ФЕДЕРАЛЬНОЕ АГЕНТСТВО ЖЕЛЕЗНОДОРОЖНОГО ТРАНСПОРТА
ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПУТЕЙ СООБЩЕНИЯ

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A GOOD BEGINNING

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Учебное пособие раскрывает темы, предусмотренные программой обучения в технических вузах. Благодаря изучению предлагаемого материала обеспечивается возможность приобретения языковой компетенции в овладении базовой лексикой и грамматикой английского языка, навыков устной и письменной речи, извлечении информации и переводе учебных, общетехнических и железнодорожных текстов. Особенностью данного пособия является его коммуникативная направленность и опора на региональный компонент (темы «Наш университет», «Сибирь», «Байкал», «Иркутск» и др.).

Предназначено для студентов 1–2 курсов железнодорожных вузов всех специальностей очной и заочной форм обучения.

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ПРЕДИСЛОВИЕ

Данное учебное пособие имеет целью приобретение практического опыта в овладении базовой лексикой и грамматикой английского языка, навыков устной и письменной речи, извлечении информации и переводе учебных, общетехнических и железнодорожных текстов в пределах тем, предусмотренных программой обучения. Пособие разработано на основе требований ФГОС и предназначено для студентов железнодорожных вузов 1–2 курсов всех специальностей очной и заочной форм обучения.
Пособие состоит из 4 частей (Краткий корректирующий фонетический курс, Основной курс, Тексты для дополнительного чтения, Грамматика) и 8 приложений.

Краткий корректирующий фонетический курс предназначен для обучения и коррекции основных произносительных навыков, снабжён таблицами, заданиями и упражнениями, а также включает небольшой раздел «Словообразование в английском языке».

Основной курс состоит из 7 разделов (Units), которые охватывают следующие темы и упражнения к ним:
Unit 1. At the University;
Unit 2. About Myself;
Unit 3. My working Day;
Unit 4. Our University;
Unit 5. The System of Education of Great Britain;
Unit 6. My Home Town;
Unit 7. My Homeland.

Тексты для дополнительного чтения предназначены для аудиторной и внеаудиторной работы и содержат 12 текстов железнодорожной, общетехнической и культурологической тематики, не вошедшие в «Основной курс», но являющиеся составной частью промежуточного и итогового контроля в форме контрольных работ, зачетов и экзаменов.

Грамматика представляет собой краткий справочник по основным разделам английской грамматики.

Приложения содержат следующий материал:
1. Лексико-грамматические тесты включают 7 тестов на различные явления английской грамматики, вызывающие затруднения у обучающихся.
2. Лабораторные работы состоят из 2 лабораторных работ на железнодорожную тематику.
3. Деловые игры содержат 2 деловые игры, посвящённые:
– организации, презентации и защите собственного бизнеса;
– проведению учебной научно-практической конференции с
  оценкой работы выступающих и подведением итогов.

4. Реферат определяет нормативы по написанию самостоятельных
научных работ и подготавливает к участию в студенческих научно-
практических конференциях на иностранных языках.

5. Rendering the Article содержит материалы по обучению рефери-
рованию научных и публицистических статей.

Остальные компоненты Приложения предназначены для развития
коммуникативных навыков и включают наиболее распространённую учеб-
ную лексику (в том числе выражения классного обихода), вопросы для
интервью, поговорки, пословицы, скороговорки, стихи и тексты песен, а
также некоторые сведения из английской истории в рифмовках.

Таким образом, содержание данного учебно-методического пособия
позволяет подготовиться к следующим темам текущего и заключительного
контроля:
1. Наш университет.
2. О себе.
3. Мой рабочий день.
4. Образование в России и за рубежом.
5. Мой родной город» (Иркутск).
6. История железных дорог.
7. Железные дороги России.
8. Подземные железные дороги.
9. Транссибирская магистраль.
10. Моя будущая профессия.
11. Тема по выбору:
  – транспорт будущего,
  – экология,
  – компьютеры,
  – Байкал,
  – Сибирь,
  – моя малая Родина и др.
КРАТКИЙ КОРРЕКТИВНЫЙ ФОНЕТИЧЕСКИЙ КУРС

Краткая история английского языка

Английский язык (АЯ) принадлежит к германской группе языков и является родственным таким языкам, как шведский, датский и немецкий. Историю английского языка принято делить на 3 периода:

1) англо-саксонский, или староанглийский (Old English) – до XII в.;
2) среднеанглийский (Middle English) – с XII в. по XVI в.;
3) современный английский (Modern English) – с XVI в. до наших дней.

Староанглийский язык являлся германским диалектом и своей сложной системой грамматических форм напоминал современный немецкий или русский язык (так называемые синтетические языки).

Староанглийский язык имел 3 рода имен существительных – мужской, женский и средний, мало связанных со значением слова. Так, существительное hand (рука) – было женского рода, fot (нога) – мужского рода, wif (женищина) – среднего рода.

Имена существительные имели падежи, прилагательные согласовались с существительными, а глагол изменялся по числам и лицам, как в современном русском языке.

Глагольные времена и другие формы образовывались главным образом путем изменения самого глагола.


Вспомогательный глагол do употреблялся сначала лишь как основной глагол (делать), с XVI столетия стал использоваться как усиленный значения основного глагола (e. g. I do know this man – Я действительно знаю этого человека) и не служил для образования вопросительной и отрицательной форм глагола в Present и Past Simple, как сейчас. Эта функция закрепилась за ним только с XVII столетия.

С течением времени под влиянием ряда языков, проникавших в Англию вместе с завоевателями (римлянами, датчанами и особенно норманно-французами), структура АЯ сильно изменилась. Исчезло склонение существительных по падежам и родам, прилагательное стало неизменяемой частью речи.

Всё изменение глагола свелось к четырем формам: e. g. to go – (1), went – (2), gone – (3), going – (4). Вместе с тем система глагольных времен усложнилась и развилась. Благодаря широкому использованию вспомогательных глаголов стало возможным выражать тонкие оттенки отношений ко времени, степени и характеру совершения действия (Progressive и Perfect Tenses).
В результате этих трансформаций современный АЯ превратился в язык, напоминающий скорее китайский (где оттенки значений передаются отдельными словами-кирпичиками), с очень малым количеством изменений самого слова. Те отношения между словами, которые в других языках, например, в русском или немецком, выражаются формами отдельных слов (падеж, форма лица, форма рода и т. д.), в современном АЯ выражаются или порядком слов в предложении, или служебными словами (предлогами, вспомогательными глаголами, артиклами и т. д.); так, большинство временных форм глагола, форм залога и наклонения образуются при помощи вспомогательных глаголов (e. g. be, have, shall/will); предлоги часто передают падежные отношения: e. g. to Peter – Питеру (дательный), son of Victor – сын Виктора (родительный), by me – мной, with a knife – ножом (творительный).

В большинстве случаев отношения между членами предложения в современном АЯ выражаются их местом в предложении; нередко одно и то же слово может служить разными частями речи и поэтому понять его подлинное значение можно только по тому месту, какое оно занимает в предложении, например:

1) The light was green. Свет был зелёный.
В этом предложении слово light стоит на 1-м месте, следовательно, это подлежащее, т. е. существительное.
2) I light the candle. Я зажигаю свечу.
В этом примере слово light стоит на 2-м месте непосредственно за подлежащим, следовательно, это сказуемое, т. е. глагол в личной форме.

Изменением в формах слов в современном АЯ выражаются следующие грамматические явления:
1. Множественное число существительных (a man – men, a cat – cats).
2. Форма 3-го лица единственного числа настоящего времени (hespeaks).
3. Притяжательный падеж (Possessive Case) существительных, обозначающих живые существа, местоимения one, somebody, anybody, everybody: my mother’s book, somebody’s pen.
4. Абсолютная форма притяжательных местоимений: my – mine, our – ours.
5. Четыре основные формы глагола:
   1) go – инфинитив, настоящее время, повелительное наклонение;
   2) went – прошедшее время;
   3) gone – причастие II, Perfect Tenses и Passive Voice;
   4) going – причастие I, герундий и Progressive Tenses.
6. Именительный падеж и косвенный падеж личных местоимений: I – me, he – him, she – her, we – us, they – them.
7. Мн. число местоимений (this – these, that – those, other – others).
8. Косвенный и притяж. падежи местоимения who (whom, whose).
В остальных случаях отношения между словами в современном АЯ выражаются так называемыми аналитическими формами, включающими в себя различные служебные слова – предлоги, союзы, вспомогательные глаголы, артикли и т. д. Например, сравните с русским языком:

Я дам книгу Олегу (4 единиц) – I will give the book to Oleg (7 единиц).

То же касается и внутреннего строения слов:

входить (1 единица) – to come in (3 единицы);
старичок (1 единица) – a little old man (4 единицы).

Вопросы и задания

Ex. 1. Какие утверждения правильны?
1. АЯ относится к той же группе языков, что и русский.
2. Староанглийский язык своей грамматической системой напоминал современный немецкий или русский язык.
5. Староанглийский глагол не изменялся по лицам и числам.
6. Глагол do всегда употреблялся как вспомогательный для образования вопросительной и отрицательной формы предложений.
7. Современный АЯ напоминает китайский язык, где оттенки значений передаются отдельными словами-кирпичиками.

Ex. 2. Ответьте на вопросы:

1. К какой группе языков принадлежит АЯ?
2. Какие языки родственны АЯ?
3. Какие языки называют синтетическими? Почему?
4. На какие 3 периода принято разделять историю АЯ?
5. Как образуется будущее время в английском и в русском языках?
6. Какие времена глаголов в АЯ самые «молодые»?
7. Под влиянием каких языков грамматическая структура АЯ сильно изменилась? Почему?
8. Назовите 4 формы английского глагола.
9. Какие предлоги в АЯ соответствуют падежам в русском языке?
10. Какие грамматические явления в современном АЯ выражаются изменением в формах слов? (8 явлений).
11. Какой порядок слов в АЯ является общепринятым? Почему?
12. Почему АЯ называется аналитическим? Приведите примеры на уровне слова и на уровне предложения.
13. Что такое служебные слова? Приведите примеры.
Звуки и письмо

В английском алфавите имеется 20 согласных и 6 гласных букв (табл.1). Однако некоторые согласные имеют двойное чтение, сочетания 2–3 согласных могут передавать 1 согласный звук (табл. 4), а 6 гласных букв передают 20 гласных звуков (табл.2) в зависимости от положения гласной в слове (ударное или неударное) и от типа слога (открытый или закрытый) (табл. 5–9). Поэтому для успешного изучения языка разработаны типичные для современного АЯ правила звуко-буквенных соответствий, при помощи которых можно прочесть наибольшее количество слов.

