

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
КУРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

Кафедра английской филологии

## **АНГЛИЙСКИЙ ЯЗЫК**

Практикум по развитию навыков устной речи, чтения и перевода  
по дисциплине «Английский язык»  
(для студентов специальности «Журналистика» заочной формы обучения)

Курган 2012

Кафедра: «Английской филологии»

Дисциплина: «Английский язык»

Составила: Юркевич Л.Н.

Утверждена на заседании кафедры 16 марта 2012 г.

Рекомендованы методическим советом университета 30 марта 2012 г.

## **Введение**

Настоящий практикум предназначен для студентов филологического факультета специальности «Журналистика» заочной формы обучения и ставит своей задачей обучение студентов навыкам чтения и перевода литературы по специальности и страноведению и умению осуществлять общение в бытовой и профессиональной сфере.

Материал практикума сгруппирован по разделам, каждый из которых соответствует определенной сфере общения (бытовая, учебно-познавательная, социально-культурная и профессиональная сферы).

UNIT I (бытовая сфера общения)

UNIT II (учебно-познавательная сфера общения)

UNIT III (социально -культурная сфера общения)

UNIT IV (профессиональная сфера общения)

Каждый раздел включает тематический словарь, грамматический материал, несколько текстов, построенных на лексике повседневного, общекультурного и профессионального общения, и лексико-грамматические упражнения для закрепления полученных знаний и словаря.

UNIT I  
LESSON 1. ALL ABOUT YOU

VOCABULARY

**Jobs:**

accountant - бухгалтер  
architect - архитектор  
businessman - бизнесмен  
clerk - служащий  
designer - дизайнер  
driver - водитель  
engineer - инженер  
hairdresser – парикмахер  
housewife – домохозяйка  
journalist – журналист  
lawyer - юрист  
nurse - няня; медсестра  
salesman (-woman) - продавец  
teacher - учитель  
worker – рабочий

**Appearance:**

head - голова  
forehead - лоб  
face - лицо  
nose - нос  
mouth - рот  
lips - губы  
hair - волосы  
eye - глаз  
hand / arm - рука  
leg - нога  
short - короткий, низкий  
tall - высокий  
well-built - хорошо сложенный  
slim - стройный  
big - большой  
long - длинный  
small - маленький  
straight - прямой  
snub – курносый  
dark - темный  
fair - светлый  
bald - лысый  
beautiful / handsome - красивый  
(о женщинах / о мужчинах)

**Relations:**

parents – родители  
father - отец  
mother - мать  
child - ребенок , children - дети  
son - сын  
daughter - дочь  
sister - сестра  
brother - брат  
uncle - дядя  
aunt – тетя  
grandparents - бабушка с дедушкой  
nephew - племянник  
niece - племянница  
cousin - двоюродный брат (сестра)  
husband - муж  
wife - жена  
mother-in-law - теща; свекровь  
half-sister - сестра по одному из родителей  
stepfather – отчим

**Character:**

considerate - внимательный  
creative - творческий  
energetic - энергичный  
friendly - дружелюбный  
generous - щедрый  
hard-working - трудолюбивый  
intelligent - умный  
quick-minded - сообразительный  
reliable - надежный  
versatile - разносторонний  
reserved - сдержанный  
sociable - общительный  
rude - грубый  
lazy - ленивый  
sullen - угрюмый, мрачный

### 1. Answer the questions:

What's your (first) name? - Как вас зовут?

What's your surname / last name? - Какая у вас фамилия?

What's your patronymic / middle name? - Какое у вас отчество?

Where do you come from? Where are you from? - Откуда вы?

Where were you born? - Где вы родились?

How old are you? - Сколько вам лет?

Are you married or single? - Вы замужем / женаты или нет?

What's your job? - Кем вы работаете?

What do you do in your spare time? - Что вы делаете в свободное время?

What are your interests? - Чем вы интересуетесь?

Have you got a small or a large family? - У вас маленькая или большая семья?

How many people are there in your family? - Сколько человек в вашей семье?

Are there any small children in your family? - Есть ли маленькие дети в вашей семье?

### 2. Introduce yourself.

### 3. Imagine that you've just met; make up a conversation with your groupmate.

#### *Begin with:*

(It's) nice to meet you. / (I'm) glad to meet you.

#### *Finish with:*

It's been nice seeing you. / I enjoyed seeing you.

### 4. Read and translate the following texts:

1. My name's Alan Elston. I'm 22, and I'm a student in my last year at Nottingham University. I live in a small flat with four friends. At the moment I'm working hard for my final exams - I'm studying to be a teacher. Next year? Well, who knows? I'd like to stay here in Nottingham, and work in one of the city schools, but there aren't many teaching jobs at the moment. The number of children in schools is going down, and some schools are even closing. I just love the people of Nottingham - they're really friendly.

2. My name's Charlie Bloom, I work at the Raleigh Bicycle Factory. It's a huge place. I started to work here when I was only 14 years old. That's 45 years ago, but I like my work, and I know I'm lucky to have a job. We make really top-class bikes - the best in the world, I think. I'm retiring next year - so I'm going to relax, do a bit of work in my garden, and spend more time with my family.

3. My name's Judy Kingston, and I work in the Central Library - that's right in the middle of the city. I think Nottingham's a wonderful place. It's full of interesting people. I actually work in the Local Studies section of the library. We keep information about Nottingham - books, newspapers, photographs - that kind of thing. And we've also got a large collection of tape recordings of local people. Today I'm making a recording of a Nottingham miner - a man who started to work here in 1935. He's going to talk about his childhood, and his work in the mines.

### 5. Find the answers to the following:

a) Is there any university in Nottingham?

b) Is it easy to find a teaching job in Nottingham?

- c) How old is Charlie Bloom, a worker of the Raleigh Bicycle Factory?  
 d) What is Judy's task for today?

6. **Write the full question and answer it:**

*Example: Your name? → What is your name? → My name is Ivan.*

Your surname?

Have / a family?

When / you born?

Your family / large?

Your nationality?

Do / live in Zauralye?

What country / from?

Where / you live?

Are / a lawyer?

What / your address?

Your job?

7. **Write a letter in reply to this one:**

Dear Student,

I am writing to invite you to practice your writing in English by corresponding with me. I think the best way to improve your writing is to write as much as possible and that could mean writing all kinds of things - diaries, journals about your studies, as well as writing assignments in class. I would be happy to read your letters and give you advice about your writing. You could write about anything you wish. Please write to me and tell me *about yourself*. I am looking forward to hearing from you soon.

Yours,  
Teacher

GRAMMAR

*Спряжение глагола «to be» во временах группы Simple*

|                           | +                          | ?                           | -                                   |
|---------------------------|----------------------------|-----------------------------|-------------------------------------|
| <b>PRESENT<br/>SIMPLE</b> | <b>I am</b>                | <b>Am I?</b>                | <b>I am not (I'm not)</b>           |
|                           | <b>You are</b>             | <b>Are you?</b>             | <b>You are not (aren't)</b>         |
|                           | <b>He, she, it is</b>      | <b>Is he, she, it?</b>      | <b>He, she, it is not (isn't)</b>   |
|                           | <b>We are</b>              | <b>Are we?</b>              | <b>We are not (aren't)</b>          |
|                           | <b>They are</b>            | <b>Are they?</b>            | <b>They are not (aren't)</b>        |
| <b>PAST<br/>SIMPLE</b>    | <b>I was</b>               | <b>Was I?</b>               | <b>I was not (wasn't)</b>           |
|                           | <b>You were</b>            | <b>Were you?</b>            | <b>You were not (weren't)</b>       |
|                           | <b>He, she, it was</b>     | <b>Was he, she, it?</b>     | <b>He, she, it was not (wasn't)</b> |
|                           | <b>We were</b>             | <b>Were we?</b>             | <b>We were not (weren't)</b>        |
|                           | <b>They were</b>           | <b>Were they?</b>           | <b>They were not (weren't)</b>      |
| <b>FUTURE<br/>SIMPLE</b>  | <b>I shall be</b>          | <b>Shall I be?</b>          | <b>I shall not (shan't) be</b>      |
|                           | <b>You will be</b>         | <b>Will you be?</b>         | <b>You will not (won't) be</b>      |
|                           | <b>He, she, it will be</b> | <b>Will he, she, it be?</b> | <b>He, she, it will not be</b>      |
|                           | <b>We shall be</b>         | <b>Shall we be?</b>         | <b>We shall not be</b>              |
|                           | <b>They will be</b>        | <b>Will they be?</b>        | <b>They will not be</b>             |

### Спряжение глагола «to have» во временах группы Simple

|                           | +                            | ?   | -  |
|---------------------------|------------------------------|---|--|
| <b>PRESENT<br/>SIMPLE</b> | I <b>have</b>                | <b>Have I / Do I have?</b>                      | I <b>have no / don't have</b>            |
|                           | You <b>have</b>              | <b>Have you / Do you have?</b>                  | You <b>have no / don't have</b>          |
|                           | He, she, it <b>has</b>       | <b>Has he, she, it / Does he, she, it have?</b> | He, she, it <b>has no / doesn't have</b> |
|                           | We <b>have</b>               | <b>Have we / Do we have?</b>                    | We <b>have no / don't have</b>           |
|                           | They <b>have</b>             | <b>Have they / Do they have?</b>                | They <b>have no / don't have</b>         |
| <b>PAST<br/>SIMPLE</b>    | I <b>had</b>                 | <b>Had I / Did I have?</b>                      | I <b>had no / didn't have</b>            |
|                           | You <b>had</b>               | <b>Had you / Did you have?</b>                  | You <b>had no / didn't have</b>          |
|                           | He, she, it <b>had</b>       | <b>Had he, she, it / Did he, she, it have?</b>  | He, she, it <b>had no / didn't have</b>  |
|                           | We <b>had</b>                | <b>Had we / Did we have?</b>                    | We <b>had no / didn't have</b>           |
|                           | They <b>had</b>              | <b>Had they / Did they have?</b>                | They <b>had no / didn't have</b>         |
| <b>FUTURE<br/>SIMPLE</b>  | I <b>shall have</b>          | <b>Shall I have?</b>                            | I <b>shall not (shan't) have</b>         |
|                           | You <b>will have</b>         | <b>Will you have?</b>                           | You <b>will not (won't) have</b>         |
|                           | He, she, it <b>will have</b> | <b>Will he, she, it have?</b>                   | He, she, it <b>will not have</b>         |
|                           | We <b>shall have</b>         | <b>Shall we have?</b>                           | We <b>shall not have</b>                 |
|                           | They <b>will have</b>        | <b>Will they have?</b>                          | They <b>will not have</b>                |

### Местоимения

#### Личные местоимения

| общий падеж                    | объектный падеж       |
|--------------------------------|-----------------------|
| I - я                          | me - мне, меня        |
| you - ты                       | you - тебе, тебя      |
| he - он                        | him - ему, его        |
| she - она                      | her - ей, её          |
| it - он, она, оно<br>(неодуш.) | it - ему, ей, его, ее |
| we - мы                        | us - нам, нас         |
| you - вы, Вы                   | you - вам, вас        |
| they - они                     | them - им, их         |

#### Притяжательные местоимения

|               | абсолютная форма  |
|---------------|-------------------|
| my - мой      | mine - мой        |
| your - твой   | yours - твой      |
| his - его     | his - его         |
| her - её      | hers - её         |
| its - его, её | its - его, её     |
| our - наш     | ours - наш        |
| your - ваш    | yours - твой, ваш |
| their - их    | theirs - их       |

**It** может выполнять функцию формального подлежащего в безличных предложениях и на русский язык не переводится. Безличные предложения:

a. дают оценку какому-либо действию

*It is important to know English. Важно знать английский.*

b. указывают на пространственно-временные отношения

*It is 5 o'clock now. Сейчас 5 часов.*

c. указывают на погодные условия и состояние атмосферы

*It is cold. Холодно.*

**8. Read the text and find all the sentences with the verbs «to be» and «to have».**

**Practice asking questions:**

Let me introduce myself. My name is David Nelson. I was born in London, but now I live in California, in the USA. I am a TV news reporter. I work for a small newspaper and I really like my work, because it is very interesting. I meet many versatile people every day.

