

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ
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ИМЕНИ ЯРОСЛАВА МУДРОГО»

**ENGLISH LANGUAGE IN DIFFERENT SPHERES OF HUMAN
ACTIVITY**

Учебное пособие для бакалавров

Великий Новгород
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Настоящее издание предназначено в качестве базового пособия для студентов I курса. Учебное пособие содержит текстовый материал, словарный запас по темам учебно-образовательного и социокультурного общения, серию упражнений, направленных на развитие навыков говорения. Грамматический справочник помогает студентам работать самостоятельно и совершенствовать грамматические знания.

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ПРЕДИСЛОВИЕ

Настоящее учебное пособие предназначено для студентов-бакалавров первого курса, продолжающих изучение английского языка в вузе на этапе общебакалаврской подготовки.

Учебное пособие составлено на основе *компетентностного подхода*. Такой подход определяет следующие **цели** курса:

1. Развитие языковой компетенции как совокупности языковых знаний, умений и навыков, соответствующих задачам общения на общие темы.

2. Развитие речевой компетенции как совокупности речевых умений и навыков: чтения, аудирования, говорения и письменной речи, и готовности их реализовывать в репродуктивной и продуктивной речевой деятельности в соответствии с коммуникативными задачами.

Из этих целей вытекают конкретные учебные **задачи**:

- обеспечить закрепление и активизацию грамматического материала по темам, представленным в соответствующих разделах;
- расширить активный и пассивный словарный запас студентов по изучаемым темам;
- развить умения и навыки ознакомительного, просмотрового, поискового чтения;
- развить умения и навыки разных видов говорения, в том числе ведения беседы и выступления с сообщением.

Пособие состоит из пяти тематических уроков. Текстовый материал каждого урока является аутентичным, современным и информативным, обеспечивая развитие общей эрудиции студентов; языковой материал (лексика и грамматика) функционален; методы и способы организации учебно-познавательной деятельности, реализуемые в системе упражнений и заданий, развивают умения и навыки, а также личностные качества, которые обеспечивают готовность к их использованию.

Для эффективной аудиторной работы студентов в конце пособия представлен лексический материал по каждой теме учебно-образовательного и социокультурного общения, краткий грамматический справочник и список неправильных глаголов. Грамматический материал снабжен таблицами и пояснениями, которые помогают студенту совершенствовать свои навыки самостоятельно.

В составе последнего урока в разделе *Grammar in practice* представлен образец, так называемого, “*Replacement Test*” и текстовое задание. Такие задания помогут студентам оценить уровень своих знаний по темам изученного грамматического и лексического материала и подготовиться к итоговому контролю.

LESSON 1

HOBBIES AND LEISURE TIME
ACTIVITIES**Grammar in practice:**

1. Active Voice (*Perfect Continuous*).
2. Passive Voice.

LEAD-IN:**Talking points (answer some questions):**

- 1) What do you usually do in your free time?
- 2) Do you prefer to spend free time alone or with other people?
- 3) Do you like to create things?
- 4) How about getting outside and being active?
- 5) What do you think of when you hear the word “hobby”?
- 6) Do people need hobbies? Why or why not?
- 7) Do you agree: “*People have hobbies for pleasure. A person’s hobby is usually connected to what they enjoy*”?
- 8) What hobbies do you have?
- 9) Have you ever heard about such an interesting fact:

A hobby is also a falcon (a bird) that can be trained to fly at pigeons and partridges. In the Middle Ages, a popular activity was training falcons to fly at other birds. It is believed that this is where the word hobby got its meaning.

- 10) What’s the difference between a hobby and leisure activity?

Do you agree that a hobby (e.g. gardening, sewing, painting, knitting, collecting, exercising, fishing etc.) can be part of our leisure time and leisure time is not spent on things that you have to do, like work, studying, errands, housework, etc?

- 11) May leisure activities change according to what is going on in your life? Why or why not?
- 12) How might hobbies and leisure activities improve your life?

Exercise 1. Read the following opinions and ask your own questions to each other on the basis of the given information:

Leisure Time Activities

Some people say that it is very important for everybody to have a hobby. Others do nothing but watch TV or listen to music in their free time.

Our lives would be hard without rest and recreation. People have quite different ideas of how to spend their free time. For some of them the only way to relax is watching TV or drinking beer. But other people use their spare time getting maximum benefit from it.

I strongly feel that hobbies make our lives much more interesting. There are different kinds of hobbies such as reading, cooking, knitting, collecting, playing a musical instrument, painting, photography, dancing, travelling, sports and many others. So you can always find an exciting activity which you will certainly like. Personally, I am fond of camping. To my mind, it is a great opportunity to get away from town life. What is more, camping is a cheap way to rest, to improve your health, to train yourself physically and to enjoy nature.

Nevertheless, quite a lot of people have no hobby. Most of them say that they are too busy or too tired to do anything in their free time. But I am sure that such people are lazy and passive and their lives are dull and uneventful.

In general, having a hobby is very important for everybody because it is a kind of self-expression and the way to understand other people and the whole world. A hobby makes you stronger physically and mentally, helps you escape from reality, improve your knowledge, broaden your mind, develop your skills and gain a better understanding of how the world works.

Many teenagers enjoy playing computer games. Some people, however, believe that teenagers should spend their free time doing more physical activities.

Computer games are extremely popular nowadays. A lot of teenagers play computer games in order to escape dull reality and to fight with horrible monsters or to save the world from hostile aliens.

Personally, I am fond of playing computer games. They give me an opportunity to plunge into exciting adventures: to overcome obstacles, to fly an aircraft or to pilot a spacecraft, to solve different puzzles, to look after a virtual pet, to build cities, to play sport games and even to control the lives of people. Computer games are constantly becoming more life-like and complex. New styles and genres appear. That's why I can't resist the temptation to buy new computer games every month.

But according to experts, computer games can be rather dangerous and they can harm teenagers' health. They say that computer games make young people unsociable and passive. They are absorbed in games without speaking to each other for a long time. A lot of teenagers can play for hours without eating, sleeping or learning. They sit in front of the computer screen exercising their fingers instead of doing physical activities. That's why the levels of obesity among teenagers are rising. Besides, computer games cause addiction.

To conclude, computer games have both advantages and disadvantages. Violent computer games make teenagers aggressive. But educational games help teenagers develop many skills. Anyway, it is necessary not to forget about sports as it helps teenagers to be healthy and to stay in good shape.

Some people prefer eating out. However, many people still like cooking meals at home.

Different people have different tastes. Some of them prefer eating out, while others enjoy tasty food at home. In the past people went to cafes and restaurants only on special occasions. But they are eating out more frequently now.

Personally, I enjoy eating out. Firstly, the choice of restaurants is great nowadays. You can try different foreign cuisines and you can always find something to your taste. There are Italian, Chinese, Indian, Japanese, Mexican, Turkish and many other restaurants in every city. Besides, you can go to bars, cafes or pubs. Secondly, many people work too much and have no time to cook meals at home. Thirdly, they go to bars, cafes or restaurants to meet with their friends or to celebrate a holiday. Finally, at a restaurant you will be able to relax and enjoy tasty food, good service and the atmosphere of festivity.

However, a lot of people prefer eating at home. Some of them say that it is too expensive to go to a restaurant. Others just enjoy cooking meals. What is more, some people are sure that home meals are tastier and more nutritious than food which is served at a restaurant or a cafe.

To sum up, eating at home is cheaper and more traditional. But if you want to relax and to feel a holiday atmosphere, you will certainly eat out.

Ecotourism is one of the fastest-growing sectors of the tourism industry today. Some people think that it teaches tourists to take care of nature and wildlife. Others say that ecotourism has a number of disadvantages.

Environmental pollution has disastrous effects on nature and wildlife. That is why nowadays many people try to damage the environment as little as possible. Ecotourism means travelling to natural destinations with rare flora and fauna. Its main goal is to conserve the environment and to improve the well-being of local people.

In my opinion, ecotourism gives us an opportunity to broaden our mind, to discover new ways of life, to meet interesting people and to improve our knowledge of history and geography. It provides funds for conservation and jobs to local people because tourists use local transportation, inns and markets. Besides, ecotourism helps people understand the environment around them, makes them respect different cultures and be careful with nature.

However, ecotourism has some negative aspects. The increasing number of tourists can damage the local environment. Some tourists pollute drinking water, pick up rare flowers and disturb wild animals. They often purchase souvenirs made from the skin of endangered animals or leaves of rare plants and scare away animals.

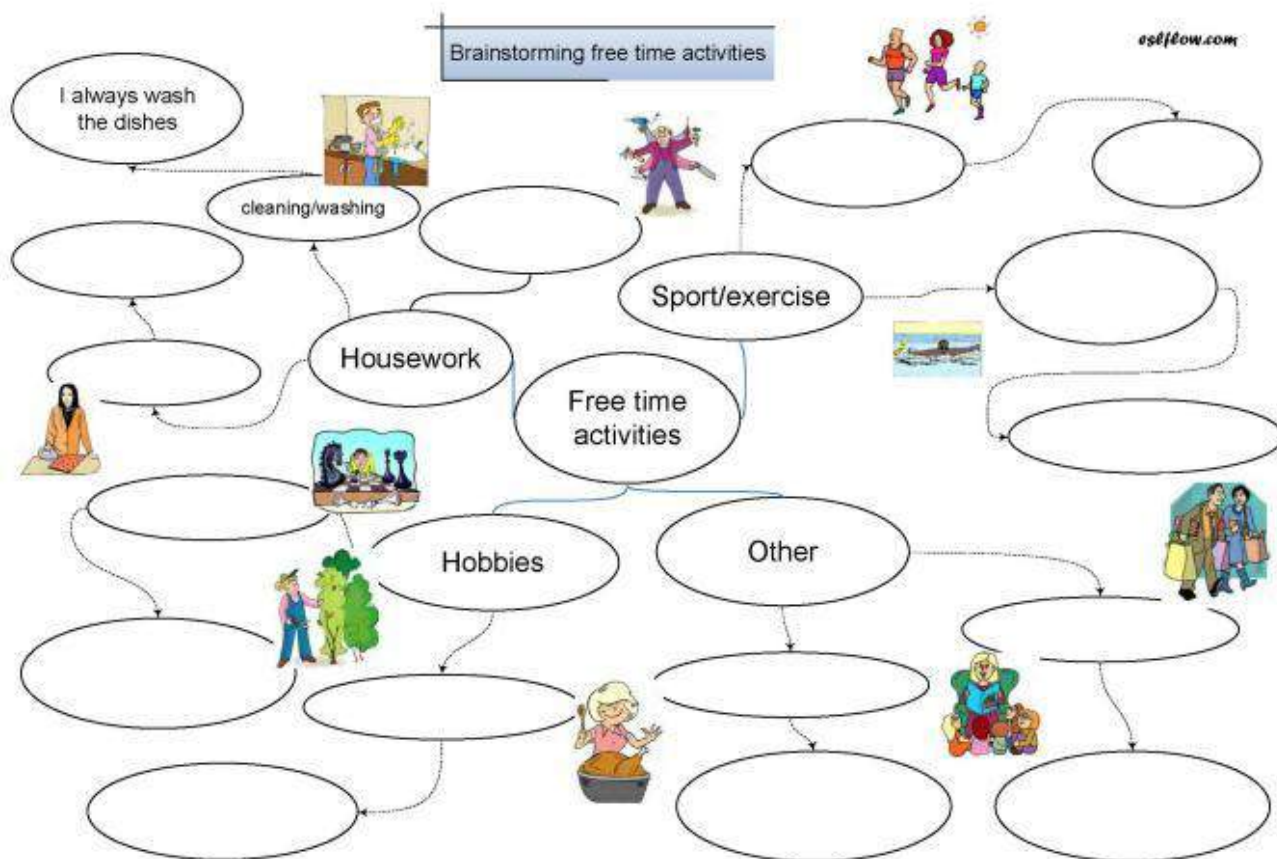
Exercise 2. a) *Read how people describe the way they spend their free time. Try to guess what leisure activities they mean. The hints are given in the box.*

gardening	watching films	playing a musical instrument	jogging	playing chess	taking
pictures	surfing the Internet	shopping			

1. Usually I use colour, but sometimes you get a better effect with black and white. It really depends on the subject.
2. I really enjoy going round the shops and markets looking for a bargain.
3. I try to practise every day but sometimes it's difficult because I don't want to disturb my neighbours too much. And one neighbour gets very angry if I play the same thing over and over again.
4. The great thing is you can do it when you like. I usually do it three or four times a week – either early in the morning or after university. I only go for about 25 minutes but it really keeps me fit.
5. I joined the club because I wanted to get better, and I now play twice a week in the evenings. It has helped me a lot and I have a much better memory for all the different moves and strategies.
6. I think this is a very common hobby for people like me, who have their own house with a garden and enjoy growing plants.

b) Describe how you spend your free time without naming the leisure activity and let your group mates guess what it is.

Exercise 3. *What can people do in their free time? Add as many words as you can to the word web using the topical vocabulary.*



Typical hobbies	Typical sports	Other activities
Watching television Visiting friends Listening to music Reading books Going to the pub Going to a restaurant Gardening Going for a drive Going for a walk Photography / Taking photographs Surfing the net	Ball games Football Rugby Cricket Tennis Squash Hockey Baseball Basketball Volleyball Martial arts Judo Karate Kickboxing Boxing Extreme sports Paragliding Rock climbing	Jogging Keeping fit Horse-riding Hiking Skateboarding Gymnastics flying a kite skipping rope ice skating doing puzzles climbing playing hopscotch reading books playing paintball scuba diving riding a bike playing cards playing the guitar playing checkers doing ballet

	Caving Mountaineering <i>Water sports</i> Swimming Diving Sailing Canoeing Windsurfing	singing songs camping fishing
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Exercise 4. a) Think of different hobbies and categorize them by “active” or “passive”. An active hobby involves direct participation. Passive hobbies involve observation or study.

Active Hobbies	Passive Hobbies
1. <i>Swimming</i>	1. <i>Watching movies</i>
2.	2.
3.	3.

b). Think of different hobbies and categorize them by “low-cost” or “expensive”.

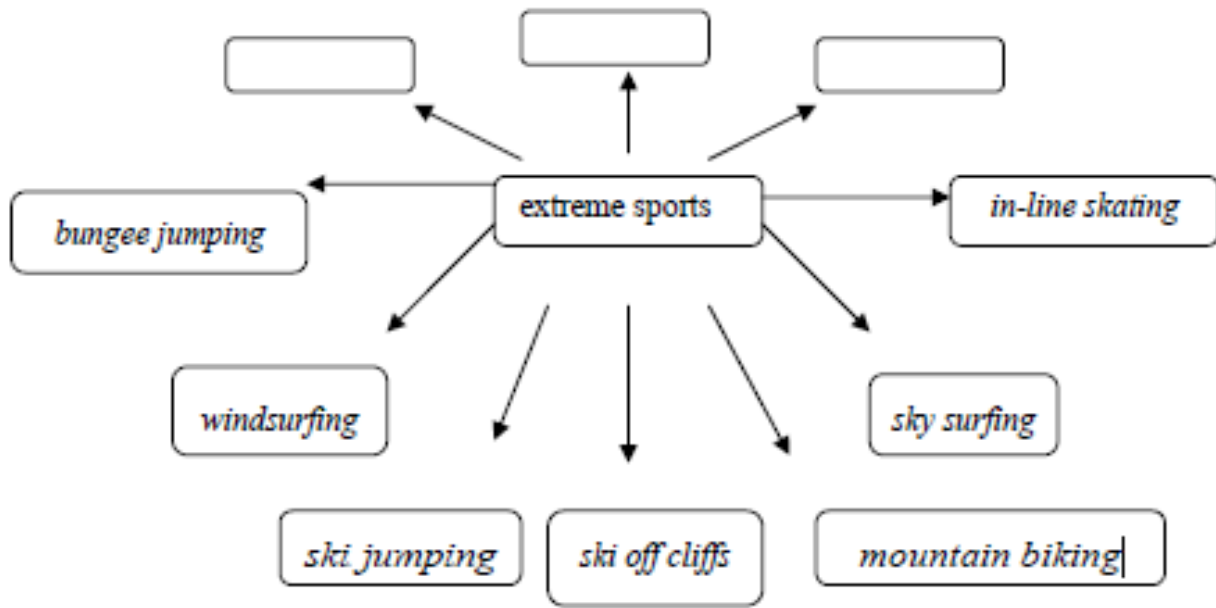
Low-Cost Hobbies	Expensive Hobbies
1. <i>Running</i>	1. <i>Playing golf</i>
2.	2.
3.	3.

c) Where do these activities belong?

surfing, go shopping , scuba diving , playing video games, skiing, sunbathing, surfing the internet, building sand castles, hiking, swimming, horse riding, having a picnic, bungee jumping, rollerblading, cycling, snowboarding, bird watching, watching TV, eating out, playing chess

Indoor	Outdoor summer	Outdoor winter	All season outdoor

d) Complete the table "Extreme Sports". What new items can we add? Why do people participate in extreme sports? What is your view of these kinds of activities? Is it basically positive, basically negative, or something in between?



Exercise 5. a) Match each activity / sport and the verb (DO/PLAY/GO) it goes with and read the resulting phrases aloud.

DO	PLAY	GO
yoga	chess	cycling

aerobics soccer yoga skating
 athletics bowling basketball cycling
 skiing chess wrestling snorkeling
 weightlifting volleyball hockey
 judo snowboarding gymnastics
 badminton tennis jogging

b) What activities from the list above do you need this gear for?

- a) a mat, a kimono, a belt;
- b) skates, a stick, a puck, a helmet;
- c) a board, a helmet, goggles;

- d) a racket, a shuttlecock, shoes;
- e) a mask, flippers, swimming suit / trunks, tube;
- f) loose fitting clothes, a mat;
- g) a ball, a basket, shoes, uniform.

c) What sports do these phrases describe?

- a) to do the backstroke / the crawl / the breaststroke;
- b) to shoot the puck into the net, to stop the puck from going into the net;
- c) to ride the snowboard downhill, to perform tricks, to do jumps;
- d) to throw the opponent to the mat, to be a system of self-defence, to kick the opponent;
- e) to pass the ball, to bounce the ball, to put the ball through the other team's hoop;
- f) to score a goal, to kick the ball into the net, a goalie.

Exercise 6. Fill in the gap with the appropriate form of the verbs from the box.

to earn to break to finish to gather to receive to win

Several Dutch swimmers have been rising in the swim world during the last few years. The Dutch swim team _____ some medals at the Atlanta Olympics. At the 1998 World Championships they _____ some more medals including gold as several swimmers made the finals.

At the 1999 European championships most of the press reports were on Pieter van den Hoogenband but the Dutch men's swim team _____ the European record in the 4 x 100 m free relay (эстафета). While everybody in the swimming world is now aware of Pieter van den Hoogenband, many of his team mates have also been doing well. At the Sydney Olympics both the Dutch men and women's teams _____ relay medals. In the 2001 World Championships, the Dutch men's 400 m freestyle relay swam the 4th fastest relay of all time at that time. In Athens this relay _____ second ahead of the US team and behind the South Africans. Also in Sydney the women's 400 m freestyle relay _____ bronze.

Exercise 7. Look at the nouns below and write them in the correct column.

	composer	poem	author	painter	oil	
	painting	instrument	band	palette	sketch	tune
	chapter	orchestra	bugle	biography	brush	
detective story	banjo	portrait	fiction	play	drawing	novel
		pianist	pop group			

ART	MUSIC	LITERATURE

Exercise 8. *Read the text and retell it:*

Going out by Thomas

Most people, as teenagers, go out on Friday or Saturday nights, as there is no school or college to go to early in the morning on the next day, so they can stay up late. The choice of places to go and spend these evenings is different in towns and cities and in the countryside, generally. Maybe in a small village there could be one pub or disco which is open on a Friday evening whereas in the city you could choose from many of each, alongside many other types of places to go to as well, like concerts, the theatre, or the cinema. For me this was always a time to spend time with my friends, and to meet new friends. I remember when I was younger, about 15 or 16, I used to go to a rock disco every week at a local university. A little bit later, I started going to a pub every Friday night, which was a biker's pub where they played very loud rock music all evening and a lot of bikers and rockers would go to meet, have fun together, and get drunk.

Then I went through quite a long period of trying to go to see a concert every week, at least once a week. Sometimes I'd even go in the middle of the week, even if I had school the next day, if a band was playing that I liked very much, and sometimes I'd get back home at 2 o'clock in the morning and still have to get up for college the next day.

During the time I lived in Glastonbury, as I wasn't working within a set daily routine I'd go out many nights of the week, normally to visit friends in their houses to talk or to listen to music. Because this was quite a close community, many friends would meet at each other's houses and I'd often go to visit somebody and unexpectedly find other good friends there.

Sometimes, especially in the summer, we'd go to climb the local hill together in the night, and bring musical instruments with us such as drums, flutes and didgeridoos. As this was a long way away from many houses, we wouldn't disturb anybody with our music. Since I've been more involved with music, I've spent quite a lot of evenings going out to play, either to play concerts or to sit in a pub where people come with their instruments and play "sessions" together, like in Ireland. In Ireland, one of the main forms of entertainment is that people go to play music in the pub or listen to the music if they don't play an instrument.

I've occasionally been out with friends to restaurants in Budapest, although as a vegetarian I find that there is very little I can eat in most restaurants, and the restaurants that are specifically designed to cater for vegetarians are generally too expensive - although there's generally something

on the menu I can eat, it's normally fried cheese or mushrooms or cauliflower with chips or rice and a vegetable salad. If this happens, it's normally because Maria or I have just had a particularly well-paid concert and we can afford it.

In England I used to enjoy going to the theatre very much, and I've enjoyed it here in Budapest too, although most of the time the language is a block, and I can't understand very many plays unless they're mostly visual. I went however to see "A Midsummer Night's Dream" in Hungarian, and as I know the play in English, having seen it a few times in England, I could understand what was happening and was very impressed by the production and performance and especially by the music.

When I was a child, going out meant going to places with my father and mother of course. On Sundays we would often go to places in the nearest town such as museums or exhibitions. I used to like it very much and have some very strong memories from this time, especially visiting a natural history museum, where there were a lot of stuffed animals and birds. It was really nice to be able to see these animals so close up.

I also remember a few times being taken out to the nearest National Park, the Peak District in Derbyshire. We used to go to some beautiful places there. We visited Matlock a few times, which is a very high village where there's an animal park, like a very large open zoo. Animals from all over the world roam in this park, and you can drive around in your car and see them - there are monkeys and baboons, different types of deer and lions, and other animals.

Sometimes, between the ages of 11 and 15, my great aunt would take me out to a classical music concert at the local concert hall. I remember going to see Handel's Messiah at Christmas time, or concerts by Mozart, Beethoven or Bach. Sometimes, we went on special school trips, to theatres and concerts, or to special exhibitions which were relevant to things that we were studying.

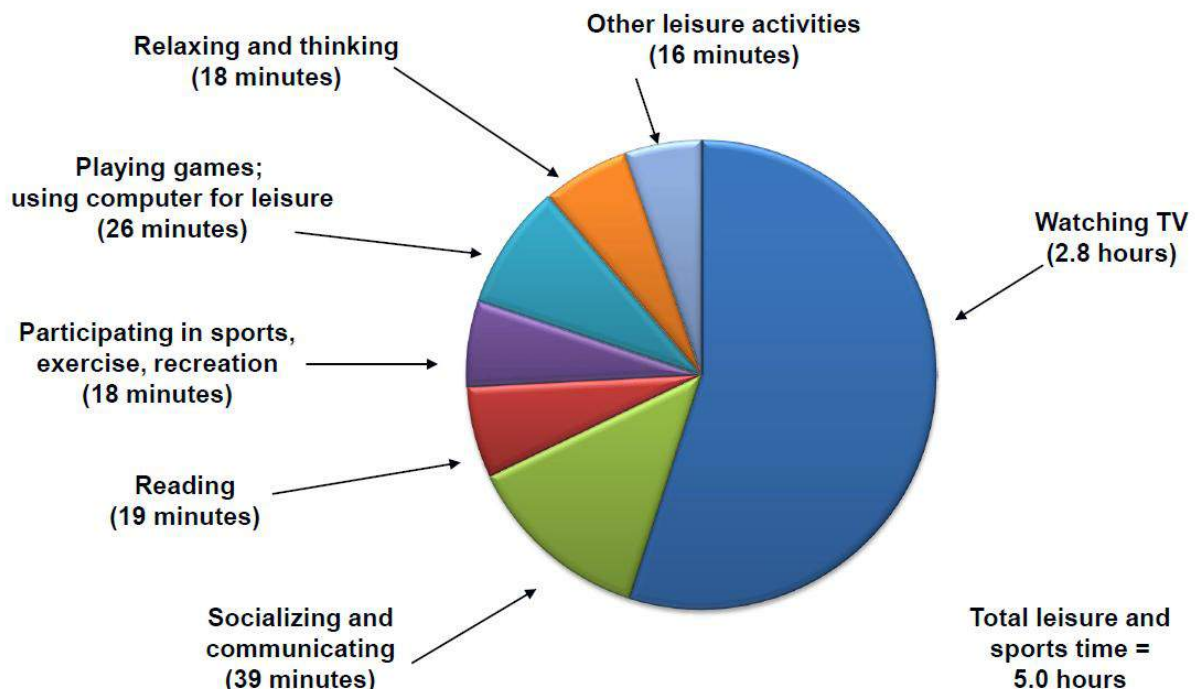
Recently in Budapest we went to a very interesting exhibition which was organised by blind people, which involved going into a kind of maze which was completely dark. We were given a stick to help us find our way around, and absolutely no light. It was pitch black in there. Blind people acted as our guides, and we experienced different scenes which the people had created. For example, one scenario was set in a forest, another a recreated city street, and another was a vegetable market. We found our way around and identified our locations only with our senses of touch, smell and hearing. We really put ourselves in the position of somebody who is blind, to try to understand how it is for them. This was a very strong experience for us and really made us think about and appreciate the value of our sense of sight.

Find out whether the following statements are true or false:

1. For Thomas spending free time means to go out with his friends.
2. Thomas has never been to rock clubs.
3. When in Glastonbury, they used to take musical instruments far away to the hills and play there.
4. In Ireland, the main thing what people do when they go out is watching films.
5. Thomas can't afford good vegetarian restaurants, so he rarely goes there.
6. When a boy, he was taken to the natural park in Derbyshire and he didn't enjoy the experience.
7. His uncle took him to classical music concerts when he was a teenager.
8. Thomas was greatly impressed by an exhibition made by deaf people in Budapest.
9. It was pitch dark at that exhibition.

Exercise 9. *Use the information from the given chart to describe how you spend your leisure time on weekends? Give some details (time/ place), naming some facts (what books/ films/ clubs etc.)*

Leisure time on an average day



Exercise 10. Read and complete the dialogue using the sentences from the box:

- A. What do you think about games of chance as a hobby?
- B. Do hobbies help people be happy?
- C. Do their hobbies have any impact on their country?
- D. What can people collect but postcards?
- E. Have you ever taken part in any game of chance?
- F. Do you like making things?
- G. What games of chance do you know?

-1.....

-Well... I can sew a little, and I knit rather well. But I wouldn't call it a hobby. I do it because sometimes I do not see anything I'd like to wear available in the shops, so I sew or knit the thing I like. I can say that I prefer embroidering to sewing because it is like painting a flower-piece. But, of course, I use patterns sold at shops.

-2.....

-Oh, there are many collectable things. For example, bottles, beer mugs, video films and computer games. Mark Twain once wrote a story about a hobbyist who collected pipes, autographs, bells, even pieces of broken bricks! The most extravagant hobby of that man was collecting echoes.

-3.....

-Yes, I think so. Many people have neither enough time nor talent to become national poets, actors, painters or singers. But in their free time they can exercise their gifts in the family circle and be happy. My mother says that knitting makes her happy because it calms her nerves and lets her create. Most people rest from their duties going in for their hobby.

-4.....

-Sometimes, I think. Let us consider the example of Tretyakov, whose private collection became the basis of the State Tretyakov Gallery in Moscow and the example of Catherine the second whose collection of paintings grew into the State museum of Hermitage. Usually museums start as private collections and only years and decades later they become museums. It is also true about the Tower of London and the Louvre, these great European museums.

-5.....

-I think it is silly to game. On the one hand nothing depends on your cleverness or skills. On the other hand, these games require gambling. You can simply game away your money and gain nothing.

-6.....

-Oh, there are many - card games, bingo, billiards, gambling at races.

-7.....

-Well, sometimes I play cards, but we don't stake our money on anything.

Exercise 11. Read the dialogue; translate into English the parts of the dialogue:

Cristina: Ты любишь путешествовать?

Mark: Yes, I do. I like to travel with my family or friends, it's fun and useful.