Трудность английского языка, а при правильном изучении и легкость его, заключаются в том, что исключениями из этих правил чаще всего являются самые употребительные слова, которые сохранили свою архаичную форму благодаря частоте употребления.

В результате сложного исторического развития АЯ и системы его письменности возникло значительное рассогласование между написанием слова и его произношением, что привело к системе специальной записи звукового образа слова – фонетической транскрипции.

Транскрипционные значки звуков пишутся раздельно и заключаются в квадратные скобки, например: heat [hi:t].

Существуют три основных правила произношения английских слов:


3. Гласная буква e в конце слова не читается, но зрительно «открывает» слог: Pe-te, bi-te, fa-ce, li-fe, ro-le, bro-ke, ma-de, sto-ne, glo-be, tu-be, tie, bye.

Из 6 английских гласных букв (Aa, Ee, Ii, Oo, Uu, Yy) различаются только 5, а 2 из них – Ii [ai] и Yy [wai] – буквы-«близнецы», так как читаются одинаково: в открытом слоге обе читаются так, как Ii называется в алфавите, т. е. [ai]: tie, my, а в закрытом слоге – как Yy называется на языке математики (у – грек, т. е. буква u греческого происхождения) – [i]: sit, myth.
Английский алфавит

<table>
<thead>
<tr>
<th>Буква</th>
<th>Название</th>
<th>Буква</th>
<th>Название</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Bb</td>
<td>[bi:]</td>
<td>15. Oo</td>
<td>[ou]</td>
</tr>
<tr>
<td>4. Dd</td>
<td>[di:]</td>
<td>17. Qq</td>
<td>[kju:]</td>
</tr>
<tr>
<td>5. Ee</td>
<td>[i:]</td>
<td>18. Rr</td>
<td>[a:]</td>
</tr>
<tr>
<td>7. Gg</td>
<td>[dʒi:]</td>
<td>20. Tt</td>
<td>[ti:]</td>
</tr>
<tr>
<td>12. Ll</td>
<td>[el]</td>
<td>25. Yy</td>
<td>[wai]</td>
</tr>
</tbody>
</table>

Гласные выделены шрифтом.

Вопросы и задания

Ex. 1. Ответьте на вопросы:

1. Что такое транскрипция?
2. От чего зависит чтение английской гласной буквы?
3. В чем заключается основная трудность английского языка?
4. Какая буква не читается, но зрительно «открывает» слог?
5. Сколько букв в английском алфавите?
6. Сколько в английском алфавите гласных букв?
7. На какие русские гласные они похожи по написанию?
8. На какие русские гласные они похожи по названию?
9. Какие английские гласные буквы являются «близнецами»? Почему?
10. Как буква Yy называется на уроках математики? Почему?
11. Сколько в английском алфавите согласных букв?
12. Влияет ли к оглушение согласных в конце слова на его смысл?
13. Какими английскими буквами можно передать звук [k]?
14. Какими английскими буквами можно передать звук [dʒ]?
15. Какими английскими буквами можно передать звук [s]?
16. Какими английскими буквами можно передать звук [z]?
17. Какими английскими буквами можно передать звук [g]?
Звуки английского языка

В английском языке 44 звука: 20 гласных (табл. 2) и 24 согласных (табл. 3). Иногда английские согласные звуки подразделяются на 23 согласных и 1 полугласный [ j ].

Английские гласные включают 7 кратких, 5 долгих, 8 двугласных звуков (дифтонгов). Иногда к ним добавляют 3 трёхгласных звука (трифтонга).

Таблица 2

### Английские гласные звуки

<table>
<thead>
<tr>
<th>Краткие</th>
<th>Долгие</th>
<th>Двугласные / Дифтонги</th>
<th>Трехгласные</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>i:</td>
<td>iə</td>
<td>əu</td>
</tr>
<tr>
<td>e</td>
<td>ø:</td>
<td>øə</td>
<td>əiə</td>
</tr>
<tr>
<td>ææ</td>
<td>øї</td>
<td>øi</td>
<td>əiї</td>
</tr>
<tr>
<td>ææ</td>
<td>øї</td>
<td>øi</td>
<td>əiї</td>
</tr>
<tr>
<td>øæ</td>
<td>øї</td>
<td>øi</td>
<td>əiї</td>
</tr>
<tr>
<td>øæ</td>
<td>øї</td>
<td>øi</td>
<td>əiї</td>
</tr>
<tr>
<td>əæ</td>
<td>øї</td>
<td>øi</td>
<td>əiї</td>
</tr>
<tr>
<td>əæ</td>
<td>øї</td>
<td>øi</td>
<td>əiї</td>
</tr>
</tbody>
</table>

**Вопросы и задания**

**Ex. 1. Ответьте на вопросы:**
1. Сколько букв и сколько звуков в АЯ?
2. Сколько звуков передают 6 английских гласных букв? Почему?
3. На какие группы подразделяются английские гласные звуки?
4. Есть ли подобное деление в русском языке?
5. Сколько гласных в каждой группе?
6. Как иногда подразделяют английские согласные звуки?
7. Зависит ли смысл слова в английском языке от долготы гласной?
8. Оглушаются ли английские согласные в конце слова как в русском языке?
9. Как произносятся двугласные (дифтонги) Приведите примеры.
10. Приведите примеры английских трифтонгов.

**Ex. 2. Прочтите:**
1) tie, my, bye, life, bite, myth, type, tip, made, mad, face, globe, stone;
2) role, tube, live, leave, hit, heat, sheep, ship, pit, Pete, student, study, name.
Таблица 3

Английские согласные звуки

<table>
<thead>
<tr>
<th>Согласные</th>
<th>Примечание</th>
</tr>
</thead>
<tbody>
<tr>
<td>t d n l s z tf ð r</td>
<td>Кончик языка на альвеолах</td>
</tr>
<tr>
<td>k g p b m</td>
<td>«Взрывные», больше придыхания, чем в соответствующих русских звуках</td>
</tr>
<tr>
<td>h j f z</td>
<td>«Слаще» по сравнению с соответствующими русскими звуками</td>
</tr>
<tr>
<td>f v w</td>
<td>Зубно-губные Губно-губной \ Зубно-язычные Носовой в русском отсутствуют</td>
</tr>
</tbody>
</table>

Вопросы и задания

Ex. 1. Ответьте на вопросы:
1. Оглушаются ли английские согласные в конце слова как в русском языке?
2. Сколько в АЯ согласных букв? А согласных звуков? Почему?
3. Чем отличается произношение английских согласных [t, d, s, z, n, l] от соответствующих русских? Приведите примеры.
4. Какие английские согласные звуки отсутствуют в русском языке?
5. Какие согласные звуки в АЯ называются «зубно-губными»?

Таблица 4

Сочетания согласных букв

<table>
<thead>
<tr>
<th>Сочетание</th>
<th>Примеры</th>
<th>Сочетание</th>
<th>Примеры</th>
</tr>
</thead>
<tbody>
<tr>
<td>ck [ k ]</td>
<td>luck, clock, block</td>
<td>ph [ f ]</td>
<td>phone, physics</td>
</tr>
<tr>
<td>sh [ʃ]</td>
<td>ship, brush, she</td>
<td>qu [ kw ]</td>
<td>quite, question</td>
</tr>
<tr>
<td>ch [tʃ]</td>
<td>chip, choice, each</td>
<td>kn [ n ]</td>
<td>knife, know, knee</td>
</tr>
<tr>
<td>tch [tʃ]</td>
<td>catch, match</td>
<td>ng [ ŋ ]</td>
<td>thing, young</td>
</tr>
<tr>
<td>th [ð]</td>
<td>this, think, myth</td>
<td>ng [ ŋ ]</td>
<td>younger, English</td>
</tr>
<tr>
<td>th [ð ]</td>
<td>this, they, with</td>
<td>nk [ ŋk ]</td>
<td>sink, monkey</td>
</tr>
<tr>
<td>wh [w]</td>
<td>what, where, why</td>
<td>wr [r]</td>
<td>write, wrong</td>
</tr>
</tbody>
</table>

В словах греческого происхождения сочетание ch читается как [k]: school, chemistry, mechanics, architect, architecture, technology, echo, orchestra. epoch. character.
Вопросы и задания

Ex. 1. Ответьте на вопросы:
1. Как читается сочетание согласных ng, ph, ch, tch? Приведите примеры.
2. Как читается сочетание согласных ch в словах греческого происхождения? Приведите примеры.
3. Как читается сочетание согласных th, sh, kn, wh? Приведите примеры.

Ex. 2 Прочитайте:
1) time, that, the, those, ring, what, why, where, when, thin, thick, both;
2) tea, part, choice, juice, bridge, yes, yellow, white, sheep, should, she;
3) books, rise, sing, hot, hill, health, wealth, window, very, expect, how;
4) orchestra, school, chemistry, mechanics, technology, know, character.

Правила чтения. Типы слогов

В АЯ существует 2 типа слогов: открытый и закрытый.

Открытым называется слог, заканчивающийся на гласную: by, he, no, или на «немую» e, которая зрительно «открывает» слог, но сама не читается: stone [stoun], make [meik], smile [smail]. В открытом слоге гласные читаются так, как называются в алфавите: so, lake, bike, go, bye, see, me, lie.

Закрытым называется слог, который заканчивается на согласную: big, not, milk, let, ten.

Правила чтения гласных в открытом, закрытом и закрытом на «г» слоге представлены в табл. 5–9.