I come from a large family. My father has a farm in the North of England and he is very busy with the work on the farm. My mother is a housewife. She has a lot of work to do about the house and she is very hard-working. Every summer I go to see my parents and my relatives. I have two sisters and one brother. My elder sister is twenty-six. She is married and has a son Nick. He is six and is in the first grade at school. My sister is a doctor, and her husband is a lawyer. It is a well-paid job and he makes a lot of money. My younger sister's name is Ann. She is twenty and is in her first year at Oxford University. My brother Ted who is fifteen lives with my parents. He is in high school. He wants to become an economist, but I'm afraid it is only a dream because he is rather lazy and my mom and dad have a lot of problems with him.

Now a few words about myself. I'm twenty-four. I am married and have a family of my own. My wife Jane is twenty-three, she is a school teacher but she doesn't work now because we have a baby, she is only seven months old. So we are three in my family and we get on very well with each other.

**9. Fill in the blanks using the verbs «to be» or «to have»:**

- 1) My friend ... young. He ... twenty-two next month.
- 2) I ... got a new coat.
- 3) The workers ... busy yesterday.
- 4) She ... born in Russia, but now she lives abroad.
- 5) My mother ... a housewife. Last week she ... a lot of work to do about the house.
- 6) What ... your name? - My name ... John Smith.
- 7) What ... their addresses?
- 8) ... you got a colour TV? - Yes, I ... .
- 9) ... you ... four or five classes next Monday?
- 10) Her husband ... a brother. He ... five years older than her husband.
- 11) Every star ... its own orbit.

UNIT I

LESSON 2. HOUSE AND HOME

VOCABULARY

|                                    |   |
|------------------------------------|---|
| on the ground floor - на 1-м этаже | dressing-table - туалетный столик       |
| in the suburbs - в пригороде       | desk - письменный стол                  |
| not far from - недалеко от ...     | chair - стул                            |
| landing - лестничная площадка      | armchair - кресло                       |
| in the centre of – в центре        | sofa - диван                            |
| on the outskirts of - на окраине   | bed - кровать                           |
| multi-storeyed - многоэтажный      | wardrobe - платяной шкаф                |
| yard - двор                        | built-in cupboard - встроенный шкаф     |
| wall - стена                       | a set of furniture - мебельный гарнитур |
| two-roomed flat – 2-комн. квартира | bookshelf (-ves) - книжная полка        |
| bedroom - спальня                  | curtains - занавески, шторы             |
| bathroom - ванная                  | mirror - зеркало                        |
| kitchen - кухня                    | carpet - ковер                          |

|   |   |
|---|---|
| sitting-room - гостиная                             | wall bracket/lamp - бра                 |
| baby's room – детская                               | chandelier – люстра                     |
| on the left/right - слева/справа                    | conveniences - удобства                 |
| in the left/right hand corner - в левом/правом углу | running water - водопровод              |
| to the left/right of smth - налево/направо от ...   | rubbish chute - мусоропровод            |
| in the middle of smth - в середине чего-л.          | central heating – центральное отопление |
| opposite smth - напротив чего-л.                    | refrigerator / fridge - холодильник     |
| in front of smth - перед чем-л.                     | washing-machine - стиральная машина     |
| next to smth - рядом с чем-л.                       | cooker - плита                          |
| behind smth - позади чего-л.                        | vacuum-cleaner - пылесос                |
|   | dishwasher - посудомоечная машина       |
|   | microwave oven - микроволновая печь     |

**1. Ask your partner to give his / her address.**

*Model:*

- What's your address? / Where do you live?
- I live in Proletarskaya Street / I live at 50, Lenin Street / My address is Flat 1, 36, Krasin Street.
- Is it in the centre or on the outskirts?
- On the outskirts.

**2. Answer the following questions:**

1. Where do you live?
2. Do you live in a multi-storeyed building?
3. How many storeys are there in your house?
4. Do you live on the ground floor or on the top floor?
5. How many flats are there on your landing?
6. What's the number of your flat?
7. Is your flat large?
8. How many rooms are there in your flat?
9. Do you have your own room?
10. Is there a balcony in your flat?
11. What modern conveniences are there in your flat?
12. Do you keep your flat clean?

**3. Read and translate the following text. Think of your own questions to the text. make up your own story:**

**OUR FLAT**

I live in a new nine-storeyed block of flats in Pushkin Street. Our flat is on the third floor. It is very comfortable. We have all modern conveniences, such as central heating, electricity, gas, cold and hot running water, a telephone and a chute. There are three rooms in our flat: a living-room, a study and a bedroom. We also have a kitchen, a bathroom, a small hall and two balconies.

Our living-room is the largest in the flat. It overlooks a green park and has a lot of sunshine. The living-room is nicely furnished. There is a set of modern furniture with a wall unit, a wardrobe and a bookcase. We are fond of books and have plenty of them at home. To the left of the wall unit there is a sofa with two

armchairs and a small table for newspapers. In the opposite corner there is a TV-set with a DVD-recorder. A beautiful crystal chandelier gives much light to the room. A thick carpet on the floor and curtains on the windows match the walls. All this makes the room cosy.

I spend most of my time in my bedroom which is used as a study. Here you can see a desk with a computer on it. Near the desk there is an easy chair. In the corner there is a comfortable sofa where I sleep at night and have a rest in the daytime.

My parents' bedroom is more spacious than the study. There is a double bed, a built-in wardrobe and a dressing-table there with a hi-fi system on it. My parents enjoy listening to music.

Our kitchen is well furnished. We have got a set of modern kitchen furniture, a gas-cooker, a food processor, a refrigerator and a cupboard where we keep our dishes. The kitchen serves us as a dining-room. But when we meet guests we have meals in the living-room.

We love our flat and try to keep it clean.

## GRAMMAR

### **Оборот «there + be»**

Оборот there + be употребляется в тех случаях, когда говорящий хочет подчеркнуть факт наличия (отсутствия) какого-либо предмета в каком-либо месте. Оборот переводится словами «есть, имеется, находится, существует»

Если предложение, содержащее рассматриваемый оборот, заканчивается обстоятельством места или времени, то перевод следует начинать с конца.

There are many students in room 205.

В аудитории 205 много студентов.

Глагол be в этом сочетании может функционировать в различных видовременных формах, основные из которых: there is / are, there was / were, there will be

Число глагола be определяется по числу первого существительного, стоящего после этого оборота.

There is a table and two chairs in the room. В комнате стол и два стула.

| +  | ?   | -  |
|--|---|--|
| There is a sofa in the drawing-room.         | Is there any sofa in the drawing-room?      | There is no sofa in the drawing-room.<br>There isn't a sofa in the drawing-room.             |
| There are some English books in the library. | Are there any English books in the library? | There are no English books in the library.<br>There aren't any English books in the library. |

#### **4. Use the construction there is / there are instead of the blanks:**

1. There ... no teacher of French in the school at the moment.
2. ... there boys in their family? - No, there ... only girls.
3. There ... not any milk in the cup.
4. ... there any new cottages in this area? - Yes, there ... .
5. ... there a garage in your yard? - Yes, there ..., but there ... no car there.
6. There ... no mistakes in your test.

7. There ... little information on this town in the guide-book.
8. There ... no news about the missing bag yet.
9. What ... there in the fridge?
10. There ... a gas-cooker, a refrigerator and a cupboard in the kitchen.

**5. Translate these sentences into English:**

1. У нас большая кухня, но маленькая прихожая.
2. В доме нет мусоропровода.
3. Письменный стол стоит в углу комнаты.
4. Давай купим новый гарнитур для нашей гостиной.
5. Посередине детской находится большой ковер, справа от двери - кровать ребенка, на окнах зеленые занавески.
6. На стене висит красивая картина.
7. Напротив дивана стоит книжный шкаф, полный английских книг.
8. На письменном столе находится компьютер, лампа и много книг.
9. На полу нет ковра.
10. В центре города много новых домов.

UNIT I  
LESSON 3. MEALS

VOCABULARY

|  |                                  |
|--|----------------------------------|
| meals - принятие пищи  | sugar - сахар                    |
| food - еда, пища   | porridge - каша                  |
| dish - блюдо, кушанье  | cake - торт, кекс                |
| to have breakfast / lunch /dinner/ supper<br>- завтракать, обедать, ужинать; | pie - пирог                      |
| do the cooking /cook - готовить  | biscuits - печенье               |
| for the first course - на первое   | juice - сок                      |
| for dessert - на десерт  | mineral water - минеральная вода |
| to be hungry - хотеть есть   | vegetable - овощ                 |
| to be thirsty - хотеть пить  | potato(es) – картофель           |
| tasty - вкусный;   | carrot - морковь                 |
| frozen - замороженный  | onion - лук                      |
| brown bread - черный хлеб  | beetroot - свекла                |
| bun – булочка  | cabbage - капуста                |
| clear soup - бульон  | tomato(es) - помидор(ы)          |
| chicken - курица   | bean - боб                       |
| canned / tinned food - консервы  | peas - горошек                   |
| chop - отбивная  | cucumber - огурец                |
| fish - рыба  | mushroom - гриб                  |
| cod – треска   | berry - ягода                    |
| haddock – пикша  | apricots - абрикосы              |
| plaice - камбала   | grapes – виноград                |
| herring – сельдь   | tangerines - мандарины           |
| batter - кляр  | apples - яблоки                  |
|  | raspberries - малина             |

### 1. Answer these questions:

1. How many meals a day do you usually have?
2. When do you usually have breakfast (dinner, supper)?
3. Who does the cooking in your family?
4. Can you cook?
5. What is your favourite dish?
6. What is your favourite drink?
7. What vegetables do you like?
8. What berries are your favourite?

### 2. Ask your partner what he/she would like to have for the first course and for dessert.

*Model:* - What would you like (to have) for the first course / for dessert?

- I'd like to have (some) clear soup / an apple.