Cristina: Почему это полезно?

Mark: You can see the world and visit museums. You also get closer together. For example, this year our form master has organized an excursion to Novgorod. He contacted a school in Novgorod, it was agreed we would live in the school building during the spring holidays. We visited the Saint Sophia Cathedral, the Novgorod Kremlin, museum in the open air «Vitoslavlitsy», Yaroslav Courtyard marketplace and Yuriev monastery. We have learnt a lot about history of Russia before the Tatar invasion. But we have also all become better friends, because we have spent much time together.

Cristina: Where have you travelled?

Mark: Я посетил несколько русских городов, которые расположены недалеко от Санкт-Петербурга (Новгород, Псков, Луга) с моими одноклассниками и провёл две недели с родителями в Сочи.

Cristina: How did you travel?

Mark: To Novgorod, Pskov and Luga we went by local trains. But Sochi is far away. We went there by a far distance train, though we could fly as well. But to go by air is more expensive.

Cristina: Ты когда-нибудь ездил на море?

Mark: Да, два раза. The first time it was an excursion from Sochi to Novorossiysk, a City-Hero. The second time it was a trip from St. Petersburg to the Valaam archipelago. I have not got the sea legs, that's why I did not enjoy the trips very much.

Cristina: What was the most exotic trip?

Mark: I can name two of my trips exotic, though they were very short. The first I made on a horseback and the other - by helicopter!

Cristina: Расскажи, пожалуйста, подробнее о поездке к архипелагу Валаам.

Mark: My mother bought two tours on a boat, so we did not have to book any tickets. The departure was at 8 in the morning so we packed the day before. It is always colder in the open sea or a big lake that's why we took sweaters, warm jackets and caps. On the day of departure we got up early and by the time of the embarkation we had come to the port. We went on board and came to our cabin. It was small but cosy, there were two berths, a folding table and a small wardrobe in it. We spent the day on deck looking at the seascapes, in the evening went to bed very early because we were tired. Early in the morning we reached the destination. When the boat landed, we had a tour around the main island and visited the cathedral. After dinner we had some spare time to walk

about by ourselves. In the evening we came on board and I went to the disco, my mother stayed in the cabin. We slept very well, and in the evening of the third day we were at home.

Cristina: Ты когда-нибудь бывал за границей?

Mark: No, I haven't. I hope when I am at the university, I will earn some money for a trip at least to Finland or Turkey. It'll help me improve my English, because there I shall speak mostly English.

Cristina: Почему люди путешествуют?

Mark: Есть много причин для путешествия. There are business trips, when commercial travellers have some mission to execute; or there are merchants who want to sell their goods. Many people travel for pleasure to restore their health during their holidays and to learn about the world.

Cristina: Ты предпочитаешь путешествовать с группой или один?

Mark: Конечно, с группой, because when you travel in a group of people you are sure to get help if needed. It is more fun as well. When you are alone, that's dull.

Cristina: What English-speaking countries would you like to visit?

Mark: I'd like to visit Great Britain and the USA, of course. I have seen many sights in the pictures but I think that in the flesh they will be even more appealing. I'd take my camera with me to take photographs. I think souvenirs are good things but photos stay with you and you can prove everybody that you have been there. Фотографии помогают вспомнить все моменты великолепной поездки.

Cristina: What other countries would you like to visit?

Mark: France, because of its beautiful scenery and wonderful museums. I would also be happy to see Paris with the Louvre and other famous buildings.

Exercise 12. Work in pairs (dialogue). Act out the following situation.

One student is not really in the mood. The other student tries to cheer him/her up and invites to go anywhere, according to their interests.

GRAMMAR IN PRACTICE

Exercise №1. Translate the sentences and pay attention to *Present Perfect Continuous*.

1. You're out of breath. Have you been running? 2. Paul is very tired. He has been working very hard. 3. Why are your clothes so dirty? What have you been doing? 4. How long has it been raining? – It has been raining for two hours. 5. How long have you been learning English? 6. Tim is still watching television. He has been watching television all day. 7. Where have you been? – I have been looking for you for the last half hour. 8. George hasn't been feeling well recently. 9. Debbie is

a good tennis player. She has been playing since she was eight. 10. Every morning they meet in the same cafe. They have been going there for years. 11. I have been working hard, so now I'm going to have a rest. 12. The ground is wet. It has been raining. 13. We have been waiting for you an hour. 14. I have been learning Spanish since December. 15. He has been looking for a job for six months. 16. Mary has been working in London since 18 January. 17. We have been going to the South for years. 18. They have been working hard recently.

Exercise №2. Put the verbs given in the brackets in the correct form *Present Indefinite, Present Continuous, Present Perfect or Present Perfect Continuous*.

1. Helen (to learn) English at the Institute. She (to learn) English since last autumn. 2. They are busy now. They (to discuss) an important question. They (to discuss) it since five o'clock. 3. Where is Daniel? – He (to work) in the library. – He (to work) long? – Yes, he (to work) since morning. 4. My mother (to be) in hospital. She (to be) there for ten days. 5. Mr. Green (to teach) French. He is a very experienced teacher. He (to teach) French for fifteen years. 6. I (to know) Peter well. – Since when you (to know) him? – I (to know) him since 1980.

Exercise №3. Translate into Russian the sentences with Active and Passive constructions.

1. He has brought me some books by English writers. He was brought some English books last week. 2. I am invited to the theatre. I have invited my friend to the theatre. 3. He has asked us not to leave the ship. He is asked not to leave the ship. 4. He was told some sea stories last night. He has told me some sea stories. 5. The teacher has recommended the students to translate some special articles. We are recommended to translate some special articles. 6. These ships have left the harbour. Those ships are left in the harbour till spring.

Exercise №4. Put the verbs given in the brackets in the correct form.

1. The course on the history of journalism (to include) the history of the press in different countries. We (to have) it next year. 2. Many proposals and suggestions (to reflect) in the documents the congress adopted. 3. When I entered the library she (to read) about the practical principles of book editing. 4. This daily newspaper (to have) the largest circulation since last year. 5. He says that the great expansion of mass media (to intensify) the demand for skilled journalists soon. 6. The skilled newspaper (to print) in the 15th century.

Exercise №5. Make the given sentences in Active Voice.

1. The student was asked to tell the story once again. 2. Moscow is very much admired by the visitors. 3. "King Lear" can be successfully performed by a group of amateurs. 4. The meal is being prepared now. 5. Many valuable paintings were destroyed by the fire. 6. Light and heat are given to us by the sun. 7. The question hasn't been answered properly.

Exercise №6. Translate the sentences.

1. Эта газета была создана 5 лет назад. 2. Факс уже отослали? 3. Когда мы пришли, обсуждался очень важный вопрос. 4. Интервью было показано по TV на прошлой неделе. 5. Редактора журнала только что вызвали на совещание. 6. Статья на эту тему печатается сейчас. 7. Он считается квалифицированным и опытным репортёром.

Exercise №7. Make the interrogative sentences of different types.

1. English is spoken all over the world. 2. This novel was written by Charles Dickens. 3. The question is still being discussed. 4. This contract has just been signed. 5. These shoes were made in Italy. 6. When I came into the room, the last student was being tested. 7. They were sure that some way out would be found. 8. The school will have been built by the 1-st of September. 9. My car had been serviced by the weekend. 10. This jacket is made of velvet. 11. America was discovered many centuries ago. 12. Our flat is still being redecorated. 13. This house was built by Jack. 14. I was offered a new job. 15. The fax will be sent today. 16. I was given a high mark for the test.

Exercise №8. Make the interrogative sentences according to their names.

Over this period the price of oil fell in comparison with the other prices.

1. Общий. 2. Альтернативный. 3. Разделительный. 4. Вопрос к подлежащему. 5. Специальный вопрос к первой группе подчеркнутых слов.

LESSON 2**HOW HEALTHY IS YOUR LIFESTYLE?****Grammar in practice:**

1. Условные предложения.
2. Бессоюзное присоединение.
3. Согласование времён.
4. Прямая и косвенная речь.

LEAD-IN:

1. What is a healthy lifestyle, in your opinion?
2. Have you or any of your peers chosen a healthy lifestyle? Why?
3. In what countries are people more concerned about healthy living? Why?
4. What are the best ways to avoid getting sick?

Exercise 1. Read, translate the text into Russian and discuss it using the questions after the text:

To be healthy we should avoid different bad habits that can affect our health. In my opinion, smoking and drinking too much alcohol, are the worst ones. It's common knowledge that smoking and drinking can shorten our lives dramatically. Smoking, for example, causes a number of heart and lung diseases, such as pneumonia, emphysema and cancer. Besides, it makes your teeth yellow and skin unhealthy. Fortunately, in recent years smoking has received a lot of bad publicity, and fewer people smoke nowadays. Some companies don't employ people who are smokers. Smoking has been banned in most public places because everyone agrees it does harm to our health. I don't smoke, because I don't want to have unhealthy skin and teeth and die young.

Smoking and drinking are accompanied by less dangerous habits, such as skipping meals, eating unhealthy food, or even overeating. Of course, they are not quite as deadly as smoking or drinking alcohol, but they also affect our health.

If we eat too much, we'll become obese, and obesity results into serious health problems. A lot of people like drinking coca cola and coffee, and enjoy pizzas and hamburgers. But what is tasty is not always healthy. Fast food makes you fat, that's why Americans are the fattest people in the world.

Recently eating habits have changed. People are encouraged to eat less fat and more fiber. Fat is believed to be one of the major causes of obesity and heart disease. High fiber and low fat food can now be found in all shops and supermarkets. Salads, beans, and fruit have taken the place of steak and ice cream. The fashion for health food is growing all the time.

Many people feel they are too fat, even if their doctors disagree. And a lot of people try to improve their fitness. There are a lot of ways to lose weight and avoid gaining it. Perhaps the most popular of them is following a diet. If you want to lose weight, you should cut out snacks and desserts, and cut down on fat. People have also become more aware of calories, the energy value of food. Some people count the number of calories they eat every day; so that they can try to take in fewer calories and lose weight. This is called a calorie-controlled diet. Manufacturers are increasingly producing special food products with few calories for those who want to be slim.

But excessive dieting may be dangerous, too. Some people refuse to eat meat as they consider it harmful. They say a vegetarian diet reduces the risk of cancer and vegetarians live longer than others. I can't agree with them, because meat is an excellent source of good nutrition. In my opinion, it's wrong to put down a food simply because excessive amounts can cause health problems. Consumed in moderate amounts, meat is perfectly good for our health.

The best way to stay healthy and to stay fit is by going in for sports. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker response times and better resistance to various illnesses. Besides, you can eat and drink as much as you want because you are burning it all off.

To be healthy, it is also very important to spend a lot of time in the open air. It is useful to go for a walk before going to bed, or to air the room.

It is very important to be fit and healthy, and it is necessary to take care of your health. Being fat, in fact, can cause real health problems such as diabetes, arthritis, vascular problems etc. It is harder for fat people to get a good job, or even to make friends. If you want to do well, you must take care of yourself.

Any person can become a master of her/his health. Sleeping eight or nine hours, getting up early, regular meals, healthy food and going in for sports this is really a good way to live a long life.

1. Do you take vitamins? Do they really help people, or do they just have a placebo effect?
2. How often do you get a medical check-up? How often should people get a check-up?
3. Do you ever wear a face mask in public? Do you wear it to protect yourself or others?
4. What healthy habits do you have (such as washing your hands before eating)?
5. Do you think that you need to lose weight?
6. Do you eat a lot of vegetables?
7. Do you eat lots of fruit?
8. How often do you do exercises?
9. How often do you get angry with other people? Who are they?
10. How can you reduce stress in your life?

Exercise 2. Complete these words. The first letter is given. They are all parts of the body (use the topical vocabulary).

- 1 .t....(you have one on each hand)
- 2 .l....(two parts of your mouth)
3. e....(you hear with these)
4. g....(your teeth grow in them)
5. e....(the middle part of your arm)
6. s....(the part under your foot)
7. h....(Achilles had a problem with this)
8. k....(a joint in your leg)
9. c....(the part below your mouth)
10. s....(the soft part below your waist)
11. n....(it holds up your head)
12. s....(the row of bones down the centre of your back)
13. w....(you put your watch round it)
14. n....(the small hollow place in the centre of your stomach)
15. c....(you have one on each side of your face)
16. e....(the flap that comes down over your eye while you sleep)
17. n....(the holes of your nose)
18. s....(the front part of your lower leg)
19. f....(the part of your face above your eyes)
20. t....(the front part of your neck)

Exercise 3. Find the pieces that fit together and write them in the answer area below.

sore	ld	stoma	bad
sore	vege	fe	co
chache	ver	doc	tor
ear	olate	uld	sho
ache	flu	ache	head
n leg	eno	broke	cough
toot	ugh	hache	eye
table	runny	rature	bird
co	ugh	tempe	throat
choc	nose		

Exercise 4. Fill in each blank with an appropriate word from the list.

Part A.

Against	Out	With (3)	For	On
	From (2)		In	

1. Children should be vaccinated....measles and rubella.
2. Paul won't be in work today- he's gone down....flu.
3. Pollution in cities is causing more and more children to be treated....asthma.
4. You're soof condition! Don't you think swimming every morning will help?
5. Too many people die....lung cancer due to smoking.
6. If you have a fever, there is definitely something wrong....you.
7. I spent the weekend in a health farm and feel....really good shape now.

8. She's still recovering....the stomach bug she picked up on holiday.
9. It's the best that we operate....you and remove the lump from your breast.
10. I've injected your mother....a painkiller so that she can sleep.

Part B.

attacks	death	diets	diseases	exercise	fit
	gym	harm	health	smoking	

People nowadays are more health-conscious than they used to be. We jog to keep (1) ... or take other forms of regular (2) Thousands of us go to a (3) ... on a regular basis. There are many (4) ... to lose weight. Fortunately, (5) ... has been banned on most flights and in most public places because everyone agrees it does (6) ... to our health. However, there are killer (7) ... like AIDS and cancer which still seem to be incurable. And malaria is the biggest cause of (8) ... in the Third World. Heart (9) ... remain the most common cause of death in Europe. The importance of (10) ... is reflected in everyday expressions such as "to drink to someone's health" or saying "Your health!" as we drink a glass of wine.

Part C.

aching	agony	die	fainted	had	hurt
lie down	painless	suffered	symptoms		
	maintain health	damages his health			
	health check	regain health			

1. I am feeling ill- I think I'd better go and....
2. I felt so dizzy that I nearly....
3. I had to have an internal examination but it was quite....
4. They gave me an injection and it really....
5. The....are a high temperature and a rash.
6. He....a heart attack and had to be rushed to hospital.
7. The doctor prescribed some drops for my earache but it's still....
8. I fell down the stairs and I was in....waiting for the ambulance to arrive.
9. He....from an incurable illness for many years.
10. I hope I ...in my bed of old age.
11. If a person smokes a lot, it really
12. When you apply for a job, you have to have a
13. I always try to by eating a lot of fresh fruits.
14. It is impossible to very quickly.

Exercise 5. A) Match the first part (1-10) with the second part (a-j) of these sentences:

1.If you've got a bad headache,	a. with flu.
2.You have a heart problem and	b. incurable.
3.He sprained his ankle and	c. lost weight.
4.She went out in the pouring rain and caught	d. was in great pain for days.
5.She's not at work because she's gone down	e. need an operation.
6.He works out in the gym because	f. he had measles.
7.She went on a diet and	g. a cold.
8.He had spots all over his face because	h. he wants to feel fit.
9.After aerobics last week	i. take an aspirin.
10. Not all cancers are	j. my legs felt really sore.

B) Match the words on the right to their definition on the left:

1) to use a needle to put medicine into your body;	A. Cure
2) a soft substance you rub on your skin as a treatment;	B. Fatal
3) a room in a hospital you stay in while you are ill;	C. Frail
4) a pain in your head;	D. Inject
5) a doctor writes on it what medicine a sick person needs;	E. Mental illness
6) many cases of an infectious disease occurring at the same time;	F. Prescription
7) that causes a person to die;	G. Epidemic
8) an illness of the mind;	H. Ointment
9) to make someone who is ill well again;	I. Ward
10) thin and weak because you are old or very ill.	J. Headache

C) Match the words on the left to their definition on the right:

1) to be at death's door;	a) when the nose has excess fluid due to a cold;
2) to be under the weather;	b) to get a cold;
3) a blocked nose;	c) (informal) to be very ill indeed;
4) to make a speedy recovery;	d) a physical examination by a doctor;
5) to catch a cold;	e) to be very healthy;
6) a check-up;	f) (informal) to not feel well;
7) as fit as a fiddle;	g) to have a tooth repaired;
8) to go private;	h) a nose that has liquid coming out of it;
9) to have a filling;	i) to choose to be treated by commercial healthcare rather than by services offered by the state;
10) to phone in sick;	j) to call work to explain you won't be attending work due to illness;
11) a runny nose	k) to recover quickly from an illness.

Exercise 6. *For each sentence, choose the best word or phrase to complete the gap from the choices below.*

- 1) You're _____. Have you hurt your foot?
a) limping b) striding c) strolling d) skipping
- 2) I've been sneezing a lot. I think I'm going down with a _____.
a) headache b) infection c) cough d) cold
- 3) I've got a very _____ throat. It hurts when I speak.
a) rare b) sore c) ache d) pain
- 4) Have you got something I can take _____ a headache? I've got a really bad one.
a) for b) against c) with d) on
- 5) I know it itches, but you must not _____ the mosquito bite. It'll only make it worse.
a) blister b) tap c) knock d) scratch
- 6) My new shoes have given me a _____ on my heel where they are rubbing.
a) bruise b) bump c) blister d) bash
- 7) After the fight, the boxer had two _____ eyes.
a) red b) black c) yellow d) blue
- 8) Please blow your nose. In England, it's rude to _____ every twenty seconds.
a) cough b) wipe c) sneeze d) sniff
- 9) It was so cold I couldn't feel my fingers. They were completely _____.
a) numb b) itchy c) nimble d) dead
- 10) I get _____ on my face if eat too much chocolate or sweet things.
a) sores b) bruises c) blisters d) spots
- 11) It was so painful when I fell over on the ice and _____ my shoulder.
a) turned b) dislocated c) pulled d) stretched
- 12) It really _____ when you get soap in your eyes. But if you wash it off straight away, you'll be okay.
a) throbs b) stings c) stitches d) twists

Exercise 7. *Read the text. 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.*

Happy is Healthy.

Medical research has found that (1)	happy
has a strongly beneficial effect on health.	
The healing properties of (2)	laugh
are such that humour is now being used	
alongside more (3) courses of	tradition

(4) in some hospitals. In a London children's hospital, for example, two clowns are provided for the (5) of patients. Doctors say that these clowns are (6) in making the children feel happy. It seems that when we laugh, there can be a (7) in both blood pressure and the amount of (8) in our muscles. Although it is (9) to prove it at the moment, this may also mean that people who feel unhappy and who are, therefore, (10) to laugh so much, suffer more often from physical (11).

treat**entertain****success****reduce****tense****possible****likely****ill**

Exercise 8. Use the necessary phrases from the table and translate the following sentences into English.

To work on/at a computer	Работать за компьютером
To live/lead a healthy life	Вести здоровый образ жизни
To leave the office for lunch	Покидать свой офис на обед
To feel stressed	Испытывать стресс
To take a breath	Делать вдох
To reduce stress	Уменьшать стресс
To stay healthy	Оставаться здоровым
To get ill	Заболевать
To grow old	Стареть
To introduce changes	Вводить/вносить изменения
To seek treatment	Нуждаться в лечении
To lead active life	Вести активную жизнь
To improve the quality of life	Улучшать качество жизни
To keep/stay fit	Держать себя в форме
To make noise	Шуметь

1. Сколько раз в день вы питаетесь?
2. Алкоголь вреден, однако немного красного вина полезно для здоровья.
3. В течение рабочего дня необходимо выходить из офиса на 30 минут, чтобы спокойно поесть или расслабиться.
4. Исследования показывают, что те люди, которые мало спят, чаще болеют и быстрее стареют.
5. В какой стране люди ведут более здоровый образ жизни?

6. Когда вы работаете за компьютером целый день, проследите за тем, чтобы вы делали перерывы.
7. Докладчики рассказали о разных способах уменьшения стресса на работе и дома.
8. Эксперты рекомендуют всем заниматься спортом каждый день.
9. Год назад я отказался от масла, кофе, сахара и «быстрой еды». Сейчас я чувствую себя прекрасно и поддерживаю форму.
10. В нашей компании есть все возможности для занятия спортом и для отдыха.

Exercise 9. Read the text and find the English equivalents for the following words and phrases:

Аспекты питания; выбирать какие продукты есть; помешанный на здоровой пище; оказывает непосредственное влияние на ваше здоровье; памятка (напоминание); полезное руководство; литература о питании; быстрый подъем (взлет) и быстрый спуск (падение); согревая тело зимой; сбалансированная диета; каждая группа продуктов питания; для правильного функционирования вашего тела; не трать попусту своё время; вы больше не голодны; вы заметите разницу в своём состоянии; что происходит вокруг вас; более постоянный уровень энергии; в течение дня; уверенность в своей работе; используйте свое время рационально (с пользой).

THE NUTRITIONAL ASPECTS OF STRESS MANAGEMENT

The nutritional aspects of stress management are straightforward: you should be concerned with not only what you eat but also how much you eat.

Doing a better job of selecting what foods to eat doesn't mean you must become a health-food faddist. You must be aware, though, that the quality of food bears directly on your health and the energy available for work. If your nutritional education needs sharpening, here is a reminder of the types of useful guidance you can find by studying nutritional literature:

- Fresh foods are the healthiest, frozen are the next best thing, and canned foods the least nutritious.
- Whole grains in breads, flour, and pastries contain all the natural nourishment of the grain. White flour is stripped of its food value when it is bleached.
- Sugar gives a burst of energy to the nervous system and then it takes a long time to replenish the energy. The result is quick up and long down.

- Dairy products have a congestive effect. They are mucus forming, which means they produce a substance to coat and protect areas of the body. This mucus layer can be useful in keeping the body warm in winter, but may be unnecessary in the warmer seasons. Pay attention to what dairy products do for you.

- A balanced diet contains a little bit of every food group. Don't forget fresh fruits and vegetables. They are an excellent source of vitamins and minerals which are absolutely necessary for the proper functioning of your body.

- Some of the most nutritious foods of all are little known in our society. They include nutritional yeast, soy beans, miso, bean curd, sprouts, and seaweed. Consult your health food store for information as to their applications and benefits.

- Most important, remember everybody is different. So eat what feels good to you, not what you think, read, or hear should be good. Learn to trust your healthy self.

Before you eat, first consider whether or not you are hungry. If you are not hungry, chances are that your body does not need any food – don't waste your time eating. If you are hungry, determine how much food it will take to satisfy your hunger. You must develop the ability to eat only until you know that you are no longer hungry. In short, as you eat, "think healthy" and ask yourself if you really need that food.

Include a program for food health in your life and you will notice differences in your being. You'll be more aware of what's going on around you. You'll have a more consistent level of energy as you go through the day. You'll have a greater sense of control over your life and more confidence in your work. You'll be able to concentrate on those intellectual activities that will help you cope with the stresses of your job.

One more general thought. Use your time advantageously. "Balance" is all important. Balance work and relaxation for a truly healthier, less stressful life.

Useful words:

be aware of - знать, сознавать; faddist – чудаки; bear on - касаться, иметь отношение к; canned food - консервированные продукты; pastry - кондитерские изделия; strip of - лишать (чего-либо), отнимать; food value - питательная ценность; congestive effect - эффект перегрузки (застоя);	bleach – отбеливать; replenish – пополнять; mucus - слизь; nutritional yeast - пищевые дрожжи; soy beans - соевые бобы; bean curd - соевый творог; sprouts - брюссельская капуста; seaweed - морская водоросль; nourishment - питание, пища.
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Exercise 10. Read and complete the dialogues using the sentences or words from the boxes:**Dialogue 1****A VISIT TO A DOCTOR**

feel sick	mental disorders	trouble	wrist	dizzy	vision	toothache
coughing	blood test	consciousness	prescription			

Patient: Good evening, doctor.

Doctor: Good evening.

Doctor: What's your

Patient: I don't feel well. (I feel bad). I.....and I have a stomachache.

Doctor: Really?

Patient: Yes, and I feel a little bitand sometimes have heavy headaches! It's very painful!

Doctor: Let me check your temperature first. Give me your....., please. There's nothing wrong with the pulse.

Patient: I hope there's nothing serious, doctor? I also have a..... And a sore throat and I'm! Sometimes I faint and lose..... And you see, I have skin rash! Myis not good and I hear badly. And I have recently broken my arm!

Doctor: I think you are suffering from and vitamin-mineral deficiency. You should take a, urine test, X-ray and electrocardiogram. You should also go to the dentist and traumatologist and dermatologist. Oh, my God, you must visit oculist and otolaryngologist. Here are tablets and Take one before meals. And the other after meals for three days.

Patient: Will it help me?

Doctor: Anyway, It will be better!

Dialogue 2**A VISIT TO A DIETITIAN**

- | | |
|----|---|
| A. | What do you have for dessert as a rule? |
| B. | What do you have for breakfast? |
| C. | What do you have for dinner and when do you have it? |
| D. | Peanuts, chocolate, popcorn, crisps and stuff. Sometimes I just like to nibble candies. |
| E. | So you would like to lose weight, wouldn't you? |
| F. | How many meals a day do you normally have? |

Dr. Jones: Good morning, Mrs. Fat. Sit down, please.

Mrs. Fat: Good morning, Dr. Jones. Do you mind if I sit on the sofa?

Dr. Jones: No, not at all. You can take any seat you like. 1).....

Mrs. Fat: Exactly. I've been overweight all my life and now I think it's time I started dieting.

Dr. Jones: Oh, yes. I see. You know... before I can recommend you a particular diet I must learn all about your eating habits. 2).....

Mrs. Fat: I usually have only three meals a day. I mean breakfast, lunch and dinner, but unfortunately I very often eat between meals.

Dr. Jones: 3).....

Mrs. Fat: A traditional English breakfast. I have a glass of orange juice, a bowl of cereal and bacon and eggs. And then I drink tea.

Dr. Jones: Do you like milk in your tea?

Mrs. Fat: Well, that depends. On some days I just have a couple of sandwiches for lunch, but sometimes I also have a bowl of soup and cakes or pies to follow.

Dr. Jones: 4).....

Mrs. Fat: I normally have dinner at 8 p.m. I know it's a bit too late, it just happens so. What do I have? You know, I like to have a very substantial dinner – a starter, like a salad or assorted meat, followed by a main course such as beefsteak or fish and chips and then dessert and tea or coffee.

Dr. Jones: 5).....

Mrs. Fat: Ice-cream or cakes, or both.

Dr. Jones: And what do you eat between meals?

Mrs. Fat: 6).....

Dr. Jones: In fact, many people do the same and yet they have no problem with excess weight. Let me see... Do you fry one or two eggs with your bacon in the morning?

Mrs. Fat: I actually take eight eggs, but I share my breakfast with my toy-poodle dog.

Dr. Jones: I see. Here is my prescription: Don't change your diet. Change your dog. Replace it with Labrador. Or keep both dogs and share all your meals with them. And here is the telephone number of a vet, who is a very good dog dietitian, just in case your dogs might need a correction of their diet.

Useful words:

skimmed milk снятое молоко, нежирное молоко

peanuts, п арахис

stuff, п дрянь, чепуха, ерунда

to nibble candies грызть конфеты (леденцы)

substantial, а плотный (о завтраке, обеде)

Exercise 11. Read the dialogue; translate into English the parts of the dialogue:

Здоровый образ жизни

George: Hi, Nika. How are you? I haven't seen you for ages.

Nika: Привет, Джордж. У меня все хорошо, спасибо. Как ты?

George: I'm also well. By the way, you look great.

Nika: Спасибо. Я недавно начала посещать тренажерный зал и чувствую себя прекрасно.

George: I didn't know you were a fan of sport.

Nika: I can't say I'm a fan of certain sport, but I try to lead a healthy lifestyle.

George: Звучит интересно. Что ты делаешь в тренажерном зале?

Nika: Well, every day is different. For example, on Mondays and Wednesdays I attend the aerobics class. On Tuesdays and Thursdays I do yoga. On Friday I do just a few simple exercises. At weekend I relax.

George: Какая польза от аэробики?

Nika: It's really good for my heart and it helps me to keep fit during the week.

George: Как насчет пользы от йоги?

Nika: Well, it's good for stretching the body and relaxing it.

George: That's good to know. I used to go to the gym as well two years ago.

Nika: Что ты там делал?

George: I did mainly weight training. It helped me to build up the muscles.

Nika: Тогда, почему ты перестал заниматься?