Таблица 5

<table>
<thead>
<tr>
<th>Окрытый слог</th>
<th>Закрытый слог</th>
</tr>
</thead>
<tbody>
<tr>
<td>I [ ai ]</td>
<td>mine [ main ]</td>
</tr>
<tr>
<td>Y</td>
<td>type [ taip ]</td>
</tr>
</tbody>
</table>

Таблица 6

<table>
<thead>
<tr>
<th>Окрытый слог</th>
<th>Закрытый слог</th>
<th>Закрытый слог на «г»</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>fate [ ei ]</td>
<td>fat [ æ ]</td>
</tr>
<tr>
<td>E</td>
<td>tea [ i: ]</td>
<td>ten [ e ]</td>
</tr>
<tr>
<td>U</td>
<td>student [ ju: ]</td>
<td>bus [ ʌ ]</td>
</tr>
<tr>
<td>I</td>
<td>fine [ ai ]</td>
<td>fin [ i ]</td>
</tr>
<tr>
<td>Y</td>
<td>type [ taip ]</td>
<td>myth [ i ]</td>
</tr>
<tr>
<td>O</td>
<td>no [ ou ]</td>
<td>not [ ə ]</td>
</tr>
</tbody>
</table>
Таблица 7

Чтение гласных в закрытом и открытом на «ґ» слоге
(при г + е чтение гласных приближается к алфавитному)

<table>
<thead>
<tr>
<th>Закрытый слог на «ґ»</th>
<th>Открытый слог на «ґ»</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>far</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>her</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>purr</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>fir</td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>byrr</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>nor</td>
</tr>
</tbody>
</table>

Таблица 8

Чтение гласных в открытом и открытом на «ґ» слоге

<table>
<thead>
<tr>
<th>Открытый слог</th>
<th>Открытый слог на “ґ”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>fate</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>he</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>student</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>bite</td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td>my</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>note</td>
</tr>
</tbody>
</table>

Таблица 9

Сводная таблица чтения английских гласных

<table>
<thead>
<tr>
<th>Буква</th>
<th>Открытый слог</th>
<th>Закрытый слог</th>
<th>Закрытый слог на «ґ»</th>
<th>Открытый слог на «ґ»</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>lake</td>
<td>[ei]</td>
<td>cat</td>
<td>[æ]</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>no</td>
<td>[ou]</td>
<td>not</td>
<td>[ɔ]</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>he</td>
<td>[i:]</td>
<td>hen</td>
<td>[e]</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>fine</td>
<td>[ai]</td>
<td>fit</td>
<td>[ı]</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>tube</td>
<td>[ju:]</td>
<td>bus</td>
<td>[ʌ]</td>
</tr>
</tbody>
</table>

Вопросы и задания

**Ex. 1. Ответьте на вопросы:**

1. Что такое открытый слог? Приведите примеры.
2. Что такое закрытый слог? Приведите примеры.
3. Какая буква “открывает” слог, но сама не читается?
4. Как читаются буквы **E, A, O, U, I/Y** в открытом и закрытом слоге?
5. Как читаются буквы **E, A, O, U, I/Y** в открытом на “R” слоге?
6. Как читаются буквы **E, U, I, Y** и иногда **O** в закрытом на “R” слоге?
Ex. 2. Прочтите:

A Kate has a cat, a car and a hare.
O Rose has a dog, a fork and an ore.
U Susan has a bus, a turkey and pure orange juice.
E Pete has a pet and some perfume here.
I,Y Mike has a pig, a bird and a tyre.

Чтение согласных C и G

Согласные c и g перед гласными e, i, y читаются так, как называются в алфавите, т. е. как [s] и [g], в остальных случаях как [k] и [g] :

\[
\begin{align*}
C & \quad \text{перед e, i, y: cement, circle, cycle} \\
& \quad \text{перед k: can, come, clock} \\
G & \quad \text{перед e, i, y: large, engine, gym} \\
& \quad \text{перед g: big, glory, go, good, gun}
\end{align*}
\]

Исключения: get, begin, girl, give, gift, geese.

Вопросы и задания

Ex. 1. Ответьте на вопросы:

1) Перед какими гласными буква C читается как [s]?
2) В каких случаях буква C читается как [k]?
3) В каких случаях буква G читается так, как называется?
4) Какие исключения из этого правила Вы знаете?
5) Как читаются согласные c, g на конце слова? Приведите примеры.

Ex. 2. Прочтите:

1) gem, gum, glory, block, giant, catch, success, accident, economics;
2) accept, chair, cottage, cure, go, city, chip, nice, cat, chain, engine;
3) gymnastic; basic, face, back, gym, egg, industry, game, goat, juice.

Дополнительные правила чтения

1. Буква v часто сокращает чтение предшествующей гласной, несмотря на то, что она находится в открытом слоге: live, have, give, clever, ever, never.
2. В сочетании ea буква a не читается, но «удлиняет» букву e: read, meat. Буква e может читаться кратко, как в закрытом слоге: head, bread, breakfast, ready, а иногда читается только гласная a по открытому типу: great, break.
3. Гласная буква читается кратко, несмотря на то, что находится в открытом положении, в некоторых двух- и трехсложных словах: family, city, energy, product, natural, capital.
4. Сонорные (звуковые) l, r, n в сочетании с согласной часто «открывают» предыдущую гласную, которая начитает читаться как в алфавите: kind, mind, old, cold, find, child, mild, wild, table, rifle, noble, only, microphone. Исключения: wind, window, children, hinder.
5. Перед сочетаниями -nge, -ste буква a читается как в алфавите: angel, haste, paste, change, range, exchange, taste, waste.
6. Перед gh гласная i читается как в алфавите: night, bright, high.
7. Сочетания au и ou перед gh читаются как [ɔː]: daughter, bought, fought, caught, taught, ought. Исключение: enough.
8. Сочетания eu и ew читаются как [juː]: neutral, Europe, new, few.
9. Сочетание ea + r обычно читаются как [ɛə]: pear, year, wear, bear.
10. Сочетания ei, ey и ay обычно читаются как [ei]: eight, weight, day, they, grey. Иногда – как [ai]: eye, either, height и как [iː]: receive, believe.
11. Буква o перед m, n, v, th обычно читается [ɒ]: come, some, love, glove, above, son, month, done, money, Monday, London, mother, brother, other.
12. Сочетания au и aw читаются как [ɔː]: autumn, because, law, saw, author, Austria, Australia.
   Исключения: aunt [ʌː], laugh [ʌː].
13. Сочетания ou + r и ow + r читаются как [auə]: power, flower, our.
14. В некоторых часто употребляемых словах o и ou читаются как [u]: to do, you, could, should, would, group, prove, move, who, whom, whose, woman, two, shoe, wolf, soup.
15. Сочетание oo передает долгий [uː]: moon, too, room, stood, food. Перед k сочетание oo читается кратко [u]: book, cook, took, shook.
   Кратко читается oo в словах good, wood, foot, wool. В словах blood и flood сочетание oo читается как [ʌ], а в слове door как долгое [ɔː].
16. В сочетаниях a+s+согласная, a+f+согласная, a+th в конце слова, a+ther, a+nce (nch, nt, nd) буква a читается как [ɔː]: path, father, ask, pass, mask, after, chance, branch, can’t, demand, command.
17. В сочетании a+l+согласная буква a читается как [ɔː]: ball, hall, small, all, football, call, fall, stall, tall, salt (кроме shall, Alfred, alcohol).
   Примечание: в сочетании a+l+k буква l не читается: talk, walk.
18. При двойном r в корне слова гласная обычно читается как в закрытом слоге: carry, terrible, current, mirror, corridor.
19. В сочетании гласная + гласная первая гласная читается по открытому типу, а вторая, как правило, не произносится: tea [ti:], sea [si:], meat [mi:t], boat [bou], suit [sju:t].
20. В некоторых словах французского происхождения h в начале слова и t в конце слова не читаются: hour, honest, depot, ballet.
21. В словах французского происхождения ударение обычно ставится в конце слова: machine, police, address, addressee, absentee, employee.

Вопросы и задания

**Ex. 1. Прочитите:**
1) live, have, give, clever, ever, never; family, energy, product, natural, capital;
2) head, breakfast, great, break; kind, find, child, wild, rifle, noble, only;
3) wind, window, children, hinder; talk, walk; carry, terrible, current, mirror;
4) could, prove, move, who, whose, shoe, wolf, soup, moon, room, food;
5) cook, took, foot, blood, flood; worker, work, word, world, learn, earth, early;
6) path, ask, grass, after, rather, dance, branch, can’t, demand, command;
7) ball, hall, small, all, football, call, fall, stall, tall, salt, shall, Alfred, alcohol;
8) tea, sea, meat, boat, suit; hour, honest, depot, ballet; bright, light, high;
9) daughter, bought, caught, ought, enough; neutral, Europe, new, news, few;
10) year, wear, bear; eight, weight, they, grey, eye, either, height, right;
11) receive, believe, ceiling, key; some, above, month, done, mother, other;
12) autumn, because, law, saw, cause, aunt, laugh; power, flower, our;
13) school, chemist, architect; angel, paste, change, range, exchange, taste;
14) machine, police, address, addressee, absentee, employee.

**Ex. 2. Проговорите пословицы и поговорки:**

Zip your lip; A good beginning is half the battle;
Eager beaver; Where there is a will, there is a way;
Too good to be true; As hungry as a hunter;
As busy as a bee; Health is above wealth;
Jack of all trades; Neither fish, no flesh.

