career English learner, you are interested in communicating in English for your job. You need to know the correct forms of English used on the job such as letters, vocabulary and more. Things like slang, advanced grammar formulations, etc. are not so important to you.

Global English Learner Resources – Type 2

As a global English learner, you are interested in communicating in English. American or British culture and their inflections are not so important to you because you just want to communicate in English. You may communicate with people from a number of countries and things like idioms, phrasal verbs and slang are really not that important to you.

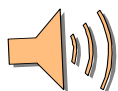
Environment English Learner Resources – Type 3

As a Environment English learner, you are interested in learning English to live in an English speaking country or environment. You need to be able to pronounce well, know idioms, phrasal verbs and slang.

Fun English Learner Resources – Type 4

As a Fun English learner, you are interested in using English to get across the basics. You need to be able to do basic tasks like ordering food in a restaurant, talking to other people etc. Things like slang, advanced grammar formulations, etc. are not so important to you.

III. Listening Comprehension

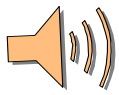


Task 1

Listen to the text and fill in the gaps:

Where (1) _____ without language? We'd all be in our own worlds and we'd never (2) _____. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't (3) _____ body language or sign language. The (4) _____ have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language (5) _____. I think language is amazing. It means we can tell anyone anything. I often think (6) _____ there are so many languages in the world. If there was only one language, we could all communicate better. (7) _____, we'd all understand one another better. What (8) _____ language be? At the moment, English.

(From: <http://www.listenaminute.com>)



Task 2

Listen to the conversation and choose the appropriate answer:

1. Which was NOT mentioned as part of the purpose of the English Language Center?
 - a. to help international students prepare to enter institutions of higher learning
 - b. to teach students how to use English in their daily lives and at work
 - c. to provide work opportunities for graduating students in the community
2. What is one course taught at the English Language Center?
 - a. business English
 - b. US Culture
 - c. TOEFL
3. If the Fall semester begins on August 29th, by what date should one apply to the program?
 - a. May 29th
 - b. June 29th
 - c. July 29th
4. What is the tuition for a full-time student?
 - a. \$2030
 - b. \$2300
 - c. \$2013
5. Which one was NOT mentioned as part of the application packet a student must send to the center?
 - a. sponsorship form
 - b. high school transcripts
 - c. application fee

(From: www.esl-lab.com)

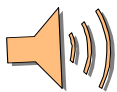


Task 3

Listen to the controversial Linguistics expert Professor McKenzie giving a lecture on the future of the English language. Decide whether these statements are true or false according to Professor McKenzie:

1. If you do not know English you can be at a disadvantage.
2. English will soon be spoken by everybody in the world.
3. By 2010 half the population of the world will speak English.
4. Competitors of the Eurovision Song Contest will never be unanimous in choosing to sing in English.
5. Native English and Majority English will become the two predominant types of English.

(From: <http://top2learn.blogspot.ru/2008/04/professionals-podcast-english-listening>)



Task 4

Listen to the text “English Worldwide”. Choose the best answer to the questions:

1. How many countries use English as the official language?

- a. 160 b. 60 c. 16

2. What spheres of our life English is the main language?

- a. business and tourism
b. business and mass media
c. education and tourism

3. Why did the English language remain important after the fall of the British Empire?

- a. Britain was the world’s economic power
b. it was spoken by many people in the USA
c. the USA was the world’s economic power

4. How many people speak English as their first language?

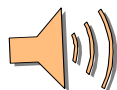
- a. 230 million people
b. 400 million people
c. 60 million people

5. Where is English especially popular?

- a. in countries where there are many young people
b. in countries where there are many international companies

c. in countries with huge populations

(From: Английский для подготовки к экзаменам)



Task 4

Listen to 8 different learners of English describing the way they organize their vocabulary learning and fill in the table with the information you hear:

1.	2.	3.	4.	5.	6.	7.	8.

(From: Headway. Pre-Intermediate)

IV. Speaking Skills

1. Be ready for the discussion on the topic “Learning Foreign Languages”.

Make notes in writing:

- ✓ What language is spoken the most in your country?
- ✓ Is English important for an individual in your country?
- ✓ Why are you studying English?
- ✓ What language do the neighboring countries of where you live speak?
- ✓ What would you do if you had to travel to a country where its people don't know how to speak neither your language nor English?
- ✓ Do you think that disappearing languages should be protected or should we just let them fade away?
- ✓ What languages are spoken the most throughout the world?
- ✓ Which do you think is the most difficult language?
- ✓ Do you think foreign language study should be required?
- ✓ Do you think foreign language study should start as early as possible, or is it okay to start later?
- ✓ Do you think all people should be required to study the same foreign language, or do you think there should be some choice?
- ✓ Why is English used in so many places?

- ✓ Do you think that a language other than English should be used as an “international language”?
- ✓ When you study a language, do you like to study reading, writing, speaking and listening?
- ✓ If you study a foreign language, do you use a dictionary written in the language you are studying?

2. Speak on the topic “My study of English”. Use the following sentences as a guide:

- 1) I have been learning English for _____.
- 2) I began to study it at school and now we have _____ periods of English a week at University.
- 3) We always have a lot of work to do at our English classes. We _____ .
- 4) Our teacher often gives us different tests to check our knowledge in _____.
- 5) The easiest thing for me is _____. The most difficult thing is _____ .
- 6) It takes me _____ to do my homework in English. Our teacher usually gives us _____ .
- 7) I try to do my best because I understand that learning English is very important in the modern world because English is _____ .
- 8) Nowadays employers pay much attention to the knowledge of a foreign language and if I know it well it can help me to get a better job _____ .

V. Writing Section

Comment on the following quotations about learning foreign languages:

- ✓ “Perhaps of all the creations of man language is the most astonishing”.

(Giles Lytton Strachey)

- ✓ “If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”.

(Nelson Mandela)

- ✓ “Absolutely nothing is so important for a nation’s culture as its language”.

(Wilhelm von Humboldt)

- ✓ “You can’t see other people’s point of view when you have only one language.”

(Frank Smith)

- ✓ “If we spoke a different language, we would perceive a somewhat different world.”

(Ludwig Wittgenstein)



VI. Translation Skills

A. Translate the following text from English into Russian:

Do Young People Care about Learning Foreign Languages?

Guardian survey shows what young people think about language learning. Here are the five key points:

Do young people in the UK care about learning languages? With A-level entries for languages falling over the last few years and acceptances for language degrees last year dipping to the lowest in a decade the simple answer would seem to be no. Or at least, less than they previously did. This is disconcerting news for a country which is not exactly famed for its multilingualism.

However, research conducted for the Guardian and British Academy by the polling organisation ICM paints a far more nuanced picture of youth attitudes in the UK. Those committing to language qualifications may have dropped, but of the 1001 young people between the ages of 14-24 interviewed in the survey, almost 20% already speak another language at home with their family, and 70% would be interested in learning another language in the future.

The survey also reveals a conflict at the heart of youth attitudes. Recognition of the ways that learning a language can help open up your future – economically, culturally and socially – is there. But this awareness is squared with the fact being born a native English speaker is both a blessing and a curse: 39% are put off by the

perception that “most people speak English” and 14% by the idea that “most other languages are not useful”.

Here’s a few key observations from the survey:

The main benefit of learning a language is getting a job abroad.

When asked to pick the three main benefits of learning a language interviewees saw a strong economic case. Job prospects at home and broad were both key incentives.

It wasn’t all about job opportunities though, learning about another culture and the experience of communicating also scored highly.

(From: <http://www.theguardian.com/education/2014/nov/07>)

B. Translate the following text into English:

1.

На свете существуют тысячи, а то и десятки тысяч различных языков. Можно даже сказать – сколько народов столько и языков. Знание иностранных языков в наше время не просто важно, оно необходимо – для личного развития, общения, успешной карьеры. Будь вы рядовой сотрудник или топ-менеджер компании, работающей на международном рынке, от вас в первую очередь потребуют свободного владения, как минимум, одним иностранным языком. На сегодняшний день почти все пытаются изучить английский. Почему? Это интересный вопрос. Мода, интерес, полезность или....?

Не знаю как все, но я хочу изучить английский язык, потому что считаю, что это необходимость. Он поможет мне в жизни, на работе и на отдыхе. Как? Да всё очень просто. Английский язык признан международным языком и поэтому именно его изучают многие. Если я поеду путешествовать (необязательно в Англию), то без знания английского, мне будет очень сложно общаться с местными жителями и поэтому путешествовать будет сложно. А если я поеду, даже во Францию, то с помощью английского смогу избежать проблем. Например, устроиться в

гостинице, пройти к нужному мне месту, заказать еду в ресторане и т.д. На первый взгляд это даже не кажется проблемой, но, не зная языка, попробуй-ка сделать всё это!

Во время работы мне тоже необходимы знания английского, без них я не смогла бы вести переговоры с нашими зарубежными партнерами.

Идём дальше – личная жизнь. Я очень хочу завести друзей, живущих в других странах и кроме как на английском я с ними общаться не смогу (конечно, если не буду знать их родной язык).

Также передо мной открывается много иных возможностей, например, я смогу работать за границей. Знание английского языка может помочь мне с честью выйти из любой ситуации практически в любой точке земного шара и, наверняка, в тех 60 странах мира, где английский стал важнейшим языком бизнеса и общения.

(From: <http://www.carlombard.com.ua>)

2.

Английский язык: трудности с переводом

Всем известно, что английский язык является универсальным инструментом международного общения, владение которым является обязательным условием карьерного роста и профессионального успеха.

Английский язык чрезвычайно популярен и в Европе, и в Азии, и особенно широко используется в сфере бизнеса, образования, науки, средств массовой информации.

При этом для абсолютного большинства людей английский язык – это или второй язык повседневного и делового общения, или первый или второй иностранный язык, необходимый для ограниченного числа функций, прежде всего связанных с выполнением профессиональных задач. По данным британского лингвиста Д. Кристалла, число людей, говорящих на английском языке, превышает один миллиард сто миллионов человек, и только четверть из этого числа рассматривают английский язык в качестве родного.

Интересно, что если раньше английский язык изучался для того, чтобы

без переводчика общаться с лицами, для которых английский язык является родным, то теперь более вероятными являются такие ситуации, когда для обоих собеседников английский язык является языком-посредником.

Одним словом, все больше и больше людей в мире владеют английским языком и используют его в своей повседневной деятельности.

Наша страна не является исключением, и английский язык в России является не менее популярным, чем за рубежом. Английский язык изучают в школе и в университетах, колледжах и на языковых курсах.

Такая ситуация привела к тому, что у человека, профессионально не имеющего отношения к переводческой деятельности, возникает недоумение относительно работы и самого существования профессиональных переводчиков английского языка. И в самом деле, зачем нужны переводчики, если «английский и так все знают» и многие «владеют в совершенстве»? Ответ для непрофессионалов очевиден.

Такой подход приводит к тому, что сайты российских компаний, важную деловую документацию и другие материалы переводят «знакомые» и студенты-«отличники» – со всеми вытекающими отсюда последствиями. Иностранцы отмечают низкий уровень переводных материалов из России, наши компании теряют выгодные контракты, продукция – конкурентоспособность.

А между тем перевод, в том числе перевод на английский язык, – один из самых сложных видов интеллектуальной деятельности, и с некоторыми материалами не могут справиться даже профессиональные переводчики. В этой связи уместно говорить об относительной универсальности переводчиков – есть специалисты, работающие исключительно с текстами технической направленности, переводчики, специализирующиеся на переводе медицинских текстов или экономической документации. Ситуация очень напоминает ситуацию в медицине – если у Вас проблемы с легкими, вы вряд ли обратитесь к зубному врачу. С переводами же происходит следующее – при возникновении необходимости перевести какие-либо

материалы на английский и, особенно часто, с английского языка человек обращается к людям, которые, мягко говоря, не обладают знаниями и навыками, необходимыми для выполнения такой работы. Выход один – обращаться к профессионалам.



Stop and Check

TEST 1

Match the headings 1-8 to the paragraphs A-G and fill in the box given below. There are two extra headings that you do not need to use:

Text	A	B	C	D	E	F	G
Headline							

1. A new language was born
2. It's difficult to communicate across the centuries
3. English is a pass to the world community
4. English was taught by armies and politicians
5. What comes to life – comes to the language
6. The oldest English words are not at all English
7. Modern English has many faces
8. Who'll be speaking English in the next century

A. The Celts, who lived on the current territory of Britain in 500 BC – 43 BC, are believed to be the first inhabitants of the British Isles. The Celtic vocabulary was almost wiped out but a few words, mainly the names of places, survived. The two most well-known British place names – London and the Thames – are of Celtic origin. The Romans, who invaded the Isles in 43 BC, contributed to the language too. We still use some of their words, such as candle and wine.

B. However, most scholars believe that the history of the English language starts from the 5th or 6th century AD, when Germanic tribes – Angles, Saxons and Jutes

started to arrive in the Isles. The settlers spoke a Germanic language which is now called Old English. A considerable part of their vocabulary has survived up to now. We still use words like house, food, dog, night, think and sleep and lots of other basic words.

C. Though almost all of the words from the list of 100 most commonly used English words originate from Old English, the latter and Modern English differ from each other like two separate languages. Even for well-educated people, including most scholars and linguists, reading Old English texts in the original is a problem – the language has changed out of recognition over fifteen centuries.

D. It keeps changing nowadays too and the process is getting more and more rapid due to globalization and technological progress. The vocabulary is constantly acquiring new words like website and computer geek. The words transfer easily from one language to another. There's no need to translate Italian words like pizzeria and cappuccino or the Japanese sudoku and karaoke, is there? They are used just like the original word and don't sound at all foreign to the new generation.

E. It's difficult to believe that only about two million people used English a thousand years ago. However, the English actively and sometimes aggressively explored the world spreading their empire and their language around the globe. Due to colonization and overseas trade English became widely spoken in all continents and only Mandarin Chinese speakers outnumber English speakers.

F. English is most often taught as a foreign language and the reason is obvious: it's become the main language of international and cross-cultural communication – it is the language of science, business and politics. The vast majority of scientific articles, business reports and political documents are written in English though their authors do not necessarily live in English-speaking countries.

G. Spoken in different parts of the globe, English is certainly not the same everywhere. It may sound and be spelt differently; it may differ in vocabulary and grammar. The variants of English are called dialects and accents. There is British, American, Canadian and Australian English, Cockney and Geordie as well as

many kinds of pidgin English. So called Standard English is far from Shakespeare's language too. It has been seriously standardised and simplified for international use.

TEST 2

Read the text below and decide which answer A, B, C or D best fits each gap:

English in Europe

English has without a (1) _____ become the second language of Europe and the world. European countries which have most (2) _____ assimilated English into daily life are England's neighbours in Northern Europe: Ireland, the Netherlands, Sweden, Norway, and the (3) _____ of Scandanavia.

The situation is so (4) _____ that any visitor to the Netherlands will soon be (5) _____ of the pressure of English on daily life: television, radio and print (6) _____ it into every home and the schoolyard (7) _____ of children; advertisers use it to (8) _____ up their message, journalists take refuge in it when their home-bred skills (9) _____ them. Increasingly one hears the (10) _____ that Dutch will give way to English as the national tongue within two or three generations.