George: I didn't have a good set and it felt boring to go there every day all alone.

Nika: I see. You can join me if you want. I think there is a special room at this gym for weight training.

George: С удовольствием. Когда ты планируешь пойти туда в следующий раз?

Nika: Завтра утром.

George: I'll come with you. By the way, does your healthy lifestyle include only physical training?

Nika: Нет. Я также пытаюсь есть здоровую пищу.

George: Tell me a bit more about it. I also want to switch to healthy lifestyle.

Nika: Well, I try to eat lots of fruit and vegetables, cereals and wholemeal bread. I also don't eat much meat.

George: Понятно. Есть ли еще какие-нибудь секреты здорового образа жизни?

Nika: Yes. Try to avoid stressful situations and don't drink alcohol or smoke cigarettes. If you follow all these rules, you'll quickly feel how your body re-energizes.

George: Thank you for your advice. I will also try to make my way of living healthier.

Nika: Когда ты хочешь начать?

George: Tomorrow morning. It isn't difficult when you have a partner like you.

Nika: I'm also happy to have someone who will accompany me to the gym.

Exercise 12. Act out a conversation with your colleague about bad habits and healthy living while expressing the opposite opinion.

Speak about smoking (reasons for smoking and its dangers), dieting (whether it is healthy or dangerous) and playing sport (whether it assists in keeping fit).

Think over and express your opinion what people should or shouldn't do to be healthy:

- ↪ Drinking pure water
- ↪ Eating junk food
- ↪ Walking
- ↪ Sleeping less than 7 hours
- ↪ Being nervous
- ↪ Going in for sport
- ↪ Drinking too much alcohol
- ↪ Smoking cigarettes
- ↪ Listening to heavy music
- ↪ Driving a car
- ↪ Eating fresh fruit
- ↪ Meeting friends
- ↪ Working long hours

GRAMMAR IN PRACTICE

Exercise №1. Translate the sentences and pay your attention to the using of three types of conditional clauses.

1. If the fog were thick, we should arrive at our port of destination later.
2. If the pilot had come earlier, we should have left the port two hours ago.
3. The port would have been opened to navigation long ago if the winter had not been so severe.
4. The dockers would start their work again if the rain stopped.
5. If he could get to the port in time, he would see his friend off.
6. If there were more dockers, we should finish loading the cargo in a shorter time.
7. What would you do if you were in his place?

Exercise №2. Put the verbs given in the brackets in the correct form.

Model: *If I knew his address, I (to give) it to you.*

If I knew his address, I would give it to you.

1. If he worked more slowly, he (not make) so many mistakes.
2. I could tell you what this means if I (to know) Greek.
3. He might get fat if he (to stop) smoking.

4. If he knew that it was dangerous, he (not to come).
5. I (to keep) a horse if I could afford it.
6. What you (to do) if the lift got stuck between two floors?
7. If I were you I (to go) there.
8. They (to go) for a swim in the lake if it were warmer.

Exercise №3. Translate the sentences.

1. Если ты дашь мне словарь, я переведу статью.
2. Если она придет, мы расскажем ей все.
3. Если я буду свободен, я смогу придти на вечеринку.
4. Если вы будете работать больше, вы будете знать английский лучше.
5. Если не будет дождя, мы пойдем гулять.
6. Если его попросят показать виды Мурманска, он сделает это.
7. Если она попросит, я помогу ей.

Exercise №4. Translate the sentences.

1. I knew she went to bed early.
2. I remembered that he didn't like opera.
3. He said that many good actors would star in that film.
4. I understood that he had missed the train.
5. She was angry. She said she had been waiting for me for half an hour.
6. My mother said that I could go to Moscow for a week.
7. Yesterday he called me and asked whether I wanted to go to the cinema.
8. When I saw her I understood that she was upset by something.
9. He said that he would join us as soon as he passed his exams.
10. He said that he had no car.

Exercise №5. Rewrite the given sentences, using the words *which, that, whom* in that place where they can be put:

1. The papers you must take away and burn are in these boxes.
2. I like the watch my father gave me.
3. I do not think the distance is very great.
4. He says we shall find these stones below.
5. I am afraid you will be ill.
6. Don't you know water becomes ice if the temperature is below zero?
7. The girl you are looking at is a young scientist.
8. Where is the gun I gave you?
9. What is the width of the river we see in the distance?
10. I saw the picture you like so much.

Exercise №6. Rewrite the given sentences in the Past Tense and use the rules of sequence of Tenses.

1. Mike says he is sure Ann and Kate will be excellent guides.
2. He says they have made good progress in England.
3. Oleg says that in a day or two several English students will come to pay a visit to their school and he will probably have to act as interpreter.
4. Ann says she has just met Boris in the street.
5. She says Boris told her a lot of interesting things about his travels in the south.
6. Nick says he is going to the hotel to see his friends, who have just arrived in St. Petersburg from

the United States of America. 7. He says they have not been here for a long time. 8. He says they were friends at school. 9. He says he will take them to the theatre on Sunday. 10. They say they will write me a letter when they return home.

Exercise №7. Translate the sentences.

1. She asked me how old I was.
2. He wanted to know what I did in my spare time.
3. They asked me how long I had been working in my present job.
4. She asked me why I had applied for the job.
5. He wanted to know whether I could speak any foreign languages.
6. Judy said that her parents were very well.
7. She asked if I had got a driving license.
8. She said she was going to learn to drive.
9. Nick said that he had given up his job.
10. He said that he wanted to go away for a holiday but (he) didn't know where to go.

Exercise №8.

A. Use the Direct Speech as in the given below model.

Model: *John asked Mary if she was afraid of thunderstorm.*

John asked Mary: "Are you afraid of thunderstorm?"

1. He asked her if she had ever walked in rainy weather.
2. Mary told John that she preferred sunny days.
3. The woman asked her son if he was in a hurry.
4. Ann asked if they would go to the country the next day.
5. Kate asked her friend what she liked to do on her day off.
6. I asked the secretary if I might speak to the headmistress.
7. Nick wanted to know if Helen would give him her book.

B. Use the Indirect Speech as in the given below model.

Model: *"Why did our team lose the game?" said Vera. "It has always been very strong".*

Vera asked why their team had lost the game. It had always been very strong.

1. "Where have you put my book, Mary?" said Tom. "I cannot find it".
2. "I am very happy," said Fred. "I have bought a very good bicycle".
3. "Whom are you waiting for, boys?" asked the man.
4. "I shall not go to the party tomorrow because I don't feel well," said Mary.
5. "We saw a lot of places of interest when we were travelling around Europe last summer," said Walter.
6. "I suppose we shall go to the theatre tomorrow," said Jane.
7. "Please don't take the books from my table," said Lena to me. "I have specially prepared them for working at my report".

LESSON 3

HIGHER EDUCATION

Grammar in practice:

1. Причастие I и причастие II (функции и формы).
2. Независимый причастный оборот.
3. Герундий (функции и формы).
4. Сравнение причастие и герундий.

LEAD-IN:**Answer the following questions:**

1. What does education do for a person?
2. What does education do for society?
3. Do you think it is a good idea to set educational goals? Why or why not?
4. What do you think are the most urgent problems of higher education today?
5. Do you think higher education should be free of charge? Why? Who do you think should pay?
6. What expenses should scholarships cover?
7. Why did you choose your speciality?
8. What Institute do you study at?
9. Do you know your dean?
10. What is your favorite subject?
11. Do you study well?

Exercise 1. Read the text for full comprehension and discuss the questions after the text:**UNIVERSITIES AND OTHER EDUCATION INSTITUTIONS**

The term *higher education* refers to learning institutions that students can attend after they have finished secondary school. The university is the best-known kind of higher education institution. Other kinds bear such titles as college, institute, academy, polytechnic, or higher school. However, these other titles can be confusing, since they have other meanings in some countries. For example, in most countries the word *college* means a higher learning institution, while in nations with a British or Spanish, *college* (colegio in Spanish) may mean a private secondary school. The usual universities differ from other kinds of higher education institutions in the wider range of subject matters universities offer. A typical university provides opportunities for students to specialize in fields of science (physics, chemistry, biology, astronomy), social science (anthropology, psychology, sociology, economics), the humanities (history, philosophy, literature, languages), the creative arts (painting, music, dance, drama), and more. In addition, universities

prepare students to enter particular occupations – to become architects, engineers, doctors, teachers, lawyers, agricultural experts, accountants, business administrators, and the like.

In contrast to universities, other popular kinds of higher learning organizations (institutes, colleges, academies) usually focus on one or two special fields of learning. Thus an institute of technology specializes in science and engineering, and a college of agriculture teaches scientific methods of farming, fishing, and animal care. A teachers' college prepares classroom instructors, school administrators, and specialists who help pupils with learning difficulties. An art academy offers studies in drawing, painting, sculpture, photography, print making, textile design, and other visual arts. A music academy teaches students the history of music, how to sing and play instruments, and how to compose music. A military academy prepares army, navy, or air officers. Government departments often sponsor an academy for training experts in the field of work the departments perform.

An important goal for most students who enter higher education is to earn a degree: that is, to receive a diploma or certificate indicating particular skills and knowledge. The most common pattern of degrees consists of three ranks that are usually designated the bachelor, master, and doctoral levels.

To earn a *bachelor's* degree, students on the initial undergraduate level are required to engage in full-time study for three or more years, depending on the academic tradition of the country in which the university is located. In Great Britain and India, the length of the course is usually three years; and in the United States, four years.

A master's degree is earned by one or two further years of study after the bachelor's degree. The doctor's degree requires an additional two to five years.

All three of these degrees are said to be *earned*, because people receiving them have mastered a specified body of knowledge.

Answer the questions:

1. What does the term higher education refer to?
2. What institution is the best known kind of higher education?
3. What titles do other kinds of education institutions bear?
4. What does the word college mean?
5. What is the usual way universities differ from other kinds of higher education institutions?
6. What opportunities does a typical university provide?
7. What specialists does a teachers' college prepare?
8. What studies does an art (music) academy offer?
9. What is an important goal for students who enter a higher education institution?
10. What is the most common pattern of degrees?
11. What is required to earn a bachelor's degree?
12. How is a master's degree earned?

Exercise 2. a) Match each word in A with the Russian equivalent in B:

A	B
1. establishment	a) исследование
2. to supply	b) бывшие выпускники
3. thinker	c) мыслитель
4. alumni	d) обеспечивать
5. research	e) учреждение
6. admission	f) аспирант
7. competitiveness	g) продвинутый, успевающий
8. expensive	h) учение, прохождение обучения
9. test scores	i) привести к ...
10. a programme for undergraduates	j) количество набранных баллов
11. to lead to	k) программа для студентов
12. advanced	l) дорогой
13. apprenticeship	m) конкурентность
14. postgraduate	n) прием, допуск

b) Match the words to their definitions.

1. campus	a) to move someone or something from one place, vehicle, person or group to another;
2. prestigious	b) to change completely the appearance or character of something or someone, especially so that they are improved;
3. outskirts	c) when someone is given permission to enter a place, or the money that you pay to enter a place;
4. rank	d) a person who does something, especially helping other people, willingly and without being forced or paid to do it;
5. reputation	e) the areas that form the edge of a town or city;
6. instigate	f) very much respected and admired, usually because of being important;
7. transfer	g) the buildings of a college or university and the land that surrounds them;
8. transform	h) the buildings, equipment and services provided for a particular purpose;
9. admission	i) a short sentence or phrase that expresses a belief or purpose;
10. volunteer	j) a particular position, higher or lower than others;
11. facilities	k) the opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character;
12. motto	l) to cause an event or situation to happen by making a set of actions or a formal process begin.

Exercise 3. Insert a suitable word.

facilities	alumni	consists	awarded	opportunity	provides	freshmen
			bachelor's degree	scholarship		
	go in for	completes	graduation ceremony	required		
	get grants	lecture	undergraduate	Faculty		
	established	dissertation	non-resident	attends		

1. The Institute ... 3 hostels for its students.
2. Yaroslav-the-Wise Novgorod State University was ... in 1993.
3. The academic year ... of two terms each lasting 18 weeks.
4. During the course of studies student ... lectures and classes.
5. If students pass exams well they ...
6. A lot of students ... sports.
7. The students are ... to earn their end-of-term credits.
8. The Institute has good ... for studies.
9. When final examinations are successfully passed the graduate is ... a diploma.
10. The best students have the ... to continue their education at a postgraduate course.
11. Then a postgraduate ... his research leading to a thesis.
12. Accommodation may be given only to ... students.
13. I felt so proud when I was awarded my degree certificate at my
14. The ... of Cambridge University usually meet up at least once a year.
15. The 2nd year students must look after the ... during their first few weeks of university.
16. I am an ... student at Yale University and I will graduate after 3 years of study.
17. Stephen hopes to graduate with a ... in engineering next year.
18. Professor Baggins teaches biology in the ... of Science at my university.
19. Sandy was awarded a ... for university after she won a national essay writing competition.
20. I nearly fell asleep in the ... this morning because the teacher was so boring.
21. I have only 2 weeks to finish my ... ! I hope I can finish it in time.

Exercise 4. Make the correct word combinations. Use the in your own questions. Work in pairs.

go	to school / to a place at university / to college
revise	for an exam / a subject / a test
graduate	from university / from primary school / from high school
get	a degree / a good grade / an exam

take/ retake	homework / an exam / a course
pass/ fail	an exam / a course / a good result
hand in	an essay / a seminar / an assignment
do	progress / coursework / your best
make	mistakes / progress / homework
study	an exam / a subject / a language

Exercise 5. Fill in the gaps with the words from the box:

Part A

colleges	competitive	term time	pay for
	receive grants	degree courses	
Bachelor of Arts or Sciences	University status		
graduating from	polytechnics	are divided	

Britain's Universities

There are about 90 universities in Britain which 1 ____ into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities such as London and Manchester Universities and the new ones. Some years ago there were also 2 ____.

After 3 ____ a polytechnics a student got a degree, but this was not a university degree. Thirty one former polytechnics were given 4 ____ in 1992. Full courses of study offer the degree of 5 _____. Most 6 ____ at universities last three years, language courses 4 years (including a year spent abroad), medicine and dentistry courses are longer (5-7 years).

Students may 7 ____ from their Local Education Authority. These grants will help the students 8 ____ their books, accommodation, transport and food. Students do not usually have a job during 9 ____, but now they have to work in the evenings. The exams are highly 10 _____. There are not only universities in Britain but also 11 ____.

Part B

provide	size	privately	broader sense
universities	college	publicly	educational

American universities and colleges

The university in the United States is an 1 ____ institution comprising a college of liberal arts and sciences, a professional school leading to a professional degree and a graduate college (school). A graduate 2 ____ provides programmes for study and research beyond the levels of the bachelor's and first professional degree. In addition to colleges and 3 ____ there is in the United States a large

number of professional schools. They 4___ preparation in one or more professional fields. The colleges in the United States differ greatly in 5 ___, they may include from 100 students to 5000 and more.

The university may be funded from several different sources. A 7 ____ funded university gets some money from the state government. A 8 ____ funded university gets money from private sources only. A university may be funded by a religious group.

The word "university", however, is also used in a 9_____, for almost any type of educational institution offering instruction beyond the level of the secondary school.

Among the top universities in the USA are: Harvard University, Yale University, The University of Chicago, Princeton University, Columbia University and others.

Exercise 6. *Translate into English:*

1. Студенты посещают различные лекции и семинары. 2. В институте 6 факультетов. 3. Учебный год состоит из 2 семестров. 4. Я сдал вступительные экзамены хорошо и поступил в институт. 5. Его брат учится в университете. 6. Требуется 5 лет, чтобы закончить институт. 7. На лабораторных занятиях студенты развивают свои практические умения. 8. Обучение будущих специалистов основано на сочетании теоретического обучения и научного исследования. 9. Многие студенты увлекаются спортом. 10. Институт располагает рядом лабораторий с современным оборудованием. 11. Университет может иметь колледж в своем составе; колледж может входить в университет или быть самостоятельной единицей.

Exercise 7. *Read and discuss the text.*

System of Russian Higher Education

The majority of state institutes of higher education are regulated by the Ministry of Education of the Russian Federation. Some of them are regulated by other state Ministries.

Non-state educational institutes can be established institutionally and legally in the forms stipulated by the Russian Federation Laws for non-profit organizations. The majority of them teach humanities, economics, and law — the disciplines that do not require expensive high-tech equipped facilities and big capital investments. Students at non-state schools need to pay for their education during the whole period of study.

There are three kinds of higher education institutions in Russia: universities, academies, and institutes. All of them realize programmes of undergraduate and graduate professional education.

1. «University» covers a wide range of fields of study, for example, technical university or classical university.

2. «Academy» differs from universities by a narrower spectrum of specialties connected with a particular industry, for example, Academy of Railway Transport, Academy of Agriculture, or Academy of Economics.

3. The status of an «Institute» requires teaching of at least one discipline.

Universities also conduct fundamental and applied research in a wide spectrum of sciences, while the academies and institutes run their scientific activities in one field of Science or Art. To hold a status of a university or an academy it is obligatory to be a leading scientific and methodological center in the field of your specialization. Institutes mainly offer the professional training. Institute also can be established as a department of a university or an academy with the aim to conduct autonomic educational or scientific activities.

Before 1990 only classical universities had the status of «universities». There were not so many of them, only in the big regional centers.

With the reforms of 1990s institutes of higher education got the right to reorganize their main activities and this led to mass raising the statuses from «institutes» to «academies» and «universities». This tendency changed the structure of the state system of education.

Accreditation: Besides the division into universities, academies and institutes, state licensing and accreditation are the most important characteristics of any institute of higher education. State license gives institution the permission to offer educational services. That means that an institution has enough well-equipped space, which will allow teaching an appropriate number of students; that it has in its staff well educated and trained lectors and teachers. This document is issued by Ministry of Education of the Russian Federation. Every branch of the institute of higher education needs to get state license separately from the head institution. There are two types of accreditations in Russia: state accreditation and community accreditation.

State accreditation means correspondence between the quality of education on accredited programmes and state educational standards. Accreditation also gives the right to issue state-standard diplomas. Constant state control of the quality of educational services is legally guaranteed only for accredited schools. Institutes of higher education can be accredited for the period, which not exceeds 5 years. The word «state» in the name of the institute of higher education guarantees that this institute issues state standard diplomas.

The aim of community accreditation is appreciation of the level of activities of institute of higher education, which corresponds to the criteria and expectations of civic educational, professional, scientific and industrial organizations. Community accreditation does not mean financial or any other obligations from the state.

Decide whether these statements are true or false:

1. Russia's top universities do not have any entry requirements.
2. Special entry exams are not held every year.
3. Higher education is provided only by non-public accredited higher education institutions.

4. The academic year lasts from October 1 to the middle of June everywhere.
5. Most of Russia's universities are located in large cities.
6. The system of distance education in Russia is more developed than in the US and other Western European countries.
7. A Bachelor's degree (BA, BSc, etc) can be obtained by a minimum of two year's study.

Exercise 8. *Read the situations given below. What is your opinion on the problems? Write a composition.*

1. Is it easy to decide what career to choose at school? What helps make your choice?
2. There are different kinds of higher schools in our country and abroad. What kinds of schools do young people prefer to study in? Why?
3. It goes without saying that our higher school system should be reorganized. How do you think it can be done? (To have highly educated and trained teachers' staff; to provide wide and general tuition, economics, business, administration, computer studies, communication skills; to supply colleges and universities with modern technical equipment; to choose subjects to one's interests, abilities; to get more practical work; to carry out research, etc.)

Exercise 9. *Find the logical order of the following parts of the dialogues:*

Participant 1:

Mary: Learning any languages takes a lot of effort. But don't give up. Why don't we practise those dialogues together?

Mary: Why do you say that? I think you're making a lot of progress.

Mary: Yes, I've passed my French exam.

Mary: Congratulations! I'm glad somebody's happy.

Mary: Oh, I'm just worried, I guess. I have to take a history exam next week.

Mary: You look happy today!

Participant 2:

Peter: I am happy. I have just passed my Chemistry exam.

Peter: Why? What's the matter?

Peter: Oh, come on, you are always worried about your exams, but you get only fives, as far as I know. You've passed some exams already, haven't you?

Peter: Oh, I give up. I simply can't learn French.

Peter: No, I'm not. I try and try and I still can't speak it well.

Peter: Good idea. That just might help.

Exercise 10. Read and complete the dialogue using the sentences or words from the boxes:

- A. Can you say
- B. I am mostly interested in
- C. it takes
- D. Let me introduce you to
- E. research work
- F. See you tomorrow!
- G. The academic staff
- H. up-to-date equipment
- I. You are welcome

Nick: Hello, Kate. I know you speak rather good English. 1)..... a student from Great Britain. His name is Jack Brown. Do you mind showing him round our Institute?

Kate: 2)..... How do you do, Jack? What are you interested in?

Jack: Problems of higher education are widely discussed all over the world. 3)..... how and where students are trained in Russia.

Kate: In this country students are trained at universities and colleges of education.

Jack: 4)..... a few words about the students at your Institute? Are there many students and teachers in it?

Kate: Our Institute has full-time and correspondence departments. About 10000 students study at them. 5)..... is highly qualified teachers. They usually combine teaching with research.

Jack: Do your students have good facilities for studies and 6)..... ?

Do they have to pay for their education?

Kate: Higher education is still free of charge in the country. As for facilities for studies you can judge for yourself. We have a number of laboratories with 7)..... . The main building of the Institute contains a scientific library, a large hall for meetings, a dining hall and other rooms. I am a second year student.

Jack: How long does it take you to graduate from an Institute in Russia?

Kate: Normally 8) from 4 to 5 years. When the course of studies is completed and final exams are successfully passed the graduate is awarded a diploma. Do you have the same system?

Jack: With us it is a little bit different. I think we'll have some more things to discuss. Shall we meet tomorrow?

Kate: All right! 9).....

Jack: Bye!

Exercise 11. Read the dialogue; translate into English the parts of the dialogue:

DIALOGUE

Ann: Привет, Стив. У тебя есть минутка?

Steve: Sure, yes. What can I do for you?

Ann: I've read a number of books on the British system of higher education but I can't make head or tail of it.

Steve: Не удивительно. В чём проблема?

Ann: Quite a lot of problems. What I want to discuss is the difference between a university and a college.

Steve: It's like this, you see... The programme is different. At a university it is much wider. Great attention is paid to scientific subjects.

Ann: Это звучит так, что многие предпочитают университеты.

Steve: Well... that rather depends.

Ann: Speaking about universities I'm not quite clear about tutorials there. What is a tutorial exactly?

Steve: Oh, it's when students discuss topics with a tutor in very small groups — usually there are not more than three or four students and sometimes only one.

Ann: I see... And coming back to colleges... I'm still not terribly sure what a residential college is.

Steve: Erm... It's a college with a hall of residence⁴⁹ on the same grounds as the principal building. In fact all the students live in hall.

Ann: Действительно? А как насчёт преподавательского состава?

Steve: Actually the majority of the teaching staff lives there too. But there are also quite a lot of non-residential colleges.

Ann: и ты учился в университете?

Steve: Yes...

Ann: I'd like to find myself in that university. What was it like?

Steve: Ну.... Большое серое здание, окружённое деревьями.

Ann: Beautiful?

Steve: Nothing very remarkable. Of course there were lecture halls, classrooms and a number of laboratories.

Ann: Any facilities for sport and P.E.⁵⁰

Steve: Let me see... Yes... A gymnasium with changing rooms and showers, a tennis court... What else... A playing field for netball and football...

Ann: Я думаю, что студенты проводят много времени вместе, не так ли?

Steve: Definitely. We had students' societies and clubs.

Ann: Am I right to believe that they are for those interested in drama and music?

Steve: Quite... and also politics, modern languages, literature, science and athletics.

Ann: О... это стоит знать.

Steve: And what I'd like to add is that students themselves organize all those clubs and societies. There is usually a Students' Council or Union.

Ann: Стив, спасибо. Ты очень помог.

Exercise 12. Act your dialogues on the following situation:

A delegation of students and teachers from Cambridge are on a visit to your university. You are asked to tell the guests about it. Present information on:

- a) the name of the university;
- b) the place it is situated;
- c) the departments there are at your university (day-time, evening or correspondence);
- d) the time the complete course of studies lasts;
- e) the number of students who study at the university;
- f) the subjects you study (humanitarian, technical, natural);
- g) the equipment the university is provided with;
- h) the examinations you take and the grants you receive;
- i) the dormitory the students from other towns live in;
- j) what you like and what you don't like about your university.

GRAMMAR IN PRACTICE

Exercise №1. Translate the following sentences using *Present Participle Active* in the function:

a) определения (attribute)

1. The student reading the article doesn't use a dictionary.
2. The student reading the article didn't use a dictionary.
3. Nowadays there is a growing interest in learning foreign languages.
4. All visitors touring the art museum were asked to sign the guest book.
5. He picked up the letter lying on the floor.
6. People starting to learn a foreign language sometimes find it difficult to memorize words.
7. Tourists arriving in London visit various museums.
8. They looked at the train passing by.
9. We are all concerned about the rising level of pollution.
10. I think he is the best poet living.

b) обстоятельства (adverbial modifier)

1. Knowing English well he can read scientific journals without any difficulty.

2. Knowing English well he could translate articles without a dictionary.
3. Reading books in the original you will master English very quickly.
4. Explaining the rule the teacher cited a lot of examples illustrating it.
5. Testing the engine the engineer applied new methods.
6. When testing the engine the engineer applied new methods.
7. While unloading the ship they broke some cases.
8. He left the room leaving the door open.
9. Receiving the telegram he hurried up to the station.
10. Arriving in London we went sightseeing.

c) частю сказуемого (part of predicate)

1. She is studying English at the University.
2. She has been learning English since last autumn.
3. He was reading a book when I came.
4. He said he had been working since early morning.
5. Don't call him tonight – he will be working at his report.
6. The film was amusing.
7. Dick's answer is surprising.
8. The change of schedule was confusing for all the passengers.
9. Nick's courage was astonishing.

Exercise № 2. Use *Participle I* according to the model.

Model: *(to do) his homework, he was thinking hard.*

Doing his homework, he was thinking hard.

(to do) his homework, he went for a walk.

Having done his homework, he went for a walk.

1. (to sell) fruit, he looked back from time to time, hoping to see his friends.
2. (to sell) all the fruit, he went to see his friends.
3. (to eat) all the potatoes, she drank a cup of tea.
4. (to run) in the yard, I fell and hurt my knee.
5. (to look) through some magazines, I came across an interesting article about UFO.
6. (to write) out and (to learn) all the new words, he was able to translate the text easily.
7. (to live) in the South of our country, he cannot enjoy the beauty of St. Petersburg's White Nights in summer.
8. (to talk) to her neighbour in the street, she did not notice how a thief stole her money.
9. (to read) the story, she closed the book and put it on the shelf.

Exercise №3. Translate the following sentences with *Past Participle Passive (Participle II)* in the function:

a) определения (attribute)

1. The house built in this street is very beautiful. 2. The issue discussed at the last meeting is of great importance for our company. 3. They have to repair the broken parts of this engine. 4. The data found by the researchers is valuable for their future work. 5. The composition written by this student is excellent. 6. We shall use instruments of improved design. 7. The method proposed by this young researcher was not acceptable. 8. The results obtained by this group are very good. 9. There are many illustrated magazines in our reading-room. 10. The discovery made by him is of great value.

b) обстоятельства (adverbial modifier)

и именной части сказуемого (nominal predicate)

1. When asked, he answered all the questions. 2. This book is sold everywhere. 3. Unless discussed, the new method must not be used. 4. When translated, the instruction became perfectly understood. 5. When offered help, he accepted it with gratitude. 6. Ice melts when heated. 7. If frozen, water becomes ice. 8. When corrected, the article was published. 9. When produced, the parts will be sent to various plants. 10. As my watch was broken, I had to buy a new one.

Exercise №4. Use *Present Participle Active* or *Past Participle Passive* in the function of attribute in the following sentences.

1. The (breaking/broken) dishes lay on the floor. 2. The (trembling/trembled) children were given a blanket for warmth. 3. Compassionate friends tried to console the (crying/cried) victims of the accident. 4. The (blowing/blown) wind damaged the trees in the garden. 5. The (exciting/excited) passengers jumped into the lifeboats when notified that the ship was sinking. 6. The (smiling/smiled) *Mona Lisa* is on display in the Louvre in Paris. 7. The wind made such (frightening/frightened) noises that the children ran to their parents' room. 8. (Freezing/frozen) food is often easier to prepare than fresh food. 9. The (cleaning/cleaned) shoes were placed in the sun to dry. 10. We found it difficult to get through the (closing/closed) door without a key.

Exercise №5. Translate the sentences paying attention to the *Absolute Participle Construction* (независимый причастный оборот).

A.