**Ex. 3. Прочитите:**
1) cow, salt, aunt, uncle, caught, chemistry, eye, key, nowadays, son, sun;
2) break, breakfast, head, war, ward, word, world, few, to, go, come, home;
3) horse, worse, are, care, hear, pear, lord, done, gone, stone, weak, week, art;
4) current, currants, branch, earth, call, blood, door, talk, room, because, ant;
5) autumn, daughter, what, where, here, know, calm, light, knight, ceiling;
6) receive, guest, question, talk, white, clock, high, accent, group, work, walk.
Обзорные упражнения на правила чтения

Ex. 1. Прочитайте гласные и сочетания с ними в ударном слоге:

<table>
<thead>
<tr>
<th>A₁₄</th>
<th>made, land, far, parcel, dark, farmer, hard, rare, fare, parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ai, ay</td>
<td>wait, rain, mail, bail, main, ray, pay, may, bay, lay</td>
</tr>
<tr>
<td>air</td>
<td>air, hair, lair, fair, pair, chair, airplane</td>
</tr>
<tr>
<td>au, aw</td>
<td>auto, daughter, autumn, pause, Paul, law, saw, dawn, pawn</td>
</tr>
<tr>
<td>al + согл.</td>
<td>ball, hall, wall, fall, false, chalk, walk, talk, salt</td>
</tr>
<tr>
<td>ass</td>
<td>pass, brass, grass, glass, class</td>
</tr>
<tr>
<td>ast, ask</td>
<td>fast, vast, last, ask, mask, bask, task, basket-ball, cask</td>
</tr>
<tr>
<td>asp, aft</td>
<td>grasp, after, draft, craft</td>
</tr>
<tr>
<td>ath</td>
<td>path, bath, father, rather, lather</td>
</tr>
<tr>
<td>E₁₄</td>
<td>ebb, lest, mete, met, her, herd, fern, term, nerve, here, sphere</td>
</tr>
<tr>
<td>ea</td>
<td>team, meat, mean, dean, leaf, sea, peak, cheap</td>
</tr>
<tr>
<td>ee</td>
<td>bee, meet, deep, feel, need, seek, speech, fee, feed</td>
</tr>
<tr>
<td>ea + d</td>
<td>head, dead, bread, ready, dread, meadow</td>
</tr>
<tr>
<td>eigh</td>
<td>eight, weight, freight, neigh, weigh</td>
</tr>
<tr>
<td>ew</td>
<td>few, dew, pew, new, flew, blew, grew, drew, Jew</td>
</tr>
<tr>
<td>ei [i]</td>
<td>perceive, receive, deceive, ceiling</td>
</tr>
<tr>
<td>ey</td>
<td>grey, obey, they</td>
</tr>
<tr>
<td>eer</td>
<td>beer, peer, deer, leer, veer, engineer, pioneer</td>
</tr>
<tr>
<td>ear</td>
<td>ear, dear, beard, fear, hear, spear</td>
</tr>
<tr>
<td>wear + согл.</td>
<td>learn, earn, early, heard</td>
</tr>
<tr>
<td>I₁₄</td>
<td>fill, mile, size, lie, miss, bird, firm, fir, sir, first, girl, tire, fire</td>
</tr>
<tr>
<td>ie</td>
<td>piece, niece, chief, field, brief</td>
</tr>
<tr>
<td>ia, io</td>
<td>trial, liar, dial, lion, via, diary</td>
</tr>
<tr>
<td>i + ld, nd</td>
<td>mild, wild, child, mind, find, kind, blind</td>
</tr>
<tr>
<td>i + gh</td>
<td>night, light, might, right, high, sigh</td>
</tr>
<tr>
<td>O₁₄</td>
<td>so, vote, rode, pop, fox, loss, port, form, lord, before, more, ore</td>
</tr>
<tr>
<td>oo + k</td>
<td>look, shook, rook, nook, crook, took</td>
</tr>
<tr>
<td>oo + l, m, n</td>
<td>pool, fool, loom, doom, soon, spoon</td>
</tr>
<tr>
<td>o + ld</td>
<td>bold, fold, told, old, sold, hold</td>
</tr>
<tr>
<td>ou</td>
<td>out, about, pound, round, sound, found, loud</td>
</tr>
<tr>
<td>ow + согл.</td>
<td>down, brown, town, powder, cows, vow</td>
</tr>
<tr>
<td>ough + t</td>
<td>ought, fought, brought, sought, nought</td>
</tr>
<tr>
<td>o + m,n,nt,th</td>
<td>some, come, son, front, month, other, brother, mother</td>
</tr>
<tr>
<td>our, ower</td>
<td>out, hour, sour, tower, flower, power, shower</td>
</tr>
<tr>
<td>U₁₄</td>
<td>fuse, bunch, flue, cut, hue, duck, burn, rule, burnt, hurt, furs, spur, cure, pure, lure, during</td>
</tr>
<tr>
<td>u + ll, sh</td>
<td>pull, bull, full, push, bush</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Y
_{1,4}    | by, fly, try, my, type, cycle, myth, system, synonym, Byrd, tyre |
| y + ударная гласная = [j] | yes, yet, yard, yoke, yell, yeast |
| ey – в неударном слоге = [i] | money, monkey, hockey, trolley |

**Ex. 2. Прочитайте согласные и наиболее употребительные сочетания с ними:**

<table>
<thead>
<tr>
<th>c</th>
<th>face, cell, cite, city, cyst, cake, cab, cod, cut, club, picnic, scene, science, scent, scythe</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch (tch)</td>
<td>chess, catch, choke, fetch, such, path, speech</td>
</tr>
<tr>
<td>ck</td>
<td>lack, peck, chemistry, stick, neck, stock, technology, school, lock</td>
</tr>
<tr>
<td>g</td>
<td>game, large, gap, glide, golf, egg, gin, gem, gun, gyps, gentle</td>
</tr>
<tr>
<td>gu + ударная гласная = [g]</td>
<td>guide, guess, guest, guilt, guard</td>
</tr>
<tr>
<td>dge</td>
<td>judge, bridge, edge, sledge, knowledge</td>
</tr>
<tr>
<td>s</td>
<td>nose, Chinese, sees, papers, times, sea, sit, cast, cups, scent, sense</td>
</tr>
<tr>
<td>sh</td>
<td>shut, sheet, ship, dish, crash, wash, push</td>
</tr>
<tr>
<td>ng</td>
<td>long, sing, young, bring, kings, English, England, angry, hungry</td>
</tr>
<tr>
<td>nk</td>
<td>sink, bank, drink, tank, frankly, rink, rank</td>
</tr>
<tr>
<td>th</td>
<td>thin, thick, thing, path, bath, father, mother, bathe</td>
</tr>
<tr>
<td>ph</td>
<td>phone, phase, phrase, sphere, sphynx, biography, philosophy</td>
</tr>
<tr>
<td>wh (+o)</td>
<td>who, whose, whom, whole; which, when, where, why</td>
</tr>
<tr>
<td>wr</td>
<td>write, wrap, wreck, wrench, wretch, wrist, wreck</td>
</tr>
<tr>
<td>w + or</td>
<td>work, worker, word, world, worth, worst</td>
</tr>
<tr>
<td>w + ar</td>
<td>war, warm, ward, warp, ward, dwarf</td>
</tr>
<tr>
<td>w(h) + a</td>
<td>what, watch, was, wander, swank, swan, swam</td>
</tr>
<tr>
<td>qu</td>
<td>queen, quite, quicker, quiz, quote, squeeze, quit</td>
</tr>
<tr>
<td>qu + ar</td>
<td>quart, quarter, quartz</td>
</tr>
<tr>
<td>X+ гл. = [gz], [ks]</td>
<td>exam, exist, exact, example, box, six, fox, mix, text, next</td>
</tr>
<tr>
<td>-tion, -ssion [Sn], -sion [zn]</td>
<td>station, national, fiction, mention, diction, resolution, constitution, demonstration, session, mission, commission, discussion, vision, decision</td>
</tr>
<tr>
<td>-ture</td>
<td>picture, lecture, future, creature, pasture</td>
</tr>
<tr>
<td>-ous</td>
<td>famous, glorious, dangerous, numerous, obvious, nervous</td>
</tr>
</tbody>
</table>
Словообразование в английском языке

1. Распространенными являются префиксы (приставки) be-, de-, pre-, re-, se-, for-, per-, pro-, under-: because, develop, predict, renew, semester, forgive, perform, propose, understand.

Распространенные отрицательные префиксы un-, im-, il-, ir-, dis-, mis-, ab-: untidy, immoral, illegal, irregular, dislike, misunderstand, abnormal.

2. Наиболее употребительными суффиксами прилагательных являются -al, -ous, -y, -ic, -ful, -less, -ive, -ent, -ant, -able, -ible: dangerous, different, symbolic, cloudy, homeless, useful, classical, important, flexible.


4. Наречия в основном образуются при помощи суффикса -ly и иногда -ward: usually, lately, forward.

5. Существительные образуются с помощью следующих суффиксов: -ment, -er, -or, -ist, ism, -ics, -tion, -ence, -dom, -th, -hood, -ness и др.: to move – movement; to lead – leader; to translate – translation; science – scientist; real – realism; political – politics; to decide – decision, ect.
6. Числительные образуются с помощью следующих суффиксов:
-teen (от 13 до 19) nineteen
-ty (десятки) twenty, thirty
-th (порядковые) fourth, seventh

7. Существуют британский и американский варианты английского языка (табл. 10).