- | | | | | |
|-----|-----------------|-----------------|-----------------|---------------|
| 1. | A. question | B. doubt | C. problem | D. thought |
| 2. | A. successfully | B. victorious | C. successful | D. lucrative |
| 3. | A. rest | B. additional | C. remaining | D. extra |
| 4. | A. plain | B. open | C. blatant | D. marked |
| 5. | A. ignorant | B. aware | C. oblivious | D. acquainted |
| 6. | A. guide | B. bring | C. shift | D. haul |
| 7. | A. conversation | B. head-to-head | C. consultation | D. dialogue |
| 8. | A. life | B. energy | C. enthusiasm | D. pep |
| 9. | A. succeed | B. fall | C. fail | D. fizzle |
| 10. | A. feeling | B. posture | C. judgement | D. view |

UNIT III

NATIONAL

STEREOTYPES



“People are much deeper than stereotypes. That’s the first place our minds go. Then you get to know them and you hear their stories, and you say, “I’d have never guessed.””
(Carson Kressley)

Vocabulary Exercises

Topical Vocabulary

stereotype – стереотип	to share – делить; разделять
prejudice – предубеждение	to regard – считать, расценивать
identity – национальная принадлежность	personality – личность
nation – народ, нация, страна	character – характер
nationality – национальность	human nature – человеческая природа
diversity – многообразие	quality – свойства (характера)
ethnic – этнический	innate qualities – внутренние присущие свойства
to generalize – обобщать	trait – характерная черта
value – ценность	characteristic feature – черта характера
attitude – отношение	behaviour – поведение
variety – разнообразие	behavioural pattern – тип поведения
equality – равенство	attitude – отношение (позиция)
mutual – взаимный	weakness – недостаток (характера человека)
to respect – уважать	estimate – оценивать
to reflect – отражать	self-esteem – самооценка
outlook – мировоззрение	virtue – добродетель
to admire – восхищаться	mannerism – манеры
lifestyle – образ жизни	

Innate qualities (Свойства личности)

active – активный	downer – зануда
cheerful – веселый	amiable – дружелюбный, любезный

nuisance – неприятный человек
sullen – угрюмый
calm – спокойный
irritable – раздражительный
quick-tempered – вспыльчивый
neat – аккуратный
sloppy – небрежный, неряшливый
obedient – послушный
disobedient – непослушный
serious – серьезный
easy-going – легкий в общении
fun-loving – любящий веселье
sensitive – чувствительный
touchy – обидчивый

emotional – эмоциональный
sober-minded – здравомыслящий,
трезвый
trustworthy – надежный,
заслуживающий доверия
superstitious – верящий в предрассудки
ambitious – честолюбивый
arrogant – надменный, самонадеянный
boastful – хвастливый
complacent – самодовольный
conceited – тщеславный
proud – гордый
self-assured – самоуверенный

Powers of mind (Умственные способности)

broad – minded – с широким
кругозором
narrow – minded – с узким кругозором
quick – witted – сообразительный
bright – сообразительный
clever – умный
sluggish – медлительный
sharp – с острым умом
foolish – глупый
smart – толковый
fool – дурак
wise – мудрый
silly – глупый
intelligent – умный

stupid – невежественный
witty – остроумный
shallow – поверхностный
well-read – начитанный
ill-bred – глупый, невоспитанный
educated – образованный
uneducated – необразованный
ignorant – невежественный
mediocre – посредственный
talented – талантливый
gifted – одаренный
ordinary – заурядный
simple – minded – простодушный
sophisticated – утонченный

Volitional powers (Волевые качества)

coward – трусливый	doubtful – сомневающийся
brave – храбрый	obstinate – упрямый
courageous – мужественный	flexible – гибкий
timid – застенчивый	stubborn – упрямый
cautious – осторожный	persistent – настойчивый
hesitant – неуверенный	independent – независимый
steady – непоколебимый	

Man and other people

faithful – верный	double-faced – двуликий
loyal – преданный	reserved – сдержанный
disloyal – вероломный, предательский	trustful – доверчивый
straightforward – прямой, откровенный	quarrelsome – сварливый, вздорный
frank – искренний	sociable – общительный
hypocritical – лицемерный	respectful – почтительный
honest – честный	sly (cunning) – хитрый
suspicious – подозрительный	haughty – надменный
just – справедливый	affectionate – любящий, нежный
unjust – несправедливый	jealous – ревнивый
merciful – милосердный	snobbish – сноб
merciless – беспощадный	gentle – мягкий, учтивый
sincere – искренний	harsh – грубый, резкий
deceitful – лживый	tender – чуткий, нежный
indifferent – безразличный	severe – суровый
reliable – надежный	strict – строгий
unreliable – ненадежный	cruel – жестокий
open – открытый	good-natured – добродушный
sociable – общительный	kind – добрый
	wicked – злой

friendly – дружественный
hostile – враждебный
hospitable – гостеприимный
dignified – с чувством собственного
достоинства
mean – подлый
selfish – эгоистичный
polite – вежливый
impolite – невежливый
tactful – тактичный

tactless – бестактный
courteous – учтивый
considerate – тактичный
disrespectful – неуважительный
well-mannered – воспитанный
ill-mannered – невоспитанный
honorable – благородный
shy – стеснительный
talkative – болтливый

Man and property

generous – щедрый, великодушный
greedy – жадный, алчный
open-hearted – великодушный
stingy – скупой
practical – практичный

economical – бережливый
thrifty – бережливый
spendthrift – мот, неэкономный
wasteful – расточительный

Man and his work

responsible – ответственный
irresponsible – безответственный
conscientious – добросовестный
carefree – беспечный
careless – беспечный
attentive – внимательный
diligent – прилежный
hard-working – трудолюбивый

indifferent – безразличный
industrious – трудолюбивый
lazy – ленивый
disciplined – дисциплинированный
idle – бездельник
punctual – пунктуальный
organized – организованный,
собранный

Emotional states

calm – спокойный	disappointed – разочарованный
anxious – нервный, обеспокоенный	inspired – вдохновленный
nervous – нервничающий	frustrated – расстроенный
quiet – спокойный	pleased – довольный
upset – расстроенный	in a good mood – в хорошем настроении
glad – радостный	in a bad mood – в плохом настроении
sad – грустный	enthusiastic – восторженный
happy – счастливый	excited – взволнованный
unhappy – несчастный	moody – легко поддающийся переменам настроения
joyful – радостный	
gloomy – мрачный	
cheerful – бодрый, неунывающий	

Vocabulary Exercises

1. Give Russian equivalents to the following English words and word combinations:

- 1) prejudice
- 2) diversity
- 3) mutual
- 4) outlook
- 5) estimate
- 6) broad-minded
- 7) hostile
- 8) spendthrift
- 9) industrious
- 10) diligent

2. Give English equivalents to the following Russian words and word combinations:

- 1) национальность
- 2) обобщать
- 3) ценность
- 4) самооценка
- 5) поверхностный
- 6) посредственный
- 7) безразличный
- 8) гостеприимный
- 9) добросовестный
- 10) нервный, беспокойный

3. Complete the sentences with the personality adjectives:

hardworking, open-minded, lazy, reserved, sociable, hospitable, shy,
fun-loving, practical, reliable, talkative, organized, moody

- 1) _____ people who are open and enjoy the company of other people
- 2) _____ people who are happy one minute and sad the next minute
- 3) _____ people who like chatting
- 4) _____ people who like to work
- 5) _____ people who don't like to show their feelings
- 6) _____ people who can be self-disciplined
- 7) _____ people who don't like to work
- 8) _____ people who like visitors
- 9) _____ people who are not confident in themselves
- 10) _____ people who know how to spend their money
- 11) _____ people you can trust or believe
- 12) _____ people who love parties
- 13) _____ people who are open to new ideas

- What kind of person are you? Describe yourself in three words. Are you a typical representative of your nationality?

4. For questions 1-8 , read the text below and decide which answer (A , B , C or D) best fits each gap. There is an example at the beginning (0):

Hospitality

Hospitality – looking after visitors – is universal but in different cultures hosts are (0) C to receive guests in different ways. In much of the ancient (1) _____ it was the custom to provide passing travellers with food and water. Today some old customs have (2) _____. In a traditional Japanese household, if a guest admires a particular object in the house, the host will (3) _____ to give it to the guest straightaway. And in parts of Russia guests are greeted with bread and salt on a special cloth. The guest is (4) _____ to kiss them and hand them back to the host. Sometimes the guest breaks (5) _____ a small piece of bread, dips it in the salt and eats it. In some countries, when (6) _____ guests arrive from abroad, they may feel they have been given a particularly (7) _____ meal. But this is probably because the host politely offers more and more food and drink and the guest is too embarrassed to (8) _____ anything down.

- | | | | |
|-----------------|---------------|--------------|---------------|
| 0. A. hoped | B. considered | C. expected | D. intended |
| 1. A. globe | B. earth | C. world | D. planet |
| 2. A. supported | B. survived | C. preserved | D. existed |
| 3. A. provide | B. fancy | C. consider | D. want |
| 4. A. needed | B. demanded | C. required | D. desired |
| 5. A. off | B. down | C. out | D. in |
| 6. A. strange | B. foreign | C. alien | D. unfamiliar |
| 7. A. strong | B. dense | C. wide | D. heavy |
| 8. A. slow | B. turn | C. keep | D. take |

II. Text Section

TEXT 1

A. Read the text and find out what good manners exist in different parts of the world:

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 sample test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they are German, they'll be bang on time. If they are 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 guide books 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 business friends.

For example:

- The British are happy to have the 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 lunch time.

- 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.
- Talking 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 feelings 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 the bow is a very important part of greeting someone. You should not expect the 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 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 great topic between strangers is the search to find Geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

"WHEN IN ROME DO AS ROMANS DO."

- In France you shouldn't sit down in a café 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 they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
- In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.
- In America you should eat hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

(By Norman Ramshaw)

(From: New Headway. Intermediate)

Text Vocabulary

guide – проводник, гид, справочник, путеводитель, руководство

to arrange a meeting – договориться о встрече

bang on time – точно в назначенный час

to allow – *здесь:* сделать скидку, поправку, учесть, допустить

to assume – предполагать, допускать, считать само собой разумеющимся

widespread – распространенный, повсеместный

to get down to work – приняться за дело, приступить к работе

to regard – рассматривать, считать, относиться, расценивать

to take it easy – относиться проще; не усердствовать

feeling of ease – ощущение непринужденности, легкости

insult – оскорбление

to exceed – превосходить, превышать

seniority – старшинство, превосходство в положении

to complete a business deal – заключить соглашение, совершить сделку
casual – непринужденный, небрежный, поверхностный
offensive – оскорбительный, обидный, неприятный
to match drink for drink – не отказываться выпить

B. Do the proposed tasks on the text:

1. Answer the questions:

- 1) Which nationalities are the most and least punctual?
- 2) Why did the British think that everyone understood their customs?
- 3) Which nationalities do not like to eat and do business at the same time?
- 4) 'They (the French) have to be well fed and watered.' What or who do you normally have to feed and water?
- 5) An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
- 6) Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger? Continue the conversations with your partner.
- 7) Which nationalities have rules of behavior about hands? What are the rules?

2. Are these statements true or false for people in Russia?

- 1) When we meet someone for the first time, we shake hands.
- 2) Friends kiss on both cheeks when they meet or when they say goodbye.
- 3) We often invite people to our home for a meal.
- 4) If you have arranged to do something with your friends, it's OK to be a little late.
- 5) You shouldn't yawn in public.
- 6) We call most people by their first name.
- 7) When invited by friends to their house for a meal, we turn up empty-handed.
- 8) We don't accept a gift when we have nothing to give in return.

3. Discussion. Work in groups:

- ✓ Do you agree with the saying 'When in Rome, do as the Romans do'?
Do you have a similar saying in your language?
- ✓ What are the rules about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?
- ✓ Think of one or two examples of bad manners in Russia. For example, in Britain it is considered impolite to ask people how much they earn.
- ✓ Have you ever been a guest in someone's home in a foreign country? When? Why? What was different?
- ✓ Have you had a foreign guest in your home? If yes, did he/she show the knowledge of Russian social etiquette?
- ✓ What advice would you give somebody coming to live and work in Russia?

4. How Would You Cope Around the World? Are the Following Statements True or False? Check your answers and read a piece of advice for you:

1. You mustn't give tips in India.
2. In the UK, you don't have to carry ID with you.
3. In Holland, friends are supposed to kiss each other four times when saying hello and goodbye.
4. You should never give a clock as a gift in China.
5. In Japan, you can't vote until you are 19.
6. You can drive as fast as you want in Germany.
7. In Britain, people are expected to take turns to buy drinks in a pub.
8. In Zimbabwe, you can pay fines with flowers.
9. In Spain, children under 16 aren't allowed into bars.
10. You are expected to take some cheese with you when you are invited to dinner in France.
11. In Japan, you shouldn't blow your nose in public.
12. When giving flowers in Germany, you should give an even number.
13. You have to turn out (to be present during voting) to vote in Australia.

14. In the USA, you can drive a car in most states when you are 15.
15. You must eat with your left hand in Sudan.
16. In Sweden, you aren't allowed to smoke until you are 16.
17. In the UK, you must never turn your back on a picture of the Queen.
18. You don't have to wear a motorcycle helmet in Italy.
19. In Finland, you can't buy alcohol in a supermarket.
20. In Saudi Arabia, it's normal for shops to close for about 15 minutes four times a day.

Answers:

(1) F; (2) T; (3) F – it's three times; (4) T; (5) F; (6) T; (7) T; (8) F – but you can with animals; (9) F; (10) F; (11) T; (12) F – except on someone's 20th birthday when you give them 20; (13) T; (14) F – in most states it's 16; (15) F; (16) F; (17) F; (18) F; (19) F; (20) T.

What it means

If you scored between 15 and 20: you are either extremely well-traveled or extremely intuitive. You'll have no problems wherever you go.

If you scored between 10 and 15: you should be OK in most situations, but be careful!

If you scored between 5 and 10: you might make life difficult for yourself from time to time, but you'll survive.

If you scored between 0 and 5: don't go anywhere without a good friend!

- **Can you think of any rules in your country? What would a visitor need to know?**

TEXT 2

A. Read the text and find out how much truth there is in national stereotypes:

DO WE SEE OURSELVES AS WE REALLY ARE?

A worldwide survey casts doubt on national stereotypes

The English are cold and reserved, Brazilians are lively and fun-loving, and the Japanese are shy and hardworking – these are examples of national stereotypes which are widely believed, not only by other nationalities but also by many people among the nationality themselves. But how much truth is there in such stereotypes? Two psychologists, Robert McCrae and Antonio Terracciano, have investigated the subject and the results of their research are surprising. They found that people from a particular country do share some general characteristics, but that these characteristics are often very different from the stereotype. In the largest survey of its kind, a team of psychologists used personality tests to establish shared characteristics among 49 different nationalities around the world. They then interviewed thousands of people from these same groups and asked them to describe typical members of their own nationality. In most cases the stereotype (how nationalities saw themselves) was very different from the results of the personality tests (the reality). For example, Italians and Russians thought of themselves as extrovert and sociable, but the personality tests showed them to be much more introvert than they imagined. The Spanish saw themselves as very extrovert, but also as rather lazy. In fact, the research showed them to be only averagely extrovert and much more conscientious than they thought. Brazilians were quite neurotic – the opposite of their own view of themselves. The Czechs and the Argentinians thought of themselves as bad-tempered and unfriendly, but they turned out to be among the friendliest of all nationalities. The English were the nationality whose own stereotype was the furthest from reality. While they saw themselves as reserved and closed, Dr McCrae's research showed them to be among the most extrovert and open-minded of the groups studied. The only nationality group in the whole study where people saw themselves as they really are was the Poles – not especially extrovert, and slightly neurotic. Dr McCrae and Dr Terracciano hope that their research will show that national stereotypes are inaccurate and unhelpful and that this might improve international understanding – we're all much more alike than we think we are!

(From: New English File. Upper-Intermediate)

Text Vocabulary

to investigate the subject – изучать, рассматривать тему

shared characteristics – общие характеристики

averagely – в среднем

inaccurate – неточный, неверный

B. Do the proposed tasks on the text:

1. Find in the text the English equivalents to the following Russian words and word combinations:

1) сдержанный

2) результаты исследования

3) определённая страна типичный представитель

4) команда психологов

5) тест на определение типа личности

6) совестливый, ответственный

7) не соответствующий реальности, не отражающий реальной картины

8) улучшать взаимопонимание между народами

10) похожий, одинаковый

2. Answer the following questions:

1) How was the research done?

2) What does it tell us about national stereotypes? nationalities?

3) Do you think any of the strengths and weaknesses of your nationality?

3. Scan the article again and say which nationality:

1) were friendlier than they thought

2) were less extrovert than they thought

3) were more hard-working than they thought

4) knew themselves the best

5) knew themselves the least

6) thought they were calm and reasonable, but they weren't

4. Mark the following statements as *True* or *False*:

- 1) A lot of people don't share the stereotypical attitudes towards their own nation.
- 2) According to the psychologists' research people of one nationality have some traits in common.
- 3) Stereotypes correctly represent a nation's characteristics.
- 4) Research proves that people's view on their own nation complies with the stereotype.
- 5) According to the survey the Britons' view on themselves was close to the stereotype.
- 6) The poles turned out to be the most accurate in their assumptions about themselves.
- 7) The research showed the bias of stereotypes.
- 8) The researchers arrived at the conclusion that people of different nationalities are absolutely different.

TEXT 3

A. Read the texts and find out what English and American characters are:

ENGLISH CHARACTER

Because English culture dominates the cultures of the other three nations of the British Isles, everyday habits, attitudes and values among the peoples of the four nations are very similar. However, they are not identical, which is reflected in certain stereotypes of national character which are well-known in Britain. For instance, the Irish are supposed to be great talkers, the Scots have a reputation for being careful with money, and the Welsh are renowned for their singing ability. These characteristics are, of course, only caricatures and are not reliable descriptions of individual people from these countries. Nevertheless, they indicate some slight differences in the value attached to certain kinds of behaviour in the

countries concerned. What is often regarded as a typically British may in fact be only typically English.

One of the most striking features of English character is the self-discipline and courtesy of people of all classes. There is little noisy behavior, and practically no loud disputing in the street. People do not rush excitedly for seats in buses or trains, but take their seats in queues at bus stops in a quiet and orderly manner.

Englishmen are naturally polite and are never tired in saying “Thank you”, “I’m sorry”, “Beg your pardon”. If you follow anyone who is entering a building or a room, he will hold a door open for you. Many foreigners have commented on a remarkable politeness of the English people.

English people don’t like displaying their emotions even in dangerous and tragic situations, and ordinary people seem to remain good-tempered and cheerful under difficulties.

The Englishman does not like any boasting or showing off in manners, dress or speech. Sometimes he conceals his knowledge: a linguist, for example, may not mention his understanding of a foreigner’s language.

The Englishman prefers his own house to an apartment in a block or flats, because he doesn’t wish his doing to be overlooked by his neighbours. “An Englishman’s house is his castle”.

Many English men help their wives at home in many ways. They clean the windows on Saturday afternoon; they often wash up the dishes after supper in the evening.

Londoners like to get out of town on Sundays. The sea is not far – only fifty or sixty miles away and people like to go down to the sea in summer or somewhere to the country for skiing in winter.

If to talk about British characteristics in general, the British have few living folk traditions and are too individualistic to have the same everybody habits as each other. They are rather proud of being different as a nation too.

For example, it is difficult to imagine that they will ever agree to change from driving on the left-hand side of the road to driving on the right. The British

are considered to be rather formal in their general behavior. This is not true. They observe formalities when playing a public role, but in everyday life being friendly often involves showing that you are not bothering with the formalities. In the last decades of the 20th century, the general amount of informality increased. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (women and women, and men and women, but still never men and men!).