1. The next morning, it being Sunday, they all went to church. 2. For the moment the shop was empty, the mechanic having disappeared into a room at the back. 3. There being nothing else

on the table, Oliver replied that he wasn't hungry. 4. Mrs. Maylie being tired, they returned more slowly home. 5. Their search revealing nothing, Clyde and she walked to a corner. 6. The wind being favourable, our yacht will reach the island in no time. 7. I had long tasks every day to do with Mr. Mell, but I did them, there being no Mr. and Miss Murdstone here. 8. It being now pretty late, we took our candles and went upstairs. 9. He being no more heard of, it was natural to forget everything. 10. He started about five, Riggs having informed him that the way would take him three hours.

B.

1. Если погода позволит, мы пойдем на каток. 2. Так как все было готово, она решила отдохнуть. 3. Так как было уже поздно, они никуда не пошли. 4. Так как погода была холодная, Джек спрятал руки в карманы. 5. Так как быстро темнело, она поспешила домой. 6. Когда солнце зашло, сразу стало темно. 7. Так как наш разговор был закончен, я пошел домой. 8. Когда письмо было написано, она быстро побежала на почту отправить его. 9. Так как оставалось еще полчаса до отхода поезда, мы решили поужинать на вокзале. 10. Так как было очень поздно, магазин был закрыт.

Exercise №6. Match the English sentences with their Russian equivalents and pay attention to the mode of the gerund.

1. I hate disturbing people.	1. Он не любит, когда ему задают вопросы.
2. I hate being disturbed.	2. Он не любит задавать вопросы.
3. He doesn't like asking questions.	3. Терпеть не могу, когда мне мешают.
4. He doesn't like being asked questions.	4. Терпеть не могу беспокоить людей.
5. William likes being read to.	5. Джейн против того, чтобы посылать документы за границу.
6. William likes reading.	6. Джейн против того, чтобы ее посылали за границу.
7. Jane is against sending the documents abroad.	7. Уильям любит читать.
8. Jane is against being sent abroad.	8. Уильям любит, когда ему читают.

Exercise №7. Translate the sentences with gerund in the function:

a) подлежащего (subject)

1. Packing goods for export is a highly specialized job. 2. Dancing has not begun yet. 3. Walking develops leg muscles. 4. Gardening is becoming more popular. 5. There is no denying the fact. 6. It isn't worth while going there. 7. Is it any good doing it? 8. It is useless talking about it.

b) части сказуемого (part of predicate)

1. His greatest pleasure was travelling. 2. She couldn't help smiling. 3. Mr. Taylor's suggestion is worth discussing. 4. The chairman kept on speaking though nobody was listening to him any longer. 5. I am against his mentioning Jane's name. 6. I am for discussing it at once. 7. Don't keep interrupting me while I'm speaking. 8. He couldn't help admiring her.

с) дополнения (object)

1. I am very tired of arguing with you. 2. He was surprised at having been asked about it. 3. She denies having spoken to him. 4. You must excuse my not answering you before. 5. I don't remember hearing the legend before. 6. Do you mind my smoking? 7. I hope you will forgive my disturbing you. 8. Everybody looked forward to her coming back. 9. He didn't succeed in taking things easily.

d) определения (attribute)

1. There are different ways of solving this problem. 2. Young people are excited at the idea of purchasing audio-visual equipment. 3. We have a plan for modernizing the factory. 4. I have no intention of staying here any longer. 5. Don't miss the opportunity of hearing this pianist. 6. He was in the habit of doing things thoroughly.

e) обстоятельства (adverbial modifier)

1. It was planned to put the plant into operation 3 years after signing the contract. 2. Before reaching a final decision the market research group is to collect some information. 3. Without waiting for our answer he turned and left us. 4. On seeing Sofia he stopped to talk to her. 5. In spite of being busy, he did all he could to help you. 6. He left without saying good-bye. 7. He gave a few examples instead of explaining the rule.

Exercise №8. Identify the – ing forms: *gerund* or *participle*.

1. Hearing a loud noise, we were shocked to move. 2. She ruined her sight by playing computer games. 3. They saw a boy in the park standing on his head. 4. Speaking is a whole lot easier than doing. 5. Smoking in public places is forbidden. 6. Jumping over the fence, the burglars managed to escape from the prison. 7. Nobody was surprised at John being absent. 8.

They wasted their money on buying useless things. 9. Swimming is popular form of keeping one's body fit. 10. Michael was angry at Jill for trying to fool him. 11. The boy entered the room smiling. 12. Aren't you afraid of telling the truth? 13. Singing to herself in a shower is something that makes her life wonderful.

LESSON 4**CITY LIFE****Grammar in practice:**

1. *Функции инфинитива.*
2. *Частица **to** перед инфинитивом.*
3. *Инфинитив или герундий.*

LEAD-IN:**Answer the following questions:**

1. What problems of big cities do you know?
2. Comment on the following statements. Do you agree or not?
 - a) Life in a big city has got lots of disadvantages.
 - b) Young people prefer to live in big cities.
 - c) Life in big cities is much more passive.
 - d) It is very difficult to find friends in a big city.
 - e) Nothing is going on in a big city.
 - f) The entertainment is non-stop in a big city all year round.
 - g) Rural life is more preferable because everybody knows each other.
 - h) Hordes of people are trying to change the city life for the life in the village.
 - i) It's difficult to find a good job in a big city.
 - j) It's dangerous to live in a big city nowadays as the crime rate is constantly increasing.

Exercise 1. Read the text for full comprehension and use this information to describe your city:

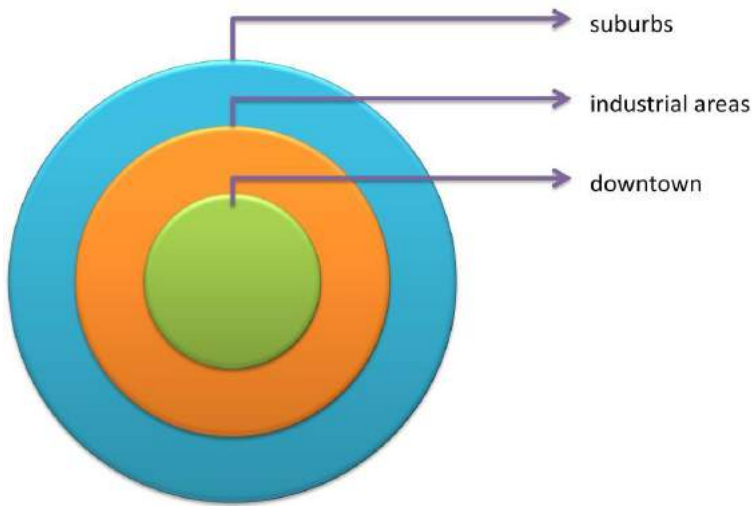
A city is a place where thousands or even millions of people live in a very small area. Cities are much larger and more important than towns or villages. Today, about half of the world's population live in cities.

PARTS OF A CITY

Today's modern cities often have three characteristic areas. The centre of the city is called downtown. It consists of stores, banks, government buildings and cultural attractions. Many people come to work in the downtown area. In large cities the downtown area is full of skyscrapers.

An industrial region with factories, warehouses and other industries lies around the downtown area.

Suburbs are the places farthest away from the city centre. They are new residential areas where most people live. Suburbs have their own stores and shopping malls but people often have to travel an hour or longer to work downtown.



LIFE IN CITIES

Cities have become very attractive places because they offer people not only jobs and work but also many things they can do in their free time. You can go to museums or art exhibitions, relax in public parks, listen to music at concerts or eat out at expensive restaurants that offer food from all over the world. Big department stores give you the pleasure of buying many things without leaving the building.

Cities offer their residents and the people who work there a variety of ways of getting around. Many people walk or ride a bike, which is often the fastest way to get around in a crowded city.

All cities offer at least some forms of public transport: buses or trams. Large cities have subways that travel underground.

A city has its own government, called the city council. The head of a city is its mayor. City governments have many things to care for. They must organize their own police force to protect the citizens and fight crime. They must provide residents with drinking water, electricity, heating, hospitals and services to get rid of waste. The city council must decide in which parts of the city new factories or houses can be built.

CITY DEFINITIONS

The term metropolitan area is used to define the city itself and the surrounding suburbs.

The city of New York, for example, has a population of 8 million, but its metropolitan area includes many other cities around it: a total of about 20 million people in all.

Megalopolis is a term used to describe large cities that are so close to each other that they start to grow together. Boswash, for example, is a megalopolis that reaches from Boston to Washington, D.C. New York, Philadelphia and Baltimore also belong to this region. Almost 50 million people live here.

Megacity is a word used to describe very large cities, mostly over 10 million people. Examples are Mexico City, Sao Paulo, Mumbai and others. Most of them are in developing countries where thousands of people migrate from the countryside to the cities every day.

CITY PROBLEMS

Modern cities all over the world face the same problems. One of them is poor housing. People often live in old houses or huts that don't have electricity or sanitation. As city population grows governments don't have the money to build modern apartment buildings.

Cars and industries are polluting city air and rivers more and more. Waste that people throw away is burned or ends up in landfills. All of this makes modern cities an unhealthy place to live in.

Especially during morning and evening rush hours cities become packed with vehicles. Daily traffic jams make it impossible for people to get to work in time. City authorities are spending more and more money on public transportation and are talking other steps to reduce traffic in cities. A few years ago the London mayor made people pay to drive their cars into the city centre.

Cities of today face many social problems. Crime, alcoholism and drug addiction is especially high in cities. Many young people are unemployed.

Larger multiethnic cities face conflicts between groups with different cultural backgrounds. Blacks and whites in the USA and South Africa had a violent history in the 20th century.

Even though residents of cities have a higher standard of living there remain many poor people. Government organizations work hard to get rid of poverty. They try to give such people better education and jobs.

FUTURE OF CITIES

As the world's population is constantly on the rise more and more people are moving to cities. Some local governments are trying to relieve cities of overpopulation by building new towns outside city areas.

Cities will have to become greener. Modern buildings will rely on new energy forms. Traffic will have to change drastically.

Discussion Questions:

1. Why do so many people want to live in cities?
2. What would an optimistic/ a pessimistic city-dweller say about shopping?
3. What would an optimistic /a pessimistic city-dweller say about traffic?
4. What would an optimistic /a pessimistic city-dweller say about schools?
5. What would an optimistic /a pessimistic city-dweller say about the police?
6. What would an optimistic /a pessimistic city-dweller say about parks?
7. Which is the biggest city you have ever been to? Did you like it? What did you do there?
8. Do you like where you live? Why?
9. Which is better: to live in a city or to live in the countryside? Why?
10. What do you know about these cities: New York, Los Angeles, Tokyo, Bangkok, Paris, London, Toronto, Hong Kong, and Singapore?
11. Which of these cities would you like to visit? Why?
12. Which of these cities would not you like to visit? Why?

Exercise 2. a)Match the words and phrases listed below to their Russian equivalents.

1. cutting edge issues;	a. труппы;
2. to affect sb's life;	b. перенаселенность;
3. an advocate for sth;	c. невысокий жизненный уровень;
4. at an unchecked pace;	d. пригодный для жилья;
5. overcrowding;	e. актуальные вопросы;
6. slums;	f. разрастание города;
7. affordable housing;	g. влиять, отражаться на чем-л.;
8. urban sprawl;	h. необузданно (<i>нар.</i>), ничем не сдерживаемый;
9. mediocre quality of life;	i. сторонник чего-л.;
10. livable (<i>city</i>);	j. доступное (по цене) жилье;
11. against their will;	k. запретить автомобили в центре города;
12. concrete blocks;	l. высотки;
13. an eyesore;	m. дорожно-эксплуатационные работы;
14. out-of-town shopping facilities;	n. против воли;
15. unaffordable;	o. скопление машин, пробки на дорогах;
16. to ban cars from the centre;	p. торговые зоны за пределами города;
17. traffic congestion;	q. сходить за что-либо, слить чем-либо;
18. road maintenance;	r. престижный, элитный, фешенебельный;
19. upmarket;	s. бетонные здания;
20. high-rise buildings;	t. бельмо на глазу, отталкивающее зрелище;
21. pass for sth.	u. недоступный (по цене).

b) match a word from the box with one of the definitions below:

to charge to integrate to escape congestion

- 1) to combine two or more things so that they work together; to combine with smth else in this way –
- 2) the state of being crowded and full of traffic –
- 3) to get away from an unpleasant or dangerous situation; to avoid smth unpleasant or dangerous –
- 4) to ask an amount of money for goods or a service –

Exercise 3. Complete each sentence with one of the words or phrases given.

residential	subsistence	suburbs
commute	squats	ghetto
slum	violence	accommodation
pace	alluring	sprawl
tough	shanty towns	unemployment

1. The of life in the village is slow and easy.
2. The whole urban of Ankara contains over 2.6m people.
3. Orlando itself is vibrant, full of affordable and great places to eat.
4. All successful business people know how life at the top is.
5. Mark wanted to move from the downtown to a smart area.
6. For those living at level, even buying essentials is a struggle.
7. Penniless students in large cities try to save money by living in, that is, houses which they find to be empty.
8. Financial problems can lead to stress within the family and between family members.
9. Taiwan is the most city in South-East Asia.
10. A poor, densely populated area of a town or city lived in mainly by one racial group is called a(n)
11. In Third World countries have grown up on the outskirts of major cities to house poor workers who have migrated from the countryside.
12. In the developed world run-down and derelict housing in the inner city where people still live is called a(n)
13. People working in large cities often like to live away from the center in pleasant
14. People who work in the city center but live outside have to to work every day.
15. In some countries, you don't qualify for benefit if you own your house.

Answer the following questions using words in *italics*:

- a. What difficulties may people living in the *suburbs* face?
- b. What makes life in a big city so *alluring* to lots of people?

- c. What essentials can you buy if you live at *subsistence* level?
- d. Is it easy for you to adjust to fast *pace* of life in Moscow?
- e. What are the most attractive *residential* areas in your city?
- f. Do you think that *accommodation* in your city is affordable?
- g. Do you/your relatives have to *commute* to work?
- h. Why is the problem of *unemployment* so acute in big cities?
- i. Is *violence* on the streets a big issue in your city?
- j. In what countries are *shanty towns* widespread?

Exercise 4. Complete the sentences below with forms of the words on the right.

- | | |
|--|--------------------|
| 1. The number of to London has dropped by 100,000. | COMMUTE |
| 2. During one period, a person might be backwoods and rural, testing the simple life, and in another take on the fast-..... challenge of a city. | PACE |
| 3. He was in his late twenties, married and living in a semidetached..... house. | SUBURB |
| 4. The 18th century was a period of rapid | URBAN |
| 5. Some local joined the students' protest. | RESIDENTIAL |
| 6. Jealousy causes and painful emotions. | STRESS |
| 7. A quarter of current inmates have committed crimes. | VIOLENCE |
| 8. Homes are more than at any time in the past five years. | AFFORD |

Exercise 5. Translate the sentences into English.

- 1. Я бы ходила на работу пешком, если бы жила недалеко.
- 2. В каких городах лучше всего жить?
- 3. Можно приобрести один проездной билет, который будет действовать на все виды транспорта в течение одного дня.
- 4. Если бы автобусы и поезда приезжали по расписанию, люди бы не проявляли такое недовольство.
- 5. Большее число людей ездили бы на работу на велосипедах, если бы были уверены, что это безопасно.
- 6. Чтобы уменьшить количество пробок в шотландской столице Эдинбург была введена система, в соответствии с которой несколько людей едут на свою работу на одной машине.

7. Если бы я общался с клиентами только по телефону и электронной почте, я бы потерял весь свой бизнес.
8. Что бы произошло, если бы проезд в общественном транспорте стал бесплатным?
9. Для велосипедистов на проезжей дороге имеются специальные велосипедные полосы или дорожки.
10. В 1991 году правительство норвежского города Тоддлхайм стало взимать плату за проезд по центру города. Это была одна из мер по уменьшению пробок на дорогах.
11. В некоторых городах и странах мира система общественного транспорта очень эффективна и развита настолько, что для проезда по городу нет необходимости использовать собственные авто.

Exercise 6. Complete the text using the words and phrases given.

emulate	social life	rush hour
allure	experienced	metropolis
minded	stuck	veneer
metropolis	provinces	accommodation
pace	sticks	

A View of the City

If you grow up in the (1) then capital cities have a very special (2). They represent sophistication, choice and freedom. When you've settled in the city, you can think of the people back home as 'country cousins' who 'live in the (3). They haven't (4) life as it should be, in the city.

And what have you gained by moving to the (5)? First, a major change in (6).

You're one of the special ones, you've the break. All those famous places that were previously just names read in the paper or seen on TV become familiar personal landmarks glimpsed as you go to work or explore the capital developing your self-image.

You're never (7) for something to do - everything's there, on your new doorstep: discos, night-clubs, pubs. If you're culturally (8), there are museums, cinemas, theatres, concerts. And then the people! You never know who you will meet and where. Their status and lifestyle are something you want to (9).

Of course, there are shocks. The cost, for one thing, of things like (10), transport and entertainment. The crowds, especially during the (11). The fast

..... (12) at which everyone lives. But you soon learn to keep your wits about you and develop the special (13) that city living requires.

Exercise 7. *Imagine you are writing an article to a travel magazine. Make up a review of one as you think the best cities to live. Explain why this city is considered the best to live in.*

Exercise 8. *Read the text, translate and make a list of pros and cons for people wishing to change the city life for the life in the country or vice versa.*

PROBLEMS OF CITY AND COUNTRY LIFE

Cities grew over the centuries because they served aims that could not have been served otherwise. Two thousand years ago most people lived in the countryside. It was not their choice. Today, almost half of humanity lives in cities. Man has always lived in groups. It makes life safer and easier. Geography – rich soil, a safe navigable river, ample fresh water, easy defense, coal – was the start of many towns. In Europe towns grew over the strongholds of a local lord. Most of them developed as buying and selling centres; trade needed a market, and markets needed people.

Towns served their citizens very well if they in turn were served by them. During the Middle Ages when harvest failed, the nearby town offered hope of survival. All successful towns satisfied economic needs. For a peasant town was the only place where he might make a fortune. In the new industrial order, the city was the nerve centre, brining to a focus all dynamic economic forces: vast accumulation of capital, business and financial institutions, spreading railroad yards, factories, and armies of manual and clerical workers. For example, in the USA villages, attracting people from the countryside and from the land across the seas, grew into towns and towns into cities almost overnight.

Life in the city is much easier than in the country – developed transport system, sewerage system, information, sports, shopping malls, etc. Modern men are too sophisticated for simple country pleasures. There is far more entertainment in the city than in the country. Cities offer high concentration of good things in life: big stores, restaurants, theatres, cinema, art galleries. Life is more convenient in a city: services are always better here. In the city people are more open-minded. It is possible to go out, make friends and never be cut off from them by weather conditions. Generally, people do not mind what you do in the city. In the country everybody knows you and expects you to live and behave in a certain way. Moreover, life is never dull in the city, people always have something to do here.

It is needless to say that the citizens are more advantaged in education. The students have museum classes and excursions. They can attend lectures and preparatory courses and therefore

have more chances to enter this or that university. After graduating from the university the residents of big cities are more likely to find a prestigious and well-paid job, than the outsiders. They are more communicative, more experienced and have more friends and relatives to help them. In the city people have more chances to succeed.

The objections to city living are not convincing enough. People easily adapt to various inconveniences of city life. For example, noise and traffic are hardly noticeable to city-dwellers. In the city especially in our country people live in apartments with central heating, telephone, gas, electricity, radio, TV, the Internet. Most people love cities. In 330 BC Aristotle wrote that by nature man belonged to a city. Many people love the busy city life. It is enough for them to visit a country at week-ends.

It goes without saying that life in a big city has got a lot of disadvantages. Pollution is the greatest disadvantage of the city life today. Polluted air is hanging like a brown cloud over cities. All big cities have problems with air pollution. There was still nothing anywhere like “killer-smog” which caused some 3000-4000 deaths in London in December 1952. Mexico city’s air is famously filthy, as is that of many Indian, Chinese, and East European cities. Noise pollution is the problem of big cities too.

Urban garbage – like food, paper, and cans – on the ground or in the street is one more problem of cities. People don’t always put their garbage in the garbage can. Urban garbage is ugly. It makes the city look dirty, and it spoils the view.

There are lots of other disadvantages of living in a big city. Today’s cities are ballooning. Bombay in 1960 was a jam-packed city of 4 mln. people. Now Mexico city holds around 18 m people. The rush-hour with crowded streets, packed trains, full buses that happens twice a day is one of them. Everyone grumbles about exorbitant rents that must be paid for tiny flats which even country hens would disdain to live in. Apart from accommodation, the cost of living is very high. A citizen runs into a lot of extra expenses paying for public transport, snacks, food delivery and entertainment.

Besides, life in a big city is much more stressful than that in the country it causes stresses and heart disease. Drivers suffer from traffic jams accidents and car crashes, pedestrians curse rush hours, constant queuing and irregularity of public transport. In addition, people live under constant threat. Businessmen and clerks are scared to lose their jobs and become unemployed. Living conditions in crowded cities are similar to those of animals in a zoo and make inhabitants abnormally aggressive. So the crime rate is constantly increasing. In the city people lose touch with land, rhythms of nature. Everyone who cares about his health tries to move out from the city. Cities are not fit to live in, man are born for countryside. Most people in Europe and America try to

live in non-industrial cities, which are set down near big cities and can not be killed by pollution and traffic.

In the countryside people enjoy such simple things of primary importance as sunlight and fresh air. Besides, living in the countryside is cheaper and safer than in a city. It provides people with more security. There is less crime and, of course, there is less traffic there. Life in the countryside is quiet, peaceful, and healthy if you like to be close to nature. Here people are friendly and it is much more pleasant in the countryside than in the city. Unfortunately, life in the countryside is rather hard. Working and living conditions are difficult, social and cultural life in the countryside is not full of entertainment. And annually more and more young people flee from the countryside for a better life in the city.

Certainly, the problem of employment in the countryside is very crucial today. It is especially acute for the young people and professionals. As a rule there are few labour places for skilled agricultural workers and less for professionals. Although villages do need teachers and physicians, they can not provide them with the necessary facilities. There are few schools and clinics in the countryside. Sometimes there is one secondary school for several villages and children have to walk ten kilometers to study there. Usually either the village community is too poor to provide the children with a bus or the roads are too bad for the bus to run off them.

Surely, people should always be optimists and hope for a better life. Where there is a will there is a way. Nowadays we can witness the revival of some villages. So far they are few but annually their number is increasing.

Useful Vocabulary

Ample - обильный, достаточный; harbor - гавань; soil – почва; stronghold - цитадель, твердыня; peasant – крестьянин; accumulation – накопление; clerical - конторский служащий; manual - ручной, физический труд; filthy - грязный; sewerage system – канализация;	to grumble - ворчать; exorbitant - непомерный; disdain – пренебрегать; pedestrian – пешеход; curse - проклинать; annually – ежегодно; to flee – бежать; crucial – критический; acute - пронзительный, резкий; revival - возрождение.
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1. What is one positive side to urban life?
2. Where can people buy what they need?
3. How late are these places open?
4. What kind of variety is there in a city?
5. What can people visit in a city?
6. What kinds of restaurants are in a city?
7. What other options and opportunities do people who live in a city have?
8. What transportation options do they have?
9. What is a negative side of urban life?
10. Why are urban areas generally crowded?

11. What does this affect?
12. What else can cause traffic delays?
13. What other problems are associated with urban life?
14. What causes air pollution?
15. What are some other problems associated with urban life?

Exercise 9. *Translate the dialogue of two young Americans talking about Paris and London. Say what they dis/like about these cities.*

Laura: Ok. I am going away this weekend with my boyfriend.

Carol: You should definitely go to Paris.

Laura: Really? No, we are going to London I think, because there are so many theatres there, and I don't know, it's a lot like New York and I love New York, but it's a little bit different. It has much more history...

Carol: Oh, but Paris is so romantic. And history? There is a beautiful museum in Paris, and also everything's so stylish and fashionable.

Laura: Yeah, but the French people are so rude, you know, and we don't speak French. And if we go there, it's gonna be really hard. I remember a friend of mine went to Paris and she said, you know, she tried to ask anybody directions and they just will not talk to you in English, even if they know it, because they just, you know, insist on speaking French, and I don't know...

Carol: Yeah, but the Londoners, their English is different than ours, and they think we speak a different language. They're not going to be as nice to you as anywhere else.

Laura: Yeah, I know, but I think in general London is a more international city, and my boyfriend really likes all different kinds of cuisine...

Carol: Oh, cuisine! French food is so much better. London's food is nothing.

Laura: Oh, well, I mean English food...

Carol: Fish and chips? That's about it.

Laura: Yeah, but English food may not have fabulous reputation but it is so international. You can get great Indian food there, Indonesian, Thai... I mean, in France you can get just French food all the time.

Carol: But you're going for a vacation, for a little while. I should just totally eat French food when I go to France.

Laura: I don't know. I mean London's awesome. London's... I'm excited about going to London.

Exercise 10. *Translate the dialogue about the London Tube and comment on any new information. What is your attitude to the underground?*

Alice: Hi. Olga.

Olga: Now Alice, how do you get around London?

Alice: Ooh – by bus, bicycle and usually the Tube.

Olga: Aha, and most people would agree that the London Underground – ‘the Tube’ – is the best way to get around this city. But many people have a love-hate relationship with the underground – we either love it or hate it.

Tube announcement: (Ladies and gentlemen)...because of earlier signal failure, the Metropolitan Line has severe delays and Hammersmith & City, Circle and Victoria Lines are all operating with minor delays. We have a good service and operation on all of our other London Underground lines (baby crying).

Alice: Oh dear, more delays – that's when the Tube is running late and doesn't come along when we expect it to. And that makes it unreliable.

Olga: And the thing I hate most is that on a crowded carriage – or compartment – I always have to stand under someone's armpit – and they don't always smell very nice!

Alice: Oh, Olga – you poor thing. It's probably because you're not that tall, right?

Olga: Anyway, there is a lot to love about the Tube as well. It's reasonably fast, it covers a wide area and it has a long history. During the last financial year, how many kilometres did Tube trains travel? Was it about equal to: a) 72 trips to the moon and back b) 85 trips to the moon and back or c) 90 trips to the moon and back?

Alice: Oh, I've got no idea, so I'm going to guess and go for the big one. 90 trips to the moon and back.

Olga: Mmm – a very brave guess! Now, if you live or work in London, or even if you've only ever used the Tube once as a visitor to Britain, you'll probably have an opinion on it.

Alice: Yes, tourists and visitors to London who I've spoken to say they find it quite simple to use and that the map is very good. It's difficult to get lost underground.

Olga: Hmm, it is. When our colleague Natalie first arrived in London from Northern Ireland, one thing about the Tube really surprised her.

Natalie: Nobody speaks to each other on the Tube; nobody looks at each other either most of the time. And at first, it was strange being that close to strangers, but you just have to get on with it or you'll not get on the Tube.

Olga: So Natalie found it strange to be standing so close to people she didn't know – strangers – because the Tube was so crowded.

Alice: She soon realized that if she didn't "get on with it", squeeze into a carriage and travel in cramped conditions at rush hour, she might never go anywhere.

Olga: Mm, Natalie was most surprised that people don't really speak to each other on the Tube. And do you know, it's true. We do avoid eye contact with other people, but I'm not sure why? But I'm a Londoner, and of course, I think lots of us are quite friendly.

Alice: I think it happens in all big cities. When there are lots of people in small, public places, people avoid eye contact or talking to each other.

Olga: Now let's hear from Wang Fei, another of our colleagues. He's from China, but has a much more romantic view of the Tube. Let's listen to part of this rather poetic piece he created about the sounds we hear underground:

Wang Fei: *I hear a rumbling noise begin quietly, then grow louder and louder, building up to a noise explosion as the train comes into the station. (This is South Kensington...). I hear the beeping sound and the doors open and close. I hear the clacking sound of the track, a constant soundtrack to people silently reading newspapers and books on the train.*

Olga: Aw, Alice, that might certainly make us feel a little differently about the Tube, don't you think?

Alice: Yes, it often takes fresh eyes to look at something we take for granted.

Olga: That's true. So Wang Fei used quite a few adjectives to describe some of the sounds we heard there as we travel on the Tube. Alice, remind us of a few please.

Alice: Sure. Wang Fei describes the sudden, loud sound that we hear as the train arrives at a station as 'a noise explosion'. But first, the train makes a quiet, rumbling noise that grows louder and louder.

Olga: Mmm, that was lovely, because it's the same word we use to describe the sound our stomachs make when we're hungry. Our stomachs rumble. They make a rumbling sound.

Alice: Then there was 'beeping' – that's the sound we hear as the doors open and close on the carriages. And this beeping's really important for blind or visually impaired people to know when the doors are open or shut.