**Use the words from the list:**

|                     |                  |                           |
|---------------------|------------------|---------------------------|
| fish soup           | a banana         | some raspberries          |
| mushroom soup       | a glass of juice | a piece of cake           |
| cabbage soup        | something tasty  | an orange or a tangerine  |
| a plate of pea soup | some apple pie   | a plate of fresh apricots |

### 3. Read and translate the text.

#### EATING FISH IN BRITAIN

Fish from the cold seas around Britain are very different from Mediterranean fish. The most popular British sea fish are cod, haddock, plaice and herring. The most famous type of fast food in Britain is "fish and chips". The fish is usually a piece of cod or plaice which is covered with batter and deep fried in oil. The batter is a mixture of flour, eggs and milk. You can find fish and chips shops in most British towns.

When you go into the shop you choose what you want to buy from the menu. The shopkeeper cooks the fish and chips while you wait and then wraps the fish and chips in paper. A lot of people put salt and vinegar on the chips. Most people take the food home to eat. Fish and chips are still eaten in Britain, but other types of fast food like pizzas, hamburgers and kebabs are becoming more popular.

#### GRAMMAR

##### *Имя прилагательное*

Имя прилагательное - часть речи, обозначающая признак предмета.

Прилагательные бывают качественные (*large* - большой, *heavy* - тяжёлый) и относительные (*wooden* - деревянный, *central* - центральный). Относительные прилагательные не имеют степеней сравнения и не сочетаются с наречием *very* - очень.

Качественные прилагательные имеют 3 степени сравнения: положительную (*positive degree*), сравнительную (*comparative degree*) и превосходную (*superlative degree*).

Односложные прилагательные образуют сравнительную степень при помощи суффикса **-er**, превосходную степень - при помощи артикля **the** и суффикса **-est**. Некоторые двусложные прилагательные, имеющие ударение на втором слоге и оканчивающиеся на **-y**, **-er**, **-ow**, **-le**, образуют степени сравнения таким же образом.

| положительная степень   | сравнительная степень   | превосходная степень  |
|---|---|---|
| big - большой<br>polite - вежливый<br>sunny - солнечный<br>simple — простой | bigger - больше<br>politer - вежливее<br>sunnier - более солнечный<br>simpler — проще | the biggest - самый большой<br>the politest - самый вежливый<br>the sunniest - самый солнечный<br>the simplest - простейший |

Большинство двусложных и многосложных прилагательных образуют сравнительную степень при помощи слов **more** и **less**, а превосходную степень - при помощи слов **most** и **least**.

| положительная степень | сравнительная степень                | превосходная степень                          |
|-----------------------|--------------------------------------|---|
| interesting           | more interesting<br>less interesting | the most interesting<br>the least interesting |

**Исключения:**

| положительная степень   | сравнительная степень  | превосходная степень  |
|---|--|---|
| good - хороший<br>bad - плохой<br>much, many - много<br>little - маленький, мало<br>far - далёкий | better - лучше<br>worse - хуже<br>more - больше<br>less - меньше<br>farther - дальше<br>further - дальше | the best - самый лучший<br>the worst - самый плохой<br>the most - больше всего<br>the least - меньше всего<br>the farthest - самый дальний<br>the furthest - дальнейший |

Конструкции со сравнительной степенью прилагательного

as ... as - такой ... как

not so ... as - не такой ... как

than – чем

much + сравнительная степень - намного ...

the + сравнительная степень, the + сравнительная степень - чем ..., тем ...

#### 4. Write the degrees of comparison of adjectives:

big, tidy, cool, heavy, thin, thick, narrow, good bad, difficult, easy, tall, cold, hot, funny, beautiful, cheap, dirty, clean, sweet, far, expensive, blue, fat.

#### 5. Translatc into English in writing:

- 1) Это самое вкусное блюдо, которое я когда-либо пробовал.
- 2) Мне бы хотелось снять квартиру получше.
- 3) Иди в самый дальний угол сада и сорви самый крупный персик.
- 4) Вам следует быть внимательнее к людям.
- 5) Это самый большой дом на окраине нашего города.
- 6) Покажите, пожалуйста, сумку подороже.
- 7) Этот пылесос был самый дешевый в магазине.
- 8) Кто выше - вы или ваш отец?
- 9) Ваша квартира лучше моей.
- 10) Ее ответ гораздо хуже вашего.

# GRAMMAR

## Continuous Tenses

|   |                |   |  |  |
|---|----------------|---|--|--|
| <b>Continuous<br/>/<br/>Progressive</b> | <b>PRESENT</b> | <b>ACTIVE</b><br>be (в Present Simple) + V ing<br><i>am / is / are writing</i>                                | действие как процесс,<br>происходящий в<br>данный момент или<br>планируемый в<br>ближайшее время | now, just now, at<br>present, at the<br>moment     |
|   |                | <b>PASSIVE</b><br>be (в Present Continuous)<br>+ Ved / III ф. непр. гл.<br><i>am / is / are being written</i> |  |  |
|   | <b>PAST</b>    | <b>ACTIVE</b><br>be (в Past Simple) + V ing<br><i>was / were writing</i>                                      | действие как процесс,<br>происходивший в<br>определенный момент<br>в прошлом                     | yesterday<br>from 5 till 6, when<br>my friend came |
|   |                | <b>PASSIVE</b><br>be (в Past Continuous) + V ed<br>/ III ф. непр. гл.<br><i>was / were being written</i>      |  |  |
|   | <b>FUTURE</b>  | <b>ACTIVE</b><br>be (во Future Simple) + V ing<br><i>shall / will be writing</i>                              | действие как процесс,<br>который будет<br>происходить в<br>определенный момент<br>в будущем      | tomorrow from 5<br>till 6, when my<br>friend comes |
|   |                | <i>Страдательный залог не употребляется</i>   | -  | -  |

### 6. Open the brackets:

1. What you (to do) at the moment? - We (to have) lunch.
2. My mother (to clean) the flat yesterday from 8 till 10.
3. What they (to do) now? - They (to clean) the house.
4. It was seven o'clock in the morning. Mary (to make) her bed.
5. She (to buy) a set of furniture next week.
6. Today I (to go) to cook, my mother is busy.
7. Tomorrow evening I (to sit and to play) the guitar.

## UNIT I

### LESSON 4. SHOPPING

#### VOCABULARY

|                    |                                     |
|--------------------|-------------------------------------|
| clothes - одежда   | store – магазин, склад, лавка       |
| suit – костюм      | department store – универмаг        |
| blouse - блузка    | grocer's - бакалея                  |
| shirt - рубашка    | greengrocer's - овощной магазин     |
| T-shirt - футболка | butcher's - мясной магазин          |
| skirt - юбка       | footwear department – обувной отдел |
| trousers - брюки   | baker's - булочная                  |

fur coat - шуба  
underwear - белье  
high boots - сапоги  
training shoes (trainers) - кроссовки  
to wear smth - носить что-л.;  
fitting-room – примерочная  
to suit smb - быть к лицу  
to try smth on - примерять что-л  
to fit smb - быть впору, по размеру  
to be dressed in smth - быть одетым во  
что-л.

florist's - цветочный магазин  
chemist's (shop) - аптека  
dairy - молочная  
jewellery - ювелирные изделия  
What does it cost? - Сколько это стоит?  
to pay in cash - платить наличными  
to pay by credit card - платить с  
помощью кредитной карточки

**1. Answer these questions:**

1. What clothes can be worn both in summer and in winter?
2. Name kinds of clothes which are worn by women.
3. Name kinds of clothes worn by men.
4. What is your best friend in the group wearing today?
5. What do we usually say if we like the way a dress sits on somebody?
6. What do we say if clothes are just our size?
7. Where do we try on clothes at a department store?
8. Which do you prefer, to pay in cash or by credit card?

**2. Ask your partner what size clothes he/she wears.**

*Model:* What size dress do you wear? - I wear size 46.

**3. Compose some sentences according to the model.**

*Model:* They sell sugar at the grocer's.

**4. Read and translate the text:**

**SHOPPING**

For many people shopping is an everyday routine. Going shopping is a part of our everyday life and you can't do without it.

In big cities and even many small towns there are all kinds of shops and stores as well as supermarkets. Supermarkets sell all kinds of food: fresh, frozen and canned meat, fish, vegetables, fruit, dairy products and bread. Practically everything a family needs can be found in a supermarket.

Department stores carry clothing for men, women and children, china and glassware, household electric appliances, furniture and other goods. However, many people don't like to go to big department stores as they are often overcrowded.

For some people going shopping is a kind of entertainment. More often they buy things they practically don't need. Indeed, shopping is a pleasant pastime when you can afford to buy everything you like.

**5. Read and dramatise the dialogue:**

- What can I do for you Sir?

- I want to buy a present for my wife. I don't know what to choose.

- What size is your wife wearing?

- I don't know exactly. She is of middle height, neither slim nor plump. Just like you.

- I can offer you very nice blouses of various shades and colours. They are not expensive and very fashionable.
- Show me something in blue.
- Here it is. Do you like it?
- Yes, I do. How much is it?
- ... . It's the latest fashion.
- All right. I'll take both of them.

## GRAMMAR

### *Simple Tenses*

|                            |                |  |   |   |
|----------------------------|----------------|--|---|---|
| <b>Simple / Indefinite</b> | <b>PRESENT</b> | <b>ACTIVE</b><br>V / V s (3 л. ед.ч.)<br><i>write / writes</i>   | действие как факт;<br>обычное, повторяемое<br>действие в настоящем<br>времени | usually, always,<br>often, regularly,<br>sometimes, every<br>day/week/month/<br>year, seldom,<br>rarely           |
|                            |                | <b>PASSIVE</b><br>be (в Present Simple) + V ed<br>/ III ф. непр. гл.<br><i>am / is / are written</i>   |   |   |
|                            | <b>PAST</b>    | <b>ACTIVE</b><br>V ed / II ф. непр. гл.<br><i>wrote</i>  | действие как факт;<br>обычное, повторяемое<br>действие в<br>прошедшем времени | yesterday, the day<br>before yesterday,<br>in 1991, last<br>week/month/year,<br>3 days/weeks/<br>months/years ago |
|                            |                | <b>PASSIVE</b><br>be (в Past Simple) + V ed /<br>III ф. непр. гл.<br><i>was / were written</i>         |   |   |
|                            | <b>FUTURE</b>  | <b>ACTIVE</b><br>shall (1 л.) / will (2, 3 л.) + V<br><i>shall / will write</i>                        | действие как факт;<br>обычное, повторяемое<br>действие в будущем<br>времени   | tomorrow, the day<br>after tomorrow,<br>soon, in 2052,<br>next<br>week/month/year,<br>in 3 years                  |
|                            |                | <b>PASSIVE</b><br>be (во Future Simple) + V ed<br>/ III ф. непр. гл.<br><i>shall / will be written</i> |   |   |

#### 6. Make up and write down some questions. Follow the model:

- |  |  |
|--|--|
| We usually <b>get up</b> at 6 o'clock.         | Do we usually <b>get up</b> at 6 o'clock?      |
| Jane usually <b>gets up</b> at 6 o'clock.      | Does Jane usually <b>get up</b> at 6 o'clock?  |
| Jane <b>got up</b> at 6 o'clock last week.     | Did Jane <b>get up</b> at 6 o'clock last week? |
| Jane <b>will get up</b> at 6 o'clock tomorrow. | Will Jane <b>get up</b> at 6 o'clock tomorrow? |

1. Nelly will sell some nice pictures soon.
2. Her parents often visited France last year.
3. Michael plays the piano.
4. The students will write two tests next week.
5. I speak three foreign languages.
6. Mary went to evening classes last month.