AMERICAN CHARACTER

The US is a huge nation and stereotypes have developed about the people of each region. For example, the New Englander is described as stern and self-reliant, the Southerner as gracious and leisurely and the Westerner as casual and friendly. Certainly the attitudes and styles of living of a farmer in Montana are very different from those of an office worker in New York City.

However, it is still possible to make some general statements about American people.

American society seems to be much more informal than the British and, in some ways, is characterized by less social distinction. Students do not rise when a teacher enters the room. The respectful “Sir” is not always used in the northern and western parts of the country.

However, it is best to use a person’s title when first meeting him/her, and then allow the person to tell you how he/she wishes to be called. They use first names when calling each other, slap on the back, joke and are much freer in their speech which is more slangy than the conventional British English. You will often hear the word “Hi” (a form of greeting among friends) used instead of the usual “Hello” and “Howdy” instead of “How do you do?”

Those who don’t easily show these signs of friendship are called “snooty” or “snobbish.” In constant, people who show such simple signs of friendship,

particularly to their own economic and social inferiors, are praised as “regular guys”, or as “truly democratic”. As a description of character, democratic is generally used to signify that a person of high social or economic status acts in such a way that his or her inferiors are not reminded of their inferiority.

Yet, in spite of all the informality, Americans, even in the way they address each other, show consciousness of social distinction. For example, one is likely to use somewhat more formal language when talking to superiors. While the informal “Hello” is an acceptable greeting from employee to employer, the employee is more apt to say “Hello, Mr. Ferguson,” while the employer may reply “Hello, Jim.” Southerners make a point of saying “Yes, sir,” or “Yes, Ma’am” or “No, Ma’am,” when talking to an older person or a person in a position of authority. While this is a good form all over the United States, “Yes, Mr. Weston” or “No, Mrs. Baker” is somewhat more common in a similar situation in the North or West. A teacher though friendly, pleasant and informal in class expects students to work hard, and he grades each student’s work critically and carefully. He also expects to be treated with respect. While students are free to ask questions about statements made by the teacher, they are not expected to contradict him.

Although Americans are quite informal, it is best for a foreigner, in case of doubt, to be too formal rather than not formal enough. Consideration for others is the basis of courtesy.

Text Vocabulary

striking – поразительный

feature – черта, особенность

courtesy – учтивость

disputing – спор

to rush – бросаться, устремляться

excitedly – взволнованно,

возбужденно

good-tempered – уравновешенный

cheerful – неунывающий, веселый

to boast – хвастаться

to show off – красоваться

to conceal – скрывать

to mention – упомянуть

distinction – отличие

respectful – уважительный

to slap on the back – похлопывать

по спине

inferior – нижестоящий

to remind – напоминать

inferiority – низшее положение

consciousness – сознание

to be likely – быть склонным

superior – выше стоящий

to observe – наблюдать

to remove (зд.) – снимать

B. Do the proposed tasks on the text:

1. Answer the following questions:

- 1) Are attitudes and values among the peoples of the four nations identical?
- 2) What do stereotyped characteristics indicate?
- 3) What is typical of English people of all classes?
- 4) When do the Englishmen remain their reserve?
- 5) Why do English people prefer to live in their own house?
- 6) Do the British have many folk traditions today?
- 7) What are they proud of?
- 8) Are the British really as formal in their general behavior as considered?
- 9) Does American society seem to be much more informal than the British?
- 10) Do students rise when a teacher enters the room?
- 11) When do they use their first names?
- 12) Are Americans much freer in their speech than Englishmen?
- 13) Where do Americans show consciousness of social distinction?
- 14) Where do Americans use more formal language?
- 15) What is an acceptable greeting from employee to employee?

2. Complete the sentences:

- 1) For instance, the Irish are supposed to be _____, the Scots have a reputation for _____, and the Welsh are renowned _____.
- 2) What is often regarded as a typically British may in fact be only typically _____.

- 3) People do not rush excitedly for seats in buses or trains, but take their seats in queues at bus stops in a _____.
- 4) The Englishman does not like any boasting or showing off in _____ , _____, _____.
- 5) The British are considered to be rather formal in their _____.
- 6) Many foreigners have commented on a remarkable _____ .
- 7) They are rather proud of _____.
- 8) Many English men help their wives at home _____ .

3. Fill in the necessary prepositions:

- 1) Certain other forms _____ politeness are observed _____ social occasions.
- 2) Men who do wear hats ordinarily remove them _____ elevators, churches, business offices – _____ fact, _____ most public situations.
- 3) “Hello” is an acceptable greeting _____ employee _____ employer.
- 4) When talking _____ an older person or a person _____ a position _____ authority.
- 5) One does not always address a person _____ his title.
- 6) People like to go _____ _____ the sea _____ summer or somewhere _____ the country _____ skiing _____ winter.
- 7) They often wash _____ the dishes _____ supper _____ the evening.
- 8) The Englishman prefers his own house _____ an apartment _____ a block _____ flats.
- 9) Ordinary people seem to remain good-tempered and cheerful _____ difficulties.
- 10) People do not rush excitedly _____ seats _____ buses or trains, but take their seats _____ queues _____ bus stops _____ a quiet manner.

TEXT 4

- A. **Read the text and find out what the impressions of a foreigner to Russia are:**

A BRIEF SURVIVAL GUIDE FOR VISITORS TO RUSSIA

“The French are polite, but it is often mere ceremonious politeness. A Russian imbues his polite things with a heartiness, both of phrase and expression, that compels belief in their sincerity.”

(Mark Twain “The Innocents Abroad”)

My move to Russia many years ago was a surprise most of all to me. I had no real familiarity with its culture, its people or even the environment (for example, when told that bears were occasionally spotted on Red Square, I hesitatingly swallowed the tale, as do most Americans) before booking a flight here. In other words, I was a stranger in a strange land. Sometimes I still feel this way, but I am making progress. I am even confident enough to present a very brief summary of important things any new visitor to Russia should know.

The Handshake. It is amazing how such a simple gesture could be so different around the world. In America, a ‘firm handshake’ is taken very literally. We clench the hand of our opponent and shake his arm in a rather fierce up-and-down motion, kind of what you would expect to see from a person attempting to strangle a rattlesnake. This signifies things like trust, firmness and perhaps judo lessons. The Russians will not understand what you are trying to do, so while in the Motherland, grasp the hand firmly (do not attempt to crush bone) and hold it steady there for about two seconds without shaking. It takes a lot of practice, but the Russians will appreciate it.

Meals (at home). In America, it seems to be the general rule that all of the food is served at once, besides the dessert. In other words, you can see the challenge before you sit down. In Russia, there will be four to five different dishes brought out at intervals, starting with the cool foods and moving on to the hot dishes. I have seen the greatest eaters collapse from over-consumption at the second course because they thought it was the last dish. Here’s some good advice:

If you think you are eating the main course, you aren't. That's just practice, a little warm up to get the gastronomical juices flowing.

Eating out. In Russian restaurants, the waitresses will never try to make you leave. There could be one hundred people waiting outside in freezing rain and it won't matter. In America, the bill is placed on your table the moment you have finished your last bite, and there is a subtle pressure to vacate the premises (not the more expensive venues, of course). Eating in America has become more of a necessary task that we must perform in order to get back to what we were doing – which is usually work. That is why so many fast food meals are handed to us through a drive-through window, and so many accidents occur from people trying to apply ketchup on their French fries while driving at 100 kph. Fortunately, eating in Russia is not such a hurried affair.

National Spirits. This could comprise a wide variety of things, some of which are to be found in a bottle. And more often than not one may adorn the dinner table. Russians appreciate a hearty, emotional toast every bit as much as what follows thereafter. It is very difficult to decline the national drink when a beautiful, tear-jerking toast has just been made in your honor.

Shoes. In America, it is our rather crude national habit of tramping through our homes in the same shoes that we wear outside (dairy farmers and park rangers included). I have no idea why this is so, it just is. Russians habitually remove their shoes upon entering their households, and they will appreciate it if you removed yours as well – unless they tell you otherwise. Slippers will probably be provided. Avoid unnecessary embarrassment and make sure there are no gaping holes in your socks.

Names. Russians have a very formal method for addressing each other. While in many situations it is appropriate to simply use the person's first name, in other cases it is not. If a person is your senior, or holds a distinguished position, you are expected to call them by their first name followed by their patronymic (a version of then – father's first name). For example, if you meet a woman who would require this formal address, she may be called something like Olga

Vladimirovna. Note the second name is a variation of her father's name and ends with the 'vna' suffix. The same rule applies for the males, although their patronymic name will end with – 'vich.' For example, Sergei Alexandrovich. The Russian people, like most people, enjoy hearing their names, especially when they are said correctly. Take a pen and piece of paper with you and make a note to memorize them.

Superstitions. Besides the internationally known favorites – such as a black cat crossing your path and the number 13 – the Russians have added their own to this house of horrors. Don't shake hands across the threshold of a door. Politely step inside, or outside, and, well, shake.

The second one involves the purchase of flowers. Make sure that the total number of flowers comes out to be an odd number. Therefore, avoid buying those teeny-tiny flowers that are impossible to count. A bouquet of a dozen red roses will quickly terminate the most hopeful evening. Thirteen may do the same. Try seven.

And never, I mean never, present any sharp objects – knives, scissors, axes, things like that – as a gift to somebody. For example, I knew a guy who gave his mother-in-law a twelve-piece, German-crafted cutlery set, and it almost ended his otherwise happy marriage. (He should have sold it to the lady for a ruble. Standard procedure in these situations, and everybody appreciates a joke).

Finally, no whistling indoors. Besides being annoying, this brings bad luck – you are whistling away all the money there is in the house.

(By Robert Bridge)

Text Vocabulary

familiarity – хорошее знакомство с чем-либо, осведомлённость

to signify – выражать, показывать

to vacate premises – освобождать помещение

venue – место проведения мероприятия

national spirit – дух народа

distinguished position – почётное положение

to terminate – завершать

B. Do the proposed tasks on the text:

1. Explain the following:

- 1) Robert Bridge (the author) was a stranger in a strange land.
- 2) His visit to Russia was a surprise.

2. Answer the following questions:

- 1) What does a firm handshake signify in the USA?
- 2) How do the Russians shake hands?
- 3) Who are greater eaters - Russians or Americans?
- 4) How many dishes are served at meals in Russia?
- 5) Who is more patient with the restaurant customers: an American waitress or a Russian one?
- 6) When is the bill placed on your table if you are in America?
- 7) What do Russians appreciate heartily drinking spirits?
- 8) Are slippers of any importance in the American households?
- 9) How do Russians address each other?
- 10) What is a senior at a distinguished position called?
- 11) What are the most widespread superstitions among the Russians?

3. What bits of advice does R. Bridge give the visitors to Russia? (Use 'one should' or 'one shouldn't'):

4. Compare Russian and American way of living in accordance with the following major aspects:

- 1) Handshake.
- 2) Meals at home and at restaurants.
- 3) Habits of behaviour on coming home.
- 4) Formal and informal addressing each other.

5. Speak on popular superstitions characteristics for the Russians. Do you agree that the author describes them realistically?

TEXT 5

A. Read the text and find out what culture shock can be:

CULTURE SHOCK

Good manners are always good manners. That's what Miranda Ingram, who is English, thought, until she married Alexander, who is Russian.

When I first met Alexander and he said to me, in Russian, "Nalei mnye chai – pour me some tea", I got angry and answered, "Pour it yourself". Translated into English, without a "Could you...?" and a "please", it sounded really rude to me. But in Russian it was fine – you don't have to add any polite words.

However, when I took Alexander home to meet my parents in the UK, I had to give him an intensive course in 'pleases and thank yous' (which he thought were completely unnecessary), and to teach him to say 'sorry' even if someone else stepped on his toe, and to smile, smile, smile.

Another thing that Alexander just couldn't understand was why people said things like, "Would you mind passing me the salt, please?" He said, "It's only the salt, for goodness sake! What do you say in English if you want a real favour?"

He also watched in amazement when, at a dinner party in England, we swallowed some really disgusting food and I said, "Mmm... delicious". In Russia, people are much more direct. The first time Alexander's mother came to our house for dinner in Moscow, she told me that my soup needed more flavouring. Afterwards when we argued about it my husband said, "Do you prefer your dinner guests to lie?"

Alexander complained that in England he felt like the village idiot because in Russia if you smile all the time people think that you are mad. In fact, this is exactly what my husband's friends thought of me the first time I went to Russia



because I smiled at everyone, and translated every 'please' and 'thank you' from English into Russian!

At home we now have an agreement. If we're speaking Russian, he can say 'Pour me some tea', and just make a noise like a grunt when I give it to him. But when we're speaking English, he has to add a 'please' a 'thank you', and a smile.

B. Do the proposed tasks on the text:

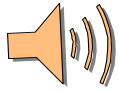
1. Mark the following statements *True* or *False*:

- 1) Miranda got angry because her husband asked her to make the tea.
- 2) Miranda had to teach him to say sorry when something wasn't his fault.
- 3) Miranda's husband thinks English people are too polite.
- 4) Alexander wasn't surprised when people said they liked the food at the dinner party.
- 5) The food was delicious.
- 6) Miranda didn't mind when her mother-in-law criticized her cooking.
- 7) Alexander thought his mother was right.
- 8) In Russia it isn't normal to smile all the time when you speak to someone.
- 9) His Russian friends thought Miranda was very friendly because she smiled a lot.
- 10) Alexander never says thank you for his tea he and Miranda are speaking in Russian.

2. Complete the phrases with the missing verbs from the text:

- 1) _____ on someone's foot or toe (by accident)
- 2) _____ some wine into a glass or tea into a cup
- 3) _____ a noise, like a grunt
- 4) _____ food
- 5) _____ a word from English into Russian

III. Listening Comprehension



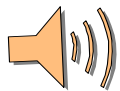
Task 1

You will hear three people talking about inviting guests home for a meal. Listen and complete the chart:

Come round to my place!

	Formal/informal	Day/time	Preparations	Gifts	Food/drink
Sumie Nagano, Japan					
Kate Bristol, England					
Lucas Porto Alegre, Brazil					

(From: New Headway. Intermediate)



Task 2

1.1. You're going to listen to four people talking about the typical characteristics of people from their country (England, Ireland, Scotland, and the USA). Before you listen, with a partner try to predict what positive and negative characteristics the speakers might mention.

1.2. Listen and try to match the speakers 1-4 with their nationality. Use their accent and what they say about people from their country to help you:

Scottish

American

Irish

English

1.3. Listen again. Write down at least one negative and two positive characteristics about each nationality. Does each person think they are typical or not? Why (not)?

1.4. Now listen to two extracts from each speaker. Try to write in the missing words. What do you think they mean?

1.

- a. We think that if we work hard we can _____ anything.
- b. I think I have _____ the typical optimism and drive.

2.

- a. Historically there has always been a lot of _____.
- b. It's probably because of our _____ and our history.

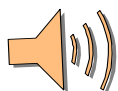
3.

- a. It's difficult to generalize about us as a people, especially as our big cities now have such a _____ population.
- b. Just think of our inability, or our _____, to learn foreign languages!

4.

- a. There is also a negative _____ towards OUF neighbour.
- b. I feel that we tend to focus too much on the _____ done to us in the distant past.

(From: New English File. Upper-Intermediate)



Task 3

Listen to two interviews with people who lived and worked in other countries and fill in the table:

	Justin and Cinda	Alan
<p>1. People What are they like? What is important to them? What do they like doing? Where do they live?</p>		
<p>2. Shops What are they like? Do they like them? What time do they open?</p> <p>3. Work and holidays</p> <p>4. Transport What do they mention?</p> <p>5. General opinions Is it a good place to live? Why?</p>		

(From: New Headway. Intermediate)

IV. Speaking Skills

1. Give your opinion on the following questions:

- ✓ What are some stereotypes?
- ✓ How is your country stereotyped?
- ✓ Do you stereotype people?
- ✓ Does stereotyping help you in some way?
- ✓ Why do you think people stereotype?
- ✓ How can stereotypes be damaging?
- ✓ Do you think that it is a good idea to stereotype people?
- ✓ How are various nationalities stereotyped?
- ✓ How can being stereotyped hurt your job opportunities?

- ✓ What is the difference between stereotypes and prejudices?
- ✓ Are stereotypes offensive? Funny? Realistic?

2. Do people do these things in your country? Do you think it's good or bad manners to do these things, or doesn't matter?

Greeting

- ❖ Kiss people on both cheeks when you meet them.
- ❖ Shake hands when you meet someone for the first time.
- ❖ Call older people by their first names.

In a public place

- ❖ If someone be entering the door shortly after you, pause a second and hold it open.
- ❖ If you accidentally bump into someone, say "Excuse me".
- ❖ Don't discuss rude topics (gossips, dirty jokes, swear words, etc.)
- ❖ If you are on a crowded bus, offer an elderly person, a pregnant woman, a woman with a child your seat.

Driving

- ❖ Yield to pedestrians.
- ❖ Try to give cyclists enough space.
- ❖ If you come to a four-way stop that another driver doesn't seem to know how to manage, just motion him to go ahead of you.
- ❖ Don't tailgate people.
- ❖ Use your turn signals even if you think anyone is around.
- ❖ Don't hoot at someone who's driving slowly.