Olga: Yes, because the beeping sound lets them know when it's safe to get on and off the train.

Alice: We also heard about the "clacking" sound – which Wang Fei says is a continuous sound that we hear in the background. So it's like the music in a film; he calls it 'a constant soundtrack'.

Olga: 'A constant soundtrack'. Well, I hope we'll both think about all those things next time we're stuck on a Tube train, Alice.

Alice: I hope so.

Olga: And before we go, our question! I asked you Alice: during the last financial year, how many kilometres did Tube trains travel, in terms of trips to the moon and back? And your answer was?

Alice: I think I said 90.

Olga: Yes, 90 trips to the moon and back.

Alice: Amazing!

Both: Bye!

Answer the questions to the text above.

1. What is a love-hate relationship with the Tube?
2. What makes the Tube so unreliable?
3. What do Londoners like about the Tube?
4. What is the thing about the underground that can surprise tourists?
5. What sounds does the Tube produce?

Exercise 11. *Translate this dialogue and role play it. Use the phrases from the box while translating.*

to make no difference ▪ as long as ▪ to cause trouble ▪ to show somebody round ▪ ahead of ▪ to overtake ▪ to have an accident ▪ to be fined ▪ to be a careful driver ▪ in the rush hour ▪ to take something into consideration ▪ to be silly ▪ at the wheel ▪ safety on the road ▪ to be killed ▪ to be injured ▪ to be knocked down by ▪ to be run over by ▪ for the same reason ▪ to be caused by carelessness ▪ to observe / to break traffic regulations ▪ the other way round ▪ traffic keeps right ▪ to get Americanized ▪ to read road signs ▪ routes for tourists ▪ to cry with joy ▪ to recognize

Mr. Brown: Что бы вы хотели посмотреть в начале? Я с удовольствием покажу вам город! Дело в том, КАК это сделать. Видите, машина впереди нас, кажется, совсем не едет.

Bill: Мы можем её обогнать?

Mr. Brown: Здесь не разрешено обгонять. Вы же не хотите, чтобы мы попали в аварию или нас оштрафовали? Я всегда соблюдал правила дорожного движения. В этой части Нью-Йорка очень сильное уличное движение, особенно в часы пик. Хорошо, что мы не спешим никуда. Иногда пробки сводят меня с ума. Тем не менее, пробки – это всегда хорошее оправдание, не так ли? Вы всегда можете сказать, что попали в пробку.

Bill: Я приму это к сведению. (*машина впереди них вдруг останавливается, и они чуть не врезаются в неё*).

Mr. Brown: Я уверен, что за рулём этой машины сидит женщина. Когда женщина за рулём, на дорогах крайне небезопасно.

Bill: Каждый год в Великобритании тысячи людей погибают или получают ранения в дорожных происшествиях. Так пишут газеты. (*С гордостью*) меня однажды сбил велосипед, а мою собаку чуть не задавил мотоцикл. У вас много аварий в стране?

Mr. Brown: (*смеясь*) Хватает.

Bill: А вы знаете, почему у вас так много происшествий? Это потому, что вы ездите не по той стороне дороги.

Mr. Brown: (*смеясь*) Вот вы это и сказали, молодой человек! Полагаю, что аварии в вашей стране случаются по той же самой причине. Не так ли?

Mr. Grey: (*очень серьёзно*) Аварии случаются по неосторожности водителей и пешеходов. Они происходят, потому что люди не соблюдают правила дорожного движения. Водители нарушают эти правила превышением скорости, а пешеходы иногда бывают очень легкомысленны.

Bill: Всё не так.

Mr. Grey: Что ты имеешь в виду?

Bill: Всё наоборот. Дело всё в системе. Мы же не в Англии. Сначала нужно посмотреть налево и только потом направо. Неужели ты не знаешь, что в этой стране движение правостороннее?

Mr. Brown: Бил, я смотрю, уже американизировался.

Exercise 12. Act your own dialogue. Interview your partner using the prompts below:

- main disadvantages & advantages of living in a city
- living in a modern or old historical city
- area you are living now (city center, residential area, suburb)
- ways to improve life in big city/your city/your area.

GRAMMAR IN PRACTICE

Exercise №1. Translate the sentences and pay attention to the functions of the infinitive:

a) subject position

1. To see is to believe. 2. It's unpleasant to deal with people like Mr. Brown. 3. Whether to leave or not has not been decided yet. 4. How to convince him is a problem. 5. Where to hang a

picture must be decided right now. 6. Which advice to follow is your own business. 7. It was difficult to answer this question. 8. To give a true picture of the surrounding matter is the task of natural science. 9. To explain this simple fact is not very easy.

b) predicative position

1. To read a lot is to know a lot. 2. He doesn't work as Managing Director now. 3. She would like to see a movie tonight. 4. Mr. Jones would rather stay home at the weekend. 5. Kate began to learn English when she was six. 6. He continued to work at his project. 7. His intention is to get into parliament. 8. He is to prepare the income statement by Monday. 9. New sources of cheap energy are to be found.

c) object position

1. She had learned to dance at school. 2. He found it impossible to raise the question at the meeting. 3. I don't know whether to apply for a job or not. 4. The experimental results are not easy to interpret. 5. The latest paper by Wittler is rather difficult to understand. 6. He is happy to have passed all the exams successfully. 7. Jane is ready to give an interview. 8. Do you want to go to the lecture? 9. She likes to sing English songs.

d) attributive position

1. We shall study minerals to be obtained in this mountain. 2. The first scientist to discover this phenomenon was Lavoisier. 3. There are many examples to illustrate the rule. 4. The procedure to be followed depends upon the substance. 5. Here are some more figures to be referred to later. 6. There was only one signal to be detected. 7. There is nothing to be surprised at. 8. Here are the papers to be signed. 9. There was nobody to speak to.

e) adverbial position

1. To enter an institute you have to take entrance exams. 2. You are too young to understand it. 3. To understand the importance of the event you should know all the facts. 4. He was clever enough to answer any question. 5. To master English you must work hard. 6. Laws were not made to be broken, laws were made to stay within. 7. She put on her coat so as not to be cold. 8. I was too busy to see anyone. 9. He was so weak as to be unable to work.

f) parenthetical combination

1. To begin with, one can say that an electric current is the result of a flow of electric charges. 2. To be sure, a great progress in chemistry has been made in the last few decades. 3. To sum up the chapter, gas theory enables us to determine some of the properties of molecular exterior.

4. To illustrate, Figure 2 gives the energy level diagram of potassium. 5. To anticipate a little, the evidence supports the view that the cathode rays consist of swiftly moving, negative electrons.

Exercise №2. Translate the following sentences and pay attention to the infinitive in the function of subject or adverbial modifier of purpose.

1. To solve this problem is extremely important. 2. To solve this problem you have to make a great many experiments. 3. To drive a car in a big city is very difficult. 4. To drive a car in a big city one must be an experienced driver. 5. To calculate the age of our planet requires much knowledge in different branches of science. 6. To calculate the age of our planet one must have much knowledge in different branches of science. 7. To get the new magazine I had to go to the library. 8. To run modern machines workers must be educated. 9. To avoid the accident the cars had to move slowly. 10. To get to the earth the rays of the sun have to travel during 8 minutes. 11. To find the mass of the electron numerous experiments had to be made. 12. To convert chemical energy into electrical energy we must use an electrical cell. 13. To prevent corrosion metal must be covered with paint.

Exercise №3. Transform the sentences using the Passive Infinitive.

Pattern: *I am glad to meet you.*
I am glad to be met by you.

1. Robert is glad to offer this job. 2. He doesn't like to ask questions. 3. She wants to tell the story. 4. I do not want to ask about it. 5. Walter was glad to invite Ann. 6. I do not like to interrupt you. 7. She hopes to provide you with everything necessary for the work. 8. He is happy to paint you. 9. I like to invite my friends to the theatre. 10. The child likes to read the fairy-tales.

Exercise №4. Complete each sentence with a suitable verb.

For ideas: *to call; to buy; to go; to find, to get; to operate; to be; to say; to drive*

1. There was a lot of traffic but we managed to the airport in time. 2. Jane has decided not a car. 3. We've got a new computer in our office. I haven't learnt it yet. 4. I wonder where Sue is. She promised not late. 5. We were all too afraid to speak. Nobody dared anything. 6. It was a nice day, so we decided for a walk. 7. They don't have much money. They can't afford this book. 8. I'm still looking for a job but I will something soon. 9. Our neighbour threatened the police if we

didn't stop the noise.

Exercise №5. Put the right form of infinitive (with or without to).

1. I've never been to Italy but I'd like (go) there.
2. I'm in a difficult position. What do you advise me (do)?
3. She said the letter was personal and wouldn't let me (read) it.
4. The customs officer made Sally (open) her case.
5. We were kept at the police station for two hours and then we were allowed ... (go).
6. Hot weather makes me (feel) tired.
7. Where would you recommend me (go) for my holidays?
8. The film was very sad. It made me (cry).
9. Carol's parents always encouraged her (study) hard at school.
10. Let me (carry) your bag for you.
11. Her parents wouldn't let her (go) out alone.

Exercise №6. Choose the correct form of the infinitive.

1. The article must (translate / be translated) into Russian.
2. Ann did very well at the exam. She must (be studying / have studied) very hard.
3. George has (to call / to be called) his insurance agent today.
4. It is too cold (to bathe / to have bathed) today.
5. I hope (to send / to be sent) to the conference.
6. The budget committee decided (to postpone / to be postponed) the meeting.
7. The weather seems (to be improving / to have improved) now.
8. I am glad (to have seen / to have been seen) you.
9. The letter may (have been sent / have sent) to the wrong address.
10. I am looking for Helen. Do you know where she is? She may (watch / be watching) TV in her room.

Exercise №7. Form *gerund* or *infinitive* from the verbs in the brackets and fill the gaps.

Model: *She doesn't allow ... in the room (smoke).*
She doesn't allow smoking in the room.

1. I've never been to Iceland but I'd like ... there (go).
2. I'm in a difficult position. What do you advise me ...? (do).
3. She said the letter was personal and wouldn't let me ... it (read).
4. We were kept at the police station for two hours and then we were allowed ... (go).
5. Where would you recommend me ... for my holidays? (go).
6. I wouldn't recommend ... in that restaurant (eat). The

food is awful. 7. The film was very sad. It made me ... (cry). 8. Carol's parents always encouraged her ... hard at school (study).

Exercise №8. Use *gerund* or *infinitive* instead of the verbs in the brackets. Use the preposition if it is necessary.

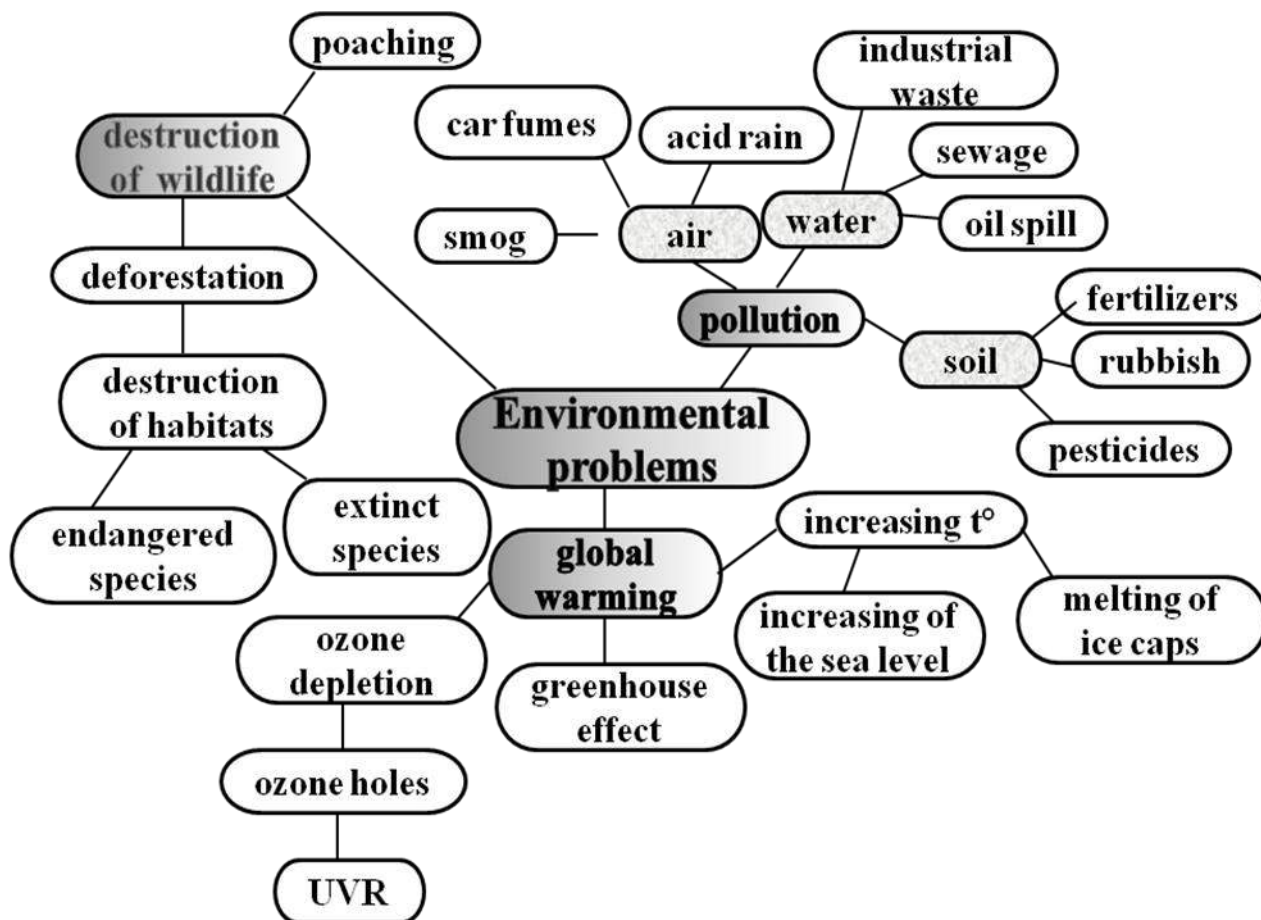
1. I regret (to miss) the show. 2. We regret (to say) we are not coming. 3. He is quite able (to take care) of himself. 4. He is capable (to do) things you would least expect of him. 5. I don't like your way (to talk). 6. This is not the way (to talk). 7. It was very useful (to hear) the different opinions. 8. It's no use (to argue). The matter is settled. 9. You can hardly count (to find) everything as you would like it to be. 10. He felt that they were hiding something from him, and he demanded (to tell) the truth. 11. I'll give you a chance (to try) your hand at it. 12. Shall we have a chance (to see) you here again? 13. His time was up, but he still went on (to talk). 14. After saying a few words about the author himself, the lecturer went on (to speak) of his works. 15. I need spectacles (to read). 16. The print is too small; I need glasses (to read) it with.

LESSON 5

WILL OUR PLANET SURVIVE?

Grammar in practice:

1. Сложное дополнение.
2. Сложное подлежащее.
3. Повторение.

LEAD-IN:**Express your opinion:**

1. What does the word environment mean?
2. What are the most serious environmental problems?
3. What makes the sea waters dangerous nowadays?
4. Why is it dangerous to dump industrial waste in the sea?
5. Where does air pollution in the cities mostly come from?
6. Why is it not safe to be in direct sunlight in certain places?
7. Why are nuclear power stations dangerous?

Exercise 1. Read the information and find the English equivalents of these words and words combinations:

- 1) жить в условиях города;
- 2) решать проблемы окружающей среды;
- 3) угрожать жизни людей / подвергать жизнь людей опасности;
- 4) загрязнение водной среды;
- 5) загрязнение воздуха;
- 6) разрушение, уничтожение живой природы;
- 7) красота сельского ландшафта;
- 8) нехватка природных ресурсов;
- 9) использоваться в качестве мусорной свалки;
- 10) проводить испытания ядерного оружия;
- 11) промышленные и ядерные отходы;
- 12) рыба, подвергшаяся радиационному заражению;
- 13) покидать места своего обитания;
- 14) сливать отходы в близлежащие реки;
- 15) сильно испортил статую;
- 16) атомные электростанции;
- 17) испортиться, выйти из строя.

ENVIRONMENTAL PROBLEMS

The word environment means simply what is around us. Some people live in a town environment; their environment is the countryside. But the air we breathe, the soil on which we stand and walk, the water we drink are all part of the environment. Nowadays people understand how important it is to solve the environmental problems that endanger people's lives. The most serious environmental problems are:

- pollution in its many forms (water pollution, air pollution, nuclear pollution);
- noise from cars, buses, planes, etc.;
- destruction of wildlife and countryside beauty;
- shortage of natural resources (metals, different kinds of fuel);
- the growth of population.

WATER POLLUTION

The sea waters today are very dangerous. There is no ocean or sea which is not used as a dump. The Pacific Ocean, especially, has suffered from nuclear pollution because the French Government tests nuclear weapons there. Many seas are used for dumping industrial and nuclear

waste. Britain alone dumps 250,000 tons of industrial waste straight into the North Sea. This poisons and kills fish and sea animals. "Nuclear-poisoned" fish can be eaten by people.

Many rivers and lakes are poisoned too. Fish and reptiles can't live in them. There is not enough oxygen in the water. In such places all the birds leave their habitats and many plants die. If people drink this water, they can die too. It happens so because factories and plants produce a lot of waste and pour it into rivers. So they poison the water. Factories use clean water. After the water is used it becomes poison which goes back into rivers, lakes and seas.

AIR POLLUTION

When the Americans decided to clean up the Statue of Liberty in 1986, the first thing they had to do was to make a hole in her nose and take away the acid rain that had collected inside. The polluted air of New York had mixed with the rain and damaged the Statue badly. And you certainly know that most of the pollution in big cities comes from cars and buses. More and more often people are told not to be in direct sunlight, because ultraviolet radiation from the sun can cause skin cancer. Normally the ozone layer in the atmosphere protects us from such radiation, but if there are holes in the ozone layer, ultraviolet radiation can get to the earth. Many scientists think that these holes are the result of air pollution.

Nuclear power stations can go wrong and cause nuclear pollution. This happened in Windscale in Britain, in Three Mile Island in the USA and Chernobyl in the former Soviet Union. Nuclear pollution cannot be seen but its effects can be terrible. To make air clean again we need good filters at nuclear power stations, at factories and plants and also in cars and buses.

Both clean air and clean water are necessary for our health. If people want to survive, they must solve these problems quickly. Man is beginning to understand that his environment is not just his own town or country, but the whole earth. That's why people all over the world think and speak so much about ecology.

Exercise 2. Match the words with their definitions:

1. extinct	a. a person who kills wildlife illegally;
2. pollution	b. an electricity generation station which uses radioactive fuel to drive the generators;
3. ozone layer	c. no longer existing, as an animal species;
4. poacher	d. the damage done to air, water or soil by the addition of harmful chemicals;
5. habitat	e. the part of the Earth which contains all the living creatures;
6. biosphere	f. the process of treating paper, plastic and
7. acid rain	
8. nuclear power station	
9. endangered species	

10. recycling 11. global warming 12. deforestation	metals so that they can be used again; g. the raising of the temperature of the earth's atmosphere caused by the burning of fossil fuels and increased amount of gases such as carbon dioxide; h. the natural environment of a plant or animal; i. the act of cutting down large areas of forest; j. a species which is in danger of becoming extinct; k. rain that contains acid from industrial waste; l. a layer of the chemical ozone in the earth's atmosphere that block harmful rays from the sun.
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Exercise 3. Read the text and complete the sentences below with forms of the words on the right.

Environmental Protection

People always _____ (**pollution, pollute**) their surroundings. But until now _____ (**pollute, pollution**) was not such a serious problem. With the _____ (**develop, development**) of crowded industrial cities the problem has become more important. The most serious _____ (**environment, environmental**) problems are pollution in its many forms (water pollution, air pollution, nuclear pollution), noise from cars, buses, planes, destruction of wildlife and others.

Air pollution is a very serious problem. One of the most alarming forms of air pollution is acid rain. Acid rain is _____ (**killer, killing,**) forests in Canada, the USA and central and northern Europe. In the USA 1 in 5 lakes suffers from this type of pollution.

One of the most important problems is _____ (**depletion, deplete**) of the ozone layer. The ozone layer protects the earth from the sun's ultraviolet rays. The ozone layer is being damaged by chlorofluorocarbons. They are _____ (**release, released**) by the daily use of industrial and household products, such as refrigerators, air conditioners and so on. Depletion of the ozone layer increases the risk of skin cancer, weakens the immune system of people.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly _____ (**died, die**), the North Sea is following. The Aral Sea is on the brink of extinction.

Another problem is destruction of the tropical forest. It has a major impact on the world climate. The tropical rain forest is a natural _____ (**protect, protector**) for our planet. It recycles carbon, nitrogen and oxygen, helps determine temperature, rainfall and other climatic conditions.

An even greater environmental threat is nuclear power stations. After the Chernobyl accident Belarus has become the zone of the ecological disaster. The Chernobyl catastrophe has affected the destinies of millions of people.

If people want to survive they must solve these problems quickly. Some progress has been already made: 159 countries-members of the UN have set up environmental protection agencies. There are numerous public organizations such as Greenpeace. They are doing much to preserve environment.

Find out whether the following statements are true or false:

1. The pollution problem has become more serious with the developing of big industrial cities.
2. The most urgent environmental problem is water pollution.
3. One of the most alarming forms of air pollution is acid rain.
4. Chlorofluorocarbons help to create the ozone layer.
5. Depletion of the ozone layer does not influence our health.
6. Industrial and nuclear waste and chemical fertilizers pollute the seas.
7. The tropical rain forest plays a great role in protection of our planet.
8. Nuclear power stations are safe for people and nature.
9. People do nothing to protect nature from pollution.
10. Greenpeace is doing much to preserve environment.

Exercise 4. Complete the following extracts to an international magazine with appropriate phrases from the box.

devastating floods / famines ▪ the number of fish ▪ climate change ▪ have disturbed the ozone layer ▪ fossil fuels ▪ rising sea levels ▪ green politics ▪ greenhouse gases ▪ to tackle pollution ▪ disturb the ecological balance ▪ exhaust fumes ▪ irreversible damage ▪ natural disasters ▪ crops fail

1. Your article on (*климатическому изменению*) was excellent. (*Повышение уровня моря*) and the increase in (*парниковых газов*) are the result of our actions. We (*нарушаем экологический баланс*) everywhere, as can be seen in the decrease in (*запасов рыбы*) in the oceans.

2. It is clear that we must (*решать проблему загрязнения*) before it is too late. (*Выхлопные газы*) from millions of vehicles and the burning of (*ископаемое топливо*) are causing (*огромный ущерб и урон*) to our environment.

3. We must accept that we seriously (*сократили озоновый слой*) in the last few decades by our selfish actions. Embracing (*зелёную политику*) may be our best hope in the long term, but we need urgent short-term measures too.

4. (*Урожай становится более скудным*) year after year in some of the poorest parts of the world. This has brought (*катастрофическую нищету*) to some regions and equally (*разрушительные наводнения*) to others. We call these (*природные катастрофы*), but it is human beings who are causing them.

Exercise 5. Complete the text using the words and phrases given:

rising	areas	global	drought and famine	temperature
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The Greenhouse Effect

The greenhouse effect is very important; if it didn't exist at all, the 1___ of our planet would be 40 degrees lower and the oceans would freeze. But an increase in the greenhouse effect may equally lead to 2___ warming with disastrous consequences.

The higher average temperatures produced by global warming could cause dramatic changes in weather patterns. Less rain might fall over large land masses; Central Africa, South Asia and some parts of the United States could risk severe 3___. More rain might fall in coastal 4___ and over the oceans, and there might be more storms and hurricanes in the Pacific. A rise in the earth's average temperature of only one or two degrees would probably melt the polar ice caps and raise sea levels. Sea levels throughout the world are already 5___ by about two millimeters a year. If the polar ice caps do melt, sea levels could rise by more than a meter over a few decades.

According to the text which TWO of the following statements are wrong?

- A. The greenhouse effect only leads to disastrous consequences.
- B. Without the greenhouse effect the climate on the earth would be much colder.
- C. Because of global warming there is now a risk of drought and famine in parts of Africa and Asia.
- D. If there is a rise in temperature of one or two degrees, the sea level will rise by about two millimetres a year.

Exercise 6. Use the words given in capitals to form a word that fits the text.

How to be a friend of the earth. There are simple things we can all do to stop the (1) _____ (**DESTROY**) of the environment. First of all, we should not dump our rubbish without (2) _____ (**THINK**) which things, such as bottles and paper, can (3) _____ (**RECYCLE**). We should put objects that we can recycle in (4) _____ (**RECYCLE**) bins. Secondly, instead of (5) _____ (**TAKE**) our car where we go we ought to leave it at home whenever possible, and go on foot or by public transport. If there is something wrong with our car's exhaust pipe, we should get it fixed (6) _____ (**IMMEDIATE**).

Exercise 7. Write a composition «Earth Day».

Earth Day is April 22nd every year. It is celebrated all around the world. Earth Day reminds us to that we must take care of our environment or it won't take care of us.

What do you know about this day? Do you usually do anything to help our planet? Do you follow these advices? Why?

1. Turn off your lights.
2. Turn off electric things (TVs, stereos and radios) when you are not using them.
3. Use rechargeable batteries.
4. Do things manually instead of electrically (like using a hand-held can opener instead of an electric one).
5. Use vinegar and water as a replacement for glass cleaner which pollutes.
6. Put on a sweater instead of turning up the heat.
7. Use less hot water.
8. Shower every other day (instead of every day).
9. Use a bike, bus, the metro or your feet to get around.
10. Try to buy organic fruits and vegetables (organic food is grown without pesticides so it pollutes less).
11. Don't buy products that may have been made at the expense of the rainforest.
12. Plant trees.
13. Avoid products that are used and then thrown away (like juice packs).
14. Buy products with little or no packaging.
15. Use cloth bags when you shop.
16. Compost.
17. Buy recycled products.

Exercise 8. Translate the sentences using the phrases from the box.

to lower smth • to reduce the threat of smth • to be on a flight • to go into waterways • to turn central heating down • to make/produce such a racket

1. Нам многое нужно сделать, чтобы защитить окружающую среду от загрязнения.
2. Загрязнение от машин, заводов и фабрик приводит к так называемому парниковому эффекту.
3. Она — защитник окружающей среды. Она считает, что посадка деревьев поможет уменьшить глобальное потепление.

4. Пластиковые стаканчики можно переработать и сделать из этого материала карандаши.
5. Несмотря на то, что органическая пища дороже, она полезнее и лучше на вкус, так как в ней не содержится «химия».
6. Чтобы не жечь (не тратить) много электричества, он выключил отопление и надел на себя больше одежды.
7. Все считают, что ветровые электростанции – хорошая идея, однако никто не хочет жить рядом с ними, так как они производят много шума.
8. Необходимо снизить выбросы парниковых газов, чтобы предотвратить угрозу глобального потепления.
9. Многие рабочие жаловались на то, что загрязнение от фабрик и заводов вызывает у них множество различных заболеваний.

Exercise 9. Read the dialogue, translate into English the parts of the dialogue. Do you agree with Michael? Why? Why not?

Elisabeth: Ты собираешься прочитать такое огромное количество газет сегодня вечером? Где ты их взял?

Michael: I bought these newspapers at the airport. I need them because I'm going to make a report about the environment. Some of them I have read during the flight. The rest of them I'm going to read tonight. There were very many different British newspapers at the paper shop and I have chosen the most interesting ones. I have bought the most quality papers: The Financial Times, The Independent, The Daily Telegraph, The Times, The Sunday Express, etc. These Newspapers always carry actual articles on industry, economy, social life and environment. They always contain factual reports I need for my presentation.

Elisabeth: Конечно, очень важно знать, что происходит в мире. Но у тебя дюжина газет на сегодняшний вечер.

Michael: To be precise I have to read ten of them. You can borrow some from me for tonight.

Elisabeth: Нет, спасибо. Сейчас я очень устала, и у меня есть одно единственное желание: я хочу добраться до своей постели как можно быстрее. Но насчет твоей презентации: что ты хочешь в нее включить?

Michael: Our Earth is unprotected and it needs to be protected. If people take care of their environment they will keep the Earth green and clean. People have to understand how to ensure the environmental protection and they have to take into consideration all the factors that man kinds survival depends on. Environmental protection is not only planting trees and picking up litter.

People have to fight noise pollution, air pollution and water pollution. Everybody has to do his best for improvement of all human being.

Elisabeth: Ты имеешь в виду, я должна прекратить носить изделия из меха, ездить на машине, есть еду из жестяных и пластиковых банок, использовать разнообразные спреи и т.п.?