<table>
<thead>
<tr>
<th>Американский</th>
<th>Британский</th>
<th>Перевод</th>
</tr>
</thead>
<tbody>
<tr>
<td>apartment</td>
<td>flat</td>
<td>квартира</td>
</tr>
<tr>
<td>attorney</td>
<td>lawyer</td>
<td>юрист</td>
</tr>
<tr>
<td>be sick</td>
<td>be ill</td>
<td>быть больным</td>
</tr>
<tr>
<td>billion</td>
<td>milliard</td>
<td>миллиард</td>
</tr>
<tr>
<td>cab</td>
<td>taxi</td>
<td>такси</td>
</tr>
<tr>
<td>car</td>
<td>carriage</td>
<td>вагон</td>
</tr>
<tr>
<td>corporation</td>
<td>company</td>
<td>корпорация</td>
</tr>
<tr>
<td>downtown</td>
<td>city/town centre</td>
<td>центр города</td>
</tr>
<tr>
<td>drugstore</td>
<td>chemist’s/pharmacy</td>
<td>аптека</td>
</tr>
<tr>
<td>elevator</td>
<td>lift</td>
<td>лифт</td>
</tr>
<tr>
<td>fall</td>
<td>autumn</td>
<td>осень</td>
</tr>
<tr>
<td>freight</td>
<td>goods</td>
<td>товарный</td>
</tr>
<tr>
<td>gas</td>
<td>petrol</td>
<td>бензин</td>
</tr>
<tr>
<td>highway</td>
<td>motorway</td>
<td>шоссе</td>
</tr>
<tr>
<td>intersection</td>
<td>cross-road</td>
<td>перекресток</td>
</tr>
<tr>
<td>last name</td>
<td>surname</td>
<td>фамилия</td>
</tr>
<tr>
<td>line</td>
<td>queue</td>
<td>очередь</td>
</tr>
<tr>
<td>long-distance bus</td>
<td>coach</td>
<td>междугород. автобус</td>
</tr>
<tr>
<td>mail</td>
<td>post</td>
<td>почта</td>
</tr>
<tr>
<td>mom</td>
<td>mum</td>
<td>мама</td>
</tr>
<tr>
<td>movies</td>
<td>cinema</td>
<td>кинофильм</td>
</tr>
<tr>
<td>pants</td>
<td>trousers</td>
<td>брюки</td>
</tr>
<tr>
<td>pullman</td>
<td>sleeper</td>
<td>спальный вагон</td>
</tr>
<tr>
<td>railroad</td>
<td>railway</td>
<td>железная дорога</td>
</tr>
<tr>
<td>salesman</td>
<td>shop assistant</td>
<td>продавец</td>
</tr>
<tr>
<td>schedule</td>
<td>timetable</td>
<td>расписание</td>
</tr>
<tr>
<td>side-walk</td>
<td>pavement</td>
<td>тротуар</td>
</tr>
<tr>
<td>soccer</td>
<td>football</td>
<td>футбол</td>
</tr>
<tr>
<td>subway</td>
<td>underground (tube)</td>
<td>метро</td>
</tr>
<tr>
<td>ticket office</td>
<td>booking office</td>
<td>билетная касса</td>
</tr>
<tr>
<td>tie</td>
<td>sleeper</td>
<td>шпала</td>
</tr>
<tr>
<td>truck</td>
<td>lorry</td>
<td>грузовик</td>
</tr>
<tr>
<td>vacations</td>
<td>holidays</td>
<td>каникулы</td>
</tr>
</tbody>
</table>
学术年
在第一（第二）年的学生
参加 / 通过 / 失败
口头的
书面的 ['rɪtən]
申请人
进入大学的代表
院长
祝某人成功（成功）
课程 [kəˈrɪkjʊlm]
科目
必修课程
选修课程
监控
参加课程
良好的设备
进行
自助餐厅
看一看
时间表
学生宿舍 (BE) / 宿舍 (AE)
这需要我...
到达大学
同学
似乎...
错过课程
科学
文章
追赶
借
毕业 ['grəʊdʒuə] 从
毕业 ['grəʊdʒuɪt]
缺席
学习
加入
查找

ВОЗНАКОННИЙ КУРС

Unit 1. At the University

Vocabulary

academic year — учебный год
to be in one’s first (second) year — учиться на первом (втором) курсе
to take / to pass / to fail — сдавать / сдать / провалить (экзамен)
oral — устный
written ['rɪtən] — письменный
applicant — абитуриент
to enter the University — поступить в университет
representative — представитель
dean — декан
to wish smb success (successes) — пожелать к-л успеха (успехов)
curriculum [kəˈrɪkjʊlm] — курс обучения, учебный план
subject — предмет
compulsory course — обязательный курс
optional — факультативный
monitor — староста
to attend classes — посещать занятия
well-equipped — хорошо оборудованный
monitor — проводить
to conduct — столовая
to have a look — посмотреть
timetable — расписание
student halls BE /dormitory AE — общежитие
It takes me… — Мне требуется...
to get to the University — добраться до университета
fellow-student — однокурсник
it seems… — кажется…
to miss classes — пропускать занятия
scientific — научный
article — статья
to catch up with — догонять
to borrow — взять, одолжить
to graduate ['grəʊdʒuə] from — оканчивать, выпускаться из
graduate ['grəʊdʒuɪt] — выпускник
to be absent from classes — отсутствовать на уроках
to learn by heart — учить наизусть
to join — вступить, присоединиться
to look up — искать (в словаре, справочнике)
The academic year began on September the 1st. I am a first year student of the Railway Construction department (faculty) of the Irkutsk State Railway Transport University. Two months ago I took my final school examinations. I passed them and got into University. Those who failed the examinations or had poor results did not go to University.

The day when I was admitted to the University was so exciting that I’ll never forget it. The first thing I did when I arrived at the University was to look for my name in the list of the students. I was so happy to find my name there!

The first of September was the Day of Knowledge at the University. The University looked marvelous. The students gathered in the Assembly Hall where the Rector of the University, Professor, gave a speech. Representatives of the East Siberian Railway administration also spoke. They congratulated us on the beginning of the academic year and wished us success in our study.

The dean of the Railway Construction Faculty told us about the curriculum and the subjects we would study. We would have lectures, seminars and practical work. We would have compulsory and optional courses. The monitors of the groups would check the attendance at the lectures and seminars. Our University has lecture rooms and well-equipped laboratories where lectures and seminars will be conducted, the Museum, the library, the reading-rooms, the students’ club and the canteen. After the meeting I went downstairs to the ground floor to have a look at the timetable.

Now I live in student halls. It takes me fifteen minutes to get to the University. I am sure I will enjoy studying at the University.

We study various subjects at the University and English is one of them. We have English classes every week. They are interesting and useful, especially for those who work hard at the language. It is very difficult to catch up with the group, if you have missed some lessons.

In class we usually speak, read and write English. The greater part of the lesson is devoted to oral speech. The teacher asks us a lot of questions and we answer them. We also put questions to our fellow students. It seems to some of our students that to ask a question is more difficult than to answer one.

Our graduates will be able not only to read and translate English scientific articles and books in their specialty, but also to speak professional English.

**Grammar to be revised:**

1. Word order. Formal subjects “it”, “they”, “you”, “one” and “there”.
2. Оборот “There + be”.
4. Questions. Note: I am right, aren’t I? I am not right, am I?

   Everybody is present, aren’t they?
4. Pronoun ‘One’.
Ex. 1. Read and translate:

The library, reading-rooms, the ground floor, timetable, so exciting, the first thing I did, in the list of students, the Assembly Hall, the academic year, a representative, Railway Construction Department (Faculty), in my first year, passed written and oral examinations, was admitted to the University, those who failed the examinations, gave a speech, congratulated us on the beginning, wished us success, the dean of the Railway Construction Department, the curriculum and the subjects, practical work, classes in different subjects, the monitors of the groups, check the attendance at the lectures, to have a look at, the well-equipped laboratories, seminars will be conducted, enjoy studying, student halls, oral speech, the greater part, is devoted to, a lot of questions, our fellow students, it seems to some of our students, more difficult than to answer one, especially for those, work hard at the language, to speak professional English, it takes me, to read scientific articles.

Ex. 2. Answer the following questions:


Ex. 3. Write the following sentences in the Present and Future Simple Tense. Add verbal modifiers of time: every year, every day, usually, generally, as a rule, in future, next year and make all the necessary changes. (See Grammar. Modal verbs and their Equivalents p. 72):

1. In summer a lot of school leavers applied to the University. 2. Not every applicant passed the interview. 3. The Rector of the University congratulated the students on the beginning of the academic year and wished them success. 4. Last year he didn’t miss a single English class. 5. It took me twenty minutes to get to the University yesterday. 6. Our graduates could not only read and translate scientific articles, but also speak professional English. 7. At their first lecture the students were given a special list of books to borrow from the library.
Ex. 4. Translate the following sentences into English:

1. Его друзья учатся на втором курсе факультета «Строительство железных дорог». 2. Два мальчика из нашей школы поступили в Иркутский государственный университет. 3. Она не сдала экзамена по математике. 4. Ректор нашего университета поздравил нас с началом учебного года и пожелал нам успехов. 5. Мне требуется пять минут, чтобы добраться до университета. 6. Декан факультета рассказал нам об учебном плане.

Ex. 5. Make the following sentences interrogative and negative:

1. I am a student of the University of Railways. 2. Two months ago he took his final school examinations. 3. Her friend entered the Technical University. 4. He is always late. 5. She passed all her exams. 6. They were admitted to the University. 7. There are some interesting facts in this article. 8. There are some unknown words in this text. 9. There is a new student in our group. 10. He missed a seminar on Philosophy.

Ex. 6. Fill in prepositions wherever necessary:

1. Do you enjoy . . . learning English? 2. What kind of work is the greater part of your English class devoted . . . ? 3. He failed . . . mathematics and did not get . . . the University. 4. Do you ever learn anything . . . heart? 5. Before going . . . the Assembly Hall I went downstairs to have a look . . . the timetable. 6. Where does one usually look . . . unknown words? 7. Why were you absent . . . the lecture yesterday?

Ex. 7. Add the auxiliary verb do (does, did) wherever necessary:


Ex. 8. Put questions to the following sentences:

1. On September I-st the Rector of the University congratulated the students on the beginning of the academic year. (Five questions). 2. He is in the Railway Construction Department in his second year. (Three questions.) 3. They can read and translate scientific articles. (Three questions).
Ex. 9. Ask questions for the following answers:

1. Yes, he did (He passed his exam). 2. No, he can’t (He can’t speak French). 3. Yes, it does (It takes me half an hour to get home). 4. Yes, I am (I am in my first year). 5. No, he didn’t (He got into the University). 6. Yes, she does (She lives in student halls). 7. No, he didn’t (He translated the text). 8. Yes, I have (I have passed the exam). 9. Yes, they are (They are going to join the students’ club). 10. Yes? I do (I enjoy learning foreign languages).

Ex. 10. Complete the following alternative questions:

1. Did the Rector or … give a speech in the Assembly Hall of the University on September 1-st? 2. Does it take you twenty or … minutes to get to the University? 3. Is it difficult or … to ask a question in English? 4. Did he fail his exam or …? 5. Are you in the Railway Construction Department or …?

Ex. 11. Put disjunctive questions to the following statements:

1. We will be given a special list of books to borrow from the library. 2. Extra reading is very effective. 3. I got into the University. 4. Everybody is present today. 5. He passed all his exams. 6. She isn’t going to enter the University. 7. I’m right. 8. I’m not right. 9. It isn’t easy to ask questions in English.