Visiting people

- ❖ Take a present if you're invited to dinner at someone's home.
- ❖ Arrive at least 10 minutes late for a dinner.
- ❖ Smoke in a house where the owners don't smoke.



Dining

- ❖ Don't chew with your mouth open.
- ❖ Say "excuse me" whenever you need to leave the table.
- ❖ Ask for someone to pass you a dish or a seasoning.
- ❖ Don't put your elbows on the table when you're eating.

V. Writing Section

1. Choose one country and prepare short information (short reports or video, or presentation) about interesting and unusual rules of behaviour and good manners in different countries:

- | | | |
|-----------------|-----------|--------------------|
| ➤ Great Britain | ➤ Spain | ➤ USA |
| ➤ France | ➤ Germany | ➤ Arabic countries |
| ➤ Italy | ➤ China | ➤ India |

2. Write a composition about how not to behave badly abroad using the information from the texts and all discussions, including the following: what good manners are, differences in social behaviour in different countries, what culture clash is some examples, importance to be culturally aware.



VI. Translation Skills

A. Translate the following text from English into Russian:

The English Character

The national character of the English has been very differently described, but most commentators agree over one quality, which they describe as fatuous self-satisfaction, serene sense of superiority, or insular pride. English patriotism is based on a deep sense of security. Englishmen as individuals may have been insecure, threatened with the loss of a job, unsure of themselves, or unhappy in many ways; but as a nation they have been for centuries secure, serene in their

national successes. They have not lived in a state of hatred of their neighbours, as Frenchmen or Germans have often lived. This national sense of security, hardly threatened by the Armada, or by Napoleon, or by the First World War, has been greatly weakened by the Second World War and by the invention of the atomic bomb.

Many books have been written – even more, perhaps, by Frenchmen, Americans, Germans, and other foreigners than by Englishmen – on English traits, English ways of life, and the English character. Their authors are by no means always in agreement, but they tend to point out what seems to them puzzles, contrasts, in the way the English behave. A few of these contrasts may serve to sum up how the world looks at the English.

First, there is the contrast between the unity the English display in a crisis, their strong sense for public order, indeed for conformity, and their extraordinary toleration of individual eccentricities. Germans are usually astounded by what they regard as the Englishman's lack of respect for authority and discipline. Frenchmen are often puzzled by the vehemence of English political debates, by the Hyde Park public orator, and similar aspects of English life, which in their own country would seem signs of grave political disturbance. This sort of contrast has led to the common belief held by foreigners, and indeed by Englishmen themselves, that they are a most illogical people, always preferring practical compromises to theoretical exactness.

Second, there is the contrast between English democracy, the English sense of the dignity and importance of the individual, and the very great social and economic inequalities that have hitherto characterized English life. There has recently been some tendency to allow greater social equality. But Victorian and Edwardian England – which foreigners still think of as the typical England – did display extremes of riches and poverty, and draw an almost caste line between ladies and gentlemen and those not ladies and gentlemen.

Third, there is the contrast between the reputation of the English as hard-headed practical men – the “nation of shopkeepers” – and as men of poetry – the

countrymen of Shakespeare and Shelley. The English tradition in philosophy has always been realistic and hostile to mysticism; yet the English look down on the French as narrow rationalists. The apparent coldness of Englishmen and their reserve has been almost universally noted by foreigners; but foreigners also confess that they find English reserve not unpleasant, and that once one gets to know an Englishman he turns out to be a very companionable fellow.

(From: Oxford Encyclopedia)

B. Translate the following text from Russian into English:

Russian Character

The Russians love to sit down for a nice long chat. Infrequently, but from time to time in their history, this has taken the form of a “parliament”. Russian debates go on not just for years but for hundreds of years. They are still arguing about whether they should have anything to do with Western European culture and all the contamination of pure Russian hearts and souls that this entails.

The Russians prize the quality of “soul” (*dusha*) above all others. Providing someone or something has *dusha*, he, she or it is home and dry. Yeltsin has masses of *dusha*, Gorbachev virtually none. People with *dusha* tend to drink too much, cry, fall in love, and fall into rivers off bridges on their way home from a night out with the boys. In Russian eyes this is a reassuring feature.

They have a tendency to “open their soul” to complete strangers, telling everything about themselves even if the other person doesn’t particularly want to know. The Russians are long-suffering but not exactly placid. They have a saying: “It takes us a long time to saddle up, but once we are we up, we go like stink”.

What they admire is a spontaneous gesture – such as a young woman standing up in a restaurant to serenade a poet she recognises at a neighbouring table. They are generous to a fault. As you accept a share of their last crust of bread, an unworthy thought may cross your non-Russian mind: “Will he expect me to do the same for him one day?”

The Russians are extremely ingenious with bits of recalcitrant machinery.

One distinguished old soldier who fought with both the US and the Red Army during World War II commented that of the two he felt safer with the Russians because when something broke it was mended there and then with whatever came to hand on the battlefield. There was no question of packing it in and going home until a spare part arrived from Seattle. Yes, the tanks were sometimes cobbled together with bits of string, and the planes flew on one engine. This quality is called in Russian “*nakhodchivost*” – the knack of finding solutions.

In Russian folk stories and fairy tales the hero Ivan Durachok triumphs because of his foolishness and simplicity. He is always asleep under a haystack when disaster befalls his cleverer and more ambitious brothers.

The Russians are accomplished and habitual liars. This is something that has to be taken into account in business dealings and in affairs of the heart. They conceal the truth because they feel that it might be impolite to show the shabby reality. Thus for many years, gullible Western believers in the socialist paradise were led by the nose to view examples of “Russian hospitals” (i.e. the one well-equipped hospital in the whole country used only by the Politburo), “Russian schools” (the same story), “Russian workers’ flats” and so forth.

The habit of concealing the modest, not to say shameful, truth behind a bit of stage scenery was started by Catherine the Great’s favourite general, Potemkin, who once lined the route of one of her royal progresses with “villages” which were, in reality, mere painted facades. (By Elizabeth Roberts)

VII. Stop and Check

TEST 1



Fill in the gaps using the words from the box:

optimism, risk-takers, vast, community, landscape, time zones,
stability, mild, plains, politeness, patient, self-confidence,
extremes, severe, hospitality, balanced, mountains

I have never realized that (1) _____ can influence personality traits. For example, there are no (2) _____ in the landscape of Great Britain. Most of the island consists of flat (3) _____ and hills. (4) _____ can be found only in the northern and western areas of the country. Great Britain has a (5) _____ climate so it is never too hot or too cold. Because of this steady climate the Englishmen are very (6) _____, that means they don't get out of control easily. The other world-famous trait of the Englishmen is (7) _____.

As for the American national character, its roots lay in the history of conquering America. The first settlers had to overcome many difficulties and this resulted in traits such as (8) _____ and (9) _____. America is a (10) _____ country and you can find four (11) _____ there. The landscape is also varied. A lot of people came to this new continent in search of a new life. So we can say that the whole nation is the nation of (12) _____. The most famous Russian trait is (13) _____. Russian people have a very strong sense of (14) _____, because it is easy to perform difficult tasks together. The climate in the European part of Russia and Siberia is very (15) _____. Sometimes it is very difficult to predict what the weather will be like tomorrow, so it taught Russian people to be (16) _____. Because of such unpredictable weather most Russian people value (17) _____.

TEST 2

II. Divide the text into six paragraphs and match them with the headings A-G. One heading is odd:

Each Englishman walks, eats, drinks, shaves, dresses, gesticulates, and, in every manner, acts and suffers without reference to bystanders, in his own fashion, only careful not to interfere with them, or annoy them; not that he is trained to neglect the eyes of his neighbors, – he is really occupied with his own affairs, and does not think of them. Every man in this polished country consults only his convenience.

Born in a harsh and wet climate, which keeps him indoors whenever he is at rest, and being of an affectionate and loyal temper, he dearly loves his house. If he is rich, he buys an estate and builds a hall; if he is in middle condition, he spares no expense on his house. Without, it is all planted: within, it is *wainscoted*, carved, curtained, hung with pictures, and filled with good furniture. An English family consists of a few persons, who, from youth to age, are found revolving within a few feet of each other, as if tied by some invisible binding. They keep their old customs, costumes, their wig and mace, sceptre and crown. The Middle Ages still lurk in the streets of London. They are repeated in the ceremonies of the eleventh century in the coronation of the present Queen. In an aristocratical country like England, not Trial by Jury, but dinner, is the capital institution. It is the mode of doing honor to a stranger, to invite him to eat, – and has been for many hundreds of years. The English dinner is a peculiar ceremony. The company sits one or two hours before the ladies leave the table. The gentlemen remain over their wine an hour longer, and rejoin the ladies in the drawing-room, and take coffee. The dress-dinner generates a talent of table-talk which reaches great perfection: the stories are so good, that one is sure they must have been often told before, to have got such happy turns. Hither come all manner of clever projects, bits of popular science, of practical invention, of miscellaneous humor; political, literary, and personal news; railroads, horses, diamonds, agriculture, and wine.

to wainscot – обшивать стены деревянными панелями

- A. Typical English Dinner.
- B. Family is the Biggest Treasure.
- C. Great Honour to Strangers.
- D. Tastes Differ.
- E. An Englishman's Home is His Castle.
- F. Live and Let Live.
- G. Old Customs are in Their Blood.



Grammar Section

PART I

Tense Revision (Active Voice)

A. Study the grammar material:

	Simple	Continuous	Perfect	Perfect Continuous
Present (настоящее)	<p>Употребляется:</p> <ul style="list-style-type: none"> - для выражения постоянного, обычного действия - для выражения регулярно повторяющегося действия - для описания фактов и законов природы - для расписания <p>Наречия: Usually-обычно, often – часто, always – всегда, every day/week/year – каждый день, неделю, год</p> <p>Образование: <u>S + V1 (без to)</u> I go to school every day. Если he, she, it, то к глаголу добавляем окончание s/es. She goes to school every day. <u>S + don't / doesn't + V1</u> I don't go to school every day. She doesn't go to school every day. <u>? Do / does + S +</u></p>	<p>Употребляется:</p> <ul style="list-style-type: none"> - для выражения длительного действия, совершающегося в момент разговора - для выражения длительного действия в настоящем (не в момент разговора) - для выражения ближайшего запланированного будущего - для выражения постоянно меняющихся и развивающихся ситуаций - с наречиями always, constantly <p>для выражения недовольства</p> <p>Наречия: now- сейчас, at the moment – в данный момент</p> <p>Образование: <u>S + am, is, are + Ving</u> I am eating now. <u>S + am, is, are + not + Ving</u> I am not eating now.</p>	<p>Употребляется:</p> <p>для выражения действия, законченного к настоящему моменту, результат которого наличию в настоящем.</p> <ul style="list-style-type: none"> - для выражения личного опыта человека - для выражения только что совершившегося действия <p>Наречия: Today – сегодня, this week/ month – на этой неделе, в этом году, just – только что, already – уже, yet – еще, recently – недавно, never/ever – никогда, когда-либо.</p> <p>Образование: <u>S + have/ has+ V3</u> Has с местоимениями he, she, it I have just read this book. She has just read this book.</p>	<p>Употребляется:</p> <ul style="list-style-type: none"> - для выражения длительного действия, начавшегося в прошлом, длившегося определенный период времени и еще не закончившегося в настоящее время или закончившегося только что (переводится глаголом в настоящем времени) <p>I have been reading for 2 hours. Я читаю 2 часа. - когда важен процесс действия, закончившегося к моменту речи, и имеющего очевидные последствия в настоящем (переводится глаголом в прошедшем времени) Why are you so red? Have you been running? Почему ты такой</p>

	<p><u>V1</u> Do you go to school every day? Does she go to school every day?</p>	<p><u>? Am, is, are + S + Ving</u> Are you eating now? Некоторые глаголы не используются в Present Continuous.</p>	<p><u>S + have / has + not + V3</u> I have not read this book. She has not read this book. <u>? Have / has + S + V3</u> Have you read this book? Has she read this book?</p>	<p>красный? Ты бежал? Наречия: For- в течение.. All day – весь день Since – с ... <u>S +have/ has+been+Ving</u> I have been working here since 1990. <u>S+have/has+not+Ving</u> I have not been working here since 1990. <u>? Have/has+ S+been+Ving</u> Have you been working here since 1990?</p>
<p>Past (прошлом)</p>	<p>Употребляется: - в повествовании при изложении событий, имевших место в прошлом, и выражает действие, совершившееся в прошлом - при перечислении последовательных действий в прошлом Наречия: Yesterday- вчера, last week, month, year – на прошлой неделе, в прошлом месяце, в прошлом году, an hour ago – час назад, in 1990 – в 1990 Образование: <u>S +V2</u> I went to school yesterday.</p>	<p>Употребляется: - для выражения действия, которое длилось в определенный момент в прошлом Наречия: At 2 o'clock – в 2 часа, at noon – в полдень, at that moment – в тот момент Образование: <u>S +was/were+ Ving</u> I was reading the book at 2 o'clock. <u>S + wasn't/weren't+ Ving</u> I wasn't reading the book at 2 o'clock. <u>? Was/ were + S +Ving</u> Were you reading the book at 2 o'clock?</p>	<p>Употребляется: - для выражения действия, совершившегося до определенного момента в прошлом - определенный момент может быть выражен конкретным временем, а может другим прошедшим действием, совершившимся позже и выраженным Past Simple Наречия: By - к, до, before - до Образование: <u>S +had+V3</u> I had come by 6 o'clock. <u>S+ hadn't +V3</u> I hadn't come by 6 o'clock.</p>	<p>Употребляется: - для выражения длительного прошедшего действия, начавшегося ранее другого действия в прошлом, выраженного в Past Simple, происходившего в течение определенного времени и все еще не законченного в момент его совершения - когда важен процесс действия, закончившегося к определенному моменту в прошлом, и имевшего очевидные последствия Образование: <u>S + had+been+ Ving</u> I had been sleeping</p>

	<p><u>S + didn't + V1</u> I didn't go to school yesterday.</p> <p><u>? Did + S+ V1</u> Did you go to school yesterday?</p> <p>To be принимает 2 формы was/ were и является сильным глаголом.</p> <p><u>+ S + was/were..</u> I was at home yesterday.</p> <p><u>S + wasn't/weren't...</u> I wasn't at home yesterday.</p> <p><u>? Was/were+S..</u> Were you at home yesterday?</p>		<p><u>? Had + S+ V3</u> Had you come by 6 o'clock?</p>	<p>for 5 hours when the phone rang.</p> <p><u>S + hadn't + been+ Ving</u> I hadn't been sleeping for 5 hours when the phone rang.</p> <p><u>? Had +S+been+Ving</u> Had you been sleeping for 5 hours when the phone rang?</p>
<p>Future (будущее)</p>	<p>Употребляется: - для выражения действия в будущем - для выражения действия, которое говорящий решил совершить в момент разговора</p> <p>Наречия: next year - в следующем году, soon - вскоре, tomorrow - завтра</p> <p>Образование: <u>S+ will+V1</u> <u>S + will+not+V1</u> I will not come tomorrow. <u>? will+S+V1</u> Will you come tomorrow?</p>	<p>Употребляется: - для выражения длительного действия, начавшегося до определенного момента в будущем и продолжающегося в определенный момент в будущем.</p> <p>Момент совершения действия может быть выражен другим действием, обычно выраженным Present Simple. They will be watching TV when you return.</p> <p>Наречия: at... o'clock-в ... часов</p> <p>Образование: <u>S +will +be+Ving</u> He will be watching TV at 5</p>	<p>Употребляется: - для выражения будущего действия, которое уже совершится к определенному моменту в будущем.</p> <p>Момент совершения действия может быть выражен другим действием, обычно выраженным Present Simple. My holidays will have ended when you have yours.</p> <p>Наречия: by - к, до, before - до</p> <p>Образование: <u>S+ will+have+V3</u> I will have done my work by 8 o'clock. <u>S+ will+not+have+V3</u></p>	<p>Употребляется: - для выражения длительного действия, которое начнется ранее другого будущего действия или момента в будущем и будет еще продолжаться в этот момент.</p> <p>Наречия: for - в течение</p> <p>Образование: <u>S+ will+have+ been+ Ving</u> I will have been playing. <u>S+ will+not+have+ been+ Ving</u> I will not have been playing? <u>will+S+have+been+ Ving</u> Will I have been playing?</p>

		o'clock. <u>-S+will</u> <u>+not+be+Ving</u> He will not be watching TV at 5 o'clock. <u>?Will</u> <u>+S+be+Ving</u> Will you be watching TV at 5 o'clock?	I will not have done my work by 8 o'clock. <u>?will+S+have+V3</u> Will you have done your work by 8 o'clock?	
--	--	---	---	--

B. Train grammar:

1. Put the verbs in brackets into the correct present forms:

A. "Well, I (1) _____ (never/win) anything like this before! I (2) _____ (only/enter) a few competitions in my life so this is a big surprise. Of course, I (3) _____ (watch) TV quiz shows for years, but now I (4) _____ (think) of taking part in more. The prize is wonderful. We (5) _____ (stay) here in Hawaii for ten days now and we (6) _____ (have) a great time. We (7) _____ (already/see) all the sights and my wife (8) _____ (buy) lots of souvenirs. We (9) _____ (send) postcards to all our friends to show them how we (10) _____ (spend) our time. Yes, we (11) _____ (enjoy) ourselves. In fact, we (12) _____ (want) to stay forever."