Michael: If you could do it, it would be much better for our environment and maybe for you too.

Elisabeth: Ты хочешь сказать, мы должны отказаться от технического прогресса?

Michael: No, we must only take control of our progress and to set it in a right direction.

Elisabeth: Почему люди убивают животных за их красивый мех и удивительную кожу? Чего тогда стоит наш прогресс с его искусственной кожей и мехами?

Michael: Some people like animals and some people don't like them. Personally, I think people who don't care for animals can't be my friends. Those who like animals are always more friendly, aren't they?

Elisabeth: Yes, they are. But some people blame their pets for their dirt. And the most animals clean themselves better than some people do. And many people ruin their health by being rude to one another. No animal does it.

Michael: Проблема в том, что таких убежденных борцов меньшинство. Большинство не пытается помочь животным.

Exercise 10. Read and complete the dialogue using the sentences from the box:

- | |
|--|
| <p>A. Do cars harm environment?</p> <p>B. How can the state help to protect Nature?</p> <p>C. The life on the Earth will die out.</p> <p>D. Is it dangerous to pollute land?</p> <p>E. Can a man in the street help Nature somehow?</p> <p>F. How does water get polluted?</p> |
|--|

Environmental problems

- Why are people all over the world so much concerned about environmental problems?
- The first thing to be said is that they are the problems of all peoples and nations. If land belongs to the countries and certain people, the air and water of the ocean do not belong to any country or man but used by everybody. It is our common treasure. Then I must say that environment is not only our life, but also the future of the Earth.

- 1).....

- Ships let trash into it, sometimes oil flows from broken ships. The temperature of the World Ocean grows slightly but it results in enormous growth of some water weeds which absorb oxygen and pollute the water with the trash of their vital activity.

- Is air pollution dangerous?

- Yes, it is. Breathing polluted air causes many diseases, damages buildings and forests.

- 2).....

- Yes, there are many ways to help Nature. Every man's work will be little but there are many of us and together we can help a lot.

- What can you do to help Nature?

- I can reduce the usage of gas, electricity and drinking water, I can reuse many things (clothes, for example), I can recycle paper, cans and bottles. At the same time I can help birds feeding them in winter and also I can stop picking flowers and damaging trees.

- 3).....

- The state makes laws which protect the nature, the state regulates the use of land and water, the state prohibits to harm the nature. Officials check the usage of filters and purifying processes.

- Is it important to protect plants and animals?

- Yes, it is. Plants produce oxygen and vitamins which people and animals can not live without. Plants and animals are one big ecological system. If we harm one part of it, we can destroy our own life. The main area producing oxygen is in the Amazon region. The second in importance is Siberia in Russia.

- 4).....

-Yes, very much. We eat plants, but if the land is polluted, the plants become poisonous. If we eat them, we ruin our health. It is the same as with fish. If we pollute water, the fish become ill and poisonous. If we eat bad fish, we can get sick.

- What is greenhouse effect?

- The greenhouse effect means that the temperature and the humidity of the Earth atmosphere grow up year by year, like in a greenhouse, because thick polluted air does not let the warmth out into space.

- 5).....

- Yes, because they are noisy and produce poisonous gases. Poisonous gases cause acid rains.

- What can happen if we do not stop the pollution?

- 6).....

- What can happen if the temperature rises?

- The Arctic ice will melt and cover the land. We will have little place to grow food, and many people will die.

Exercise 11. Prepare own dialogue: Discuss environmental problems you face in your country/city and ways of addressing them.

GRAMMAR IN PRACTICE

Exercise №1. Translate into Russian, pay attention to the Complex Object:

1. I heard somebody call me. 2. He noticed her turn pale. 3. She saw the postman climb up the stairs. 4. Everybody heard him promise to give up this bad habit. 5. I have never heard her tell a lie. 6. Nobody noticed me open the door and go out. 7. I want you to get to know each other closer. 8. We didn't expect him not to accept your suggestion. 9. I would like him to join you for an outing. 10. She wants us to make an appointment today. 11. We didn't expect him to call for us so early. 12. I would like you to offer Peter your help. 13. She told the children to be back home in time. 14. We consider him to be a great expert in this sphere. 15. We didn't expect the discussion to be so interesting. 16. He made us do the work again. 17. We made him keep his promise. 18. Don't let her carry heavy things. 19. Bad weather made us return sooner we expected to. 20. I like her to sing.

Exercise №2. Translate into English.

1. Я не думал, что он скажет это. 2. Он хочет, чтобы его сын был инженером. 3. Мы хотим, чтобы она пришла к нам. 4. Мы знаем, что профессор болен. 5. Мой брат хочет, чтобы я изучал испанский язык. 6. Известно, что он говорит на двух языках. 7. Я не хочу, чтобы мы опоздали. 8. Она знает, что он сожалеет об этом.

Exercise №3. Combine the sentences using the Complex Object

Pattern: *He entered the room. I saw it.*

I saw him enter the room.

1. He saw Sue. She crossed the street. 2. I will let you. You will use my car. 3. I haven't heard him. He called my name. 4. We didn't notice them. They passed by. 5. He saw a man. The man pulled the door open. 6. He is the brightest student. I know it. 7. Somebody touched me on the

shoulder. I felt it. 8. Nick called me. I heard it. 9. I noticed it. She quietly left the room. 10. She is a nice girl. I know it. 11. Our group is friendly. I think so.

Exercise №4. Translate into Russian, pay attention to the Complex Subject:

1. Zhukovsky is known to have been a wonderful lecturer and teacher. 2. The expedition is said to have collected very interesting material. 3. A new town is supposed to be built in this area. 4. Cold weather was not expected to set in soon. 5. This invention is believed to help save up much metal. 6. He is said to know six languages. 7. He is said to have gone to London. 8. He was said to work a lot. 9. Roberta was known to be an honest and hard-working girl. 10. Clyde was expected to arrive at the weekend. 11. The number of the unemployed is reported to be increasing with every year. 12. Many new textbooks are expected to be published soon. 13. The Moscow Underground is said to be the finest in the world. 14. Chernyshevsky is known to have spoken several foreign languages. 15. A hare is known to run very fast. 16. The man was seen to take off his coat. 17. The power station is known to be situated on the Angara River. 18. These devices are considered to be very effective. 19. You are supposed to graduate in four years. 20. Radium is said to be very radioactive.

Exercise №5. Translate into Russian, pay attention to the Complex Subject with the verbs *seem, appear, turn out, happen* in Active Voice.

1. Irving turned out to be a long, pale-faced fellow. 2. His office turned out to be in one of the back streets. 3. He appeared to be an ideal man. 4. She doesn't seem to want to do anything I suggest. 5. You can easily get in through the window if the door happens to be locked. 6. You don't seem to have done any great thing to yourself by going away. 7. Money just doesn't happen to interest me. 8. Clyde appeared to have forgotten of his promise to spend his spare evenings with Roberta. 9. She appeared to be an excellent actress. 10. The apparatus seemed to be in excellent condition. 11. You appear to have found in him something that I have missed. 12. This work seems to take much time. 13. The operation seemed to be a complicated one. 14. The new method of work appears to be very effective.

Exercise №6. Read and translate the following sentences and analyze the use of the Complex Object and the Complex Subject.

1. We expect everybody to do his duty. 2. Everybody is expected to do his duty. 3. Nobody expected him to resign. 4. We consider him to be an outstanding politician. 5. I consider him to be the best composer living. 6. How kind of you to let me come. 7. Nothing seems to have changed. 8.

They noticed Sue leave the house. 9. He is expected to manage his business well. 10. I was made to do it. 11. I want the host to introduce me to Mr. Brown. 12. The weather is likely to change today. 13. I want you to take care of the tickets. 14. This monument is considered to have been erected as early as the 15th century. 15. This church appears to be made of wood. 16. He is sure to have been influenced by Tom.

Revision: Replacement Test

- 1) Did you anywhere interesting last weekend?
a) go b) going c) was d) went
- 2) I work as a teacher and my wife, too.
a) do b) is c) work d) does
- 3) I think taxi driver.
a) her job is b) she's a c) her job is an d) she's
- 4) What is your home town ?
a) situated b) age c) like d) located
- 5) I'm afraid I here for your birthday party.
a) have not to be b) am not being c) will be not d) can't be
- 6) How are you?
a) high b) wide c) long d) heavy
- 7) How long married?
a) have you been b) are you c) have you d) been
- 8) Would you like help?
a) a b) some c) me d) I
- 9) He hasn't played since he the accident.
a) had b) has had c) has d) had had
- 10) This is the best tea I've tasted.
a) never b) ever c) already d) still
- 11) I'm looking the summer holidays.
a) before b) forward c) for d) forward to
- 12) This beer tastes
a) badly b) lovely c) well d) normally
- 13) In life can make a mistake; we're all human.
a) anyone b) some people c) not anybody d) someone
- 14) She knows that she to pay now.
a) had better b) needn't c) should d) ought

15) If he about it, I'm sure he'd help.

- a) had know b) knew c) has known d) knows

16) I'll return the newspaper when I through it.

- a) will have looked b) looked c) have looked d) look

17) I don't have a cent to give you. I bought a new computer.

- a) just buy b) had just bought c) 've just d) soon will

18) It's all right, we hurry. We have plenty of time.

- a) mustn't b) shouldn't c) can't d) needn't

19) Mr Haines wants to his office.

- a) that you come b) you come to c) you come d) you to come

20) These bottles of plastic.

- a) are making b) are make c) are made d) made are

21) Do you know where ?

- a) did I put the keys b) put I the keys c) I put the keys
d) I the keys put

22) Magda knows a lot about badgers, but she a live one.

- a) doesn't ever see b) hasn't ever seen c) hasn't ever saw
d) didn't ever see

23) We wash the curtains year.

- a) three times a b) once c) three every d) every couple

24) The loudspeakers won't work unless you those cables.

- a) connected b) connect c) don't connect d) can't connect

25) You should give

- a) to your mother this letter b) this letter your mother
c) letter this to your mother d) this letter to your mother

26) Marian has old books.

- a) very much b) a lot of c) lots d) a very lot

27) Hania has got two children, ?

- a) hasn't she b) has she got c) has she d) haven't she

28) Let's think something nice.

- a) after b) about c) for d) to

29) A Jaguar is than a Fiat.

- a) more expensive b) expensiver c) much expensive
d) expensive

- 30) It's a pity you here last night.
 a) weren't b) aren't c) 'll not be d) 'd not be
- 31) What about for a walk?
 a) to go b) I going c) going d) go
- 32) I made one or two mistakes, but of my answers were correct.
 a) much b) most c) more d) few
- 33) You can't cross the road when the light red.
 a) 'll be b) was c) were d) is
- 34) I have a problem. help me, please?
 a) Could you b) Should you c) Were you able to
 d) Will you able to
- 35) Our neighbour is to Ireland.
 a) going travel b) going to travelling c) go d) going to travel
- 36) Do penguins fly? No, they
 a) aren't b) haven't c) don't d) won't
- 37) train are you taking, the express to Poznan or to Skwierzyna?
 a) Which b) How c) Whose d) Who
- 38) Marta takes the dog for a walk the evening.
 a) in b) at c) on d) to
- 39) We haven't got Polish friends.
 a) no b) any c) none d) some
- 40) Simon can't to you now. He's busy.
 a) talked b) to talk c) talking d) talk

Additional task: Put the given phrases into the article in correct way.

- | | |
|--------------------------------|--|
| A why not work | E can't give up |
| B it's worth practicing | F try getting |
| C keep calm | G maintain a balanced lifestyle |
| D chances | H enjoy doing |
| | I intake |

How to live to be 100

DO

Reduce calories and cut down on sweets, cakes and chocolate. If you are overweight, try to lose weight. Being overweight increases your 1 _____ of developing circulation problems.

Follow a sensible diet – eat as much low – fat food as possible: chicken, fish and yogurt are good for you. Aim to eat at least five portions of fruit and vegetables a day to ensure your 2 _____ of Vitamin C and health – giving minerals.

Give up smoking – every cigarette shortens your life.

Lead an active lifestyle. Keep fit and stay in shape: 3 _____ out in the gym or take up jogging? Choose an activity that you 4 _____. Exercise should be a pleasure, not a duty. Aim to exercise for about 30 minutes at least five times a week. If you work sitting down, 5 _____ up as often as you can and walking for a while.

DON'T

Don't go to bed late: if you don't get enough sleep, you will lack energy and you will age faster. Sleep replenishes the energies spent during the day and aids the natural healing process of the body.

Don't get stressed: 6 ____ and avoid stress at home, school or work. Learn to relax, and when you feel that your stress level is rising, take a break.

Don't eat between meals: it's the fastest way to put on weight. If you 7 ____ snacks, try at least to eat healthy snacks, like fruit or yogurt.

Don't be a fitness fanatic! You need to stay in shape but remember to 8 ____.

ПРИЛОЖЕНИЯ

Приложение 1

TOPICAL VOCABULARY

1.1 HOBBIES AND LEISURE TIME

ACTIVITIES

1. hobby	хобби
2. passtime	времяпрепровождение
3. leisure-time, spare-time	свободное время, досуг
4. favourite occupation	любимое занятие
5. activity	деятельность
6. fun	развлечение
7. passion	увлечение
8. art	искусство
9. dancing	танцы
10. painting	живопись
11. drawing	рисование
12. music	музыка
13. sport	спорт
14. cinema	кино
be a cinema goer	часто ходить в кино
15. theatre	театр
16. travelling	путешествия
17. (go) camping	жить в палатках
18. (go) hiking	ходить в поход
19. (go) rowing	гребля
20. cooking	кулинария
21. foreign languages	иностраннные языки
22. (go) fishing	рыбная ловля
23. be interested in	интересоваться чем-либо
24. like doing smth	нравится заниматься чем-либо
25. enjoy doing smth	получать удовольствие от ч-либо
26. be keen on smth	увлекаться чем-либо
27. be engaged in	заниматься чем-либо
28. be fond of	очень нравится; любить

29. join a club/group/society	вступить в клуб/группу/общество
30. go in for sport/tennis/swimming	заниматься спортом/ теннисом/ плаванием
31. attend	посещать
32. play games/football/basketball	играть в спортивные игры/ футбол/ баскетбол
33. learn	изучать
34. find out	узнавать
35. get to know	узнавать, познакомиться
36. make friends	находить друзей, подружиться
37. meet people	встречаться с людьми
38. keep fit	поддерживать форму, укреплять здоровье
39. collect	собирать
40. take part in	принимать участие

Additional words

Искусство - Art		Музыка - Music	
антракт	interval;	барабан	drum;
	intermission;	виолончель	cello;
аплодировать	to applaud,	гитара	guitar;
	to clap;	джаз	jazz (music);
аплодисменты	applause;	играть на гитаре	to play the guitar;
аудитория	auditorium;	играть на слух	to play by ear;
	audience;	импровизировать	to improvise;
балет	ballet;	кларнет	clarinet;
документал. фильм	documentary	концерт	concert/recital;
	film;	опера	opera;
зритель	spectator;	оркестр	orchestra, band;
играть/сыграть	to play/ act;	песня	song;
комедия	comedy;	петь/спеть	to sing;
новости	news;	пианино	piano;
представление	performance;	поп-музыка	pop music;
прямая передача	live broadcast;	рояль	(grand) piano;
пьеса	(stage) play;	саксофон	saxophone;
радиостанция	radio station;	скрипка	violin;
развлекательный	entertaining;	слушать/послушать	to listen (to);
репетиция	rehearsal;	тромбон	trombone;
сентиментальный	sentimental;	труба	trumpet;
посмотреть (на)	to look (at),	флейта	flute;
	to watch;	хор	choir.
сцена	stage; scene;		
танцевать	to dance;		
трагедия	tragedy;		
трогательный	touching		
	film, movie;		
фильм ужасов	horror;		
фокус	magic trick.		
Литература Literature		Живопись Painting	
газета	newspaper;	выставка	exhibition;
глава	chapter;	кисть	(paint)brush;

журнал	magazine; journal;	портрет	portrait;
книга	book;	рисовать/нарисовать -	to draw, to paint;
поэзия	poetry;	скульптура	sculpture;
рассказ	story, tale;	фотоаппарат	camera;
рецензия на книгу	book review;	холст	canvas.
роман	novel; romance;		
стихи	verse(s), (lines of) poetry;		
стихотворение	poem;		
читать вслух	to read aloud.		
Спорт -		Sport	
альпинизм	mountaineering, mountain-climbing;	катание на роликах	rollerskating,
атлетика	athletics;	команда	team;
баскетбол	basketball;	крестоворд	crossword;
бокс	boxing;	мяч	ball;
болельщик	fan, supporter;	настольный теннис	table-tennis;
выигрывать	to win;	ничья	draw, tie;
гимнастика	gymnastics;	парусный спорт	sailing;
гольф	golf;	плавание	swimming;
забивать гол	to score a goal;	проигрывать	to lose, to be defeated;
игра	game;	ракетка	racket/racquet/bat;
играть в футбол	to play football, to play soccer;	соревнование	competition/contest/ tournament;
играть в шахматы	to play chess;	теннис	tennis;
катание на коньках	(ice-)skating;	футб. матч	football match,
катание на лыжах	skiing;		soccer match.

1.2 HOW HEALTHY IS YOUR LIFESTYLE?

Названия частей тела

Ankle — лодыжка, щиколотка	Heel — пятка
Arm — плечо	Hip — бедро
Back — спина	Knee — колено
Beard — борода	Leg — нога
Blood — кровь	Lip — губа
Body — тело	Moustache — усы, ус
Bone — кость	Mouth — рот
Brain — мозг	Muscle — мышца, мускул
Cheek — щека	Nail — ноготь
Chest — грудная клетка	Navel — пупок
Chin — подбородок	Neck — шея
Ear — ухо	Nose — нос
Elbow — локоть	Nostrils — ноздри
Eye — глаз	Shin — голень
Eyelid — веко	Shoulder — плечо
Face — лицо	Skin — кожа
Feet — ноги	Sole — подошва; ступня
Finger — палец	Spine — позвоночник
Flesh — тело, мясо, мышечная ткань	Stomach — желудок

Forehead — лоб
 Gums — десны
 Hair — волосы
 Hand — рука
 Head — голова
 Heart — сердце

Teeth — зубы
 Throat — горло
 Thumb — большой палец руки
 Toe — палец ноги
 Tongue — язык
 Tooth — зуб
 Wrist — запястье

Symptoms of Diseases – Симптомы заболеваний

abscess – нарыв;
 absence of appetite – отсутствие аппетита;
 backache – боль в спине, в пояснице;
 bitter taste in the mouth – горький вкус во рту;
 bleeding – кровотечение;
 bruise – синяк;
 burning – жжение;
 constipation – запор;
 cough – кашель;
 diarrhea – диарея, понос;
 dizziness – головокружение;
 drowse – сонливость;
 earache – боль в ухе;
 faint – обморок;
 fever – лихорадка;
 headache – головная боль;
 heartburn – изжога;

high blood pressure – высокое кровяное давление;
 low blood pressure – низкое кровяное давление;
 injury – повреждение;
 nausea – тошнота;
 pain in a back – боль в спине;
 pain in a chest – боль в груди;
 pain in a side – боль в боку;
 pain in a stomach – боль в желудке;
 pus – гной;
 queasiness – общее недомогание;
 rash – сыпь, покраснение;
 runny nose – насморк;
 short wind – одышка;
 sleeplessness /insomnia – бессонница;
 stomachache – боль в животе;
 toothache – зубная боль;
 weakness – слабость.

Illnesses – Болезни

aids – СПИД;
 allergy – аллергия;
 appendicitis – аппендицит;

dysentery – дизентерия;
 food poisoning – пищевое отравление;
 heart attack – сердечный приступ;

bedridden – прикованный к постели (болезнью);	inflammation – воспаление;
blister – волдырь, водяной пузырь;	influenza – грипп;
break – перелом;	measles – корь;
bronchitis – бронхит;	mental disease – психическое заболевание;
burn – ожог;	plague – чума;
cancer – рак;	pneumonia – пневмония;
cholera – холера;	scarlet fever – скарлатина;
cold – простуда;	smallpox – оспа;
contagious disease – заразное заболевание;	stroke – инсульт;
dislocation, joint dislocation – вывих;	tonsillitis – ангина, тонзиллит;
disordered stomach/ upset stomach – расстройство желудка;	tumour – опухоль;
	ulcer – язва.

Additional words

a twisted ankle – вывихнутая лодыжка;	injure – ранить;
broken (arm) – сломанная рука;	make an appointment – записаться на прием;
cough medicine – лекарство от кашля;	medicine – лекарство;
cure – лечить;	pain – боль;
disabled – инвалид;	painkiller – болеутоляющее;
drug – лекарство;	pharmacy – аптека;
fatality – смерть (от несчастного случая и т. п.);	pills – пилюли, капсулы;
feel dizzy – чувствовать головокружение;	private medicine – частная медицина;
feel sick – чувствовать плохо;	public healthcare- государственное здравоохранение;
get a prescription – получить рецепт;	recover (from) – выздороветь;
get better – выздоравливать;	sleeping pill – снотворное;
hurt – повредить, ушибить, поранить;	suffer – страдать, мучиться;
injection – укол, прививка;	surgery – хирургия;
	take blood pressure – измерять давление;
	treat – лечить, ухаживать;
	vomit – тошнить;
	wound – рана.

Just what the doctor ordered. То, что доктор прописал.

to have verbal diarrhoea	словесный понос
to be under the weather	испытывать недомогание
a bitter pill to swallow	горькая правда
I need a cold medicine.	Мне нужно лекарство от простуды.

1.3 HIGHER EDUCATION

List of words and phrases

1. Higher education	высшее образование
2. education (learning) institution	учебное заведение
3. lecture theatre	амфитеатр
4. hall of residence/hostel, dormitory(Am)	общежитие
5. student body	контингент студентов
6. graduate <i>n</i>	выпускник
7. undergraduate <i>n</i>	студент 2, 3 курсов
8. dean <i>n</i>	декан
9. rector (president) <i>n</i>	ректор (ректор университета)
10. associate professor (reader) docent (Am)	доцент
11. lecturer (tutor, instructor) <i>n</i>	преподаватель, ассистент
12. scholarship (grant, stipend) <i>n</i>	стипендия
13. degree <i>n</i>	степень (ученая)
14. bachelor's master's doctor's	бакалавра магистра доктора
15. enroll <i>v</i>	принимать, зачислять (в вуз)
16. designate <i>v</i>	определять, обозначать
17. endeavour <i>v</i>	стараться, прилагать усилия
18. command <i>n</i>	владение (знаниями)
19. master <i>v</i>	овладевать
20. post graduate student	аспирант
21. aspirant <i>n</i>	соискатель
22. academic council	ученый совет
23. department (chair) <i>n</i>	кафедра

24. post graduate courses	аспирантура
master's courses	магистратура
25. session of the University Academic Council	заседание ученого совета университета
26. body of knowledge	область знаний
27. main directions of the University activities	основные направления деятельности университета
28. two-tier system	двухступенчатая система
29. to be in demand	быть востребованным
30. higher educational establishment	ВУЗ
31. ratio	соотношение

the University	integrates	университет	объединяет
	is engaged in research		ведет научные исследования
	is a research centre		является научным центром
	is engaged in research into		занимается исследованием
	problems of...		вопросов
	coordinates ... work		координирует свою работу
	trains scientific personnel		готовит научные кадры
	holds conferences		проводит конференции
	maintains permanent		поддерживает постоянные
	contacts with...		контакты с...
	shares experience with...		обменивается опытом с...

33. profile university - профильный университет

34. state owned - государственный

35. training of highly qualified staff - подготовка специалистов высшей квалификации

36. 5-year curriculum - программа 5-летней продолжительности

37. high entrance competition - высокий конкурс при поступлении

38. to study at budget cost - обучаться за счет бюджетных средств

39. an entrant - абитуриент

40. for smbd's own account - за собственные средства

41. full-time form - дневная форма обучения

42. evening form of studying - вечерняя форма обучения

43. studying by correspondence - заочная форма обучения

44. to receive a monthly allowance - получать учебные стипендии
45. academic success - успеваемость
46. highly-qualified teaching staff - высококвалифицированные педагоги
47. an associate professor - доцент
48. to participate - принимать участие
49. to render to assistance - оказывать помощь
50. postgraduate education - послевузовское образование
51. to be subordinate to - управляться кем-л.
52. to train – обучать, готовить (специалистов)
53. correspondence department / extra-mural department – заочное отделение
54. to deliver lectures (to give lectures) – читать лекции
55. to improve one's skills – совершенствовать чьи-л. умения
56. to require – требовать
57. to earn credits – получать зачеты
58. to pass an examination – сдать экзамен
59. to take an examination – сдавать экзамен
60. to award a diploma – присуждать (выдавать) диплом
61. thesis – диссертация
62. to attend – посещать
63. to develop one's know-how – развивать чьи-либо умения
64. tuition – обучение
65. free of charge – бесплатно
66. to admit to ... – принимать в (институт)
67. to get a grant – получать стипендию
68. up-to-date equipment – современное оборудование
69. a refectory – столовая (студенческая)
70. honour(s)-student – студент, выдержавший экзамен с высшей оценкой
71. non-resident student – иногородний студент
72. students' council – студсовет
73. award – награждать; присуждать
74. to graduate – заканчивать высшее заведение
75. cause – причина
76. society – общество
77. tutorial – консультация

78. at/in smb.'s disposal – в чем-либо распоряжении
 79. postgraduate course – аспирантура
 80. to complete one's research – заканчивать научно- исследовательскую работу
 81. to carry out – выполнять
 82. a students' hostel – студенческое общежитие.

Additional words

At the faculty of mathematics	На факультете математики
At the faculty of law	На факультете права
At the faculty of economics	На факультете экономики
At the faculty of philology	На факультете филологии
At medical school	В медицинском институте
At polytechnic(al) college	В политехническом институте
At teacher training college	В педагогическом институте
At agricultural college	В сельскохозяйственном институте
At college of building	В строительном институте
At college of economics	В экономическом институте
At technical college	В техникуме
At vocational (technical) school	В ПТУ
At drama school	В театральном училище
At art school	В художественном училище
At law school	В юридическом институте

Пояснение: В англоязычной речевой практике названия университетов и колледжей употребляются без артиклей. Например: *Harvard University, London University, Oxford University, Goucher College* / Если российские названия университетов, колледжей и техникумов носят имена известных лиц, то они употребляются с определенным артиклем. Например: *The Lumumba University, The Grekov Art School...*

1.4 CITY LIFE

1. a no-go area – криминальный район,
2. a run-down building – запущенное здание,
3. affordability of apartments – доступность квартир (по цене),
4. built of bricks/glass and steel – построенный из кирпичей/стекла и стали,
5. bus routes – автобусные маршруты,
6. city planners – градостроители,
7. densely populated areas – густонаселенные районы,
8. detached house – частный дом (дословно: отдельно стоящий),

9. fast pace of life – быстрый темп жизни,
10. have an access to healthcare services – иметь доступ к услугам здравоохранения,
11. hectic life – беспокойная/бурная жизнь,
12. high crime rate – высокий уровень преступности,
13. high population density – высокая плотность населения,
14. high-rise flats = apartment blocks – многоквартирные дома,
15. housing estate – крупный жилой комплекс,
16. imposing building – внушительное здание,
17. in the suburbs – в пригороде,
18. inflow of new inhabitants – приток новых жителей,
19. inhabitants – жители,
20. intensive urban growth – интенсивный рост города,
21. lively bars/restaurants – оживленные бары,
22. maintain old buildings – поддерживать старые здания в нормальном состоянии,
23. multi-story car parks – многоярусные парковки,
24. office block – офисное здание,
25. on the outskirts of the city – на окраине города,
26. overcrowded places – чрезмерно заполненные людьми места,
27. pavement cafe – кафе, выходящее на тротуар,
28. places of interest – достопримечательности,
29. poor housing – жилье с плохими условиями,
30. pricey restaurant – дорогой ресторан,
31. pull down/demolish old buildings – сносить здания,
32. real estate market – рынок недвижимости,
33. reasonable cost of living – приемлемая стоимость жизни,
34. renovate the building – ремонтировать здание,
35. replace new buildings with new ones – менять старые здания на новые,
36. residential area – жилой район,
37. rural migrants – мигранты из сельской местности,
38. shopping malls – торговые центры,
39. shortage of housing – нехватка жилья,
40. skyscraper – небоскреб,
41. sprawling city – беспорядочно растущий город,
42. store chain – сеть магазинов,
43. the homeless – бездомные люди,
44. the inner-city – кварталы города с беднеющим населением (inner-city areas),
45. to be a native of the city – быть коренным жителем города,
46. traffic jams in the rush hour – пробки в часы пик,
47. upmarket shops – дорогие магазины,
48. urban dwellers – городские жители.