Ex. 12. Change the predicates of the sentences from Active into Passive:

1. The teacher corrected the student’s mistake. 2. The teachers give the students a special list of books to borrow from the library. 3. The students will read and translate many articles. 4. The University admitted many applicants. 5. The students wrote the test yesterday. 6. They borrow the books from the library. 7. She has read many books. 8. They are building a new house now.

Ex. 13. Open the brackets:

1. Last year many applicants (to get into) our University. 2. Two months ago I (to pass) my exams and now I (to be) a student. 3. It usually (not to take) me long to get to the University. 4. When I (to graduate) from the University I hope I (to be able) not only (to read and translate) scientific articles, but also (to speak) professional English. 5. In five years I (to be) an economist. 6. It (to be) very difficult (to catch up) with the group, if you (miss) some classes. 7. We (to have) compulsory and optional courses. 8. Lake Baikal (to be) the deepest one in the world. 9. He (to ask) me for a newspaper, but I said I (to haven’t got) one. 10. One thing (to be) clear to everybody: one must (to study) hard if one (to want) to pass one’s exams. 11. One always (to work) successfully in a good team. 12. These students (to work) harder than those ones. 13. He always (to keep) in mind the proverb: Actions (to speak) louder than words. 14. This apparatus (to be) more powerful than the one in our laboratory.
Unit 2. About Myself

Vocabulary

introduce [,intɪˈdʒuːs] представлять, знакомить
surname / last name фамилия
coast [ˈkɔʊst] побережье
eengineer [ˈendZi ˈniː] инженер
region [ˈriːdʒən] область
appearance [əˈpiərəns] внешность
slim тройная
career [ˈkərɪə] карьера
do sport заниматься (спортом)
be good at быть способным к чему-либо
several [ˈsevrəl] несколько
housewife [ˈhauswaɪf] домохозяйка
relative [ˈrɛlətɪv] родственник
to do well 30. хорошо успевать (по предмету)
the Netherlands Нидерланды (Голландия)
health resort ['helθ riˈzɔːt] курорт

Text A. About Myself

Hello, friends. Let me first introduce myself. My name is Ann or Annie for my friends. My surname (last name) is Sokolova. I was born on the 22nd of October in Sludyanka, Irkutsk Region. This is a little town in Siberia situated on the south coast of Lake Baikal. Now I am a first-year student at the Irkutsk State Railway Transport University. In five years I’ll be an engineer.

Now let me describe my appearance. I am tall and slim and have fair hair and blue eyes. My friends say that I am pretty. I think I am just good-looking. I love sports and music. I was very serious about a career in gymnastics when I was in the 5th form. But then I broke my arm and doctors didn’t let me do gymnastics. I love listening to modern music and dancing. I dance a lot and I hope I am good at it. I also love swimming. I swim in Lake Baikal in August when the water is warm.

I would like to tell you about my family. There are five people in our family. My father’s name is Vladimir. He is an engineer by education and businessman by profession. My mother’s name is Svetlana. She is a housewife. She has a lot of work to do about the house because I have a younger brother. My brother Dima still goes to school. He is in the 4th form. My grandmother, my mother’s mother, lives with us. She is very kind and helps us a lot.

Our family is very friendly. we have many friends. In summer friends and relatives come to visit us. They have a chance to see our beautiful Baikal and to spend several days in the famous health resort of Arshan.
In May I finished school No 2 in Sludyanka. I did well in all the subjects but my favourite subjects at school were Maths and Computer Science. I also enjoyed English lessons.

I am very interested in learning English because I always wanted to become a programmer or maybe a businesswoman. I also think that the knowledge of foreign languages helps in everyday life and career.

I would love to travel around Europe. I would like to visit France, Germany, Belgium, the Netherlands and the United Kingdom. In Europe my knowledge of English will help me a lot.

As you see, my biography isn’t very long yet. But we’ll meet again in the next lesson and I’ll tell you more about myself. See you later...

Exercises

Ex. 1. Read and translate the words and expressions in italics.

Ex. 2. Answer the following questions:
1. What is the girl’s name? What is her full name?
2. When and where was she born?
3. When did she finish school?
4.  What does she look like?
6. What about her career in sports?
8. How many people does her family consist of?
9. What are her parents?
10. What were her favourite subjects at school?
11. What can you say about her family?
12. Who comes to visit them in summer?
13. What is she interested in?
14. What would she love to do?
15. What does she think about the knowledge of foreign languages?

Ex. 3. Tell about yourself or anybody of your family.

Ex. 4. Tell about one of your groupmates.

Ex. 5. Choose the right verb given in the brackets (...):

My name (is, was, am) Victor Sedov. I (is, am, was) seventeen years old. I (is, was, am) a first-year student of the Railway University. Our University (is, are, was) not far from the railway station. I (have, has, had) a lot of friends at the University. When we graduate we (shall, will, are) going to become engineers. My grandfather (were, was, will be) a railwayman too. He (was, had, is, has) a student of the Novosibirsk Railway Institute many years ago. It (had, was, were) one of the best-known educational institutions in Siberia. It (has, had, is) well-equipped laboratories and a library with many volumes of Russian and foreign books and journals on railroading.
Text B. My Biography

I was born on the 30-th of November 1835 in the village of Florida, Missouri. My father was John Marshal Clemens.

According to tradition some of my great-great parents were pirates and slave traders – a respectable trade in the 16th century. In my time I wished to be a pirate myself.

The population of Florida was a hundred and when I was born I increased the population by one per cent. It had two streets and a lot of lanes. Both the streets and the lanes were paved (мостить) with the same material – black mud in wet times, deep dust in dry. Most of the houses were of wood – there were none of brick and none of stone. Everywhere around were fields and woods.

My uncle was a farmer. I have never met a better man than him. He was a middle-aged man whose head was clear and whose heart was honest and simple. I stayed at his house for three months every year till I was thirteen years old. Nowhere else was I happier than at his house. He had eight children and owned about fourteen Negro slaves whom he had bought from other farmers. My uncle and everyone on the farm treated the slaves kindly. All the Negroes on the farm were friends of ours and with those of our own age we were playmates. Since my childhood I have learned to like the black race and admire some of its fine qualities. In my school days nobody told me that it was wrong to sell and buy people. It is only much later that I realized the horror of slavery.

The country school was three miles from my uncle’s farm. It stood in a forest and could take in about twenty-five boys and girls. We attended school once or twice a week. I was a sickly child and lived mainly on medicine the first seven years of my life.

When I was twelve years old my father died. After my father’s death our family was left penniless. I was taken out of school straight away and made to work in the office of a local newspaper as printer’s apprentice (подмастерье) where I could receive board and clothes but no money.

For ten years I worked in printshops (типография) of various cities. I started my journalistic life as a reporter on a newspaper in San Francisco. It was then that I began to sign my publications by my penname Mark Twain. (after Mark Twain)

Exercises

Ex. 1. Translate the words in italics.

Ex. 2. Translate the following:

1. into Russian: according to tradition; slave traders; the lanes were paved; was left penniless; an honest and simple heart; a clear head; fine qualities; boys of our own age; playmates; it was wrong to sell and buy people.

2. into English: пираты; работоговцы; в свое время; ужас рабства;
Ex. 3. Answer the following questions:
1. In what state was Samuel Clemens born?
2. What were the great-great parents of Mark Twain?
3. What did Mark Twain want to be?
4. What were the streets and lanes of Florida paved with?
5. How does the author describe his uncle?
6. How many slaves did Mark Twain’s uncle own?
7. What was the author’s attitude toward slavery?
8. Was Mark Twain a healthy boy?
9. What happened when Mark Twain was twelve?
10. What happened after his father’s death?
11. How long did he work in different printshops?
12. Where did the author start his career of a journalist?
13. Do you know the origin of his penname?
14. What does “Mark Twain” mean?
15. What books or stories by Mark Twain have you read?
16. Who of his characters do you remember?
17. What do you know about slavery?

Ex. 4. Study the following construction.
1. Translate the following sentence:
   Rudolf Diesel invented a new engine in 1892.

2. Translate the following sentences:
   a. It was Rudolf Diesel who invented a new engine.
   b. It was in 1892 when he invented a new engine.
   c. It was a new engine that he invented in 1892.

3. Change the following sentences using the given construction:
   1. Samuel Clemens was born in Florida.
   2. His father died in 1894.
   3. He admired some fine qualities of the black race.
   4. For ten years he worked in printshops.
   5. He could receive board and clothes but no money.
   6. Samuel Clemens started his journalistic life as a reporter on a newspaper in San Francisco.
   7. He began to sign his publications by his penname Mark Twain.
Unit 3. My Working Day

Vocabulary

housing — жилье
opportunity — возможность
to rent a flat /an apartment — снимать квартиру
to share — делить(-ся)
to have to — приходится, вынужден
week-days — будние дни
alarm clock — будильник
roommate — сосед по комнате
rather [ˈraːðə] — довольно
to turn on /off — включать / выключать
enough [ɪˈnʌf] — достаточно
completely [kɒmpliˈtiː] — полностью, совершенно
to get dressed — одеваться
make up — макияж
while [waɪl] — пока, в то время как
healthy [ˈheləʊ] — здоровый, полезный
to miss classes — пропускать занятия
boring [ˈbɔːrɪŋ] — скучный
to go back — возвращаться
break [breɪk] — перерыв
report [rɪˈpɔːt] — доклад
to get tired — устать
mini-bus/route bus — маршрутка

Text A. My Working Day

Hi again... As you already know, I am a first-year student of the Irkutsk State Railway Transport University. My parents live in Sludyanka and I study in Irkutsk so I need some housing. There are two opportunities for me: I can live in a dormitory (student halls), or to rent a flat (an apartment).

I decided to rent a flat. To make the rent smaller, I share my flat with another girl – Natasha Kuzmina. She studies at the Irkutsk Technical University and she is my best friend. I’ll tell you more about her later.

Now, let me describe my usual working day. My classes begin at 8:30 (eighth thirty). So on week-days I have to get up at 7:15 (seven fifteen). I turn on the radio and do my morning exercises while Natasha takes a shower. I take a cool shower (which makes me completely wake up) and brush my teeth. After that I go back to our room and get dressed. I brush my hair and put on a light make-up. Then we have breakfast and listen to the latest news on the radio.
We leave the house at 8.10 (ten minutes past eight) and walk to the nearest bus-stop. We live rather far from the University and it usually takes us about a quarter of an hour to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the University. It is very healthy to walk much.