B. Alan (1) _____ (fly) to Barcelona tonight. He (2) _____ (already/pack) his suitcase but he (3) _____ (not/call) a taxi yet. His plane (4) _____ (leave) at 8 pm. "Look over there! It's John Cooper." "Oh yes! But he (5) _____ (look) so different! He (6) _____ (put on) at least 15 kilos and I (7) _____ (think) he (8) _____ (wear) a toupee." "What on earth (9) _____ (you/do)? Your clothes are all dirty!" – "Well, I (10) _____ (work) in the garden all day. Look! I (11) _____ (already/plant) a lot of flowers. I (12) _____ (plan) to cut the grass now."

2. Put the verbs in brackets into the correct past forms:

A. Last year, Tom and Fiona (1) _____ (decide) to buy a house. They (2) _____ (save up) for ages, and by the end of May they (3) _____ (put by) enough for the deposit on a house. They (4) _____ (live) in a tiny flat at the time and she (5) _____ (want) a house with a big garden. They (6) _____ (search) for only a few days when they found exactly what they (7) _____ (look for) – a two-bedroomed house in nearly an acre of garden. Unfortunately the owner (8) _____ (ask) much more than they (9) _____ (be) willing to pay, and when they (10) _____ (look) more closely at the interior, they (11) _____ (see) that the previous owners (12) _____ (make) an absolute mess of the walls and floors. Still, Fiona (13) _____ (like) the garden and the location so much that she (14) _____ (manage) to convince Tom that, despite the price, it (15) _____ (be) the perfect house for them.

B. Last summer some friends and I (1) _____ (arrange) to go camping. We (2) _____ (look) forward to going for weeks when finally the date of departure (3) _____ (arrive). We (4) _____ (load) the car with our luggage and (5) _____ (set off) early in the morning. The weather was perfect, the sun (6) _____ (shine) brightly and the wind (7) _____ (blow) gently. There (8) _____ (not/be) a cloud in the sky! Shortly afterwards, while we (9) _____ (travel) along the motorway, we (10) _____ (notice) that the car (11) _____ (make) a strange noise. Pete, who (12) _____ (drive) very fast, suddenly (13) _____ (stop) the car. Everyone (14) _____ (get out) and (15) _____ (go) round to the back of the car. To our surprise the boot was wide open. Apparently, Philip, who was the last person to load the luggage, (16) _____ (not/close) it properly, and everything (17) _____ (fall out)!

3. Fill in the correct future forms:

Technology has made such dramatic advances in the past decade that by the year 2050 who knows what changes (1) _____ (take) place. It is quite likely that by 2050 we (2) _____ (use up) most of the earth's natural resources and so we (3) _____ (rely) on wind power and hydropower for our energy needs. As a result of this shortage of energy, it is quite probable that scientists (4) _____ (find) a way for us to live outside the earth. By the next century it's possible that people (5) _____ (live) in cities on the Moon or perhaps in cities on the seabed. It is to be hoped that scientists (6) _____ (discover) cures for fatal diseases such as Aids and, due to the advancement of genetic engineering, hereditary diseases passed down from generation to generation (7) _____ (exist) any longer. It is quite possible that by 2050 life expectancy (8) _____ (increase) to 100. We (9) _____ (see) changes in the workplace too. The two main areas of employment (10) _____ (be) the so-called creative and caring professions, and the disappearance of jobs in manufacturing (11) _____ (result) in massive unemployment.

4. Fill in "will" or "be going to":

1. A: Why do you need so much sugar? B: I (1) _____ to make a cake. 2. A: Oh no! I've left my purse at home and I haven't got any money on me! B: Don't worry. I (2) _____ lend you some. 3. A: I don't know how to use this mixer. B: That's OK. I (3) _____ show you. 4. A: Why are all these people gathered here? B: The Prime Minister (4) _____ open the new hospital ward. 5. A: Did you remember to buy the magazine I asked for? B: Sorry, I didn't. I (5) _____ buy it when I go out again. 6. A: What's that on your curtains? B: It's a stain. I (6) _____ take them to the dry cleaner's tomorrow. 7. A: These bags are very heavy. I can't lift them. B: I (7) _____ carry them for you. 8. A: I hear you're going to Leeds University in September. B: Yes, I (8) _____ study French and German.

9. A: Why don't you tidy your room? B: I (9) _____ play football in ten minutes, so I haven't got time. 10. A: How can we get all this home? B: I (10) _____ ask James to come and help.

5. Choose the correct word or phrase in each sentence:

1. When *did you last go/have you last been* to the cinema?
2. We'd better wait here until the rain *stops/will stop*.
3. I've finished my exams, so *I'm having/I have* a party tomorrow.
4. Why *do you stare/are you staring* at me like that? – You *look/are looking* beautiful today.
5. When the phone rang I *had/was having* coffee in the kitchen.
6. I can't go out because I *haven't finished/I didn't finish* my homework yet.
7. How long *are you working/have you been working* here?
8. I'm waiting for Kate. *Have you seen/Did you see* her?
9. Your suitcase looks very heavy. *Will I/Should I* help you?
10. When I was a child, I *used to ride/was riding* a tricycle.
11. What *do you do/are you doing!* – I'm a student.
12. When we arrived home, it already *stopped/had stopped* raining and the children *sat/were sitting* outside the door waiting for us.
13. At the beginning of the film I realized that I *saw/had seen* it before.
14. I'll get in touch with you as soon as I *know/will know* the results.
15. I'm sorry, I can't talk long. I *study/am studying* for an examination.
16. I *stay/am staying* at the Hotel Superior. Why don't you call me?
17. "What did you *do/were you doing* when you saw the snake?" – I ran away!
18. By the time the police get there, the burglars *will have vanished/vanished*.
19. I'm sorry I *haven't written/I didn't write* to you lately, but *I've been working/worked* hard this term.
20. When I was on holiday last summer, I *was going/went* to the beach every day and *lie/was lying* in the sun since morning till afternoon.
21. The last bus *had gone/went* so I *made/did* my way on foot.

22. Athens *is/are becoming* more and more attractive to tourists. *Have you made/done* much progress with your Greek?

23. Although the city *seem/seems* to some big and noisy, tourists still *find/are finding* a lot of quiet places with romantic atmosphere to enjoy a tasty Greek meal and listen to traditional music.

6. Put the verbs in brackets into the correct tense form:

1. It is raining. If you (walk) there in this rain, you (get) awfully wet.
2. We just (get) to the top in time. The sun (rise) in a minute.
3. It is nearly autumn; soon the leaves (change) their colour.
4. The ship (leave) in a few minutes and all persons not travelling are asked to go ashore.
5. I hope you (do) well in the race tomorrow. I (think) of you.
6. I (not take) any photographs for some time because I must repair my camera.
7. She (not sing) at the last concert, because she (go) home suddenly.
8. I'm sorry but I (not feed) your dog again. He always (try) to bite me when I come near him.
9. He won't be wearing uniform when you (see) him, because he (be) on leave then, and they (not wear) uniform when they (be) on leave.
10. She promised to phone me in the morning, but it is now 12 o'clock and she (not phone) yet.
11. I just (receive) a letter saying that we (not pay) this electricity bill.
12. How long you (be) out of work? – I (not be) out of work now. I already (start) a new job.
13. You (finish) checking the accounts? – No, not quite. I (do) it in half an hour.
14. She (lose) her job last month and since then she (be) out of work. – Why she (lose) her job? – I (not know).
15. What (you think) the children (do) when we (get) home yesterday? – I think they (sleep).

16. I just (remember) that I (leave) the bathroom taps on. – (I go) home to turn them off or you (do) it yourself?
17. Kate, you (leave) the light on. – Oh, so I have. I (go) and turn it off.
18. He (give) me back the book, (thank) me for lending it to him and said that he (enjoy) it very much.
19. Dear Mr Smith, my family and I (suffer) a great deal lately from the noise made by your guests when they (leave) your house on Sunday nights.
20. I (write) to you three weeks ago and (ask) about conditions of entry into your college. But I (not receive) any information yet.
21. By the time you (finish) getting ready, we (miss) the train! Don't worry. We (take) a taxi.
22. Sally! I (not expect) to see you here! What (you do) in New York? – I come at business.
23. I (hope) to meet you ever since I (read) your first novel. I (read) all the books you (write).
24. If you (come), I (meet) you here in a week's time. We (have) a good time.
25. Jean, I'm so glad you've got here at last. I (expect) you all day.

7. Choose the best answer among A, B, C or D to complete each sentence:

A. PRESENT AND PAST TENSES

1. He was writing to his friend when he _____ a noise.
A. was hearing B. heard C. had heard D. hears
2. I _____ many people since I came here in June.
A. met B. has met C. was meeting D. have met
3. We _____ maths at this time last week.
A. were learning B. are learning C. was learning D. learnt
4. She was playing games while he _____ a football match.
A. watched B. watches C. was watching D. watching
5. She _____ to Ho Chi Minh city last year.
A. goes B. has gone C. go D. went

6. Since we came here, we _____ a lot of acquaintances.
 A. have had B. had C. have D. are having
7. _____ he playing football now?
 A. Will B. Does C. Was D. Is
8. Every morning, I often sit in my garden and _____ to my nightingale sing.
 A. listening B. listen C. listened D. listens
9. She _____ school when she was six.
 A. start B. started C. has started D. are starting
10. I. _____ TV when the telephone rang.
 A. watched B. was watching C. are watching D. have watched
11. She _____ lunch by the time we arrived.
 A. had finished B. finished C. have finished D. finishing
12. This record-shop _____ be a book-shop a few years ago.
 A. used to B. use C. used D. used
13. I couldn't come to the party because I _____ go to work.
 A. have B. had to C. have got D. had
14. Yesterday, I _____ for work late because I _____ to set my alarm.
 A. had left / forgot B. was leaving / was forgetting
 C. left / had forgot D. had been leaving / would forget
15. By the time we _____ to the train station, Susan _____ for us for more than two hours.
 A. will get / has been waiting B. got / was waiting
 C. got / had been waiting D. get / will wait
16. While her brother was in the army, Sarah _____ to him twice a week.
 A. was writing B. wrote C. has written D. had written
17. The Titanic _____ the Atlantic when it _____ an iceberg.
 A. was crossing / struck B. had crossed / was striking
 C. crossed / had struck D. is crossing / strikes
18. In the 19th century, it _____ two or three months to cross North America by covered wagon.

A. took B. had taken C. had taken D. was taking

19. Last night at this time, they _____ the same thing. She _____ and he – _____ the Newspaper.

A. are not doing / is cooking / is reading B. were not doing / was cooking / was reading

C. was not doing / has cooked / is reading D. had not done / was cooking / read

20. When I _____ home last night, I _____ that Jane _____ a beautiful candlelight dinner.

A. had arrived / discovered / prepared

B. was arriving / had discovered / was preparing

C. have arrived / was discovering / had prepared

D. arrived / discovered / was preparing

21. After he _____ his English course, he went to England to continue his study.

A. finish B. finishes C. finished D. had finished

22. Angelina Jolie is a famous actress. She _____ in several films.

A. appears B. is appearing C. appeared D. has appeared

23. Mai _____ in HCM for five years.

A. lives B. has lived C. is living D. was living

24. My little sister _____ “sleeping beauty” several times.

A. watches B. is watching C. has watched D. watched

25. I _____ to New York three times this year.

A. have been B. was C. were D. had been

26. I _____ her since I _____ a student.

A. know/ am B. knew/ was C. have known/ am D. have known/ was

27. The train _____ when we got to the station.

A. just left B. just leaves C. had just left D. will leave

28. Her father _____ when she was a small girl.

A. dies B. died C. has died D. had died

29. Almost everyone _____ for home by the time we arrived.
 A. leave B. left C. leaves D. had left
30. I _____ to the same barber since last year.
 A. am going B. have been going C. go D. had gone

B. FUTURE TENSES

1. They _____ the exercise when their teacher comes back.
 A. are doing B. will be doing C. do D. would do
2. By Christmas, I _____ for the company for five years.
 A. shall have been working B. shall work
 C. have been working D. shall be working
3. We _____ exam at 8 o'clock next Monday.
 A. will take B. will be taking C. take D. would take
4. By the end of next year, my son _____ English for six months.
 A. will learn B. will have learned C. has learned D. had learned
5. I will contact you as soon as I _____ the information.
 A. will get B. get C. got D. had got
6. "How long have you been with the company?"
 "I _____ there for ten years by September"
- A. will work B. was working C. will be working D. will have worked
7. He left today, which is Tuesday, and he _____ back tomorrow week.
 A. will be B. would be C. would have been D. is
8. I _____ a famous pop star when I'm older.
 A. am going to be B. am being C. am D. was
9. I just want to know what you _____ at this time tomorrow afternoon.
 A. were doing B. will be doing C. are doing D. do
10. I am reading this novel. By the time you come back from work I _____ it.
 A. will finish B. will have finished C. have finished D. had finished
11. A: You're just missed the last train!
 B: Never mind, I _____.

- A. will walk B. will be walking C. walk D. will have walked
12. Whenever she came to see me, she _____ something to my children.
A. would give B. had given C. will have given D. was giving
13. The chairs _____ from the ballroom before the dance begins.
A. will have been removed B. will have removed
C. will remove D. were removed
14. Clare _____ five years old next month.
A. is going to be B. will be C. will have been D. is
15. If he's late again, I _____ very angry.
A. am going to be B. will be C. would be D. am
16. I _____ an exam next October.
A. am taking B. have taken C. take D. will be taken
17. "Can I come by for my check tomorrow?"
 " Yes, by then I _____ time to go to the bank"
A. will have had B. will have C. have had D. have
18. There is going to be a bus strike. Everyone _____ to work
A. will walk B. will be walking C. will have walk D. shall walk
19. A: "The phone is ringing" B. " I _____ it".
A. answer B. will answer C. have answered D. will be answering
20. We should learn how to choose our words carefully or they _____ our speech silly and vulgar.
A. made B. will make C. would make D. have made
21. You _____ to take the entrance exam if you fail GCSE exam.
A. are allowed B. won't be allowed C. aren't going to take D. won't allow
22. Do you think that _____ pass your exams in June?
A. you B. to C. you'll D. will you
23. There are a lot of black clouds in the sky. It _____.
A. is going to rain B. will rain C. is raining D. rains
24. She hopes that he _____ to the party.

A. will come B. will be coming C. comes D. would come

25. A: You're just missed the last train! – B: Never mind, I_____.

A. will walk B. will be walking C. walk D. will have walked

26. Mary, _____we go to the cinema?

A. did B. will C. do D. shall

27. You_____ something to drink, won't you?

A. will have B. will be having C. will have had D. have

28. What _____ next Sunday morning?

A. does Carol B. will Carol do C. do Carol do D. does

29. A: Why are you getting out the jack?

B: we have a puncture and I_____ the wheel.

A: I_____ you.

A. am going to change/ will help

B. will change/ am going to help

C. will change/ will help

D. am going to change/ am going to help

30 A: I'll ring you tomorrow at six.

B: No, don't ring at six. I _____ the baby then ring later.

A. shall bath

B. will be bathing

C. will have bathed

D. bath

31. What _____ do tomorrow, girls?

A. shall we

B. do we

C. we will

D. would we

32. I've just enrolled at the local technical college. I _____ pottery classes next winter.

A. am going to attend

B. will attend

C. will be attending

D. will have attended

33. A: Why are you peeling that bit of garlic? – B: I _____ it in the stew.

A. am going to put

B. will put

C. will have put

D. will be putting

34. A: _____ me your fishing rod? B: yes, of course. Where _____ .

A. will you lend/ are you going to fish

B. are you going to lend/ are you going to fish

C. will you lend/ will you fish

D. are you going to lend/ will you fish

35. A: Why are you getting out the jack?

B: we have a puncture and I _____ the wheel.

A: I _____ you.

A. am going to change/ will help

B. will change/ am going to help

C. will change/ will help

D. am going to change/ am going to help

8. Translate into English:

1. Он стоял у окна и думал о своем будущем. 2. Я надеюсь, тебе будет все ясно, когда ты получишь письмо. 3. К 9 часам он закончил работу и вышел на улицу. Ветер утих (fall), но было довольно прохладно. Он медленно шел, стараясь ни о чем не думать. 4. Я не видел тебя целую вечность. Как дела, какие новости? 5. Мы остановились, так как какой-то человек подходил к нам. 6. Я пришел, чтобы попрощаться с вами. Завтра в это время я буду плыть к острову Пасхи (Easter). 7. Куда ты положил ключ? Я нигде не могу его найти. 8. Наконец я сделал свою домашнюю работу и теперь свободен. 9. Кто-то стоит у нашей двери. Мне кажется, он подслушивает (overhear). 10. К тому времени, когда мы добрались до дома, снег прекратился, а луна ярко сияла на темном небе. Мы устали, так как шли три часа. 11. Ты когда-нибудь слышал, как хорошо она говорит по-английски? Говорят, она учит его уже три года. 12. Что ты будешь делать завтра в три часа? Если ты будешь свободен, мы придем к тебе.