## 7. Open the brackets using the Present Simple:

1. I (to live) at 12, Oxford Street.
2. Where you (to live)?
3. Her house (to be) situated in a side street.
4. How often you (to go) to evening classes?
5. Where her cottage (to be) situated? - On the bank of the Moskva River.
6. My mother always (to clean) the flat in the morning.
7. They (to work) from early morning till late at night every day, they (to want) to finish off the task as soon as possible.
8. Who usually (to do) the cooking in your family? - My mother (to do).

## UNIT II LESSON 1. EDUCATION

### VOCABULARY

|   |  |
|---|--|
| to be a first year student – быть первокурсником;   | timetable/schedule - расписание;   |
| to be in the third year - быть на третьем курсе;    | to take/make notes of a lecture - делать записи на лекциях;                  |
| to study at - учиться в ... ;                       | to be good at English - иметь способности к английскому;                     |
| to enter university - поступать в университет;      | to be interested in History – интересоваться историей;                       |
| to graduate from university - окончить университет; | to have difficulty in (doing) smth - иметь трудности в чем-л.;               |
| to attend lectures - посещать лекции;               | to get a grant - получать стипендию;   |
| to miss classes - пропускать занятия;               | a dictionary – словарь;  |
| to do a subject - изучать какой-л. предмет;         | vocabulary - словарный запас;  |
| examination period - экзаменационная сессия;        | to pronounce – произносить;  |
| to get a mark - получить отметку;                   | to revise - повторять материал;  |
| to pass an exam - сдать экзамен;                    | to read books in the original - читать книги в оригинале;                    |
| to fail an exam - провалиться на экзамене;          | to listen to – слушать;  |
| term – семестр;                                     | to do exercises in writing / orally - делать упражнения письменно / устно;   |
| Rector - ректор университета;                       | to translate from Russian into English - переводить с русского на английский |
| Dean – декан;                                       |  |

### 1. Read and translate the following sentences:

1. Julia isn't a second year student; she is in her third year at MSU.
2. I entered Kurgan State University last year.
3. Students attend lectures on literature, Russian, history of journalism, etc.
4. We prefer not to miss our English classes.
5. The first year students do different subjects.
6. We'll take our final exams in 3 years.

7. I'd like to get a good mark at the exam.
8. Last term we learnt how to make notes of a lecture.
9. He is a university lecturer from St Petersburg.
10. Do you know where the Dean's office is?
11. Who knows the timetable?
12. I don't think I'm good at German, but I'm sure I do well in English.
13. He hasn't got any difficulties in doing History as he is really interested in it.
14. I don't get a grant.

**2. Read and translate the following text:**

### **HIGHER EDUCATION IN GREAT BRITAIN**

Universities in Britain are divided into three types:

1. The old established universities, such as Oxford (founded 1249), Cambridge and Edinburgh. Oxford and Cambridge together are often called Oxbridge.
2. The 19th century universities such as London and Manchester.
3. The new universities established after World War II, such as Essex, Lancaster, etc.

The higher education system consists of Universities, Colleges of Higher Education and a number of small specialized colleges in areas of study such as Fine Art, Music and Agriculture.

Students or undergraduates can complete their first (Bachelor's) Degree in a minimum of three years. Students awarded their Bachelor's Degree are called graduates.

Universities, and to a limited extent Colleges of Higher Education, offer a wide range of one-year or two-year courses leading to a Master's Degree.

Universities also offer research degrees (Doctor's Degrees), which have a very limited taught element, and are an opportunity to undertake research over a period of, generally, at least three years. Students working for their Master's and Doctor's Degrees are called postgraduates.

UK universities offer full time programmes and also part-time and distance learning programmes. An academic year is divided into three terms of about 10 weeks each.

In 1971 the Open University was established, where the formal qualifications are not necessary. Nearly a quarter of all adult part-time students participate in its degree courses on radio and television.

**3. Read and discuss the text.**

### **COLLEGES AND UNIVERSITIES IN THE USA**

If you are an undergraduate in any field or major you can expect to spend between 4 and 6 hours a week for each class attending lectures, no matter what your major may be. Lectures are usually in very large rooms because undergraduate courses such as Introduction to Psychology or Economics often have as many as 2 or 3 hundred students, especially at large universities. In lectures it's very important for you to take notes on what the professor says because the information in a lecture is often different from the information in your textbooks. Also you can expect to have exam questions based on the

lectures. So it isn't enough to just read your textbooks, you have to attend lectures as well.

In a typical week you will also have 1 or 2 hours of discussion for every class you take. The discussion session is a small group meeting, where you can ask questions about the lectures, the reading and the homework. In large universities graduate students, called teaching assistants or TAs, usually conduct discussion sessions. If your major is chemistry or physics or another science you'll also have to spend several hours a week in a lab doing experiments. This means that science majors spend more time in a classroom than non-science majors do. On the other hand people who major in subjects like literature or anthropology usually have to read and write more than science majors do.

Most university courses have at least 2 exams: one in the middle of the quarter - called a midterm - and one at the end, called the final exam. Most courses also have occasional quizzes, which are smaller tests given every week or two.

In some courses especially non-science ones you might also have to write a research paper. A research paper is a writing project in which you choose a topic related to the course, go to the library, read several articles and books on the topic, take notes and then write a paper about what you've read. If you're having a problem you should make an appointment to see your instructor.

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

### **ENGLISH**

At the present time foreign languages are socially demanded.

English is just one of the 6,000 languages of the world. One billion people speak English. That's 20 per cent of the world population. It is also one of the leading languages in the world. About 350 million people speak English as their first language. About the same number use it as a second language.

English is the official language in 44 countries: Great Britain, Canada, the United States of America, Australia, New Zealand, etc. In many countries it is the language of business, commerce and technology.

Nearly 50 per cent of all the companies in Europe communicate with each other in English. 75 per cent of world's mail is in English too.

Standard English is not completely uniform. There are differences between the national standards in Britain, America and Australia.

Russia is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today. English is studied at schools, colleges and universities.

#### **5. Read and answer the questions after the text:**

### **KURGAN STATE UNIVERSITY**

Kurgan State University was founded in 1996. It has 3 main departments: Extra-mural, Preparatory and Day-time departments. At present there are ten faculties at the Day-time department: the Faculty of Philology;

Economic Faculty; Mathematics & Information technologies Faculty; Nature Science Faculty and others.

The curriculum consists of the practical studies, lectures and seminars. The students study native and foreign languages, history, mathematics, psychology, philosophy, physical training, and so on. There are a great number of lecture-halls, assembly-halls, labs, reading-rooms, gymnasium-halls and libraries at the University.

In 2005 the Department of Journalism was established at Kurgan State University. The students are trained to be reporters: finding information and checking facts, having contacts with newsmakers, writing and editing news, making scripts and layout. The students study such specialized disciplines as history of journalism, theory and methods of journalistic creativity, mass-media technologies, introduction to journalism, etc. After general educating programs in journalism the students can choose one of the two specializations for profound preparation, such as PR or TV and radio broadcasting. Many students successfully combine their study with practical activities in the sphere of the mass media.

Upon the graduation from the University the students are qualified as journalists. They can work as employees at mass media agencies, at publishing houses, advertising agencies and press-centres.

### ***Questions:***

When was Kurgan State University founded?

What are the main departments?

How many faculties are there at KSU?

What faculty do you study at?

What subjects are included in the curriculum at your Faculty?

What subject is the most interesting for you?

Where are you going to work upon the graduation from the University?

### **6. Answer the following questions in writing:**

1. Where do you study? What's the name of your educational establishment? What's its address? (*I study at...* )

2. When did you enter Kurgan State University? (*I entered university in ...*)

3. What's your faculty / department? (*Philological Faculty, the Department of Journalism*)

4. What year are you in? (*I'm a first -year student*)

5. What's your subject? What do you study? (*My subject is ... I do / study ...*)

6. What subjects are you good at? (*I am good at...* )

7. Do you have any difficulties in doing English? (*I have some difficulties / I have no difficulties*)

8. Do you attend classes every day? Do you miss lectures?

9. What students get a grant? (*Those who do well...*)

10. What do you want to do when you graduate from university? (*I'd like to... I'm going to...*)

GRAMMAR *Perfect Tenses*

|         |         |   |   |   |
|---------|---------|---|---|---|
| Perfect | PRESENT | <b>ACTIVE</b><br>have (в Present Simple) + V ed / III ф. непр. гл.<br><i>have / has written</i>             | действие как свершившийся факт, результат которого                          | just, ever, never, yet, already, today, this year, for, since |
|         |         | <b>PASSIVE</b><br>be (в Present Perfect) + V ed / III ф. непр. гл.<br><i>have / has been written</i>        | связан с настоящим; действие, завершённое к моменту речи                    |   |
|         | PAST    | <b>ACTIVE</b><br>have (в Past Simple) + V ed / III ф. непр. гл.<br><i>had written</i>                       | действие, законченное, свершившееся до определённого момента в прошлом      | by 3 o'clock yesterday, by the time he came                   |
|         |         | <b>PASSIVE</b><br>be (в Past Perfect) + V ed / III ф. непр. гл.<br><i>had been written</i>                  |   |   |
|         | FUTURE  | <b>ACTIVE</b><br>have (во Future Simple) + V ed / III ф. непр. гл.<br><i>shall / will have written</i>      | действие, которое закончится, совершится до определённого момента в будущем | by 3 o'clock tomorrow, by the year 2052                       |
|         |         | <b>PASSIVE</b><br>be (во Future Perfect) + V ed / III ф. непр. гл.<br><i>shall / will have been written</i> |   |   |

*Perfect Continuous Tenses*

|                                  |         |  |   |            |
|----------------------------------|---------|--|---|------------|
| Perfect Continuous / Progressive | PRESENT | <b>ACTIVE</b><br>have (в Present Perfect) + V ing<br><i>have / has been writing</i>        | действие, начатое некоторое время назад и продолжающееся в данный момент  | for, since |
|                                  |         | <i>Страдательный залог не употребляется</i>  | -   | -          |
|                                  | PAST    | <b>ACTIVE</b><br>have (в Past Perfect) + V ing<br><i>had been writing</i>                  | действие, начатое некоторое время назад и продолжавшееся на момент речи в прошлом   | for, since |
|                                  |         | <i>Страдательный залог не употребляется</i>  | -   | -          |
|                                  | FUTURE  | <b>ACTIVE</b><br>have (во Future Perfect) + V ing<br><i>shall / will have been writing</i> | действие, начатое некоторое время назад, происходящее сейчас, и которое будет происходить в определённый момент в будущем | for        |
|                                  |         | <i>Страдательный залог не употребляется</i>  | -   | -          |

**7. Translate into English in writing:**

- 1) Он уже окончил университет.
- 2) Он провалился на экзамене.
- 3) Она уже месяц пропускает занятия.
- 4) Вы написали тест?
- 5) У вас уже была первая экзаменационная сессия?
- 6) Я только что получил хорошую оценку по философии.
- 7) Он уже 2 часа рассматривал расписание на стене, когда к нему подошел лектор.
- 8) Вот уже 5 лет я изучаю английский.
- 9) Когда она поступала в университет, она изучала журналистику уже 2 года.
- 10) Занятия закончатся к 3 часам завтра.
- 11) Он с утра сидит и учит стих.
- 12) Я еще не повторил материал.
- 13) Я никогда не видел такого словаря.
- 14) Ты переведешь 2 текста с английского на русский к завтрашнему дню?