The classes begin at 8:30 in the morning and they end at 2:00 p.m. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end, especially when the weather is fine and the classes are boring. But most of the classes are interesting and informative.

Usually I don’t miss my classes because I want to pass my exams well.
My friends and I prefer not to go to the canteen and we often have a snack in a small cafe in the University. After lunch we go back to our classes. During the working day we have several short breaks that last for ten minutes.
Sometimes I have to stay at the University till 5 or even 6 o’clock in the evening because I go to the library to get ready for my classes or to write a report. As a rule I have no free time on week-days. So by the end of the week I get very tired.

We come home at about 7 o’clock in the evening. We eat supper together and share the latest news. After supper we wash dishes, drink tea or juice and do our homework. Sometimes we watch TV. I prefer old comedies and Natasha likes serials or films about traveling. Sometimes Natasha and I go for a walk in the park or visit our friends.

At about eleven at night I go to bed. I like to read something before going to bed and Natasha likes to listen to some music. Sometimes I fall asleep while I am reading and Natasha gets up and switches off the light and says – Good night!

Exercises

Ex. 1. Translate into English:

Ex. 2. Answer the questions:

1. Does Ann study in the daytime or in the evening?
2. What University does she study at?
3. When did Ann enter the University?
4. When does she wake up?
5. What does she do in the morning after waking up?
6. What time do the classes begin?
8. How do they get to the University?
9. How much time does it take them to get to the University?
10. Where do they prefer to have a snack?
11. Why does Ann sometimes have to stay at the University till 5 p.m.?
12. When does she get very tired?
13. How long are the breaks at your University?
14. When does she go to bed?

Ex. 3. Answer the questions:

1. Do you get up early?
2. Is it easy for you to get up early?
3. Do you wake up yourself or does your alarm clock wake you up?
4. Do you do your morning exercises?
5. What do you prefer: a hot or a cold shower in the morning?
6. How long does it take you to get dressed?
7. What do you usually have for breakfast?
8. Some people watch TV or listen to the latest news on the radio while having breakfast. What about you?
9. When do you usually leave your house?
10. How long does it take you to get to your University?
11. Do you go there by bus/ tram /mini-bus /trolleybus or walk?
12. Where do you usually have lunch /dinner?
13. What time do you come home?
14. How long does it take you to do your homework?
15. How do you usually spend your evenings?
16. Do you have a lot of free time?
17. Do you play any musical instrument?
18. Are you fond of listening to music?
19. What kind of music do you prefer?
20. Do you collect anything (stamps, postcards, coins, matchboxes, etc.)?
21. What time do you usually go to bed?

Ex. 4. Tell about:

1) your working day; 2) the working day of your friend; 3) the usual weekend at home; 4) the working-day of a member of your family; 5) the best day of your life; 6) a holiday spent with your friends or relatives (New Year’s day, 8th of March etc.); 7) the working day of famous people (writers, artists, politicians).
Hi, nice to meet you all!

My name is Nick Price. I am a freshman at MIT – Massachusetts Institute of Technology. I am not from Boston myself. I was born in Vermilion, Ohio, not far from Cleveland.

My family is not very rich, that is why I can’t afford to live on a campus. But it is a rule that every student must reside during his or her freshman year on the campus. To cover some of the expenses I’ve got to work part-time on the campus. I work in cafeteria.

Now let me tell you about my usual working day. I wake up at seven in the morning. My alarm-clock radio is tuned to my favorite radio station. My roommate Todd Hall is a football player. He jogs every morning at 6:30. He is still out jogging when I get up. First I take a cold shower and brush my teeth. Then I dress myself up and rush to work – to the University cafeteria. I wash dishes and clean the tables. It is not a very interesting job, I know that, but soon I’ll be a cook and will earn more. My boss Suzie is very strict but very nice when you do your job properly.

My first class starts at 11:15. The professor is never late for his classes. The lecture hall we sit in has about 100 seats. MIT is a very big school. I think that it is the best school of science and technology in the US.

At 2:00 p.m. I eat lunch at cafeteria. The food is free for me because I work there. I am a vegetarian and I don’t like drinks with caffeine. I prefer cool filtered water or juice.

Then I have two more classes. I need to go to the library right after the classes to do my homework. There I meet my friends and we talk a lot. Twice a week I play basket-ball with my friends. I swim once a week. Usually after library we go out to the cafe or just sit outside and talk.

I have dinner at 6:00 p.m. at the little Chinese restaurant not too far from the dormitory or I cook myself in the kitchen in my dorm. My favorite food is salami pizza and potato salad.

After dinner I watch TV or play ping-pong with my friends. When it is Friday, we go to the football game.

I usually read before I go to bed. It calms me down after the long day. I guess, that’s pretty much it for now. See you later!

Exercises

Ex. 1. Answer the questions:
1. Where does Nick Price study?
2. Is Massachusetts Institute of Technology a good school?
3. What year of study is he in?
4. Is Nick from Boston?
5. Where was he born?
6. Is Nick’s family a rich one?
7. Where does he go to do his homework? Why?
8. What is Nick’s job? Do you think he enjoys it?
9. When will he earn more?
10. What does Nick say about his boss?
11. Who is never late for his classes?
12. Where and when does he have dinner?
13. Does he ever cook himself?
14. What is his favourite food?
15. What sports does he play?
16. What drinks does he dislike?
17. What drinks does he prefer?
18. Where does Nick spend his evenings?
19. What does Nick usually do on Friday nights?
20. What does he do before going to bed? Why?

Ex. 2. Put the verbs into **Present Progressive** (I am doing) or into **Present Simple** (I do).

I usually *(get up)* at 7 o’clock. I *(air)* my room and *(do)* my morning exercises. Then I *(go)* to the bathroom where I *(brush)* my teeth and *(have)* a shower. Where *(be)* my mother now? She *(be)* in the kitchen. What she *(do)*? She *(cook)* breakfast. She *(do)* it every morning. It *(be)* 7.45. I *(go)* to the kitchen. My father *(be)* already in the kitchen. He *(sit)* at the table and *(wait)* for me. We usually *(have)* breakfast together. Breakfast *(be)* over, we *(leave)* home. I often *(go)* to the university by bus, but this morning I *(walk)*. It *(take)* me twenty minutes to get to the university. We *(have)* 3 lectures, seminars or laboratory work every day. We *(not to have got)* any classes on Saturdays. After classes I *(go)* home and *(have dinner)*. Then I *(have)* a rest and *(do)* my homework.

In the evening I sometimes *(visit)* friends or *(stay)* at home and *(listen)* to music. At the weekends I *(like)* going swimming.

It *(be)* 8 o’clock in the evening. I *(learn)* English. I *(learn)* English every evening. I *(go)* to bed at 11 o’clock as a rule. At the moment I *(work)* very hard because I have exams soon.
### Unit 4. Our University

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<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Translation</strong></th>
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<tbody>
<tr>
<td>Institution</td>
<td>заведение, учреждение</td>
</tr>
<tr>
<td>higher education</td>
<td>высшее образование</td>
</tr>
<tr>
<td>to found</td>
<td>основывать</td>
</tr>
<tr>
<td>branch</td>
<td>отрасль, ветвь, филиал</td>
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<tr>
<td>faculty</td>
<td>факультет</td>
</tr>
<tr>
<td>Railway Construction faculty</td>
<td>строительный факультет</td>
</tr>
<tr>
<td>maintenance of railways</td>
<td>эксплуатация железных дорог</td>
</tr>
<tr>
<td>various</td>
<td>различный</td>
</tr>
<tr>
<td>qualified</td>
<td>квалифицированный</td>
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<tr>
<td>to present</td>
<td>представить</td>
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<td>graduation project</td>
<td>дипломный проект</td>
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<td>исследование</td>
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<td>enterprise</td>
<td>предприятие</td>
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<td>post graduate course</td>
<td>аспирантура</td>
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<td>drawing</td>
<td>черчение</td>
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<td>descriptive geometry</td>
<td>начертательная геометрия</td>
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<tr>
<td>strength of materials</td>
<td>сопротивление материалов</td>
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<td>elements of machines</td>
<td>детали машин</td>
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<td>depot</td>
<td>депо</td>
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<tr>
<td>enterprise</td>
<td>предприятие</td>
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<tr>
<td>the more … the better</td>
<td>чем больше…, тем лучше</td>
</tr>
<tr>
<td>associate professor</td>
<td>доцент</td>
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<tr>
<td>science</td>
<td>наука</td>
</tr>
<tr>
<td>to last</td>
<td>длиться, продолжаться</td>
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<tr>
<td>to divide</td>
<td>делить</td>
</tr>
<tr>
<td>term</td>
<td>семестр</td>
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<tr>
<td>to take tests and examinations</td>
<td>сдавать зачеты и экзамены</td>
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<tr>
<td>grant</td>
<td>стипендия</td>
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</table>
Text A. Our University

The Irkutsk State Railway Transport University is one of the best-known and popular institutions of higher education in East Siberia. Every year a lot of young people try to enter the University.

The University was founded in 1975. Before 1975 it was a branch of the Novosibirsk Railway Transport Institute. At first there were 3 faculties: the Railway Construction, the Railway Operation and the Electro-mechanical faculties.

The University trains students in more than 20 specialties such as Management, Bridges and Tunnels, Customs, Quality Management, Technical Physics, Maintenance of Railways, Program Engineering and others. The curriculum includes subjects on specialties, social sciences, physical training and foreign languages.

Our University has a good library, reading rooms, a gymnasium and sports grounds. There are some student halls not far from the University.

There are many well-equipped laboratories where students make various experiments. Highly qualified teaching instructors and professors deliver lectures and hold seminars on different subjects.

Sports play an important part in the physical training of the students. There are many Masters of sports among the students of the University.

At the end of their studies the students present their graduation project and get the diploma. It gives them the right to work at workshops, depots, locomotive building works, on construction sites, at scientific institutions and other offices and enterprises in different branches of national industry and economy. Some students who are good at scientific research enter the post graduate course.