Grammar Test

I. Put the verbs in brackets into the correct tense form:

1. The director (not to allow) the actors to travel by air while they (work) on the film last time.

2. When I arrived at the meeting the first speaker just (finish) speaking and the audience (clap).

3. The exam just (begin) and the candidates (write) their names at the top of their papers.



4. When I arrived, the lecture (start) already and the professor (write) something on the blackboard.
5. What you (think) of his last book? – I (like) it very much.
6. It's the most interesting book I ever (read).
7. Mr. Blake is the bank manager. He (be) here for twenty-five years. He says he (be going) to retire soon.
8. We (miss) the last bus. Now we (walk) home in the rain and (feel) miserable.
9. You (see) my bag anywhere? I (look) for it for ages but I haven't found it yet.
10. I (phone) you twice yesterday and (get) no answer. Where (you be) and what (you do) the whole day?
11. I am sure that I (recognize) him when we (meet) next summer.
12. He says that they (broadcast) his speech tonight. He (get) ready for it now.
13. Next Sunday at 12 o'clock, the Prime Minister (celebrate) ten years in power.
14. Her eyes ached because she (use) the computer all day long.
15. I (write) to you three weeks ago and (ask) about conditions of entry into your college. But I (not receive) any information yet.
16. By the time you (finish) getting ready; we (miss) the train!
17. The beauty of the Internet is that you can get virtually anything your heart (desire).
18. I (write) my course paper for two month before I defended it.
19. They were nervous as the plane took off because they never (fly) before.
20. I am not sure if we (get) any more news from them.

II. Find and correct the mistakes if any:

1. After graduating from the university I came to St. Petersburg. I am working here since then.
2. I have just left the house when you phoned me.
3. By the time I came to the country cottage my friends have already left.
4. When I came, my friend was sitting on the sofa and reading a newspaper.
5. It has rained since morning and I am afraid, it won't stop by Saturday.

6. He will work at his new book during his holiday.
7. The woman who speaks with my sister is my neighbour who is living opposite us.
8. They were looking for the money since morning but they couldn't find it anywhere.
9. Yesterday when I came to see my friend he was having supper. He has just come home.
10. After he has finished the picture he will invite his friends to look at it.

III. Choose the right variant:

1. When ___ Ann last? – I ___ her since she ___ another city.
 - a. have you seen, haven't seen, has moved
 - b. did you see, didn't see, moved
 - c. did you see, haven't seen, moved
 - d. have you seen, didn't see, has moved
2. Our train ___ at 8 o'clock. If you ___ at 5, we ___ our things.
 - a. leaves, come, will pack
 - b. will leave, will come, will be packing
 - c. is leaving, will come, are packing
 - d. leaves, come, will be packing
3. They ___ to build a new McDonalds in several days and ___ it by the end of the year.
 - a. will start, will finish
 - b. are starting, will have finished
 - c. start, will be finishing
 - d. start, are finishing
4. I ___ the performance for twenty minutes when my friend ___ at last. His car ___ on his way to the theatre.
 - a. was watching, had come, had broken down
 - b. had been watching, came, had broken down
 - c. watched, came, broke down
 - d. have been watching, had come, has broken
5. Look, what he ___ on the blackboard. He ___ three mistakes.
 - a. is writing, has made
 - b. has written, had made

- c. has been writing, is making d. writes, made
6. What ___ if the rain ___ by evening? It ___ since yesterday. I wonder when it ___.
- a. will we do, doesn't stop, is pouring, will stop
 b. are we doing, hasn't stopped, had been pouring, stops
 c. shall we have done, won't have stopped, was pouring, will be stopping
 d. shall we do, hasn't stopped, has been pouring, will stop
7. What ___ when I ___? – We ___ the article which Mary ___ just . I ___ to read it for a long time.
- a. did you do, was coming in, were reading, has brought, have wanted
 b. were you doing, came in, were reading, had brought, had wanted
 c. had you been doing, came in, read, brought, had been wanting
 d. have you done, have come in, have read, has brought, wanted
8. It ___ dark, it's time for the children to go home. They ___ in the yard for the whole evening.
- a. got, play c. is getting, have been playing
 b. has got, are playing d. gets, played
9. I haven't heard you come into the room. When ___? – I ___ long ago. You ___ and I ___ to disturb you.
- a. did you come, came, were reading, was not wanting
 b. did you come, came, were reading, did not want
 c. have you come, have come, have been reading, don't want
 d. were you coming, was coming, read, haven't wanted
10. I ___ till Father _____. He ___ his key and I will have to wait for him.
- a. won't be leaving, will come, had lost c. won't leave, comes, has lost
 b. won't leave, will come, has lost d. aren't leaving, comes, loses

IV. Translate into English:

1. Я работаю над этой проблемой уже три месяца.
2. Она была удивлена: она никогда не видела столько цветов.

3. Было уже темно, когда мы подошли к дому; дул сильный ветер и становилось все холоднее и холоднее.
4. Он не придет. Я только что разговаривал с ним по телефону.
5. Поезд отправляется без четверти два. Если мы сейчас не отправимся на вокзал, то опоздаем.
6. Они часто говорят о политике.
7. Было ясно, что ей нечего было сказать.
8. Завтра с 5 до 7 мы будем участвовать в репетиции (rehearsal) нового спектакля.
9. Его жизнь, полная приключений, казалась ему нереальной.
10. Ева сидела в кресле, а другие гости стояли у окна.
11. Я думаю, что к концу месяца начальник примет решение, и мы обсудим эту проблему еще раз.
12. Поездка обещает быть увлекательной.
13. Он не уверен, придет ли она на свидание, но если она придет, он ее простит.
14. «Куда ты так торопишься?» – «Мама ждет меня на остановке уже десять минут».
15. «Когда вы закончили университет?» – «Я закончил его в этом году».

Test Your Knowledge

Tenses (Active Voice)

I. Choose the correct form and write it down:

1. Not many passenger planes (fly) faster than sound.
2. “What is that delicious smell?” – “My husband (cook)”.
3. Would you believe I (make) twenty-three calls today?
4. When Jack (come) in everybody (stop) talking.
5. The class (already start) when I arrived.
6. All the roads were blocked: it (snow) all night long.
7. Clothes (be) very different in the year 2100.



8. The builder says he (finish) the roof by Saturday.
9. Professor Asher (give) another lecture at the same time next week.
10. I don't know when I (find) a job.
11. "Could I use your phone?" – "I am afraid it (not work) at the moment."
12. Everyone (be) surprised if he (pass) the examination.
13. Don (fall) down the stairs and (hurt) his leg.
14. When I (get) home I (find) that someone (break) into my apartment and (steal) my fur coat.
15. The art exhibition (open) on 3 May and (finish) on 15 July.
16. She (always complain).
17. I am too tired to walk home. I think I (get) a taxi.
18. I (watch) television since two o'clock.
19. By the end of this year we (learn) this language for ten years.
20. This is the third serious mistake you (make) in this job.

II. Correct the mistakes if there are any:

1. Look! That man tries to open the door of your car.
2. I don't know your telephone number.
3. Sue and Alan are married since July.
4. The government is worried because the number of people without jobs is increasing.
5. I am sure Tom will have got the job. He has a lot of experience.
6. This time yesterday I lay on the beach.
7. Don't worry about the letter. I sent it the day before yesterday.
8. When I got to the parking lot I realized that I lost my keys.
9. These are the first clothes I bought myself since Christmas.
10. All right. I will apologize if it will make you feel better.
11. Our test won't take long.
12. Julia will finish all the housework by three o'clock and we will go for a walk.
13. Let's meet at the station at 5 o'clock. I will be waiting for you.

14. I was talking over the phone for the whole hour when the porter knocked at the door.

15. You have been writing this composition for two hours and can't complete it.

PART II

Passive Voice (Пассивный залог)



A. Study the grammar material:

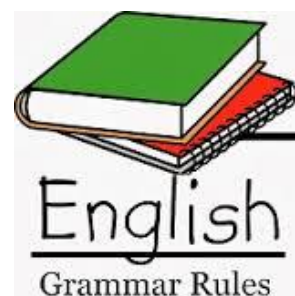
Действительный и страдательный залоги в английском языке совпадают со значением соответствующих залогов в русском языке. Глагол в действительном залоге (**Active Voice**) показывает, что действие совершает лицо или предмет, выраженный подлежащим:

e.g. He often asks questions. – Он часто задаёт вопросы.

Глагол в страдательном залоге (**Passive Voice**) означает, что действие направлено на предмет или лицо, выраженное подлежащим:

e.g. He is often asked questions. – Ему часто задают вопросы.

Формы страдательного залога образуются при помощи глагола to be в соответствующей форме и Participle II (Причастие II) смыслового глагола.



	Present		Past		Future	
Indefinite	I	am asked	I (he, she)	was asked	I (we) he (she, you, they)	will be asked
	he (she)	is asked	we	were asked		
	we (you, they)	are asked	(you, they)			
Continuous	I	am being asked	I (he,	was		—

	he (she)	is being asked	she)	being asked		
	we (you, they)	are being asked	we (you, they)	were being asked		—
Perfect	I, we, you, they	have been asked	I (he, she, we, you, they)	had been asked	I, we he, she, you, they	will have been asked
	he (she)	has been asked				

e.g.

Indefinite Passive (to be + Participle II):

The newspapers are delivered every morning. (Present Indefinite Passive)

Газеты доставляются каждое утро.

This book was bought a month ago. (Past Indefinite Passive)

Эта книга была куплена месяц назад.

The letter will be mailed tomorrow. (Future Indefinite Passive)

Письмо будет отправлено завтра.

Continuous Passive (to be + being + Participle II):

The house is being repaired. (Present Continuous Passive)

Дом ремонтируется.

When John was ill he was being taught at home. (Past Continuous Passive)

Когда Джон болел, его обучали дома.

Perfect Passive (to have + been + Participle II):

This letter has been brought by the secretary. (Present Perfect Passive)

Секретарь принёс письмо. (Письмо принесено секретарём)

He decided to become a writer only when his first story had been published.

(Past Perfect Passive)

Он решил стать писателем, только когда его первый рассказ был напечатан.

By the 1st of July you will have passed the last exam. (Future Perfect Passive)

К первому июля вы сдадите последний экзамен.

Следует обратить особое внимание на перевод глаголов с предлогом в страдательном залоге. Наиболее распространённые из этих глаголов:

to account for – отвечать, нести
ответственность

to arrive at – достигать, приходить к
чему-либо

to hear from – получать известие

to comment on – комментировать

to deal with – иметь дело

to disapprove of – не одобрять,
осуждать

to insist on (upon) – настаивать

to interfere with – надоедать

to laugh at – смеяться над

to look after – присматривать за (кем-
либо)

to look at – смотреть на

to object to – возражать

to pay attention to – обращать
внимание на

to rely on – полагаться на

to send for – посылать за

to speak of (about) – говорить о

to take care of – заботиться о

to touch on (upon) – касаться, слегка
затрагивать (тему, вопрос)

to wait for – ждать

to write to – писать кому-либо

e.g. *The book is much spoken about. – Об этой книге много говорят.*

He can't be relied on. – На него нельзя положиться.

В русском переводе не все глаголы сохраняют предлог:

to listen to – слушать что-либо, кого-либо

to look for – искать что-либо

to provide for – обеспечить кого-либо, чем-либо

to explain to – объяснять кому-либо

e.g. *He was listened to with great attention. – Его слушали с большим*

вниманием.

Чтобы показать, кем/чем совершается действие, используются предлоги:

By	With
<p>Перед одушевленным предметом, а также после глаголов типа: damage, make, discover, write, etc.</p> <p>e.g.</p> <p><i>This building was designed by Rossi. He was brought up by his aunt.</i></p> <p><i>The window was broken by this stone.</i></p> <p><i>The theatre was destroyed by fire.</i></p>	<p>Указывается, какой предмет, орудие, инструмент использован для совершения действия.</p> <p>e.g.</p> <p><i>He was killed with a knife.</i></p> <p><i>It was drawn with a stick.</i></p> <p><i>The bag was cut with a razor.</i></p> <p><i>The stone is very soft. It can be cut with a knife.</i></p>

B. Train grammar:

1. Change the sentences from active to passive:

1. People are destroying large areas of forest every day.
2. Don't worry; our people will meet the group at the airport.
3. The chief announced the good news to everyone's delight.
4. We have been writing the test-paper for an hour and a half.
5. They export millions of cars from Japan every year.
6. She will have translated the article by the end of the week.
7. We didn't know our marks because the teacher was checking our tests when we left.
8. They had already sent the fax before I came to the office.
9. The company will export this computer to seventy different countries.
10. They publish the news journal every month.

2. Match the words or phrases in the column A with the correct endings in column B:

A

- 1) Rooms
- 2) Shoplifters
- 3) This wine
- 4) This dictionary
- 5) No goods
- 6) Applications
- 7) Bags
- 8) This building

B

- a. must be removed from the library
- b. should be addressed to the office
- c. will be prosecuted
- d. must not be left unattended
- e. is protected by guard dogs.
- f. can be exchanged without a receipt.
- g. must be vacated by 12 p. m.
- h. is best served at room temperature.

3. Fill in the gaps with *by* or *with*:

1. The film was directed _____ my favourite actor.
2. The sauce was made _____ mushrooms and onions.
3. The child was stung _____ a bee.
4. The window was broken _____ a piece of wood.
5. The glass bowl is filled _____ fruit.
6. The dog was saved _____ a neighbour.
7. The apple pie contest was won _____ Mrs. Jones.
8. He was shot _____ a rifle.
9. They were scared _____ the thunder.
10. The fingerprints on the table had been wiped off _____ a towel.
11. The curtains were made _____ my grandmother.
12. The cake was cut _____ a knife.
13. Dan was laughed at _____ his friends.
14. The house has been decorated _____ balloons.
15. The parcel will be delivered _____ my uncle.

4. Use appropriate prepositions (see Grammar explanation):

1. His foolish behaviour couldn't be accounted _____.
2. After many hours' talk the decision was arrived _____.
3. He hasn't been heard _____ since he telephoned.
4. The election results were widely commented _____ in the newspapers.
5. His going away was insisted _____.
6. Hurry up! You are being waited _____ downstairs.
7. He doesn't like to be interfered _____ while he is working.
8. Will she be written _____ and introduced about the changes?
9. That quotation is often referred _____ by philosophers.
10. Their presentation was listened _____ attentively.
11. His honesty can be relied _____.
12. This store has been dealt _____ for twenty years.
13. His request was disapproved _____.
14. His proposal was strongly objected _____.
15. Many aspects of social life were touched _____ in his latest interview.

5. Use the required passive forms of the verbs:

1. The damaged buildings (construct) now, the construction (finish) by the end of the year.
2. Fifty students (admit) to the faculty last year.
3. The company is not independent. It (own) by a much larger company.
4. This work (do) before you went on a business trip?
5. He wants to know when the final decision (take).
6. I didn't attend the meeting because you (not warn) me.
7. Trafalgar square (lay) out in the 19 century.
8. By the time he arrives everything (settle).
9. When I came, an experiment (hold) in the lab.
10. Wait a minute, your papers (look) through.
11. Some English papers (publish) not for profit but because of the prestige they

give to the publishers.

12. He started as a waiter before he (put) in charge of the café.

6. Translate into English:

1. Дома сейчас строят из новых материалов.
2. Туристов встретили на вокзале.
3. Письмо было уже написано, когда она вошла.
4. Вам задавали дополнительные вопросы на экзамене?
5. Больного не будут оперировать без согласия родственников.
6. Не входите! Здесь экзаменуют последнего студента.
7. Когда был воздвигнут этот памятник?
8. В будущем году его пьеса будет поставлена в этом театре.
9. Студентов заставили объяснить, почему они пропускают занятия.
10. В Италии нам показали много достопримечательностей.
11. Ее слушали невнимательно, и все, что она сказала, было вскоре забыто.
12. Когда я начал им помогать, статью уже переводили.
13. Здесь говорят только на английском.
14. Ему позвонили и велели прийти в восемь.
15. О потере документа доложили руководству.
16. Решение принято. Ничего нельзя изменить.
17. Вас просят к телефону.
18. Вас пригласят, когда ваш вопрос будет обсуждаться.
19. Он чувствовал, что за ним кто-то идет.
20. Билеты будут доставлены прежде, чем вы отправитесь в аэропорт.

7. Rewrite the following passage in the passive:

Last week, the Prime Minister visited Dawston. The Mayor of the town greeted him when he arrived and gave him a tour. He introduced the Prime Minister to some important businessman and took him to lunch in a local restaurant. In the afternoon, the Mayor held a meeting and the Prime Minister

addressed the citizens of Dawston. He told them that he had enjoyed his visit very much.

8. Put the verbs in brackets into the correct passive form:

1. A: Did you have a nice time in Bali?

B: Oh, yes. We _____ (take) to some of the most amazing beaches I have ever seen.

2. A: Did they paint the house themselves?

B: No, it _____ (paint) before they moved in.

3. A: Where is your washing machine?

B: It _____ (repair) at the moment.

4. A: When _____ (report/finish)?

B: Hopefully by next week.

5. A: What did you get for your birthday?

B: I _____ (give) the most beautiful pair of earrings I have ever seen.

6. A: Have the police found the person who broke into your shop?

B: Unfortunately he _____ (not/find) yet.

7. A: When will your car be ready?

B: I don't know. It _____ (still/fix) when I went to the garage this morning.

8. A: How often does this journal come out?

B: This news journal _____ (publish) every month.

Grammar Test



I. Use the correct forms of the verbs in brackets:

1. There isn't any food left. All of it (eat)!

2. How many languages (speak) in Switzerland?

3. The Tower of London (build) at the beginning of the eleventh century.

4. The documents (type) by the time you return.

5. A test (give) in the next room right now.
6. The news (announce) tomorrow.
7. Doctor Johnson (interview) at the moment.
8. The bill (pay) before they left the hotel.
9. My friend (ask) by the teacher when I entered the room.
10. He is not in town; he (send) on a special mission.
11. Do you believe that such a problem can (solve)?
12. On September 9, 1850, California (admit) to the Union as the thirty-first state.
13. The plan (approve)? – No, it (discuss) now. How long it (discuss)?
14. By the time he arrives everything (settle).
15. While my car (fix) I made a telephone call to my office.