UNIT III

LESSON 1. THE RUSSIAN FEDERATION

VOCABULARY

|  |   |
|--|---|
| to be situated - располагаться   | the Pacific Ocean – Тихий океан               |
| to be washed - омываться   | the Arctic Ocean – Северный Ледовитый океан   |
| to border on - граничить   | Europe and Asia - Евразия                     |
| in the south /north / east / west – на юге / севере / востоке / западе | the Urals – Уральские горы                    |
| highland - высокогорье   | the Caucasus - Кавказ                         |
| desert - пустыня   | China - Китай                                 |
| mountain - гора  | Georgia - Грузия                              |
| chain - цепь   | the Baltic States – Прибалтийские государства |
| oil - нефть  | the Federation Council – Совет федерации      |
| iron ore – железная руда   | government - правительство                    |
| copper - медь  |   |
| to be elected – быть избранным   |   |
| to be involved – быть вовлеченным                                      |   |
| legislative - законодательный  |   |
| executive - исполнительный   |   |
| judicial - судебный  |   |
| branch of power – ветвь власти   |   |

## GRAMMAR

### *The Passive Voice* (страдательный залог)

Глагол в страдательном залоге означает, что действие направлено на предмет или лицо, выраженное подлежащим. Сказуемое в страдательном залоге переводится на русский язык безличным предложением.

Формы страдательного залога образуются при помощи глагола *to be* в нужном времени и причастия прошедшего времени смыслового глагола (*Ved / III ф. непр. гл.*) – см. таблицу времен

#### **Present Simple**

The newspapers are delivered every morning. Газеты доставляются каждое утро.

#### **Past Simple**

This book was bought a month ago. Эта книга была куплена месяц назад.

#### **Future Simple**

The letter will be mailed tomorrow. Письмо будет отправлено завтра.

#### **Present Continuous**

The house is being repaired now. Дом сейчас ремонтируется.

#### **Past Continuous**

When John was ill, he was being taught at home. Когда Джон болел, его обучали дома.

#### **Present Perfect**

This letter has been delivered by the secretary. Письмо доставлено секретарём.

#### **Past Perfect**

He decided to become a writer when his first story had been published. Он решил стать писателем, когда его первый рассказ был напечатан.

#### **Future Perfect**

By the 1st of July the last exam will have been passed. К первому июля последний экзамен будет сдан.

### **Определённый артикль с географическими названиями**

#### **Артикль *the* не употребляется:**

С названиями городов, континентов, большинства стран, отдельных островов, горных вершин, заливов, улиц, площадей, парков (но: The Gorki Park), университетов, аэропортов, железнодорожных станций

#### **Артикль *the* употребляется:**

С названиями океанов, морей, рек, озер (но: Lake Baikal - слово "lake" стоит перед именем собственным), проливов, горных цепей, групп островов, пустынь; ряда стран (объединение штатов или множественное число в названии), с названиями театров, музеев, гостиниц, названиями кораблей

**1. Read the text and show all the geographical objects on the map.**

## **THE RUSSIAN FEDERATION**

The Russian Federation is the largest country in the world. It is situated in Europe and Asia. Its total area is about 17 million square kilometres. The population of Russia is over 142 mln people. The country is washed by 12 seas of 3 oceans: the Pacific, the Arctic and the Atlantic. In the south Russia borders on China, Mongolia,

Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, Belarus and the Ukraine. It also has a sea-border with the USA.

We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east. Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

There are several mountains chains on the territory of the country: the Urals, the Caucasus, the Altai and others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. The main rivers are the Volga the Ob, the Yenisei, the Lena and the Amur. Besides, Russia is rich in beautiful lakes. The world's deepest lake is Lake Baikal. It is much smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south.

Russia is rich in oil, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The President is the Head of State and is elected by the people. The President is involved in the work of the legislative and executive branches of power. They are exercised by the Federal Assembly and the Federal Government. The Federal Assembly is made up of 2 houses: the Federation Council and the Duma, which make laws. The Supreme Court represents the judicial branch of power. The Constitutional Court has the right to declare actions of the President, the Federal Assembly and the Federal Government unconstitutional.

The capital of Russia is Moscow. It is its largest political, scientific, cultural and industrial centre.

- 2. Find sentences in the text with passive verbs. Translate these sentences into Russian. Make them negative and interrogative.**
- 3. Write out all the proper names from the text. Explain the usage of the articles.**
- 4. Read and translate the text.**

### **MOSCOW**

Moscow is the capital of Russia, its political, scientific, cultural and industrial centre. It was founded in 1147 by Prince Yuri Dolgoruky.

Moscow is a metropolitan city. The population of the city is over 15 million people.

One of the most popular sights of Moscow is Red Square, paved with stone blocks. It is one of the biggest and most beautiful squares in the world. It has an area of more than 70,000 square metres.

In the 16th century St Basil's Cathedral, a unique creation of Russian art, was built by Barma and Postnik. It was built to commemorate the victory over Kazan.

Next to the Cathedral stands the monument to Minin and Pozharsky, the first civil monument erected by Ivan Martos. Under the leadership of these heroes of the 1612 war, the Russian people drove the Polish invaders out of Moscow.

The Kremlin is the symbol of Russia, and the symbol of the Kremlin is the Spasskaya Tower. It was built in 1491 and got its name from the icon of the Saviour (Spass), that formally stood above the tower gate. The tower is famous for the clock which chimes are well known to all Russian people. The diameter of the clock is 6 metres 12 cm and the figures are 72 cm high.

The Kremlin with its magnificent cathedrals and churches is one of the Seven Wonders of the World.

Moscow is famous for its theatres. The best known of them are the Bolshoi Theatre, the Maly Drama theatre, the Moscow Art Theatre, etc.

The State Tretyakov Gallery is one of the world's greatest museums. The gallery consists entirely of Russian art. Here one can admire the masterpieces by Repin, Shishkin, Perov, Kramskoy, Surikov and others.

There are a lot of higher educational institutions in Moscow. Moscow State University is the largest one. It is well known not only in Russia but also abroad. The University was founded in 1755. From the outset the best scholars lectured at Moscow University. Moscow University has been the centre of advanced Russian science and social thought.

Moscow is the seat of the Russian Government and the centre of political life of the country.

Moscow is now enjoying its own renaissance. Old buildings that had fallen into disrepair during the Soviet period are now renovated (or even completely rebuilt, as was the case with the Christ the Savior Cathedral).

**5. Answer the questions.**

When was Moscow founded?

Who was the founder of Moscow?

What is the heart of Moscow?

Whom was St Basil's Cathedral built by?

What are the sights of our capital?

**6. Prepare a picture story of Moscow (Power Point Presentation). Describe any place of interest you advise us to visit.**

**7. Read the text and write out the Kremlin attractions from it. Give a short description of one of the Kremlin sights.**

### **INSIDE THE KREMLIN**

The Kremlin is famous for its beautiful cathedrals and churches.

One of them is the Uspensky Cathedral. It was built in the 15th century for important services and coronations. It is crowned by five golden domes. The architecture of the cathedral with white bone walls resembles the earlier structures of Vladimir, Suzdal and Novgorod.

Visitors to the Kremlin admire the Blagoveschensky Cathedral - the home church of Russian Tsar family, and the Archangelsky Cathedral, where Russian princes and tsars are buried, the Granovitaya Palata, the and Kremlin Palace - the Moscow residence of the imperial family.

One of the most impressing buildings in the Kremlin is the Bell Tower of Ivan the Great. There are twenty-two large and over thirty small bells in the Bell

Tower. The stone foundation of the tower is over 40 metres deep. The tower was built under Ivan IV, and extended to its present height of 80 metres in 1600, during the reign of Boris Godunov. For many years the Bell Tower was the tallest building in Moscow.

Not far from the Tower you will see the Tsar Bell which weighs more than 200 tons. The Tsar Cannon is a good example of the early masters' work. It was built in 1586 in Moscow to defend the city, but it never fired.

**8. Write a letter to your foreign pen-friend describing your own town, its attractions.**

|                           |   |
|---------------------------|---|
|                           | (Your address)<br>20, Queen Street,<br>Oxford, UK<br>15th May, 2012 |
| Dear _____ ,              |   |
| _____                     |   |
| _____                     |   |
| _____                     |   |
| Sincerely yours,<br>_____ |   |

UNIT III

LESSON 2. GREAT BRITAIN

VOCABULARY

|   |  |
|---|--|
| surface - поверхность<br>narrow - узкий<br>an island - остров<br>a valley - долина<br>a plain - равнина<br>mountainous - гористый<br>a strait - пролив<br>respectively - соответственно<br>population - население<br>mining - горная промышленность<br>vehicle - транспортное средство<br>processing - переработка<br>manufacturing - производство<br>thistle - чертополох<br>daffodil - нарцисс<br>shamrock – трилистник<br>leek – лук порей<br>an anthem - гимн<br>to vary - видоизменяться<br>to be called - называться<br>to influence - влиять | the Bank of England - Английский банк<br>the Stock Exchange - Лондонская фондовая биржа<br>the Old Bailey - Центральный уголовный суд<br>St Paul's Cathedral - собор св. Павла<br>Sir Christopher Wren - Кристофер Рен<br>the Tower of London - Лондонский Тауэр<br>Julius Caesar - Юлий Цезарь<br>William the Conqueror - Вильгельм Завоеватель<br>Westminster Abbey - Вестминстерское аббатство<br>Westminster Palace / the Houses of Parliament - Вестминстерский дворец (здание английского парламента)<br>Buckingham Palace - Букингемский дворец (главная королевская резиденция в Лондоне)<br>Trafalgar Square - Трафальгарская площадь |
|---|--|

|                                   |   |
|-----------------------------------|---|
| to be inhabited – быть населенным | Nelson’s Column - колонна Нельсона          |
| to inherit - наследовать          | the National Gallery - Национальная галерея |
| to belong - принадлежать          | the National Portrait Gallery -             |
| to be made up of / to consist of  | Национальная портретная галерея             |
| - состоять                        | the British Museum - Британский музей       |
| to be elected – быть избранным    | ( <i>один из крупнейших в мире</i> )        |
| to be separated from – быть       |   |
| отделенным                        |   |
| to reign - царствовать            |   |

**1. Read the text. Make up 10 questions to the text to cover the contents.**

### GREAT BRITAIN

The United Kingdom of Great Britain and Northern Ireland (the UK) is situated on the British Isles. The British Isles consist of two large islands, Great Britain and Ireland, and about five thousand small islands (e.g. The Orkney and the Shetland Islands, The Hebrides, etc.)