Additional words

To reduce traffic congestion	Уменьшать заторы на дорогах.
To introduce a high-quality light-rail system.	Вводить систему монорельсовой железной дороги.
To make a journey by bus.	Совершать поездку на автобусе.
To have traffic jam.	Иметь пробки на дорогах.
To join/introduce a car-sharing scheme.	Вводить систему совместного использования одной машиной.
To introduce charges.	Устанавливать, вводить плату.
A multinational company.	Многонациональная компания.
A lively area.	Оживлённый район.
To offer cultural attractions.	Предлагать туристические достопримечательности.
To create a cycle lane.	Сделать велосипедную дорожку.
To rely on public transport.	Полагаться на общественный транспорт.
To ban private cars.	Запрещать частные автомобили.
To follow an example.	Следовать примеру.
To solve a problem.	Решать проблему.
To have a good bus service.	Иметь хорошее обслуживание автобусов.
To provide a good public transport system.	Обеспечивать эффективную систему общественного транспорта.

1.5 WILL OUR PLANET SURVIVE?

acid rain – кислотный дождь;	a dump (n)- свалка; to dump (v) - выбрасывать на свалку;
burning of fossil fuels – сжигание топлива;	a rainforest - тропический лес;
carbon dioxide – углекислый газ;	a shortage - недостаток, нехватка;
changes of climate – климатические изменения;	an influence, to influence - влияние, влиять;
deforestation – вырубка лесов;	chemicals – химикаты;
destroy – разрушать;	consequence – следствие;
destruction - разрушение; уничтожение;	disastrous – чудовищный;
disaster - несчастье, беда;	emission – выброс;
diversity of life – многообразие жизни;	endangered – вымирающий (вид);
droughts – засуха, нехватка дождей;	equivalent – равноценный, равнозначный;
ecosystems – экосистемы;	fertilizer – удобрение;
extinction – вымирание, исчезновение;	harmful – вредный;
frequent floods – частые наводнения;	litter – мусор;

greenhouse effect – парниковый эффект;	nuclear power station – атомная электростанция;
habitat – среда;	on the brink of extinction – на грани исчезновения;
human's disregard for the riches of nature – человеческое неуважение к богатствам природы;	pesticide – пестицид;
industrial and nuclear waste – промышленные и ядерные отходы;	safe (adj) - безопасный, надёжный;
industrial revolution – промышленная революция;	species – вид, род;
over use of resources - чрезмерное использование ресурсов;	technology – технология;
oxygen – кислород;	the town rubbish dump – городская свалка мусора;
ozone layer – озоновый слой;	those in power - те, кто находится у власти;
poison – яд, отравы;	threat – угроза;
poisonous substances – ядовитые вещества;	to become extinct – вымирать;
to breathe – дышать;	to die out – вымирать;
to cut down – рубить, срубить;	to emit – выбрасывать;
to tamper with the ecology - портить, наносить ущерб экологии ;	to put pressure on – оказывать давление на;
toxic – токсичный, отравленный;	to recycle – утилизировать;
trend – тенденция;	to support – поддерживать;
wetland – заболоченная территория;	tragic – трагический;
	waste (n) – отходы.

Additional words

To preserve wildlife habitats.	Сохранять среду обитания дикой природы.
To have hope for...	Иметь / питать надежду на...
To worry about...	Беспокоиться, волноваться...
To take action.	Начинать действовать.
To live in poverty.	Жить в нищете.
To cause global warming.	Вызывать глобальное потепление.
To limit damage.	Уменьшать ущерб.

To reduce aircraft emissions.	Сокращать самолётные выхлопы.
To lose home.	Терять дом, жилище.
To live in coastal areas.	Жить в прибрежных районах.
To make a profit.	Получать прибыль.
To increase life expectancy.	Увеличивать продолжительность жизни.
To have an average birth rate.	Иметь средний уровень рождаемости.
To forecast a fall in smth.	Предсказывать падение чего-либо.
To maintain the present population level.	Поддерживать существующий уровень численности населения.
To have a good health care.	Иметь хорошую систему здравоохранения.
To have storage space.	Иметь место для хранения.
Public sanitation.	Оздоровление общества, санитарные условия, водопровод и канализация.
An infectious disease.	Инфекционное заболевание.
To increase with each generation.	Увеличиваться с каждым поколением.

ПРИЛОЖЕНИЕ 2

ГРАММАТИЧЕСКИЙ СПРАВОЧНИК

2.1 Видовременные формы глаголов в действительном залоге

	Indefinite	Perfect	Continuous	Perfect Continuous
Present	<p>1. Обще-известные факты, неопровержимые истины: <i>The earth goes round the Sun.</i></p> <p>2. Постоянное действие в настоящем: <i>He lives in Liverpool.</i></p> <p>3. Регулярное действие в настоящем: <i>My Mother goes to work every day.</i></p> <p>4. Ряд последовательных действий в настоящем: <i>I come to office, look through the mail and answer the letters.</i></p> <p>5. Действие, выраженное глаголами чувственного восприятия, умственной деятельности, чувства: <i>I like music.</i></p> <p>6. Действия, выполняемые неодушевленными предметами по расписанию: <i>The train arrives at three tomorrow.</i></p>	<p>1. Действие, совершенное в прошлом, но имеющее значение в настоящем: <i>Don't introduce him to me. I have met him before.</i></p> <p>2. Действие, совершившееся в еще не истекший период времени: <i>She has rung you up this week.</i></p> <p>3. Действие, время которого уточнено наречиями ever, never, yet, already, lately, recently: <i>I have never been to Paris.</i></p> <p>4. С глаголами, которые не употребляются в Present Perfect Continuous (to see, to hear, to be, to know, etc): <i>I have known him since 1994.</i></p>	<p>1. Действие, происходящее в момент речи: <i>I am reading a book now.</i></p> <p>2. Действия, запланированные людьми на ближайшее будущее: <i>She is leaving tomorrow at 5.</i></p> <p>3. В придаточных времени и условия, когда не употребляются формы будущего времени: <i>If I am sleeping when he comes, please wake me up.</i></p>	<p>Действие, начавшееся до настоящего момента, длившееся в течение некоторого периода времени и продолжающееся в момент речи или за-кончившееся непосредственно перед моментом речи: <i>He has been waiting for you for half an hour.</i></p>

	<p>7. Действия в придаточных времени и условия после союзов if, when, before, as soon as, etc. вместо Future Indefinite: <i>I will recognize her as soon as she comes.</i></p>			
Past	<p>1. Постоянное действие в прошлом: <i>He lived in Liverpool in his early years.</i></p> <p>2. Регулярное действие в прошлом: <i>My Mother went to work every day last year.</i></p> <p>3. Ряд последовательных действий в прошлом: <i>I came to office, looked through the mail and answered the letters.</i></p> <p>4. Действие, выраженное глаголами чувственного восприятия, умственной деятельности, чувства, происходившее в прошлом: <i>I liked music when I was young.</i></p> <p>5. Действия в придаточных времени и условия после</p>	<p>Действие, закончившееся к определенному моменту в прошлом, обозначенному предлогом by или другим действием: <i>I had completed the work by 5 tomorrow.</i> <i>I had completed the work before you came.</i></p>	<p>1. Действие, совершавшееся в определенный момент в прошлом, обозначенный временем или другим одновременным действием: <i>I was reading a book at this time yesterday.</i> <i>I was reading a book when he came.</i></p> <p>2. Действие, протекавшее в ограниченный период в прошлом: <i>I was playing chess from 5 till 6 yesterday.</i></p>	<p>Действие, начавшееся раньше другого действия в прошлом и длившееся в течение некоторого периода времени прежде чем, было завершено или прервано: <i>He had been waiting for you for half an hour before you came.</i></p>

	союзов if, when, before, as soon as, etc.: <i>As soon as she came I have recognize her.</i>			
Future	<p>1. Постоянное действие в будущем: <i>He will live in Liverpool next year.</i></p> <p>2. Регулярное действие в будущем: <i>My Mother will go to work every day next year.</i></p> <p>3. Ряд последовательных действий в будущем: <i>I will come to office, look through the mail and answer the letters tomorrow.</i></p>	<p>Действие, которое закончится к определенному моменту в прошлом, обозначенному предлогом by или другим действием: <i>I will have completed the work by 5 tomorrow.</i> <i>I will have completed the work before you come.</i></p>	<p>Действие, которое будет совершаться в определенный момент в будущем, обозначенный временем или другим одновременным действием: <i>I will be reading a book at the same time tomorrow.</i> <i>I will be reading a book when you come.</i></p>	<p>Действие, которое начнется в будущем раньше другого действия в будущем и будет длиться в течение некоторого периода времени, прежде чем будет завершено или прервано: <i>He will have been waiting for you for half an hour when you come.</i></p>

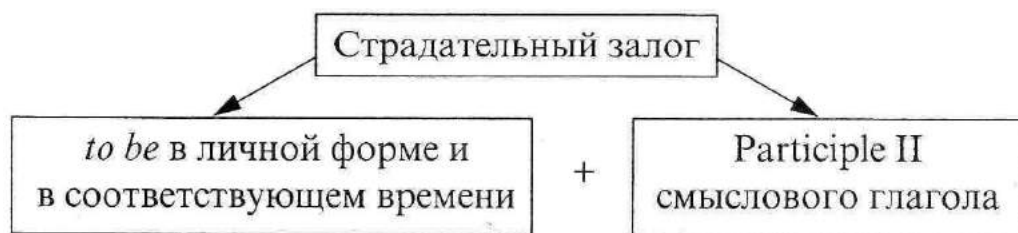
Образование глагольных времен в действительном залоге

	Indefinite	Continuous	Perfect	Perfect Continuous
Infinitive	to V	to be + V +-ing	to have + V + -ed или (3 форма гл.)	to have + been + V +-ing
Present	V + s (3л., ед. ч.)	am is + V-ing are	have + V + -ed has	have + been + V +-ing has
Past	V + ed (2 форма глагола)	was + V+ -ing were	had + V + -ed	had + been + V +-ing
Future	shall + V will	shall be + V + -ing will be	shall have + V + -ed will have	shall/ will have + been + V +-ing

V - форма глагола без частицы *to*

2.2 Глагольные времена в страдательном залоге

Английское сказуемое в страдательном залоге в любом времени показывает, что подлежащее подвергается воздействию, оно пассивно. Эта форма встречается в английском языке чаще, чем в русском.



Форма страдательного залога аналитическая и состоит из двух основных компонентов:

The new design *was discussed* by a group of specialists. Новый проект *был обсужден* группой специалистов.

Английский страдательный залог может переводиться на русский язык следующим образом:

- 1) при помощи глагола «быть» и краткой формы причастия страдательного залога (в настоящем времени «быть» опускается);
- 2) глаголом, оканчивающимся на — *ся*;
- 3) глаголом в действительном залоге в 3-м лице множественного числа с неопределенно-личным значением.

<i>The plan is developed.</i>	1. План <i>разработан</i> .
	2. План <i>разрабатывается</i> .
	3. План <i>разрабатывают</i> .
<i>The plan was developed.</i>	1. План <i>был разработан</i> .
	2. План <i>разрабатывался</i> .
	3. План <i>разрабатывали</i> .
<i>The plan will be developed.</i>	1. План <i>будет разработан</i> .
	2. План <i>будет разрабатываться</i> .
	3. План <i>будут разрабатывать</i> .

В страдательном залоге употребляются все времена, за исключением Future Continuous и Present, Past, Future Perfect Continuous (см. таблицу далее).

Образование глагольных времен в страдательном залоге

to be + V + -ed (3 форма глагола)			
	Indefinite	Continuous	Perfect
Present	am is + V + -ed are	am is+ being + V +-ed are	have + been + V + -ed has
Past	was + V + -ed were	was + being + V +-ed were	had + been + V + ed
Future	shall be + V + -ed will be		shall have + been + V + -ed will have

Формы *Perfect Continuous* отсутствуют.

1. Времена группы *Indefinite*:

Houses <i>are built</i> quickly now. (Present)	Дома <i>строятся</i> теперь быстро.
These houses <i>were built</i> last year. (Past)	Эти дома <i>были построены</i> в прошлом году.
These houses <i>will be built</i> next year. (Future)	Эти дома <i>будут построены</i> в следующем году.

2. Времена группы *Continuous*:

These houses <i>are being built</i> now. (Present)	Эти дома <i>строятся</i> сейчас. (теперь)
These houses <i>were being built</i> for three years.(Past)	Эти дома <i>строились</i> в течение 3- х лет.

3. Времена группы *Perfect*:

The houses <i>have already been built</i> . (Present)	Дома (уже) <i>построены</i> .
The houses <i>had been built</i> by April. (Past)	Дома (уже) <i>были построены</i> к апрелю.
The houses <i>will have been built</i> by May. (Future)	Дома <i>построят (будут построены)</i> к маю.

Страдательный залог после модальных глаголов

Действительный залог			Страдательный залог		
I	can do	it.	It	can be done	by me.
He	should do			should be done	by him.
You	ought to do			ought to be done	by you.
She	must do			must be done	by her.
He	has to do			has to be done	by him.
Tom	is to do			is to be done	by Tom.
They	may do			may be done	by them.
You	might do			might be done	by you.

Особенности перевода английского страдательного залога

В страдательном залоге особенно часто употребляются глаголы с послелогом типа: *to deal with* (иметь дело с), *to depend on* (зависеть от), *to speak about* (говорить о), *to refer to* (ссылаться на), *to live in* (жить в), *to send for* (посылать за), *to insist on (upon)* (настаивать на) и т.п.

Перевод предложений, в которых употреблены глаголы с предлогами в страдательном залоге, следует начинать с *предлога*.

This article is much spoken *about*.

Об этой статье много говорят.

This scientist's papers are often referred *to*.

На труды этого ученого часто ссылаются.

The expert was sent *for*.

За экспертом послали.

Для технического текста весьма характерны глагольные фразеологические сочетания типа: *to take care of* (заботиться о), *to make mention of* (упоминать), *to make provision for* (предусмотреть), *to make use of* (использовать), *to pay attention to* (обращать внимание на), *to take advantage of* (воспользоваться), *to take notice of* (принимать во внимание) и т.п.

Предложения с подобными фразеологическими сочетаниями переводятся на русский язык неопределенно-личными предложениями.

<i>Care should be taken...</i>	Следует <i>позаботиться</i> о....
<i>Mention has been made...</i>	Было <i>упомянуто</i> ...
<i>Attention should be paid to...</i>	Следует <i>обратить</i> внимание на...
<i>Advantage was taken of this...</i>	<i>Воспользовались</i> этим...
<i>Use is being made of...</i>	<i>Применяют</i> ...
<i>Provision is made for ...</i>	<i>Предусматривается</i> ...
<i>Notice should be taken ...</i>	Следует <i>принять во внимание</i> ...

Предложения со сказуемыми в страдательном залоге, выраженными глаголами *to follow* (следовать за), *to answer* (отвечать на), *to watch* (следить за), *to influence* (влиять на), *to join* (присоединяться к), *to address* (обращаться к) и т.п., обычно переводятся на русский язык предложениями со сказуемыми, выраженными глаголами в действительном залоге, а подлежащее английского предложения переводится дополнением.

<i>We were addressed for the explanation of this formula.</i>	<i>К нам</i> обратились за объяснением этой формулы.
<i>My report was followed by a discussion.</i>	<i>За моим докладом</i> последовала дискуссия.
<i>The conference was attended by many scientists and engineers.</i>	<i>На конференции</i> присутствовало много ученых и инженеров.
<i>This question was answered.</i>	<i>На этот вопрос</i> ответили.
<i>His experiment was being watched with great attention.</i>	<i>За его экспериментом</i> следили с большим вниманием.

2.3 Условные предложения

В сложноподчиненном предложении с придаточным условным предложением наиболее часто употребляется союз *if* (если).

Кроме того, придаточное предложение содержит условие, при котором возможно осуществление действия главного предложения, и оно может соединяется с главным предложением и другими союзами: *on condition (that)* (при условии что), *unless* (если только не, разве только), *provided (that)* (при условии что). В современном английском языке различают три типа сложноподчиненных предложений с придаточными условными предложениями (Conditional Sentences):

Типы условных предложений

Тип	Особенности	Пример
1) условные предложения с реальными (выполними-ми) условиями, относящими-ся к настоящему, прошедшему или будущему времени;	Условные предложения I типа – сложноподчиненные предложения с придаточным предложением реального условия. Главное предложение в них выражает действие, относящееся к будущему, настоящему или прошедшему времени, а придаточное – вполне осуществимое условие того действия. Чаще других встречаются предложения, в которых действие относится к будущему времени: в них глагол главного предложения стоит в будущем времени, а в придаточном предложении – в одной из форм настоящего времени.	1) If you don't receive all pages of this fax, please contact us at the telephone number below. Если вы не получите все страницы того факса, пожалуйста, свяжитесь с нами по номеру телефона, указанному ниже. 2) If we don't wind our watch up, it will stop. Если мы не заведем свои часы, они остановятся.
2) условные предложения, выражающие предположе-ния, содержащие маловероят-ные условия, относящиеся к настоящему или будущему времени;	Условные предложения II типа относятся к настоящему или будущему времени. В придаточном предложении условия во всех лицах един. и множ. числа употребляется форма were глагола to be либо форма глагола, совпадающая с прошедшим простым временем, а в главном предложении – сочетание "should + неопределенная форма глагола-сказуемого (без частицы to)" (для I лица един. и множ. числа) либо "would + неопределенная форма глагола-сказуемого без частицы to)" (для II и III лица един. и множ. числа).	1) If I had a radio-set, I should set my watch by radio-time signal. Если бы у меня был радиоприемник, то я установил бы свои часы по радиосигналу точного времени. 2) If he were here, he would help me. Если бы он был здесь, то он помог бы мне.
3) условные предложения с нереальными (невыполни-мыми) условиями, относящими-ся к прошедшему времени.	Условные предложения III типа выражают действие, которое могло бы произойти при определенных условиях, но не произошло, и потому оно рассматривается в момент речи как неосуществленное. Этот тип сложноподчиненных предложений с придаточным условным предложением выражает неосуществленные предположения, которые относятся к прошлому. В таком придаточном предложении после союза if (если) употребляется глагол в форме прошедшего времени группы Perfect (т.е. had + III форма глагола), а в главном предложении "would + перфектный инфинитив" без частицы to.	1) If we had known the address of Anglo Exports, we would have written a business letter to them. Если бы мы знали адрес фирмы "Англо-Экспорте", то мы написали бы им письмо.

Перевод на русский язык условных предложений II и III типа полностью совпадает. Чтобы определить, соответствует ли русское условное предложение II или III типу английских условных предложений, нужно четко установить, к какому времени относится высказываемое предположение.

Example:

If I saw Mr. Jones, I would tell him about it.

Если бы я увидел м-ра Джоунза, то я бы сказал ему об этом.

(условное предложение II типа)

If I had seen Mr. Jones, I would have told him about it.

Если бы я увидел м-ра Джоунза, то я бы сказал ему об этом.

(условное предложение III типа)

В условных предложениях II и III типа могут употребляться соответствующие указатели момента или периода времени (например, today (сегодня), yesterday (вчера), last night (вчера вечером), two days ago (два дня назад), tomorrow (завтра) и т.п.), из которых становится ясно, к какому времени относится предположение – к настоящему (будущему) или прошедшему, хотя перевод глагольных форм на русский язык остается одинаковым.

Example:

If I saw Mr. Jones (today), I would tell him about it.

Если бы я увидел м-ра Джоунза (сегодня), то я бы сказал ему об этом.

If I had seen Mr. Jones (yesterday), I would have told him about it.

Если бы я увидел м-ра Джоунза (вчера), то я бы сказал ему об этом.

Отмечается тенденция к употреблению в главном предложении сложноподчиненных предложений с придаточными условными предложениями II и III типа глагола would во всех лицах единственного и множественного числа (включая I лицо).

Example:

If I were in London I would come to see Mr. Jones in his office.

If I had been in London I would have come to see Mr. Jones in his office.

Если бы я был в Лондоне, то я навел бы м-ра Джоунза в его офисе.

2.4 Бессоюзные определительные придаточные предложения

Бессоюзное определительное придаточное предложение всегда стоит после определяемого существительного. Признаком такой синтаксической связи является наличие двух подряд стоящих существительных или существительного и местоимения, не связанных между собой предлогом. Второе слово из такой пары является подлежащим определительного придаточного предложения.

The report *he has just delivered* is of great importance. Доклад, который он только что прочитал, имеет большое значение.

Определительное придаточное предложение с предлогом после сказуемого следует начинать переводить с этого предлога:

All programmes may be divided into different types according to the service *they are intended for*.

The style *our lecturer is speaking of* is of great importance.

Все программы могут подразделяться на различные типы согласно работе, для которой они предназначены.

Стиль, о котором рассказывает наш лектор, очень важен.

2.5 Сogласование времён -Sequence of Tenses

В английском языке время глагола в придаточном предложении зависит от времени, в котором употреблен глагол в главном предложении.

1. Если сказуемое главного предложения выражено глаголом в одной из форм настоящего времени или будущего времени, то глагол в придаточном употребляется в любом времени, которое требуется по смыслу.

He knows that you are busy. He knows that you were busy. He knows that you will be busy.

2. Если сказуемое главного предложения выражено глаголом в одной из форм прошедшего времени, то формы настоящего и будущего времени не могут употребляются в придаточном предложении, он употребляется в одной из форм прошедшего времени или будущего в прошедшем.

а) Для выражения действия, одновременного, глагол придаточного употребляется в *Past Indefinite / Continuous*: *I was sure that you knew her address* (Я был уверен, что вы знаете ее адрес).

б) Для выражения действия предшествующего действию главного предложения, глагол придаточного предложения употребляется в *Past Perfect*: *I was sure that he had left Moscow* (Я был уверен, что он уехал из Москвы).

в) Для выражения действия по отношению к действию главного предложения, глагол в придаточном предложении употребляется в одной из форм будущего в прошедшем, выражающих будущее действие по отношению к прошедшему моменту: *I hoped that I should find him at home* (Я надеялся, что застаю его дома).

2.6 Прямая и косвенная речь

1) При переводе прямой речи в косвенную глагол **to say**, имеющий при себе дополнение с предлогом **to**, обычно заменяется глаголом **to tell**, за которым всегда следует беспредложное дополнение:

She **said to me**, "I have finished my work."

She **told me** she had finished her work.

2) При переводе предложений из прямой речи в косвенную **не забывайте заменять обстоятельства времени**, как указано в таблице:

Прямая речь	Косвенная речь	Прямая речь	Косвенная речь
today tomorrow this..... last year last.... now	that day the next day that... the year before the.....before then	yesterdayago here last month next.....	the day beforebefore there the month before the following.....

Тип предложения Type of Sentences	Прямая речь Direct Speech	Косвенная речь Indirect (Reported) Speech
Утвердительное Declarative	Liz says, "I'm busy." He says to us, "I like London." He says, "I don't know this man."	Liz says (that) she is busy. He tells us (that) he likes London. He says (that) he doesn't know this man.
Повелительное Imperative	They say, "Close the door, please." She says to Bob, "Don't close the window." The teacher orders the pupils, "Don't talk!"	They ask me to close the door. She tells Bob not to close the window. The teacher orders the pupils not to talk .
Общий вопрос General Question	The tourist asks me, "Do you live in Moscow?" He asks, "Is it raining now?" The chief asks, "Is everybody here?"	The tourist asks me if I live in Moscow. He asks if (whether) it is raining now. The chief asks if (whether) everybody is here.
Специальный вопрос Special Question	I ask them, "Where does Sue live?" They ask, "What's the matter?" We ask them, "When shall we meet?" My friend asks, "Who told you this?"	I ask them where Sue lives . They ask what the matter is . We ask them when we shall meet . My friend asks who told me this .

Глаголы, вводящие косвенную речь

add	inform	promise	say
advise	comment	remark	tell
allow	observe	reply	think
ask	order	recommend	warn
explain	offer	refuse	wonder

2.7 Причастие и его формы

Существуют простые и сложные формы причастий. Простые формы причастий — это Participle I (Active), Participle II.

Participle I образуется путем добавления к основе глагола окончания — *ing*: *reading*, *asking*.

Participle II неправильных глаголов образуется особым способом; это третья форма неправильных глаголов: *to write – written*, *to build – built*.

Сложные формы причастий — это Participle I (Passive), Perfect Participle (Active и Passive).

Participle I Passive образуется сочетанием *Participle I (Active)* от глагола *to be (being)* и *Participle II* смыслового глагола: *being read*, *being built*, *being constructed*.

Perfect Participle Active образуется сочетанием *Participle I (Active)* от глагола *to have (having)* и *Participle II* смыслового глагола: *having asked*, *having read*, *having constructed*.

Perfect Participle Passive образуется сочетанием *Perfect Participle Active* от глагола *to be (having been)* и *Participle II* смыслового глагола: *having been asked*, *having been built*, *having been constructed*.

Причастие с относящимися к нему словами образует **причастный оборот**.

Participle I используется в глагольных временах группы Continuous: *to be + — ing*: I am *reading* a book.

Participle II используется для образования:

1) страдательного (Passive) залога — *to be + — ed* (или 3 ф-мы глагола):

The painting was *bought* yesterday.

2) группы времен Perfect Active и Passive — *to have + — ed* и *to have been + — ed*:

I have finished drawing this table.

This table has been *drawn* by me.

Причастие имеет признаки глагола:

а) может определяться наречием:

Speaking loudly they came into laboratory.

Громко разговаривая, они вошли в лабораторию.

б) может иметь прямое дополнение:

Reading a newspaper, he pays special attention to new facts concerning prices.

Читая газету, он обращает особое внимание на новые факты, касающиеся цен.

в) имеет временные и залоговые формы:

Признак действия	Active	Passive
Одновременность	V + — ing	being + V + ed или 3 форма
Предшествование	having + V + ed или 3 форма	having been + V + ed или 3 форма

Как прилагательное, Participle I и II могут быть в предложении определениями:

This walking excavator is of modern design.

Этот шагающий экскаватор современной конструкции.

The problems *being discussed* at the meeting were of great importance.

Проблемы, *обсуждавшиеся* (которые *обсуждались*) на заседании, были очень важными.

The idea *used* in his design is the same as in his teacher's work.

Идея, *используемая* в его проекте, такая же, как и в работе его учителя.

The term «polymer» *used* by many specialists appeared in 1910.

Термин «полимер», *используемый* многими специалистами, возник (появился) в 1910 г.

Как наречие, *Participle I Active* и *Passive*, *Participle II*, *Perfect Participle Active* и *Passive* могут использоваться в качестве обстоятельств:

Our architect does his work well *using new materials*. Наш архитектор хорошо делает свою работу, *используя новые материалы*.

Having examined the internal qualities of gypsum every specialist can easily call it building material of the 21st century. *Изучив* присущие гипсу свойства, любой специалист может легко назвать его строительным материалом 21 века.

Часто в функции обстоятельств употребляются причастия I и II с союзами *when*, *while*, *if*, *as*, *unless* ...

While using new equipment, the engineers pay special attention to safety. *При использовании (используя)* нового оборудования инженеры уделяют особое внимание безопасности.

When renovated the house was partially transformed. *При обновлении (перестройке)* внешний вид дома был частично изменен.

Participle I Active (asking) в функции определения переводится:

- а) причастием действительного залога с суффиксами — *ущ*, — *ющ*, — *ащ*, — *ящ*, — *вш*, — *ш*, Например: asking – спрашивающий ,
- б) глаголом в личной форме в придаточном определительном предложении.

Most home *heating and cooling* systems do not mechanically bring fresh air into the house. Большинство бытовых *нагревающих и охлаждающих* систем не доставляют свежий воздух в дома.

We can use a new ventilation system *linking* all three our shops. Мы можем пользоваться новой вентиляционной системой, *соединяющей* все три наши цеха.

В функции обстоятельства *Participle I* переводится:

- а) деепричастием с суффиксами -*ая*; -*яя*; -*ась*; -*ясь*;
- б) глаголами в личной форме в придаточных обстоятельственных предложениях;
- в) предлогом «при» + существительное, когда перед *Participle I Active* стоят союзы *when*, *while*, *if*, *as*, *unless* ...

Developing / when developing the new management system, engineers use modern computers. *Разрабатывая* новую систему управления, инженеры используют новые компьютеры.

Participle I Passive (being asked) в функции определения переводят:

а) причастием страдательного залога с суффиксами *-иц, -виш, -м*;

б) глаголом в личной форме в придаточном определительном предложении:

The design *being updated* by our specialists will be used in 2 years. Проект, который *обновляют* (сейчас) наши специалисты, будет использован через 2 года.

в) глаголом в личной форме в придаточном обстоятельственном предложении:

Being updated by our specialists the design will be used in 2 years. Поскольку сейчас проект обновляется нашими специалистами, он будет использован через 2 года.