II. Use appropriate prepositions:

1. Though the question had been discussed for a long time no decision was arrived _____.
2. The visit of this delegation is widely commented _____ in the newspapers.
3. He left for Australia five years ago and he hasn't been heard _____ since.
4. His presence at the meeting will be insisted _____.
5. I am sure he will be listened _____ with great attention.
6. The matter will be dealt _____ as soon as possible.
7. This newspaper article is often referred _____.
8. The article is very interesting because very important problems are touched _____ in it.
9. He can never be relied _____. Whenever he makes a promise he breaks it.
10. He was surprised to find a letter, he had never been written _____.

III. Translate the text:

Материалы, на которых люди писали в разные века, были очень разнообразны. Самым древним материалом был камень. Дерево начало

7. They _____ all the rules before they started to write the test.
- a. were explained b. had been explained c. have been explained.
8. Next week the winners of the competition _____ to London next week.
- a. will be taken b. will take c. will taken
9. The problem _____ when we returned to the classroom.
- a. was discussed b. has been discussed c. was being discussed
10. Look! He _____ for driving too fast by the police.
- a. was stopped b. has been stopped c. had been stopped

TEST 2

Match the beginning of the sentence on the left with its ending on the right:

- | | |
|--|--|
| 1) Have any interesting exhibitions or fairs | a. is being designed by several well-known architects. |
| 2) Something important | b. are made and contracts are signed in this office. |
| 3) This future church | c. will be described in several magazines. |
| 4) The experiment | d. been held recently? |
| 5) No decisions | e. always fulfilled in time? |
| 6) Are the orders | f. was being discussed, so I sat down to listen. |

Tapescripts

UNIT I

Task 1

Good evening. This is the six o'clock news bulletin with Jeremy Craig.

L: And Lucinda Thorpe.

J: Police are still searching for the killer of 36-year-old Richard Steen, whose body was found on the beach at Rockton-on-Sea last night. Steen had been shot through the head and although the reasons for his death are not clear, the police believe that his wife Michelle Steen might have been involved as she seems to have left the country.

L: The wife of business tycoon Roger Branston was safely returned to her home in Clankton this morning after police raided the house where her kidnappers were holding her. Glenda Branston was kidnapped last Wednesday as she was leaving her office in Castle Street by two men who told her husband that they would kill her unless he gave them £100,000. Fortunately, Mrs Branston was able to phone the police while her kidnappers were sleeping and they were able to rescue her and arrest the two men.

J: A group of six vandals aged between eight and thirteen were caught by police last night as they were leaving a city centre indoor car park after causing damage to several cars. The children were given a warning by the police and their parents have been ordered to pay for the damage to the vehicles involved. As a result, the city council has promised to install security cameras and increase the number of security guards in all of its indoor car parks.

L: And now on a lighter note. After three weeks of living in fear of the strange noises coming from their attic in the middle of the night, the Paterson family of Glenwich Close in Clankton can finally sleep in peace again. When James Paterson first heard the sounds coming from his attic he was convinced that there were problems with his water system. However, after his plumber told him that everything was in perfect working order, James and his family started to worry that they might have a ghost up there. Eventually, the Patersons decided to set up a

video camera to try and catch the culprit. To their amazement, when they played back the tape the next day, they discovered that their ghost was in fact a chimpanzee. Gideon Shaft, one of the zookeepers from Clankton Zoo went to collect Rosie the chimp from the Patersons' attic this morning. He told reporters that Rosie must have moved into the attic after disappearing from the zoo four weeks ago. He added that he was delighted to have her back safely.

J: Well, that's all for this evening. We hope you will join us again at the same time tomorrow. So until then, goodnight.

L: Goodnight.

Task 2

I think the Internet is the greatest invention ever. Think how it has changed the world. So much information is out there. It has totally changed my life. I can chat with friends, download music, buy books and get all the info I need for my homework. It took days or weeks to do any of these things before the Internet. I spend hours every day online. I think I spend a little too long. I'm sure staring at a computer screen all day isn't good for my eyes. I think it's also making me fat. I need to exercise a little more. The only thing I don't like about the Internet is that it can be dangerous. I don't really like putting my personal information online, especially on social networking sites like Facebook.

Task 3

Television

Speaker 1

Ninety-eight per cent of us in Britain have a TV set in our homes and, according to the experts, we rarely turn it off. In fact, the average viewer watches as much as 25 hours a week. Television informs, educates and entertains people. It also influences the way people look at the world and makes them change their views.

Speaker 2

Primary school teachers are complaining of youngsters' inability to concentrate

and their need to be constantly entertained. Some students do their homework in front of the television set. Others rush through their homework so they can watch television. It would seem that too much TV is to blame.

Speaker 3

Watching too much TV can lead to the “lodger” syndrome. Some husbands come home, sit in front of the TV and simply don’t communicate with their families at all. Even when programmes contain nothing negative, it’s not really a good thing for so many families to spend all their evenings glued to the box.

Speaker 4

However, there is another side to the picture. For the lonely, elderly or housebound, television can be a good thing, being a cheap and convenient form of entertainment and a “friendly face” in the house. It can be an ideal way to relax, without necessarily turning you into a TV addict.

Speaker 5

Television doesn’t just entertain, of course. There are times when it can be informative and can provide a source of good family conversation, e. g. TV programmes featuring various cultural, historical, political and artistic issues. For example, The National Geographic documentaries have recently become very popular.

Speaker 6

Informative, useful, entertaining and relaxing - and yes, banal and boring - television is all of these. But if we’re not selective, surely we have only ourselves to blame. TV can be apart of family life, but when it becomes all of it, maybe that’s the time to reach for the off switch.

Task 4

The World’s Longest Running Soap Opera

The British public particularly like soap operas. This is why a war has broken out between the four television stations as to who can make the best one. People are fond of them because they show real life situations. Their main aim is to

entertain people, but sometimes political or social questions like unemployment, the peace movement or minority problems are raised. "Coronation Street" marks the birth of British soap opera: this programme about ordinary northern English people was first broadcast in 1960. Since then, it has found followers throughout the world. Some countries have made similar TV serials of their own.

It took years for Britain to accept another soap opera called "East Enders", which gives an impression of conditions in the poorer suburbs of London.

Task 5

What was life like before Google? This might look like a silly and strange question, but it is a good one. Google has changed our lives. In an amazingly short space of time, the verb 'google' has entered our language. I think everything about Google is amazing. It helps us so much. We can find any information we want just by typing in what we want in the search box. I even like the Google home page. It's so simple. You know, I can't remember the last time a day went by when I didn't use Google for something. I wonder what Google will be like in the future. Only those at Google know. The strange thing about the Internet is that something we don't even know about yet might come along and totally replace Google overnight.

Task 6

Speaker A

Man: I was pretty dubious initially. You know, when I first trained they hadn't even invented calculators. You were expected to do all the calculations in your head or on paper. So when I first heard they were introducing computerisation. I thought, uh-oh, they'll have me out of the door in a year, I'll be as obsolete as the dinosaur. But it wasn't like that at all. The one-week training course was really excellent, and I was completely won over.

Speaker B

Woman: I'm in two minds really. Before they introduced the system there was a lot of talk about the paperless office and how we'd all be much more efficient. Well, it has made my life easier in some ways, but I waste a lot of time too. In the past, when junk mail arrived, you could tell from the envelope if it was something you needed or not. Well, now I spend at least half an hour a day sorting through my email and clearing out unwanted messages.

Speaker C

Man: As long ago as 1996, a batch of tinned corned beef with the use-by date of 00 was rejected by a computer which wrongly assumed the tins were 96 years out of date and refused to deliver them. As a result of this incident, food producers such as ourselves accelerated our Year 2000 programs and were consequently among those industries which were best-prepared to meet the challenge of the millennium bug.

Speaker D

Woman: If I knew why it had happened, I wouldn't be phoning you now. ... The reset button? Yes, I've tried that, but the whole system crashed again ten minutes later.... Yes, I am absolutely sure that there wasn't a disk in the drive at the time ... The software company? Yes, but I told you two minutes ago that it was the software company that recommended that I should phone you. They say it's a hardware fault. ... Well, really, I find this quite incredible ...

Speaker E

Man: That factory down the road used to employ over two hundred local people. Nowadays it's all done by computers and robots. They've got maybe twenty people there now; not even local lads, they're all smart London boys in suits. They call it progress, but it doesn't look like progress to me when you put decent working men on the dole just to cut your production costs a bit.

Speaker F

Woman: You know, after we started using computers in our firm widely, our managers suggested the outsource system, and I decided to start working from

home. Solitude doesn't bother me, though I thought it might. In fact I find I concentrate much better than I used to. But the funny thing is I expected to have more time for myself. In theory, I've gained two hours a day by cutting out the journey to and from the office. But instead I find that work seems to spill over into my private life. If I haven't planned anything special to do in the evening I'll just keep on going, and that's probably not very healthy

UNIT II

Task 1

Where would we be without language? We'd all be in our own worlds and we'd never really have a life. Can you imagine never talking to anyone? Of course if there was no language, we wouldn't be able to use body language or sign language. The fact that we do have languages means we have gone to the moon and built things like the Internet – which also needs a special computer language to work properly. I think language is amazing. It means we can tell anyone anything. I often think it's a shame there are so many languages in the world. If there was only one language, we could all communicate better. Perhaps that way, we'd all understand one another better. What would the world language be? At the moment, English.

Task 2

English language centre

Receptionist: English Language Center. How may I help you?

Caller: Yes. I'm calling to find out more information about your program. For example, what kind of courses do you offer?

Receptionist: Well, first of all, the purpose of our program is to provide language learning opportunities to this area's community [*Uh-hum*], whether a student's goal is to master basic functional language skills, let's say, for his or her job, or to study intensively to enter a US college or university.

Caller: Okay. I'm calling for a friend who is interested in attending a US university.

Receptionist: And that's the kind of, uh, instruction that we provide, from basic communication courses to content-based classes such as computer literacy, intercultural communication, and business English.

Caller: Great. What are your application deadlines for the next semester?

Receptionist: Well, we ask applicants to apply no later than two months before the semester begins. [*Uh-hum*] This gives us time to process the application and issue the student's I-20.

Caller: An I-20?

Receptionist: Oh, an I-20 is a form that indicates that we are giving permission for the student to study in our program, and then the student takes this form to the US embassy in his or her country to apply for the F-1 student visa.

Caller: Alright. What is the tuition for a full-time student?

Receptionist: It's two thousand thirty dollars.

Caller: And how does one apply?

Receptionist: Well, we can send you an application and you can mail it back to us, or you can fill out our application that's online at our Web site.

Caller: And are there other materials I would need to send in addition to the application form?

Receptionist: Uh, yes. You would need to send in a \$35 non-refundable application fee [*Uh-huh*], a sponsorship form indicating who will be responsible financially for the student while studying in our program, and a bank statement showing that you or your sponsor has sufficient funds to cover tuition expenses and living costs for the entire year of study.

Caller: And how can I send these materials to you?

Receptionist: You can either send the application packet by regular mail or you can fax it.

Caller: And the application fee?

Receptionist: We accept money orders, travellers checks, or credit cards.

Caller: Alright. I think that's about it.

Receptionist: Okay great.

Caller: Oh and what is your name?

Receptionist: Ok. My name is Tony Nelson. You can just call and ask for me.

Caller: Great. Thank you for help.

Receptionist: No problem and please don't hesitate to call again if you have any other questions.

Caller: Okay. Goodbye.

Task 3

Professor McKenzie: For many years now we have been referring to English as a global language as the language of communication and technology. Everybody seems to be learning English and it isn't uncommon to see English being used as a means of communication between let's see ... a German scientist and an Italian politician. These days ... if you don't know English, you are in danger of being excluded from what's going on ... in education, at work ... and especially in the world of technological advances. Very soon English will be the second language of all the people in the world. This is happening while I am speaking to you. We can't be certain of how long the process will take but there is no doubt that it will happen ... and my bet is that it will happen sooner rather than later. First of all English will be an obligatory subject on every school curriculum throughout the world. By the year 2010 around two billion people ... that's about a third of the World's population will speak English as their second language. This isn't my prediction by the way. This is what the experts say. We can see evidence of these changes all the time. Let's take the Eurovision Song Contest as an example. Whatever we might think of the contest itself one thing that has changed recently is that now countries can opt to sing in English. In the last festival fourteen of the twenty five competing countries asked for the rules to be changed to allow them to sing in English. They argued that singing in their own language would put them at a disadvantage. I suspect that in a few years time all twenty-five

countries will be singing in English. And what exactly does all of this mean for native speakers of English? Well, we are already in a minority. If the calculations are correct, then in ten years time, majority speakers ... that is non native English speakers ... will outnumber native English speakers by four to one. The two most important Englishes won't be British English and American English. They'll be Native English and Majority English. So native English speakers will be handicapped. We will be the only people in the world who speak just one language. Because ... let's face it ... there won't be much of a reason for native English speakers to learn a second language. We ... and not the Majority English speakers ... will be the disadvantaged. As more and more people speak English it makes sense that they will become more competent. They will start to control more of the English resources being produced and to have a say in what should or shouldn't be included in dictionaries and language books. This might seem far fetched but it is already starting to happen. Let's use Sweden as an example. Their music exports predominantly English ... account for more than thirty per cent of its export income. This exported English is bound to have an effect on English in general. And this is just one small example. So ... all of you native English speakers out there ... get ready to throw away your phrase books ... whether you're planning to visit Eastern Europe or the Himalayas ... one thing you won't have to worry about is the language!

Task 4

English Worldwide

English today is spoken on every continent. It is the most important or the official language in over 60 countries. It is the main language of business people and the one most often used in international tourism. About 85% of all messages sent on the Internet are in English.

After the fall of the British Empire English remained important in the 20th century because it was the language of the world's leading economic power, the United States. Today the US, with about 230 million people who speak English as

their first language, contains nearly four times as many English speakers as Britain (60 million), the next largest country with a large number of native speakers of the language. And Britain itself has almost twice as many native speakers as Australia and Canada together, which both have about 16 million each. Worldwide, about 400 million people speak English as their first language.

It is therefore not surprising that so many people want to learn English. In Europe alone, about 80% of young people who learn a foreign language choose English. They learn it because they may need it later in their jobs, or when travelling, or because they want to read books or magazines, listen to pop songs or watch films in English. And Europe is a typical example of an international trend. English is especially popular in countries like China and Indonesia, with their huge populations. So a language which 500 years ago was only used by a few million people in Britain is now spoken or learned by about a quarter to a third of the world's population. Quite a success story!

Task 4

How different students organize their vocabulary learning

Speaker 1. I have a little notebook. It's an address book with the letters of the alphabet, and I write the new words in two or three times a week. I write the English word first, then the translation, and a short sentence as an example. I try to learn ten new words a day.

Speaker 2. I have a little notebook. I always have it with me. I try to fill one page a day. Sometimes I put words in groups, like fruit all kinds of fruit, you know? Or colours, or clothes, or things and shops where you buy them. I have some grammar pages, where I write irregular verbs, or a page for prepositions. I think prepositions are difficult, you know on Sunday, in the morning, listen to a concert but you say phone someone. In my language we say "phone to someone".

Speaker 3. I stick little bits of paper all over my house! Sometimes I write what the thing is, er... On the mirror, I have mirror, on the door handle, I have door

handle. Yeah, I know, it's funny. My friend think. "What's the matter with her?" but I like it. And sometimes I write the words that are new, from the last lesson, and I put the word on the... on the kitchen door and I see it every two minutes!

Speaker 4. I write the new words on a little piece of paper, with the English on the one side and the Turkish on the other side. I write the English word in a sentence so I know how to use it, and what words it's used with. Then in my left pocket, I have the new words, and in the day, when I'm having a break or travelling on the bus, I take out the new words, and if I remember them, they go into my right pocket. If I don't remember them, they go into my left pocket again.

Speaker 5. I am very lazy! I don't do anything special at all! But I read a lot. I always have an English book in my bag. There are a lot of simple books, you know? Stories in easy English, they have questions at the back and they explain some difficult words, but I just enjoy the story and I think I learn new words and I don't know I learn new words, but I see a word six, maybe seven times, and then I know it! And the stories are good!

Speaker 6. I have a picture dictionary, which is good for learning words in groups, you know, jobs, the names for all the things in a car, like er... steering wheel, brake. But I don't know how to pronounce the words.

Speaker 7. I have a little cassette recorder, and after the lesson I record onto the tape the sentences that have the new words. Then when I am driving I can listen to them.

Speaker 8. I like to look up words in my dictionary. Especially, I like to find different parts of speech for the same word, mm... act, actor, actress, adjective active, adverb actively, noun action. That I think is very useful see! Use, useful, useless! A word family! And something else! I always put a mark with my pencil next to the word I look up. Then, if I look up the same word again, I think: "Ah! This word, I must learn it this time!"

UNIT III

Task 1

Come round to my place!