The British Isles are separated from the European continent by the North Sea and the English Channel (or La Manche), the narrowest part of which is called the Strait of Dover (or Pas de Calais, 32 km wide) The western coast of Great Britain is washed by the Atlantic Ocean and the Irish Sea.

The UK is made up of four countries: England, Wales, Scotland and Northern Ireland. Their capitals are London, Cardiff, Edinburgh and Belfast respectively. The capital of the UK is London. The other largest cities of the United Kingdom are Manchester, Birmingham, Glasgow, Liverpool, Bristol, etc.

The surface of the British Isles varies very much. The north of Scotland is mountainous and is called the Highlands, while the south, which has beautiful valleys and plains, is called the Lowlands. The highest mountain top is Ben Nevis in Scotland. There are a lot of rivers in GB, but they are not very long. The Severn is the longest river, while the Thames is the deepest and the most important one.

The mountains, the Atlantic Ocean and the warm waters of Gulf Stream influence the climate of the British Isles. It is mild and damp.

The population of the UK is over 62 mln people. The UK is inhabited by the English, the Scots, the Welsh and the Irish who constitute the British nation. English is not the only language. The Gaelic language (Scottish), Welsh and Irish are also used.

The flag of the UK is known as the Union Jack. The national anthem is "God Save the Queen".

Every country has its own national emblem. The red rose is the national emblem of England, the thistle is the national emblem of Scotland, the daffodils and the leek are the emblems of Wales and the shamrock (a kind of clover) is the emblem of Ireland.

Britain is one of the most highly industrialized countries in the world. The main branches of the British economy are engineering, mining, ship-building, motor vehicle manufacturing, textile, chemistry, electronics, fishing and food processing.

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. The head of State is the Queen or a King. She or he inherits the title, and is not elected by people. Nowadays the Queen of the United Kingdom is Elizabeth II, she reigns but doesn't rule. The real power belongs to the Prime minister, who is the head of Government. The British Parliament consists of 2 Houses: the House of Lords and the House of Commons. The main political parties are the Labour, the Conservative and the Liberal.

**2. Agree or disagree:**

- 1) The word "England" can be used instead of "the UK".
- 2) The British Isles consist of two islands.
- 3) The British Isles are separated from Europe by the Irish Sea.
- 4) London is the capital of both the UK and England.
- 5) The Thames is the longest river.
- 6) Britain is made up of 3 countries.
- 7) The head of State is the Queen who is elected every 4 years.

**3. Make up a plan to the text and be ready to retell the text according to the plan.**

**4. Choose any sight you are interested in and make a 3-minute report in class. Refer to different additional sources to make your report informative.**

### LONDON

London is the capital of Great Britain, its political, economic and commercial centre. London is one of the oldest and most interesting cities in the world. Its population is about 15 million.

Traditionally it's divided into several parts: the City, Westminster, the West End and the East End.

The heart of London is the City, its financial and business centre. Numerous banks, offices and firms are situated there, including the Bank of England, the Stock Exchange and the Old Bailey. There are some famous ancient buildings within the City. Perhaps the most striking of them is St Paul's Cathedral, the greatest of British churches. It was built in the 17<sup>th</sup> century by Sir Christopher Wren. The Tower of London was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal palace and a prison. Now it's a museum.

Westminster is the historic, the governmental part of London. Westminster Abbey is situated here. Nearly all English kings and queens have been crowned in Westminster Abbey. Many outstanding statesmen, scientists, writers and poets are buried here: Newton, Darwin, Chaucer, Dickens, Tennyson, Kipling, etc.

Across the road from Westminster Abbey is Westminster Palace, or the Houses of Parliament, the seat of the British Parliament. The Clock Tower of the Houses of Parliament is famous for its big hour bell, known as "Big Ben".

Buckingham Palace is the official residence of the Queen.

The West End is the richest and most beautiful part of London. The best hotels, shops, restaurants, clubs, and theatres are situated there.

Trafalgar Square is the geographical centre of London. It was named in

memory of Admiral Nelson's victory in the battle of Trafalgar in 1805. The tall Nelson's Column stands in the middle of the square.

On the north side of Trafalgar Square is the National Gallery and the National Portrait Gallery. Not far away is the British Museum, the biggest museum in London. It contains a priceless collection of ancient manuscripts, coins, sculptures, etc, and is famous for its library.

The East End was once the poorest district of London - with lots of factories and docks, narrow streets and unimpressive buildings. Today, the district is changing very fast. There are huge offices and new blocks of flats in the East End.

### UNIT III LESSON 3. THE USA

#### VOCABULARY

#### 1. Find the English equivalents in the text. Use them in sentences of your own.

|                          |                             |
|--------------------------|-----------------------------|
| занимать                 | оружие                      |
| простираться             | штат                        |
| включать в себя          | небоскреб Аляска            |
| морская граница          | Гавайи                      |
| называть в честь к.-либо | Тихий океан                 |
| население                | Атлантический океан         |
| общительный              | Округ Колумбия              |
| гостеприимство           | Великие озера               |
| гражданин                | Капитолий                   |
| гордиться                | Белый дом                   |
| родина                   | Могила неизвестного солдата |
| низменность              | Декларация независимости    |
| на границе               |                             |
| высокоразвитый           |                             |
| самолетостроение         |                             |

### THE UNITED STATES OF AMERICA

The USA is the fourth largest country in the world after Russia, Canada and China. It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and Hawaii in the Pacific Ocean. The climate of the country varies greatly from arctic to subtropical.

The USA borders on Canada in the north and on Mexico in the south. It also has a sea-boarder with Russia.

The USA is made up of 50 states and the District of Columbia, a special federal area where the capital of the country, Washington DC, is situated. The capital was named after the first president George Washington. The largest cities are: New York, Los Angeles, Chicago, Philadelphia, Detroit, San-Francisco and others.

The population of the country is over 315 million people. The Americans are very sociable. With this sociability goes overwhelming hospitality. The Americans show the keenest interest in your affairs and ask you to let them know if they can help. All citizens of this country are proud of America. Since childhood they are

taught to be great patriots, love their motherland, and believe in the 'American dream'.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are The Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia. The Great Lakes on the border with Canada are the largest and deepest in the USA.

The USA is a highly developed industrial country. It is the world's leading producer of copper and oil and the world's second producer of iron ore and coal. Among the most important manufacturing industries are aircraft, cars, textiles, radio, and television sets, armaments, furniture and paper.

The United States is a federal republic. Each state has its own government. The seat of the central government is Washington, DC.

## **2. Continue the phrase:**

- a) The USA is the fourth ...
- b) It occupies ...
- c) The USA borders on ...
- d) The USA is made up of ...
- e) The capital of the country ...
- f) The largest cities ...
- g) The population of the USA ...
- h) The highest mountains are ...
- i) America's largest rivers ...
- j) The USA produces ...
- k) The United States is a federal ...

## **3. Make up questions to the text to cover the contents.**

### **WASHINGTON, DC**

Washington DC is the capital city of the United States. "DC" stands for District of Columbia. These letters are always added not to mix with the state of Washington. Washington DC is located on the north bank of the Potomac River.

George Washington, the first President of the USA, after whom the city was named, selected an area for the capital. A hundred square miles were taken from states of Maryland and Virginia. It was called the District of Columbia. The city is divided into four sections: NW, NE, SW, and SE. Numbered streets run north and south: First Street, Second Street ... Lettered streets such as A-street, B-street run east and west.

Washington is one of the most beautiful and unusual cities in the United States. It has little industry, and only one million people. No building in the city may be more than 40 metres tall. There are no skyscrapers, because they would hide the city's many monuments from view. One can easily find a park, a square or an open area there.

The heart of Washington is the Capitol - a big white dome standing on a circle of pillars. The members of the Congress meet here to discuss the nation's affairs.

Not far from the Capitol is the Library of Congress - the largest library in the United States, it contains millions of books and manuscripts, including the personal papers of the US presidents.

The Capitol is connected with the White House by Pennsylvania Avenue. The White House is the official residence of the US President.

There are many monuments in Washington. The most impressive and the best-known ones are the Washington Monument and the Lincoln Memorial.

The Washington Monument, the tallest stone structure in the USA, is in the Potomac River. It is 555 feet tall, is called the "Pencil" because of its shape. There is an elevator, which will carry you to 500-foot level observation windows.

The Lincoln Memorial is designed like a Greek temple. The dominant figure is the realistic figure of Abraham Lincoln seated in the centre of the open temple. People are also interested in the Washington Cathedral and the Arlington National Cemetery. The famous Tomb of the Unknown Soldier is visited by millions of people every year.

There are some important museums in Washington where you can see all kinds of things: famous paintings and sculptures, the dresses of Presidents' wives, the original of the Declaration of Independence, the largest blue diamond in the world, etc. One of the most visited museums in the world is the National Air and Space Museum. The museum has aircraft and spacecraft that were important in aviation history.

**4. Find the answers to the following:**

- 1) Where is Washington situated?
- 2) Is Washington a typical American city?
- 3) What important government buildings are situated in Washington?
- 4) Where does the US President live and work?
- 5) Who selected the place for the capital of the USA?
- 6) Who designed the capital of the USA?
- 7) Why aren't there any skyscrapers in the capital?

**5. Read the text and answer the questions after the text by choosing one of the alternatives:**

**THE STATUE OF LIBERTY**

One of the most famous statues in the world stands on an island in New York Harbor. It's the Statue of Liberty. The Statue of Liberty is a woman who holds a torch up high. She symbolizes a welcome to a land of freedom. Visitors can go inside the statue. The statue is so large that as many as twelve people can stand inside the torch. Many more people can stand in other parts of the statue. The statue weighs 225 tons and is 301 feet tall.

The Statue of Liberty was put up in 1886. It was a gift to the United States from the people of France. Over the years France and the United States had a special relationship. In 1776 France helped the American colonies gain independence from England. The French wanted to do something special for the 100th birthday of the USA.

Laboulaye was a well-known Frenchman who admired the U.S. One night at a dinner in his house, Laboulaye talked about the idea of a gift. Among guests was

the French sculptor Frederic Bartholdi. Bartholdi thought of a statue of liberty. He offered to design the statue.

Many people contributed in some way. The French people gave money for the statue. Americans designed and built the pedestal for the statue to stand on. The American people raised money to pay for the pedestal. The French engineer Alexander Eiffel, who was famous for his Eiffel Tower in Paris, figured out how to make the heavy statue stand.