Participle II (asked) в функции определения переводится:

а) причастием страдательного залога с суффиксами *— нн, — м, — т, — иш, — виш*;

б) глаголом в личной форме в придаточном определительном предложении.

The *discussed* plans are of great importance. *Обсуждаемые* планы имеют большое значение.

This plan *discussed* by our specialists is very important for us. Этот план, *обсужденный* нашими специалистами, очень важен для нас.

Или:

Этот план, который *обсуждался* нашими специалистами, очень важен для нас.

В функции обстоятельства *Participle II* переводится:

а) глаголом в личной форме в придаточном обстоятельственном предложении;

б) с предлогом «при» + существительное, когда перед *Participle II* стоят союзы *when, if, as, unless* и т.д.

Unless discussed by specialists the design must not be used in the near future. Если проект не *обсуждался* нашими специалистами, его нельзя использовать в ближайшем будущем.

When used the design showed all the *При использовании* этот проект показал все merits of its creators. достоинства его создателей.

Perfect Participle Active (having asked) в функции обстоятельства переводятся:

а) деепричастием совершенного вида с суффиксами — ав, — ив;

б) глаголом в личной форме в придаточном обстоятельственном предложении, вводимом союзами *так как, после того как, когда*:

Having discussed the design of a new *Обсудив* проект нового здания, мы можем building, we can start looking for suitable начать поиски соответствующих materials. материалов.

Perfect Participle Passive (having been asked) в функции обстоятельства переводится глаголом в личной форме в придаточном обстоятельственном предложении, вводимом союзами *так как, после того как, когда*:

Having been discussed by specialists the *После обсуждения/После того, как проект* design can be used at once. *обсудили специалисты его можно сразу использовать.*

2.8 Независимый причастный оборот

Причастие в сочетании с существительным или местоимением может образовывать причастные обороты.

В английском языке причастные обстоятельственные обороты бывают двух типов:

а) Обороты, в которых причастие выражает действие, относящееся к подлежащему предложения. Они соответствуют русским деепричастным оборотам и называются *зависимыми*.

Speaking of the equipment we should *Говоря об оборудовании*, мы должны take into consideration all new designs. учитывать все новые проекты.

б) Обороты, в которых причастие имеет свое собственное подлежащее, отличное от подлежащего основного предложения. Такие обороты называются **независимыми** или **самостоятельными причастными оборотами**. Они соответствуют русским обстоятельственным придаточным предложениям или самостоятельным предложениям в зависимости от их места в предложении.

The design having been completed, the specialists felt relief.

Когда проект был закончен, специалисты почувствовали облегчение.

В начале предложения **независимый причастный оборот** переводится обстоятельственным предложением с союзами *когда, если, так как, после того как...* в зависимости от смысла.

В конце предложения **независимый причастный оборот** переводится самостоятельным предложением, присоединяемым одним из сочинительных союзов: *причем, при этом, а, но* или отдельным предложением.

There are a number of reasons to connect computers into a network, *the two most important being the necessity for human beings to communicate and the sharing of resources.* Имеется несколько причин для объединения компьютеров в единую сеть. Две главные из них: потребность людей в общении и необходимость обмениваться/делиться ресурсами.

Часто в технической литературе **независимый причастный оборот** в конце предложения вводится предлогом *with*. Перевод остается без изменений.

Smileys are used all over the place in the Internet, with icons of them looking like faces very much. Смайлики используются повсеместно в Интернете, причем их изображения очень похожи на лица.

Основными признаками независимого причастного оборота, по которым довольно просто найти его в предложении, являются следующие:

- имеет: запятую, собственное подлежащее, причастие;
- не имеет своего сказуемого.

2.9 Герундий и его формы

The Gerund — это неличная форма глагола, оканчивающаяся на *-ing* и обладающая свойствами глагола и существительного. Герундий всегда выражает действие как развивающийся процесс, например: *building* (строительство), *reading* (чтение), *fighting* (борьба).

Как глагол, герундий может иметь следующие признаки:

а) определяется *наречием*:

I like *reading aloud*.

Я люблю *читать вслух*

б) может иметь *прямое дополнение*:

I like *reading such books*.

Я люблю *читать* такие книги.

в) имеет *видовые и залоговые формы*

<i>Признак действия</i>	<i>Active</i>	<i>Passive</i>
Одновременность	V + — ing	being + V + ed <i>или 3 форма</i>
Предшествование	having + V + ed <i>или 3 форма</i>	having been + V + ed <i>или 3 форма</i>

Как существительное, герундий может употребляться с предлогами и может определяться притяжательным и указательным местоимением, а также именем существительным в притяжательном падеже:

We heard of *his being sent* at a practice to
the modern engineering school.

Мы слышали, что его послали на практику
в современную техническую школу.

Как существительное, герундий может быть в предложении:

а) подлежащим:

Чтение полезно.

Reading is useful.

б) частью составного именного или глагольного сказуемого:

Mathematical operations are adding, subtracting and others.

Математические операции – это сложение,
вычитание и др.

I began reading this book yesterday

Я начал читать эту книгу вчера.

в) дополнением (прямым и предложным):

Logical operations include comparing, Логические операции включают
selecting and others. сравнение, выбор и др.

Supercomputers are used for calculating Суперкомпьютеры используются для
complex problems. решения сложных задач.

г) обстоятельством (всегда с предлогом):

After finishing calculations a supercomputer После окончания вычислений
puts out results. суперкомпьютер выдает результаты.

д) определением (всегда с предлогом):

The way of solving this problem is rather Способ решения этой задачи довольно
difficult. труден.

Двуликая натура герундия проявляется и в чрезвычайном многообразии его перевода:

существительным — Smoking is not healthy – Курение вредно для здоровья;

инфинитивом — Drink some tea before leaving – Выпей чая, перед тем как уйти;

деепричастием — On seeing Jack I cried out – Увидев Джека, я закричал;

придаточным предложением — Mary regretted now having bought the dress – Теперь Мэри жалела о том, что купила платье.

Вообще герундий достаточно миролюбив – он «кусаются» лишь при запоминании множества глаголов, после которых может быть употреблен в предложении.

Запомните значения глаголов, после которых прямое дополнение может употребляться в форме герундия:

1. avoid - избегать, стараться не (делать)
2. begin - начинать
3. continue - продолжать
4. finish - заканчивать, кончать
5. give up - бросать, отказываться от
6. go on - продолжать
7. enjoy - получать удовольствие от, нравиться
8. excuse - извинять

9. intend - собираться, намереваться
10. keep, keep on - продолжать
11. like - любить, нравиться
12. prefer - предпочитать
13. prevent - мешать; предохранять от; препятствовать
14. regret - сожалеть
15. resist - сопротивляться, устоять против
16. start - начинать
17. stop - прекращать
18. try - пытаться, делать попытку
19. withstand – противостоять.

Запомните значения следующих глаголов и глагольных словосочетаний с предлогами, после которых употребляется герундий в функции предложного дополнения:

1. account for - объяснять
2. aid in - способствовать
3. aim at - стремиться, ставить целью
4. be alike in (some properties) - быть похожим (одинаковым) (по каким-то свойствам)
5. be capable of - быть способным, мочь
6. credit smb with smth - приписывать (кому-либо что-либо)
7. depend on (upon) - зависеть от, полагаться на
8. differ in (some properties) - отличаться по (каким-то свой-ствам)
9. be fond of - любить, нравиться
10. insist on (upon) - настаивать на
11. be interested in - интересоваться
12. keep from - мешать
13. object to - возражать
14. prevent from - мешать; предохранять от; препятствовать
15. rely on (upon) - полагаться на
16. be responsible for - отвечать за; быть причиной
17. result from - являться результатом (следствием); проистекать
18. result in - давать в результате; приводить к

19. be similar in (possessing some properties) - походить по (каким-то свойствам)
20. succeed in - удаваться; добиваться, научиться
21. think of - думать о; представлять себе.

Запомните следующие существительные, после которых употребителен герундий в функции определения:

1. ability - способность
2. advantage - преимущество
3. chance - возможность
4. merit - достоинство
5. necessity - необходимость
6. possibility - вероятность
7. reason - причина, основание
8. way – способ.

Запомните следующие сочетания слов, после которых употребляется герундий:

1. cannot help - (я) не могу не
2. it is worth, it is worth while - стоит
3. it is no good, it is no use - не стоит, бесполезно, нет смысла.

Запомните значения следующих предлогов, после которых характерно употребление герундия:

1. on account of - из-за
2. apart from, aside from - помимо, кроме
3. in addition to - кроме, вдобавок
4. besides - кроме
5. because of - из-за; вследствие; по причине
6. despite - несмотря на
7. due to - благодаря; вследствие
8. except (except for) - кроме, за исключением
9. instead of - вместо
10. in spite of - несмотря на
11. owing to, thanks to - благодаря
12. with the object to, with the view to - с целью
13. save – кроме.

2.10 Сравнение герундия и причастия

1. Герундий может быть *любым* членом предложения; причастие – только *определением, обстоятельством* или *частью сказуемого*.

Обратите внимание! Если предложение начинается словом с окончанием – *ing*, то это слово является герундием в функции подлежащего, если за ним следует глагол-сказуемое (*Testing the motor is necessary. Испытать мотор необходимо*).

Или оно является причастием в функции обстоятельства, если за ним следует подлежащее (*Testing the motor he saw many defects. Испытывая мотор, он обнаружил много недостатков*).

2. Перед герундием в функциях определения или обстоятельства, как правило, стоит *предлог*; перед причастием в функциях обстоятельства могут стоять союзы *when* или *while*.

Герундий	Причастие
в функции обстоятельства	
<i>After testing the motor they put down the results.</i> После испытания двигателя они записали результаты.	<i>While testing the motor they put down the results.</i> Испытывая двигатель, они записывали результаты.
в функции определения	
There are several ways <i>of producing</i> electricity. Имеется несколько способов <i>выработки</i> электричества.	The plant <i>producing</i> electricity is very powerful. Эта установка, <i>вырабатывающая</i> электричество, очень мощная.

3. Перед герундием может стоять притяжательное местоимение или существительное в притяжательном или общем падеже.

The professor approved of *my solving* the problem.

Профессор одобрил *мое решение* задачи.

We know of *copper being* the best conductor.

Мы знаем, что *медь* – лучший проводник.

2.11 Герундий и инфинитив

Упражнения на герундий часто посвящены глаголам, после которых вы можете использовать как его, так и инфинитив:

To like – нравиться, *to hate* – ненавидеть, *to love* – любить, *to prefer* – предпочитать, *to begin/to start* – начинать, *to continue* – продолжать, *to end/to finish* – заканчивать, *to give up* – сдаваться, *to expect* – ожидать, *to intend* – намереваться, *to put off* – откладывать и т.д.

Обратите внимание на следующие сложные случаи:

После **to remember, to stop** герундий описывает предыдущее действие, а инфинитив – последующее:

I remember feeding the cat. – Я помню, что кормил кошку.

I remember to feed the cat. – Я помню, что надо покормить кошку.

She stopped playing with the dog. – Она перестала играть с собакой.

She stopped to play with the dog. – Она остановилась, чтобы поиграть с собакой.

После **to try** герундий описывает научный эксперимент, а инфинитив – обычную попытку:

I tried writing a poem. – Я попытался написать стихотворение.

The scientist tried mixing two liquids. – Ученый попробовал смешать две жидкости.

После **to want** и **to need** герундий привносит значение страдательного залога:

I want to drink some milk. – Я хочу выпить молока.

My hair wants/needs cutting. – Мои волосы надо подстричь.

Глагол	+ Герундий	+ Инфинитив
	Прошрое действие или событие	Настоящее или будущее действие или событие
1) <i>remember</i> <i>forget</i>	We don't remember ever seeing you. I'll never forget flying for the first time.	Please remember to post the letter. Don't forget to feed the cat, will you?
2) <i>regret</i>	He regrets saying it. I'll always regret not going to university.	I regret to say that you are not right. We regret to inform you that you are not accepted.
3) <i>stop</i>	They stopped talking . (Они перестали разговаривать.)	They stopped to talk . (Они остановились, чтобы поговорить.)
	Пассивное значение	Активное значение
4) <i>need</i> <i>want</i> <i>require</i>	The windows need cleaning . (<i>need to be cleaned</i>) Your car wants washing . This water requires filtering .	I need to call them. She wants to redecorate the kitchen. You need to filter this water.

2.12 Инфинитив (функции инфинитива)

The Infinitive — неличная форма глагола, имеющая в качестве основного признака частицу *to* и обладающая свойствами глагола и существительного (как и герундий): *to build* (строить), *to read* (читать), *to speak* (говорить).

Как глагол, инфинитив может иметь следующие признаки:

а) может определяться наречием:

He likes *to work* systematically.

Он любит (ему нравится) *работать* систематически.

б) может иметь прямое дополнение:

He likes *to attend* his English classes.

Он любит (ему нравится) *посещать* занятия по английскому языку.

в) имеет видовые и залоговые формы:

<i>Признак действия</i>	<i>Active</i>	<i>Passive</i>
Одновременность	to + V	to be + V + ed /3 форма
Предшествование	to have + V + ed или 3 форма	to have been + V + ed или 3 форма

I am sorry *to trouble* you.

Простите за беспокойство.

I am sorry *to have troubled* you.

Мне неприятно, что я вас побеспокоил.

I am glad *to be working* with you.

Я рад, что работаю с вами.

Функции и способы переводы инфинитива

1. **Подлежащее.** Переводится неопределенной формой глагола или именем существительным.

To read is her hobby. Чтение – ее любимое занятие. (Читать – ее любимое занятие.)

2. **Часть сказуемого.** Переводится неопределенной формой глагола или именем существительным. Глагол-связка переводится, как «заключается в том, чтобы (что)», «состоит в том, чтобы», «это», или совсем не переводится.

Our aim is *to master* English. Наша цель – *овладеть* (овладение) английским языком.

Your task is *to become* a good engineer. Ваша задача заключается в том, чтобы стать хорошим инженером.

3. **Дополнение.** Переводится неопределенной формой глагола.

She likes *to sing*. Она любит *петь*.

4. **Определение (правое).** Переводится:

а) неопределенной формой глагола:

The desire *to find* the solution was very strong. Желание *найти* решение было очень сильным.

б) существительным или прилагательным:

It will be done in the years *to come*. Это будет сделано в *ближайшие* годы.

в) придаточным определительным предложением:

He was the first *to prove* it. Он был первым, *кто доказал* это.

Обратите внимание! *Infinitive Passive* в функции определения переводится придаточным определительным предложением со словами *будет, должен*:

The method *to be used* is quite new. Метод, *который будет (должен) использоваться*, совершенно новый.

5. **Обстоятельство.** Переводится:

а) придаточным предложением с союзом *для того, чтобы*:

To read this English article you must use a dictionary. *Для того, чтобы прочитать* эту английскую статью, вам нужно воспользоваться словарем.

б) неопределенной формой глагола:

She went there *to study* physics. Она поехала туда *изучать* физику.

в) деепричастием:

Hydrogen combines with oxygen *to form* water. Водород соединяется с кислородом, *образуя* воду.

Запомните! Инфинитив в функции обстоятельства часто вводится союзом *in order to* - *для того, чтобы*:

A number of devices were developed *in order to detect* cosmic rays.

Было разработано несколько приборов *для того, чтобы обнаруживать* космические лучи.

Запомните устойчивые словосочетания с инфинитивом:

To cut a long story short	короче говоря
To tell (you) the truth	сказать (вам) по правде
To say nothing of	не говоря уже о
To put it mildly	мягко выражаясь
To say the least of it	по меньшей мере

To begin with	начнем с того, что
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2.13 Субъектный инфинитивный оборот (Сложное подлежащее) - это сочетание существительного в общем падеже (или местоимения в именительном падеже) в функции подлежащего с инфинитивом в качестве второй части составного глагольного сказуемого.

Служебную часть этого сказуемого составляют в основном глаголы в форме страдательного залога, примыкающие к инфинитиву, такие, как *to see* (в значении «считать»), *to say* (сказать), *to think* (думать), *to suppose* (предполагать), *to believe* (считать, полагать), *to find* (находить, считать), *to know* (знать), *to make* (заставлять) и т. д.:

All bodies are known to possess weight.

В субъектном инфинитивном обороте инфинитив обозначает действие или состояние лица (или предмета), обозначенного существительным (или местоимением) в составе этого оборота.

Перевод предложения, содержащего субъектный инфинитивный оборот, следует начинать со служебной части составного глагольного сказуемого. Значение служебной части передается в русском языке неопределенно-личным оборотом, который является главным предложением в русском сложноподчиненном предложении (Известно,...).

Имя существительное (или местоимение), являющееся подлежащим в английском предложении, становится подлежащим русского придаточного предложения (...*все тела*...), а инфинитив переводится глаголом-сказуемым русского придаточного предложения (...*обладают*...). Придаточное предложение присоединяется к главному посредством союза «что»: *Известно, что* все тела обладают весом.

Предложение с субъектным инфинитивным оборотом можно переводить простым предложением, в котором неопределенно-личный оборот употребляется как вводное предложение: *Все тела, как известно, обладают весом.*

Субъективный инфинитивный оборот употребляется с глаголами в форме страдательного залога, такими как: *to say* (говорить), *to report* (сообщать), *to announce* (объявлять), *to state* (утверждать), *to suppose* (полагать) и т. д.:

Mr. Bunting *was supposed to know* nothing about it. Полагали, что мистер Бантинг ничего не знал об этом.

The atmosphere *has been proved to extend* several hundred kilometers above the earth. Доказано, что атмосфера простирается на несколько сот километров над землей.

Субъектный инфинитивный оборот употребляется также со следующими глаголами в действительном залоге: *to seem, to appear* (казаться), *to prove* (оказаться), *to happen, to chance* (случаться):

To an ordinary observer the air *seems to have* no weight. Обычному наблюдателю кажется, что воздух не имеет веса.

I *happened to be* there at that time. Я случайно был там в это время.

Субъектный инфинитивный оборот употребляется со словосочетаниями, в состав которых входят глагол-связка *to be* и прилагательные *likely* (вероятный), *unlikely* (невероятный), *certain, sure* (несомненный, безусловный). В этом случае инфинитив в субъектном инфинитивном обороте обычно выражает действие или состояние, относящееся к будущему времени:

He is *sure to be* sent there. Он, безусловно, будет послан туда.

A large proportion of radium is *likely to be* lost from sea water. Большая часть радия, вероятно, будет потеряна при получении его из морской воды.

2.14 Объектный инфинитивный оборот (Сложное дополнение) - это сочетание существительного в общем падеже (или личного местоимения в объектном падеже) с инфинитивом, выступающее как единый член предложения.

We know *gravity to pull* on every particle of a body. Мы знаем, что *земное притяжение действует* на каждую частицу тела.

В этом предложении дополнением к сказуемому *know* является оборот *gravity to pull* (что притяжение действует), а не одно слово *gravity*, так как на вопрос *What do you know?* (Что вы знаете?) ответ будет не *gravity*, а - *gravity to pull*, т. е., иначе говоря, все сочетание *gravity to pull* является неразрывным и относится к сказуемому как единое целое - сложное дополнение.

В объектном инфинитивном обороте существительное в общем падеже (или личное местоимение в объектном падеже) обозначает лицо (или предмет), совершающее действие или подвергающееся действию, обозначенному инфинитивом. Поэтому объектный инфинитивный оборот переводится на русский язык придаточным дополнительным предложением (вводимым союзами *что, чтобы, как*), подлежащее которого соответствует существительному в общем падеже (или местоимению в объектном падеже) переводимого оборота, а сказуемое соответствует инфинитиву этого оборота:

My uncle wanted *us to help* him.

Мой дядя хотел, чтобы *мы помогли* ему.

В объектном инфинитивном обороте инфинитив может употребляться также в пассивной форме:

She did not want *him to be laughed* at.

Она не хотела, чтобы *над ним смеялись*.

Объектный инфинитивный оборот употребляется:

1. После глаголов *to hear* (слышать), *to see* (видеть), *to feel* (чувствовать), *to watch*, *to observe* (наблюдать). После этих глаголов частица *to* перед инфинитивом не употребляется:

Eric *watched him go* from group to group.

Эрик наблюдал, как он ходил от группы к группе.

Johnny *saw the crowd break* the line of policemen barring their way.

Джонни видел, как толпа прорвала строй полицейских, преграждавших ей дорогу.

Примечание 1: В сложное дополнение после глаголов восприятия может входить как инфинитив, так и причастие. При этом причастие обычно обозначает процесс, инфинитив обозначает законченное действие. Например:

She *saw me approaching*.

Она видела, как я подходил к воротам.

He *saw me approach* the gate.

Он видел, как я подошел к воротам.

Примечание 2: После глаголов *to hear* в значении «узнать» и *to see* в значении «понимать» объектный инфинитивный оборот не употребляется:

I *hear* that your son entered the University.

Я слышал (узнал), что ваш сын, поступил в университет.

I *see* that you understand the rule.

Я вижу (понимаю, знаю), что вы понимаете правило.

2. После глаголов, выражающих волеизъявление: *to want* (хотеть), *to wish*, *to desire* (желать) и др., а также после оборота *I should like* (я хотел бы):

I *should like* her to look through my report.

Я бы хотел, чтобы она просмотрела мой доклад.

I have some notes I *want* you to read over.

У меня есть некоторые записи, которые я хочу, чтобы вы просмотрели.

3. После глаголов, выражающих мнение, суждение, предположение и т. п.: *to believe* (полагать, считать); *to consider* (считать); *to think* (думать, считать); *to suppose* (полагать); *to know* (знать); *to prove* (оказываться, доказывать); *to understand* (понимать); *to expect* (ожидать); *to assume* (предполагать, допускать) и др.:

We *believe* him to be a good engineer.

Мы считаем, что он хороший инженер.

4. После глаголов, выражающих приказание, требование, принуждение, просьбу, разрешение: *to order, to command* (приказывать); *to cause, to make* (заставлять, принуждать); *to request* (просить); *to allow, to permit* (разрешать, допускать) и др. В этом случае инфинитив имеет пассивную форму:

He *ordered* the wounded to be carried away from the field of battle.

Он приказал, чтобы раненых унесли с поля боя.

Примечание: Если после глаголов, выражающих разрешение или приказание, следует существительное (или местоимение), обозначающее лицо, и за ним инфинитив в активной форме, то инфинитив, как правило, не является частью сложного дополнения, а выполняет функцию второго дополнения, непосредственно подчиненного глаголу. Следовательно, в этом случае нет сложного дополнения, нет и объектного инфинитивного оборота:

He *ordered* the prisoners to go away.

Он приказал пленным уйти.

Объектный инфинитивный оборот также употребляется после глаголов в неличной форме:

I want *to see* the last leaf fall.

Я хочу видеть, как упадет последний лист.

The young man stood in the doorway *watching* him work.

Молодой человек стоял в дверях, наблюдая, как он работает.

2.15 Употребление частицы **to** перед инфинитивом

Частица **to** не ставится:

1. После модальных глаголов: *must, can/could, may/might, needn't, should,*

но ставится после: *have to, be to, ought to, be able to.*

– We *must* wait for the others before we can start.

– You *needn't* get up early tomorrow.

– We are **to** meet here this time tomorrow.

– I'll be able **to** help you only if you want it.

2. После глаголов *let* и *make*, глаголов восприятия (*feel, hear, see...*), в сложном дополнении:

The situation ***made us change*** our plans.

I ***heard somebody open*** the door upstairs.

Let me tell you the truth.

Но в сложном подлежащем частица **to** перед инфинитивом ставится:

I was made ***to*** tell the truth.

Nobody was seen ***to*** come in through that door.

3. После выражений *had better, would rather, would sooner*.

You'd **better go** home, it's late.

I'm grateful for your help, but I'd **rather do** the work myself.

ПРИЛОЖЕНИЕ 3 ТАБЛИЦА НЕПРАВИЛЬНЫХ ГЛАГОЛОВ

Infinitive (первая форма глагола)	Past Simple (вторая форма глагола)	Past Participle (третья форма глагола)	Перевод на русский язык
abide	abode; abided	abode; abided	пребывать; держаться
arise	arose	arisen	подняться; возникнуть
awake	awoke	awaked; awoke	будить; проснуться
be	was/were	been	быть
beat	beat	beaten	бить
become	became	become	становиться
befall	befell	befallen	случиться
begin	began	begun	начинать
bend	bent	bent	гнуть, изгибать
bind	bound	bound	связать
blow	blew	blown	дуть, выдыхать
break	broke	broken	ломать
breed	bred	bred	выращивать
bring	brought	brought	приносить
broadcast	broadcast	broadcast	распространять; разбрасывать
build	built	built	строить
burn	burnt; burned	burnt; burned	жечь; гореть
burst	burst	burst	взрываться
buy	bought	bought	покупать
cast	cast	cast	кинуть; лить металл
catch	caught	caught	ловить
choose	chose	chosen	выбирать
come	came	come	приходить
cost	cost	cost	стоить
cut	cut	cut	резать
dare	durst; dared	dared	сметь
deal	dealt	dealt	иметь дело
dig	dug	dug	копать, рыть
dive	dived; dove	dived	нырять; погружаться
do	did	done	делать
draw	drew	drawn	тянуть; рисовать
dream	dreamt; dreamed	dreamt; dreamed	грезить; мечтать
drink	drank	drunk	пить
drive	drove	driven	вести автомобиль, приводить в движение
dwell	dwelt	dwelt	обитать; задерживаться
eat	ate	eaten	есть пищу
fall	fell	fallen	падать
feed	fed	fed	кормить(ся), питать(ся)
feel	felt	felt	чувствовать
fight	fought	fought	сражаться

find	found	found	находить
fit	fit	fit	подходить по размеру
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forecast	forecast; forecasted	forecast; forecasted	предсказывать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
freeze	froze	frozen	замерзать
get	got	got	получать
give	gave	given	давать
go	went	gone	идти
grow	grew	grown	расти
hang	hung	hung	висеть, вешать
have	had	had	иметь
hear	heard	heard	слышать
hide	hid	hidden	прятать(ся)
hit	hit	hit	ударять(ся)
hold	held	held	держать
hurt	hurt	hurt	ранить, причинять боль
input	input; inputted	input; inputted	входить
inset	inset	inset	вставлять; вкладывать
keep	kept	kept	хранить
know	knew	known	знать
lade	laded	laded; laden	грузить
lay	laid	laid	класть
lead	led	led	вести (за собой)
learn	learnt; learned	learnt; learned	учить
leave	left	left	уезжать, уходить
lend	lent	lent	давать в долг
lie	lay	lain	лежать, ложиться
light	lit lighted	lit lighted	освещать
lose	lost	lost	терять
make	made	made	делать
mean	meant	meant	иметь в виду
meet	met	met	встретить
misgive	misgave	misgiven	внушать опасения
mistake	mistook	mistaken	ошибаться
outdo	outdid	outdone	превосходить
overdraw	overdrew	overdrawn	превышать
pay	paid	paid	платить
prove	proved	proved; proven	доказывать; оказаться
put	put	put	класть
read[ri:d]	read[red]	read [red]	читать
rid	rid; rided	rid; rided	избавлять

ride	rode	ridden	ехать верхом или на велосипеде
ring	rang	rung	звонить
rise	rose	risen	подниматься
rive	rived	riven	расщеплять
run	ran	run	бежать
say	said	said	говорить
see	saw	seen	видеть
seek	sought	sought	искать
sell	sold	sold	продавать
send	sent	sent	посылать
set	set	set	устанавливать
sew	sewed	sewn/sewed	шить
shake	shook	shaken	трясти
shine	shone	shone	светить
shoot	shot	shot	стрелять
show	showed	shown	показывать
shrink	shrank	shrunk	сжиматься
shut	shut	shut	закрывать
sing	sang	sung	петь
sink	sank	sunk	погружаться; тонуть
sit	sat	sat	сидеть
sleep	slept	slept	спать
slide	slid	slid	скользить
smell	smelt; smelled	smelt; smelled	пахнуть; нюхать
speak	spoke	spoken	говорить
spend	spent	spent	тратить
spoil	spoilt (spoiled)	spoilt (spoiled)	портить
stand	stood	stood	стоять
steal	stole	stolen	воровать
sweep	swept	swept	подметать
swim	swam	swum	плавать
take	took	taken	брать
teach	taught	taught	обучать
tear	tore	torn	рвать
tell	told	told	рассказывать
think	thought	thought	думать
throw	threw	thrown	бросать
understand	understood	understood	понимать
upset	upset	upset	расстроиться
wake	woke	woken	будить
wear	wore	worn	носить, одевать
weep	wept	wept	плакать, запотевать
win	won	won	побеждать
wind	wound	wound	заводить часы
write	wrote	written	писать

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