Speaker 1. Sumie

My name is Sumie. I come from Nagano, Japan. In my country we usually invite guests home at the weekend for dinner, at about 7 o'clock in the evening. Before they come, we must tidy the front garden and clean the entrance hall. Then we must spray it all with water to show that we welcome our guests with cleanliness. The guests usually bring a gift, and when they give you the gift they say, 'I'm sorry this is such a small gift,' but in fact they have chosen it very carefully. When the meal is ready the hostess says, 'We have nothing special for you today, but you are welcome to come this way'. You can see that in Japan you should try to be modest and you should not show off too much. If you don't understand our culture, you may think this is very strange. When we have foreign guests, we try to serve traditional Japanese meals like sushi, tempura, or sukiyaki, but when we have Japanese guests, we serve all kinds of food such as spaghetti, Chinese food, or steaks. When guests leave, the host and hostess see them out of the house and wait until their car turns the corner of the street; they wait until they can't see them any more.

Speaker 2. Kate

My name is Kate and I'm from Bristol in England. We like to have people over for lunch and they usually get here around noon. We often have people over to eat, but sometimes when we invite a lot of people over, for a family gathering for example, we have what's called a 'potluck lunch'. A potluck is an informal occasion, so people dress casually. If the weather is nice we'll have it outside in the garden. What makes it fun is that everyone who comes has to bring a dish of food. They're given a choice: starter, main course, salad or vegetable, or dessert. As the host, I know how many of each kind of dish the guests will bring, but not exactly what the foods will be. That's why it's called 'potluck' – it's a surprise, having a dinner party and not knowing what you're going to feed the guests! All I have to do is

make one dish myself and get cups, glasses, and knives and forks together, and supply the drinks. As the guests arrive, they put their dish on the table, and people help themselves. Some guests might bring a bottle of wine or flowers as a gift but I don't expect anything. It's a fun, relaxed way of getting together with friends or family.

Speaker 3. Lucas

My name is Lucas and I'm from Porto Alegre which is in the southern part of Brazil. We like to invite our friends over at weekends, on a Friday or a Saturday night for a 'Churrasco', or Brazilian barbecue. These are very popular in this part of Brazil. People come about 8.00 in the evening and stay to midnight or even later – sometimes until 2.00 in the morning, whenever people start getting sleepy. People stay a long time; there is no set time for dinner to end. We'll sit around and play cards or just talk. It's very informal. If people want to bring something, I'll tell them to bring something for the meal like a bottle of wine or something for dessert. Ah, but what about the food? At a 'Churrasco', we cook different kinds of meat on long metal skewers over an open flame. We have all kinds of meat: beef, pork, and maybe Brazilian sausage. Sometimes chicken too. Then we cut off slices of meat from the skewers to serve the guests. It's really delicious. We usually have potato salad or rice as side dishes. After the meal we drink coffee or espresso.

Task 2

1. I think above all we are strong individualists. We want as few rules as possible governing our lives. We are also very hard-working. People here live to work and don't work to live. We are also very optimistic, and we think that if we work hard, we can achieve anything. On the negative side, I think we are extremely materialistic. The measure of success for most people here is money. We are extremely concerned with 'things' – possessions and the bigger the better. Personally, I think I have inherited the typical optimism and drive, and I'm also an individualist, so I think I'm probably quite typical, but I hope I'm less materialistic than many of my countrymen seem to be.

2. Generally speaking, I think we are very sociable and easy-going, and we're great storytellers. People are also quite religious and family oriented, we're also very patriotic. Maybe this is because we are small country and so many of us live abroad. Historically there has always been a lot of emigration. Weaknesses? I think we can be very melancholic and nostalgic, you only have to listen to our music to hear this – it's often quite tad and slow. It's probably because of our climate and our history. The stereotypical image is that one minute we are laughing and telling you a funny story and the next minute we are crying into our beer. Which reminds me that we also drink quite a lot. I think I'm quite typical in many respects, although I'm not particularly melancholic.

3. It's difficult to generalize about us as a people, especially as our big cities now have such a multi ethnic population, but I would say that we're basically very tolerant and open-minded. We're not nearly as insular as we used to be. We defend the things that we believe in - when we have to - and we avoid taking extreme positions, which I think is another strength. One of our main weaknesses, though, is that we can be quite self-satisfied and arrogant towards foreigners. Just think of our inability, or our unwillingness, to learn foreign languages! I'd also say that that we can be lazy, and we're a bit careless about the way we dress, and also we drink too much. I don't think I'm very typical, though I do definitely have one of the weaknesses – but I'm not going to say which!

4. As a nation we're very proud of our identity and our cultural heritage. We're an inventive people, but we often feel marginalized and forgotten by our bigger neighbour, England that is. We're very sociable and like to have a good time. We're also great travellers and people often compliment us on the good behaviour of our sports fans abroad. On the other hand, we do have a tendency to melancholy – maybe it's something to do with the weather, you know we tend to think that life is hard. There's also a negative attitude towards our neighbour – and this can range from humorous comments to actual violence. And although we are keen travellers, we can be quite negative towards foreigners. Some people would

like to see the country kept only for us, without apparently understanding how negative that could be. I don't think of myself as a typical example. I love the country, and think it has some of the most beautiful scenery in the world, but I feel that we tend to focus too much on the wrongs done to us in the distant past, rather than trying to move on.

Task 3

Living in New York

I = Interviewer J = Justin C = Cinda

I How long have you been here in New York?

J Uhh ... Nearly three years.

I And are you enjoying it?

J We love it here.

C It's brilliant.

I So what do you like best?

C Oh, the buzz, the atmosphere, the mixture of all kinds of people. The speed of everything – it's exciting ...

J I love the architecture, it's so different from London. Walking the streets and looking up at all those skyscrapers.

I And what about the people?

C Well, New Yorkers have a reputation for being rude and unfriendly, but I don't think that's true. New Yorkers are always in a hurry, but they're not unfriendly.

J What I love is the great mix of nationalities and cultures. It's got to be the most cosmopolitan city in the world.

I More than London?

J Uh ... I think so, but they're both very mixed.

C Life here seems much faster than in London. Everyone's in such a rush. Everything's done for speed. For example, I don't think people cook at home much – everyone seems to eat out or get food delivered because it's quicker and easier.

I Have you made many friends here?

J I've made friends at work mostly. But it's difficult to make friends outside of work – people are so busy. But mostly I find people pretty friendly.

C Except the taxi drivers! Some of the rudest people I've ever met were New York City taxi drivers!

J And the some of the worst drivers. Every time I sit in a taxi I say a prayer. They drive so fast and suddenly they change lanes. And worst of all, they don't seem to know where anything is.

C Yeah – you spend the entire journey giving directions. Anyway, I like using the subway. It's cheap.

J Yeah, and easy to use and it seems safe to me. We walk a lot as well.

I Do you have a car?

J No, we don't. Not many of our friends do, actually. You don't really need one.

C I'd hate to drive in the city, I'd be terrified. Anyway, you can get everything delivered to your door – not just food.

I Don't you go shopping?

J Oh, yes, of course we do. Not all of us can afford to shop on Fifth Avenue, you know! But it's fun to look.

C Actually, the shops – sorry, the stores – are great. Always open – well nearly always, till 9:00 or 10:00 at night.

J People work much later here. I wasn't expecting to work such long hours! And the holidays – sorry, vacation time – and the public holidays are much shorter. I only get ten days a year. It's difficult for people like us with families in other countries. It's difficult to find time to visit them.

I But generally you're happy?

J Fantastic!

C It's an amazing place, but in a few years I think I'll be exhausted and ready for a quieter life!

Living in London

I = Interviewer A = Alan

I Alan, how long have you lived in London?

A Fifteen years.

I And do you like it here?

A Sure I like it – but London is one of those cities that you love and hate at the same time.

I So first – what do you hate?

A Oh, the usual big city things – the crowds, the dirt, the traffic, and of course, the Underground –I mean, it's so expensive compared with the subway in New York.

I And what do you like?

A Oh, a lot: fantastic theaters – I'm an actor so that's important for me – great art galleries, museums, I love the Natural History Museum, concerts, wonderful orchestras. The best of everything comes to London.

I And what's best for you?

A For me? Oh, I just love standing on Waterloo Bridge and looking down the river at the Houses of Parliament. And now, of course, there's the London Eye – I think it's just wonderful. And I like traveling in the black cabs. Taxi drivers here are great, so friendly! They tell you their life stories and they know every street in London – not like in New York.

I And what about the people? What do you think of Londoners?

A Ah, well, generally speaking, I, uh, think that they do live up to their reputation – they are reserved. It takes a while to get to know people. They won't tell you about themselves. You say to an American "How are you?" and you get "Oh, man, I'm just great. I just got a promotion and I just love working here in Dallas, Denver, Detroit, Delaware, etc., etc." You ask an Englishman "How are you?" and you get "Er ... Fine, thank you."

I So the stereotype's true?

A Yeah, they're pretty reserved. They don't like giving personal details, but

they complain a lot about life generally. They seem much less positive about life – much more cynical than Americans. They grumble about transport and politicians and money, how much things cost, their work ...

I So, we're a miserable lot then!

A Oh, not really. Leisure time is really important to the British. I think for many Americans, work is the most important thing in their lives. Americans work much longer hours. In Britain, they get more vacation time and time off ...

I ... and still they grumble!

A Yeah.

I You've been in London 15 years. Has it changed in that time?

A Oh, yeah, a lot – especially the shops, they stay open much longer now. They used to close every Wednesday afternoon. People in the States could never believe that. Oh, and the food!

I Everyone says English food is terrible. Is it?

A Well, when I first came it was terrible. It was so hard to get good food. Nowadays, it's not hard at all. London has some great restaurants – my favorite here is the Indian food, it's fantastic. I think we have one of the best right here in our street. Just the best.

I You live in south London. Do you like it there?

A Very much. I love the mix of cultures and nationalities in every street.

I How long do you think you'll stay here?

A Oh, I don't know. Maybe five more years. Maybe forever!

Literature

1. Блинова, С. И. Практика английского языка. Сборник упражнений [Текст] / С. И. Блинова [и др.]. – СПб.: Союз, 2000. – 384 с.
2. Выборова, Г. Е. Сборник упражнений по английской грамматике [Текст] / Г. Е. Выборова, К. С. Махмурян. – М.: АСТ-Пресс, 1998. – 176 с.
3. Дроздова, Т. Ю. English Grammar: Reference and Practice: учеб. пособие [Текст] / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. – СПб.: ООО «Издательство «Химера», 1999. – 360 с.
4. Дроздова, Т. Ю. Английский для подготовки к экзаменам [Текст] / Т. Ю. Дроздова, И. В. Ларионова. – СПб.: Антология, 2010. – 408 с.
5. Корженевич, Ю. В. Spoken English: практикум для студентов специальностей ”Биология (по направлениям)“, ”Садово-парковый дизайн“, ”Промышленное рыбоводство“ дневной и заочной формы обучения [Текст] / Ю. В. Корженевич. – Пинск: ПолесГУ, 2012. – 58 с.
6. Лахотюк, Л. А. Языки и культуры: учебное пособие [Текст] / Л. А. Лахотюк, О. В. Михайлова. – Национальный исследовательский Томский политехнический университет – Томск: Изд-во Томского политехнического университета, 2010. – 216 с.
7. Лобкова, Е. В. Mass Media: Учебное пособие по английскому языку для студентов I – II курсов всех специальностей [Текст]. Е. В. Лобкова, Г. Н. Мусагитова. – Омск: Изд-во СибАДИ, 2010. – 108 с.
8. Мингазова, Ф. К. National and International Diversity: Challenges and Opportunities. Учебно-методическое пособие [Текст] / Ф. К. Мингазова. – Ижевск: Изд-во «Удмуртский университет», 2014. – 108 с.
9. Павлоцкий, В. М. Проверь свой английский: Пособие для тренировки и контроля качества знаний по английскому языку [Текст] / В. М. Павлоцкий. – СПб.: КАРО, 2005. – 256 с.
10. Романова, Л. И. Практическая грамматика английского языка [Текст] / Л. И. Романова. – М.: Рольф, 2000. – 384 с.

11. Саакян, А. С. Упражнения по грамматике современного английского языка [Текст] / А. С. Саакян. – М.: Айрис-пресс, 2004. – 448 с.
12. Сатинова, В.Ф. Читаем и говорим о Британии и британцах [Текст] / В. Ф. Сатинова. – 3-е изд. – Мн.: Выш. шк., 1998. – 255 с.
13. Слуднева, Л. В. Американский английский: Учитесь читать и слушать: Учебное пособие [Текст] / Л. В. Слуднева. / Под ред. А.В. Кравченко. – Иркутск: Изд-во ИГЛУ, 1998. – 130 с.
14. Тимановская, Н. Ф. Взгляд на англоговорящие страны. Учеб. Пособ. Для 8-11 кл. сред. шк., студентов [Текст] / Н. Ф. Тимановская. – Тула: Автограф, 1999. – 384 с.
15. Хведчня, Л. В. Практическая грамматика современного английского языка [Текст] / Л. В.Хведчня, Р. В. Хорень, И. В. Крюковская и др. – Мн.: Интерпрессервис; Книжный дом, 2002. – 668 с.
16. Dooley, J. Enterprise: Grammar [Text] / J. Dooley, V. Evans. – Express Publishing, 2000. – 159 p.
17. Dooley, J. Grammarway 3 [Text] / J. Dooley, V. Evans. – Express Publishing, 2006. – 216 p.
18. Dooley, J. Grammarway 4 with Answers [Text] / J. Dooley, V. Evans. – Express Publishing, 2006. – 278 p.
19. Eastwood, J. Oxford Practice Grammar Intermediate with answers [Текст] / J. Eastwood. – Oxford: Oxford University Press, 2006. – 439 p.
20. Evans, V. Enterprise 4 Coursebook. Intermediate [Text] / V. Evans, J. Doodley. – Express publishing, 2000. – 202 p.
21. Everyday English. Full Version: учеб. Пособие для студентов гуманитарных вузов и старшеклассников школ и гимназий с углубленным изучением английского языка [Текст] / Т. Ю. Дроздова [и др.]. – СПб.: ООО «Издательство «Химера», 2000. – 656 с.
22. Foll, D. First Certificate Avenues. Coursebook [Text] / D. Foll, Kelly A. – Cambridge University Press, 2001. – 192 p.

23. Klekovkina, E. Practice Tests for the Russian State Exams [Text] / E. Klekovkina, M. Mann, S. Taylore-Knowles. – Oxford: Macmillan Publishers Limited, 2006. – 248 p.
24. Klekovkina, E. Practice Tests for the Russian State Exams: Teacher's Guide [Text] / E. Klekovkina, M. Mann, S. Taylore-Knowles. – Oxford: Macmillan Publishers Limited, 2006. – 87 p.
25. Macmillan English Dictionary for Advanced Learners [Text]: International Student Edition. – Oxford: Macmillan Publishers Limited, 2006. – 1692 p.
26. Mann, M. Macmillian Exam Skills for Russia: Grammar and Vocabulary [Text] / M. Mann, S. Taylore-Knowles, E. Klekovkina. – Oxford: Macmillan Publishers Limited, 2006. – 224 p.
27. Mann, M. Speaking and Listening. Exam Skills for Russia: Student's Book [Text] / M. Mann, S. Taylore-Knowles. – Oxford: Macmillan Publishers Limited, 2006. – 176 p.
28. Mann, M. Speaking and Listening. Exam Skills for Russia: Teacher's Guide [Text] / M. Mann, S. Taylore-Knowles. – Oxford: Macmillan Publishers Limited, 2006. – 48 p.
29. McCarthy, M. English Vocabulary in Use (upper-intermediate and advanced). [Text] / M. McCarthy, F. O'Dell. – Cambridge University Press, 1999. – 296 p.
30. McGowen, B. Clockwise Pre-Intermediate: Student's Book [Text] / B. McGowen, V. Richardson. – Oxford: Oxford University Press, 2001. – 111 p.
31. Murphy, R. English Grammar in Use [Text] / R. Murphy. – Cambridge: Cambridge University Press, 2006. – 379 p.
32. Redman, S. English Vocabulary in Use (pre-intermediate & intermediate). [Text] / S. Redman. – Cambridge University Press, 2001. – 142 p.
33. Soars, J. New Headway Intermediate. Student's Book [Text] / J. Soars, L. Soars. – Oxford: Oxford University Press, 2000. – 159 p.
34. Soars, J. New Headway. Pre-Intermediate. Student's Book [Text] / J. Soars, L. Soars. – Oxford: Oxford University Press, 2002. – 144 p.

35. Soars, J. New Headway. Elementary. Student's Book [Text] / J. Soars, L. Soars. – Oxford: Oxford University Press, 2000. – 144 p.
36. Swan, M. How English Works. A Grammar Practice Book [Text] / M. Swan, C. Walter. – Oxford: Oxford University Press, 1997. – 358 p.
37. Oxenden, C. New English File. Intermediate. Student's book [Text] / C. Oxenden, C. Latham-Koenig, P. Seligson. – Oxford: Oxford University Press, 2005. – 159 p.
38. Oxenden, C. New English File. Upper-Intermediate. Student's book [Text] / C. Oxenden, C. Latham-Koenig. – Oxford: Oxford University Press, 2010. – 160 p.
39. Vince, M. First Certificate Language Practice with Key: English Grammar and Vocabulary [Text] / M. Vince, P. Emmerson. – Oxford: Macmillan, 2003. – 342 p.
40. Virginia, E. Enterprise 3. Coursebook. Pre-Intermediate [Text] / E. Evans, J. Dooley. – Express Publishing, 2002. – 142 p.
41. Virginia, E. Enterprise 3. Workbook. Pre-Intermediate [Text] / E. Evans, J. Dooley. – Express Publishing, 2002. – 142 p.