**Finish the sentences:**

1. The Statue of Liberty is a famous statue in ...
  - a. France
  - b. the United States
2. The people of France wanted to give the United States a special ...
  - a. gift
  - b. woman
3. The Statue of Liberty was a gift ...
  - a. from the people of France to the United States
  - b. from Laboulaye and Eiffel to the United States
4. The Statue of Liberty symbolizes...
  - a. a woman with a torch
  - b. a land of freedom
5. France and the United States had a special ...
  - a. independence
  - b. relationship
6. France helped the American colonies ... independence.
  - a. build
  - b. gain
7. A famous Frenchman Laboulaye ... the United States.
  - a. admired
  - b. designed
8. Frederic Bartholdi ... to design the statue.
  - a. ordered
  - b. offered
9. The Statue of Liberty stands on a ...
  - a. harbor
  - b. pedestal

**6. What wasn't mentioned in the text:**

- 1) Twelve people can stand inside the torch of the Statue of Liberty.
- 2) The United States helped France gain its independence in 1776.
- 3) Alexander Eiffel was among the guests at Laboulaye's house.
- 4) Frederic Bartholdi was a French engineer.
- 5) Alexander Eiffel figured out how to make the statue stand.
- 6) Americans designed the pedestal for the statue.

## 7. Speak about English-speaking countries:

|  | <b>Britain</b>   | <b>The USA</b>                  | <b>Canada</b>                                       | <b>Australia</b>   | <b>New Zealand</b>                                  |
|--|--|---------------------------------|---|--|---|
| <b>Name</b>  | The United Kingdom of Great Britain and Northern Ireland                                     | The United States of America    | Canada  | The Commonwealth of Australia                                  | New Zealand   |
| <b>Location</b>  | on the British Isles   | on the North American continent | on the North American continent                     | in the southwest of the Pacific Ocean (continent of Australia) | in the South Pacific                                |
| <b>Population</b><br>источ.:<br>www.counry<br>meters.info/ru<br>13.03.2012 | 62 661 295   | 315 256 802                     | 34 641 452  | 22 788 089   | 4 441 838   |
| <b>Capital</b>   | London   | Washington, DC                  | Ottawa  | Canberra   | Wellington  |
| <b>Largest cities</b>  | Birmingham, Liverpool, Manchester  | New York, Chicago, Los Angeles  | Montreal, Toronto, Vancouver                        | Sydney, Melbourne, Brisbane                                    | Auckland, Wellington                                |
| <b>Language</b>  | English, Welsh, Gaelic   | English, Spanish                | English, French                                     | English  | English, Maori                                      |
| <b>National emblem</b>   | England - red rose; Wales - leek, daffodil; Scotland - thistle; Northern Ireland - shamrock; | The Baldheaded eagle            | The maple leaf                                      | The kangaroo   | The kiwi bird                                       |
| <b>Status</b>  | Constitutional/Parliamentary monarchy  | Federal Presidential State      | Constitutional Monarchy                             | Federal State  | Federal State                                       |
| <b>Head of State</b>   | The British Queen  | The President                   | The British Queen (represented by Governor-General) | The British Queen (represented by Governor-General)            | The British Queen (represented by Governor-General) |
| <b>Head of Government</b>  | The Prime Minister   | The President                   | The Prime Minister                                  | The Prime Minister   | The Prime Minister                                  |
| <b>Currency</b>  | British pound  | US dollar                       | Canadian dollar                                     | Australian dollar  | New Zealand dollar                                  |
| <b>Interesting facts</b>   | Albion is a poetic name  | Uncle Sam - a figure            | High standard of                                    | Nicknames: "Oz",   |   |

|                           |   |  |   |  |  |
|---------------------------|---|--|---|--|--|
|                           | for Britain; John Bull - a figure representing the English people, particularly in newspapers, cartoons, etc. | representing America in cartoons                                   | living; the country is advanced in the areas of health, social protection, education and human rights | “the Lucky Country”. The continent is south of the Equator, so the seasons are reverse (winter is from June to August) |  |
| <b>Places of interest</b> | London, Greenwich, The City of Bath, Stonehenge, Loch Ness Lake   | Hollywood, Disneyland, San Francisco, Washington, DC, Grand Canyon | Niagara Falls, The Great Lakes, Victoria, Ottawa  | Eucalyptus forests; animals: emu, dingo, koala, kangaroo; Great Barrier Reef   | Rotorua is the centre of Maori culture |
| <b>Main products</b>      | Electronics, plastics, medicine, aircraft   | Cars, electrical goods, wheat, beef                                | Oil and gas, iron ore, wood   | Iron, coal, wool, sheep, beef, wheat, minerals   | Sheep, beef, dairy products            |

### UNIT III LESSON 4. TRAVELLING

#### VOCABULARY

|  |   |
|--|---|
| impossible - невозможно                                  | a journey - путешествие                     |
| to travel - путешествовать                               | enjoyable - приятный                        |
| either ... or - или...или                                | speed - скорость                            |
| fast - быстрый   | safety - безопасность                       |
| convenient / comfortable - удобный                       | a place of interest - достопримечательность |
| a way – способ, путь                                     | means - средство                            |
| expensive - дорогой                                      | a trip - поездка                            |
| slow - медленный   | on board – на борту                         |
| an advantage - преимущество                              | foreign - иностранный                       |
| a disadvantage - недостаток                              | within - внутри                             |
| through – сквозь, через                                  | to book tickets – заказывать билеты         |
| a sleeping / dining car – спальный вагон, вагон-ресторан | to carry - нести                            |
|  | a suitcase - чемодан                        |

#### 1. Read and translate the following text:

#### TRAVELLING

Modern life is impossible without travelling. Thousands of people travel every day either on business or for pleasure. They can travel by air, by rail, by sea or by road.

Travelling by air is the fastest and the most convenient way, but it is the most expensive too. Travelling by train is slower than by plane, but it has its advantages. You can see much more interesting places of the country you are travelling through.

Modern trains have very comfortable seats. There are also sleeping cars and dining cars which make even the longest journey enjoyable. Speed, comfort and safety are the main advantages of trains and planes. That is why many people prefer them to all other means.

Travelling by sea is popular mostly for pleasure trips. On board large ships and small river boats people can visit foreign countries and different places of interest within their own country. Trips on the Volga, the Dnieper, the Yenisei, and the Black Sea are very popular today.

As for me I prefer travelling by car. I think it's very convenient. You needn't book tour tickets. You needn't carry heavy suitcases. You can stop wherever you wish and spend at any place as much time as you like.

**2. Find the English equivalents in the text:**

путешествовать, путешествие, современная жизнь, невозможный, ради удовольствия, по делу, быстрый, удобный, самый дорогой, другие средства, достопримечательности, комфорт и безопасность, основные преимущества, проводить время, где бы вы не захотели.

**3. Finish the sentences:**

- a) Travelling is ...
- b) You can travel by ...
- c) Travelling by air is ...
- d) Travelling by rail ...
- e) Travelling by sea is ...
- f) Travelling by road is ...
- g) I prefer ...

**4. Find the synonyms to the following:**

travelling by air; travelling by rail; travelling by sea; travelling by road

UNIT IV  
LESSON 1. THE MASS MEDIA

VOCABULARY

|   |   |
|---|---|
| the mass media - СМИ  | journalism - журналистика                   |
| to comprise - включать  | craft - ремесло, искусство                  |
| to imagine - представлять   | a journalist - журналист                    |
| a newspaper - газета  | to convey - сообщать, передавать            |
| a magazine - журнал   | via - посредством, через                    |
| the quality / popular press -<br>качественная / популярная пресса | sympathy - сочувствие                       |
| issue - выпуск  | open-mindedness - широта кругозора          |
| to circulate - распространяться                                   | inquiring mind - пытливый ум                |
| to broadcast - передавать в эфир                                  | to cover news - освещать новости            |
| entertainment - развлечение                                       | assignment – задание (редакционное)         |
| an article - статья   | sub-editor - заместитель редактора          |
| to report - сообщать  | news editor - редактор отдела<br>информации |
| a channel - канал   | makeup editor - технический                 |

|                                   |  |
|-----------------------------------|--|
| origin - происхождение            | редактор   |
| defence - оборона                 | picture editor - художественный редактор                           |
| increasingly - чрезвычайно        | narrative - повествование; дикторский текст, авторский комментарий |
| overestimate - переоценить        | anchor or anchorperson - ведущий программы; телеведущий            |
| affect - влиять                   | to publish – публиковать   |
| opinion - мнение                  |  |
| an advertisement - реклама        |  |
| a commercial - рекламная передача |  |

## THE MASS MEDIA

The mass media are the various ways by which information is given to people. The mass media comprise newspapers, magazines, radio, TV and the Internet.

It's impossible to imagine our life without newspapers. Newspapers are classified into quality and popular editions. Quality newspapers are serious daily issues. Popular, tabloid newspapers are smaller in size and contain many photographs.

Russia can be proud of the variety of newspapers circulating throughout the country. You can find newspapers of all kinds: national and local, official and private, quality and popular, etc. «The Moscovsky Komsomolets» is a social and political newspaper of the Russian youth; «The Argumenty i Fauty» is an independent newspaper; «The Komsomolskaya Pravda» is a popular daily paper. As for the magazines, today they are numerous. They cover all topics and interests. Among the most popular magazines are periodicals for teenagers such as the “Cool”.

There are a lot of radio stations of different types, which broadcast popular talk shows and music programmes. The most popular Russian radio stations are «Radio Rossii», «Radio Mayak» and «Vesti FM».

Television has become an integral part of our lives. It is a means of information, entertainment and education. The Russian most watched channels are: Channel One, Rossiya, Kultura, NTV, TNT, etc. They are state-owned channels. Besides there are many private channels: Petersburg - Channel 5, REN TV, STS TV, Domashniy, MTV Russia, NTV Plus, Muz TV, DTV, etc.

The Internet has its origin in the US Department of Defence program. The program was created in order to provide a communication network for organizations dealing with defence research. Since its creation in 1983 the Internet has been growing into increasingly popular mass medium. Nowadays it connects millions of computers throughout the world.

The role of the mass media in the life of the present society is difficult to overestimate. The mass media report about various aspects of life, and affect public opinion.

### 1. Answer the following questions:

- a) What is implied under the term «the mass media»? Find the definition in the text. Give your own definition to «the mass media».
- b) In what ways do quality newspapers differ from the popular ones?
- c) What quality and popular newspapers can you name?
- d) What Russian radio and TV networks do you know?
- e) What do you know about the Internet?

f) What is the role the mass media in the life of contemporary society?

2. **Make the synopsis (резюме; конспект; реферирование, синопсис) of the text according to the plan.**

#### THE PLAN OF THE SYNOPSIS

|                   |  |
|-------------------|--|
| 1. Заглавие       | I've read the text (article, story) entitled ...   |
| 2. Источник       | This is an article (a story, a text) published in the newspaper (magazine, book)...  |
| 3. Автор          | The author of the text is ...  |
| 4. Идея           | The main idea of the text (article, story) is to show (to prove, to underline)...  |
| 5. Предмет        | The text is about ...<br>The text describes (gives information about)...   |
| 6. Содержание     | The text starts with the fact (with the description of, with the characteristic of) ...<br>I'd like to cite the author ...<br>Then the author describes (touches upon the problem of..) ...<br>Besides the author stresses that ...<br>Finally the author comes to the conclusion that ...<br>I'd like to make a quotation ... |
| 7. Ваше отношение | I've learned some interesting (important, new) facts (information, things) from the text.<br>The text is informative / difficult / boring ...  |
| 8. Ваш совет      | So in my opinion the text is (not) worth reading.  |

3. **Read the text and translate it into Russian consulting the essential vocabulary.**

#### JOURNALISM

Journalism is the craft of covering news via a spectrum of media. The media include newspapers, magazines, radio and television and the Internet. The term "journalism" derives from *jour*, the French word for *day*. It is the events of the day expressed in words, sounds and pictures.

A journalist is a person who writes for newspapers or magazines or prepares news to be broadcast on radio or television. A good journalist should have the qualities of sympathy, open-mindedness and an inquiring mind. Besides a journalist must be a well-educated person. He should write in simple language.

Many people are involved in the process of covering news. Reporters cover assignments and report news either from their own country, or from abroad. Radio and television reporters often report "live" from the scene. Some journalists also interpret the news and offer opinions to readers, viewers, or listeners. In this role, they are called commentators or columnists. Camera men take photos or shoot videos. The stories are then edited by sub-editors. Chief editors approve the content of the material and send it for publishing. The news editor is responsible for getting a balanced news report in each day's paper. The news editor actually lays out only page one. The makeup editor works very closely with the news editor, and he lays out the inside pages. The picture editor leaves space for pictures.

On TV journalists are also involved in editing the video material and in working on the visual narrative of the story. In broadcast journalism (on TV), news

anchors examine, interpret, and broadcast news received from various sources of information.

Journalism is a hard life. It can be exciting, but it can be sometimes boring and frustrating. It can cut you off from a good deal of social life with your friends and your family. Despite this, journalists can't imagine their life without their profession. So, journalism is a way of life.

**4. Answer the following questions:**

- a) What is journalism?
- b) Where does the term "journalism" come from?
- c) What qualities are essential for a future journalist?
- d) What do usually reporters do?
- e) Whom do we call columnists?
- f) What is the chief editor responsible for?
- g) Can you give a synonym for "broadcast journalism"?

**5. Give pros (+) and cons (-) of the journalism career.**

## UNIT IV

### LESSON 2. APPLYING FOR A JOB

**1. Role-play the following situations.**

A college graduate is having his/her first job interview. He/She has very good credentials (рекомендации) and hopes that 4/5 years of education were not in vain (не напрасно). The interviewer is asking all sorts of questions. Here is a list of possible questions:

- ✓ Tell me about yourself.
- ✓ What are your weaknesses?
- ✓ What do you think of your former boss or company?
- ✓ Why didn't you do better in college?
- ✓ What do you expect for a salary?
- ✓ Where do you expect to be in five years?
- ✓ Why do you want to work for us?
- ✓ What were your outstanding achievements on your previous job?
- ✓ What makes you different from the other applicants?
- ✓ Are you creative? Give examples.
- ✓ Are you a natural leader? Give examples.
- ✓ Are you a good planner? Give examples.

**2. Read and translate the text:**

### LETTERS OF APPLICATION

The content of your letter of application will normally fall into five main sections: introduction, personal data, qualifications, list of references, and conclusion. Your *introduction* will depend on your particular situation. If you are answering an advertisement or announcement, begin with a reference to it. If you learned indirectly of the award, program, or job opening, mention how you learned of it. Give the *personal data* relevant to the situation — a list of

objective facts about yourself, such as your age, sex, marital status, and any other items, such as health, citizenship, or religion, that may be pertinent.

Give the *qualifications* that fit you for whatever you are applying for: your education, experience interest, aptitudes.

List your *references* - the names, official positions, and addresses of the people best qualified to recommend you, as to both character and ability. Experience and references from previous employers are always important. Since you are a student, your education, with specific references to relevant courses, and recommendation from faculty members who know you well will probably be your chief assets.

*Conclude* your letter of application with something to ensure a reply: a request for an interview; a reminder that you have enclosed a stamped, self-addressed envelope for your reader's convenience; an indication that you hope for an early reply.

*Compose a résumé.* This is a separate unit listing the objective, or factual, information (personal data, qualifications, references). Here the information can be clearly arranged under suitable headings and subheadings that readers can consult easily and quickly.

### 3. Write a letter of application according to the model.

|  |                                      |   |
|--|--------------------------------------|---|
|  | <i>Heading -&gt;</i>                 | Your address<br>Your city, state,<br>and zip code<br>Today's date |
| Full name of the person receiving the letter |                                      |   |
| The person's street address                  | <i>&lt;-Inside address</i>           |   |
| The person's city, state, and zip code       |                                      |   |
| Dear (Mr. X, Ms. Y),                         | <i>&lt;-Salutation</i>               |   |
| _____  | <i>&lt;-Your letter</i>              |   |
| _____  |                                      |   |
| Sincerely / Yours,                           | <i>&lt;-Complimentary Close</i>      |   |
| ...  | <i>&lt;-Your signature</i>           |   |
| Ivan Ivanov                                  | <i>&lt;-Signature Identification</i> |   |

### 4. Compose a résumé:

#### Résumé

##### *Personal*

Name: Kay Raddatz

Home address: 286 Oak Street, Moulton, Ohio 43786

Age: 30

Height: 6'5"

Weight: 130 lbs

Nationality: American

Marital status: married

Health: excellent

### ***Education***

Moulton High School graduate, February, 1990;  
6 months in Wahl Business College, Moulton, 1990;  
B.S., Flanham College (expected in June, 1994);  
Major in linguistics and psychology;  
Minor in languages;  
General courses: English, history, mathematics, physics, chemistry, psychology, sociology;  
Special courses: meteorology, navigation, engineering, drawing, service and operation of aircraft;

### ***Activities***

Airways Club (vice-president)  
Dramatic Society (parts in three major productions);  
Science Club (program chairman, 1 year);

### ***Experience***

Secretary to director of personnel, Arnes Aircraft Corporation, Benzie, Illinois(1 year)  
Student assistant to head of Sarah Black Residence Hall, Flanham College (2 years, part-time);

### ***References***

Dr. Ernest Beers, Head of Psychology Department, Flanham College  
Mr. Ted Houston, Manager, Hoadley Airport, Danvers, Iowa 51092

**5. You are a student applying for a part-time job. Read the advertisements and call. Practice the telephone interview with the employer.**

PART-TIME ASSISTANT. Dorontoron law firm.  
Word Perfect and previous office experience preferred.  
Excellent organization skills. Variety of Tasks. Part-time, weekdays.  
Send resume to *Box # 70-1, Austin TX 787 13-8907*

PART-TIME RECEPTIONIST needed for optometrist office downtown.  
Morning only from 9-1. *Call 444-7200*

REAL ESTATE assistant needed. Flexible Schedule. Must have a car.  
*Please call Peggy 478-67-72*

NON-SMOKING SECRETARY wanted for law office. 20 hrs/wk. \$6/hr.  
General office work. 45 wpm Microsoft Word.  
*Call 477-7476*

**6. This is an answer to a newspaper advertisement: “Wanted - a sales manager. Box 142, Sheldon Post.” Write an answer to a newspaper advertisement: “Wanted - a reporter”.**

To whom it may concern

I'm writing this in answer to your advertisement in Saturday's Post for a sales manager, I would like to be considered for the position. I have had nine years' experience in the sales departments of two large organizations, training as a trainee and progressing to my present position of assistant sales manager. In the past four years I have had the opportunity of carrying out independent experimental work in market research as well as helping with the development of successful techniques for selling different kinds of industrial glue. I believe that I am now ready to assume the responsibilities of complex sales management. I'm available for an interview at your convenience. Thank you for your time and consideration. My telephone number is 538-9882.

Sincerely,  
Swirley Perll

### IRREGULAR VERBS

| I форма      | II форма              | III форма             |
|--------------|-----------------------|-----------------------|
| to be        | was, were             | been                  |
| to bear      | bore                  | born                  |
| to begin     | began                 | begun                 |
| to blow      | blew                  | blown                 |
| to break     | broke                 | broken                |
| to bring     | brought               | brought               |
| to broadcast | broadcast/broadcasted | broadcast/broadcasted |
| to build     | built                 | built                 |
| to buy       | bought                | bought                |
| to catch     | caught                | caught                |
| to choose    | chose                 | chosen                |
| to cut       | cut                   | cut                   |
| to deal      | dealt                 | dealt                 |
| to do        | did                   | done                  |
| to drink     | drank                 | drunk                 |
| to drive     | drove                 | driven                |
| to eat       | ate                   | eaten                 |
| to fall      | fell                  | fallen                |
| to feed      | fed                   | fed                   |
| to fight     | fought                | fought                |
| to find      | found                 | found                 |
| to forget    | forgot                | forgotten             |
| to freeze    | froze                 | frozen                |
| to get       | got                   | gotten/got            |
| to give      | gave                  | given                 |
| to go        | went                  | gone                  |
| to grow      | grew                  | grown                 |
| to have      | had                   | had                   |
| to hear      | heard                 | heard                 |
| to hold      | held                  | held                  |

|          |         |              |
|----------|---------|--------------|
| to know  | knew    | known        |
| to lay   | laid    | laid         |
| to lead  | lead    | lead         |
| to leave | left    | left         |
| to lend  | lent    | lent         |
| to let   | let     | let          |
| to lie   | lay     | lain         |
| to lose  | lost    | lost         |
| to make  | made    | made         |
| to meet  | met     | met          |
| to pay   | paid    | paid         |
| to put   | put     | put          |
| to read  | read    | read         |
| to ride  | rode    | ridden       |
| to ring  | rang    | rung         |
| to rise  | rose    | risen        |
| to run   | ran     | run          |
| to say   | said    | said         |
| to see   | saw     | seen         |
| to sell  | sold    | sold         |
| to send  | sent    | sent         |
| to set   | set     | set          |
| to shake | shook   | shaken       |
| to shine | shone   | shone        |
| to shoot | shot    | shot         |
| to show  | showed  | shown/showed |
| to sing  | sang    | sung         |
| to sit   | sat     | sat          |
| to sleep | slept   | slept        |
| to speak | spoke   | spoken       |
| to spend | spent   | spent        |
| to steal | stole   | stolen       |
| to swim  | swam    | swum         |
| to take  | took    | taken        |
| to teach | taught  | taught       |
| to tell  | told    | told         |
| to think | thought | thought      |
| to throw | threw   | thrown       |
| to wear  | wore    | worn         |
| to win   | won     | won          |
| to write | wrote   | written      |

**Юркевич Лариса Николаевна**

**Английский язык**

Практикум по развитию навыков устной речи, чтения и перевода  
по дисциплине «Английский язык»  
(для студентов специальности «Журналистика» заочной формы обучения)

Редактор О.Д. Постовалова

---

Подписано к печати  
Печать трафаретная  
Заказ

Формат 60x84 1/16  
Усл.печ.л. 2,75  
Тираж 75

Бумага тип. №1  
Уч.-изд.л. 2,75  
Цена свободная

---

Редакционно-издательский центр КГУ.  
640669, г.Курган, ул. Гоголя, 25.  
Курганский государственный университет.