Exercises

Ex. 1. Say whether you agree or disagree with the following statements (using the information received from the text “Our University”. Begin with “That’s right” or “That’s wrong”):

Example: Our University was founded in 1960. – That’s wrong. Our University was founded in 1975.

1. In July applicants take examinations to get into the University.
2. The academic year in Russia is divided into 3 terms.
3. Our student halls are situated far from the University.
4. The students of our University have all facilities for study, recreation and rest.
5. Our students have vacation once a year.
6. Students have vacation in spring and autumn.
Ex. 2. Match the questions and the answers:

1. What year are you in?
2. Did you pass your exam in mathematics well?
3. When will you graduate from your University?
4. Where will you work after your graduation from the University?
   a. In four years, I think.
   b. Yes, I did. I like the subject. I passed the exam and got a 5.
   c. I’m a second year student.
   d. I am offered a job in the firm where I’ve passed my training.

Text B. I am a Student of the University

I am a first-year student of the Irkutsk State Railway Transport University. The University is situated on the left bank of the Angara river not far from the Central railway station. I am in the Railway Construction faculty. I want to become a railway engineer. We study many subjects at the University: mathematics, physics, chemistry, drawing, descriptive geometry, general course of the railways, strength of materials, elements of machines, computer science, the History of Russia and many others. We take notes at our lectures and discuss important problems at our seminars. We have practical training in the laboratories, depots and other railway offices and enterprises. The more the students work the better are the results.

Among the teaching staff there are many professors, associate professors, some of them are corresponding members of the Academy of Sciences.

The University course lasts 4 or 5 years. An academic year is divided into 2 terms. At the end of every term the students take tests and examinations. Those students who study well get grants.

All students learn foreign languages: English, German and Chinese. I study English. I like English classes very much.

I live in a student halls not far from the University. It’s a very good student halls. We have all facilities for study, recreation and rest.

Exercises

Ex. 1. Ask questions and tell about your University according to the plan:

1) the name of the University, its location;
2) how long the complete course lasts;
3) the subjects you study;
4) the equipment the University is provided with;
5) the exams you take and your holidays;
6) the student halls;
7) what you like and dislike about your University.
Ex. 2. Answer the following questions:

1. What University do you study at?
2. What year are you in?
3. What facilities are there at our University?
4. What subjects do you study?
5. What foreign languages do the students of our University study?
6. What specialists does our University train?
7. Do you take notes at your lectures?
8. When do you take credit tests and examinations?
9. What do you like to do when you have free time?
10. When did you enter the University?
11. When will you graduate from the University?
12. Do you live in student halls?
13. Do you play sports?
14. Do you play any musical instrument?

Ex. 3. Tell about your secondary school (college). Give information about:

1) the type of school you studied at; 2) where it is situated; 3) how old you were when you started school; 4) compulsory and optional courses there were at your school (chemistry, drawing, history, geography, etc.); 5) how many times a week you had your English lessons; 6) your favourite subjects; 7) the exams and holidays; 8) your best friends at school; 9) what you liked and what you didn’t like about your school; 10) the most remarkable event of your school life.

Ex. 4. Write a composition on the topic:

My Winter Session and Vacation

I met the New Year with my parents, friends and relatives (родственники). During my winter session I had …exams and …credit-tests (зачеты). The most difficult credit-test for me was in … and the most difficult exam was in… I had …excellent marks, … good marks and …satisfactory marks. I failed in… For the New Year holiday I went to my home town of … My holidays lasted …days. I had a very good time / a lot of fun / a good rest.

I visited my friends, relatives and class-mates.

I / We went skiing / skating / for a walk in the forest. I / We went to discos / disco-bars / the cinema / the theatre. I read magazines. books / watched TV / slept a lot.

I don’t feel I have had enough (достаточно) rest. I would like to have some more days of holidays.

Now I’m back to the University to continue my studies.
Unit 5. The System of Education in Great Britain

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>начальный</td>
</tr>
<tr>
<td>secondary</td>
<td>средний</td>
</tr>
<tr>
<td>further</td>
<td>дальнейший</td>
</tr>
<tr>
<td>voluntary</td>
<td>добровольный, необязательный</td>
</tr>
<tr>
<td>to provide with</td>
<td>обеспечивать что-либо</td>
</tr>
<tr>
<td>equipment</td>
<td>оборудование</td>
</tr>
<tr>
<td>to include</td>
<td>включать</td>
</tr>
<tr>
<td>nursery school</td>
<td>детский сад</td>
</tr>
<tr>
<td>infant school</td>
<td>школа для маленьких</td>
</tr>
<tr>
<td>junior</td>
<td>младший</td>
</tr>
<tr>
<td>separate</td>
<td>отдельный</td>
</tr>
<tr>
<td>to appear</td>
<td>появляться</td>
</tr>
<tr>
<td>comprehensive</td>
<td>общеобразовательный</td>
</tr>
<tr>
<td>core</td>
<td>ядро</td>
</tr>
<tr>
<td>trend</td>
<td>тенденция, уклон</td>
</tr>
<tr>
<td>commerce</td>
<td>торговля, коммерция</td>
</tr>
<tr>
<td>private</td>
<td>частный</td>
</tr>
<tr>
<td>independent</td>
<td>независимый</td>
</tr>
<tr>
<td>ancient</td>
<td>старый, древний</td>
</tr>
<tr>
<td>according to</td>
<td>в соответствии с</td>
</tr>
<tr>
<td>general</td>
<td>общий</td>
</tr>
<tr>
<td>to depend on</td>
<td>зависеть</td>
</tr>
<tr>
<td>hair dressing</td>
<td>парикмахерское дело</td>
</tr>
<tr>
<td>to introduce</td>
<td>вводить</td>
</tr>
<tr>
<td>certificate</td>
<td>аттестат, сертификат</td>
</tr>
<tr>
<td>level</td>
<td>уровень</td>
</tr>
<tr>
<td>quite enough</td>
<td>вполне достаточно</td>
</tr>
<tr>
<td>main</td>
<td>главный</td>
</tr>
<tr>
<td>advanced</td>
<td>продвинутый</td>
</tr>
<tr>
<td>fee</td>
<td>плата, гонорар</td>
</tr>
<tr>
<td>rather</td>
<td>довольно-таки</td>
</tr>
<tr>
<td>graduate</td>
<td>выпускник</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>степень бакалавра</td>
</tr>
<tr>
<td>Arts</td>
<td>гуманитарные науки</td>
</tr>
<tr>
<td>Science</td>
<td>естественные науки</td>
</tr>
<tr>
<td>later</td>
<td>позже</td>
</tr>
<tr>
<td>Master</td>
<td>магистр</td>
</tr>
<tr>
<td>research</td>
<td>исследовательский</td>
</tr>
<tr>
<td>feature</td>
<td>черта характера, свойство</td>
</tr>
</tbody>
</table>
Public education in Great Britain consists of Primary, Secondary and further education. Primary and Secondary education is compulsory for all children. Further education is optional. State schools are free and they provide their pupils with books and equipment for their studies.

In Great Britain boys and girls go to school from the age of 5 to 16; but many stay at school until they are 17–18 and go to further education or to universities. The school year in Great Britain begins in the first or second week of September and it is over in mid July. Some secondary schools are only for boys, some are only for girls and some are mixed.

The children come to school at 9 in the morning. From 1 to 2 p.m. there is a lunch break or dinner-time. Then the children have their lessons again. Classes finish at around 3:30 p.m. Schools are open 5 days a week, from Monday to Friday.

The primary school includes nursery school (2–5, not compulsory), infant school (5–7) and junior school (7–11). At infant schools children learn the “3 Rs”: reading, writing and arithmetic. In addition, they draw, paint, model, sing and dramatize. The junior school is usually situated in a separate building or in another section of the same building. At this age the following subjects are included in the curriculum: English, mathematics, history, geography, music and PE (physical education).

Exercises

Ex.1. Answer the questions:

1. What parts does public education in Great Britain consist of?
2. What education is compulsory /optional?
3. What are “state schools”?
4. At what age do English children go to school?
5. What schools is the Primary school divided into?
6. What do children learn in Infant schools?
7. When does the school year in Great Britain begin/is over?
8. When does morning school begin?
9. When is afternoon school over?
10. How many days a week is school open?
11. Do British children have to wear school uniforms?
12. What subjects are studied in Junior schools?

Ex. 2. Fill in the chart to show the difference (табл. 11).

<table>
<thead>
<tr>
<th>№</th>
<th>Item</th>
<th>Great Britain</th>
<th>Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School age</td>
<td>5–16</td>
<td>6/7–17</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Text B. The Secondary School

The full secondary school ranges from 11 to 18. Children go to a grammar school (about 4%), to a comprehensive (about 90%) school or to some other type of school (about 6%). The ‘core’ subjects in the study program are English, Mathematics and Science.

The academic year has three terms. After each term pupils have holidays. Christmas holidays begin in mid December, Easter holidays begin in April and summer holidays begin in July. Christmas and Easter holidays last two or three weeks and summer holidays last 6–8 weeks.

All schools have their own uniforms which pupils have to wear but in a lot of Sixth forms pupils can wear their own clothes.

At 16 pupils can leave school and get a job or do a vocational course (training for a specific job, generally manual work such as secretarial, trade and commerce, agriculture, gardening, cooking, computing, home economics, automobile mechanics, etc.) or they can continue studying.

The Grammar school prepares for the university. Some of them are state schools and some are private or independent schools. Most of them have 2 sides: a classical side, specializing in ancient languages (Greek and Latin), history and philosophy; and a modern side, specializing in modern languages, natural science and geography. Pupils stay at this type of school from 11 to 16 or 18.

Comprehensive schools (comps) are state schools which combine all types of schools, it has various classes. The pupils study there according to the general program till the age of 15, after that they have special courses depending on their inclination. In comps people often get less choice because they have to stick to the curriculum whereas independent schools don’t have to.

On leaving school the pupils who wish to continue their education may attend evening classes which prepare them for a college or a university.

Some people leave school when they are 16 and go to a Further Education (FE) college. Here most of the courses have some kind of practical training, for example, in engineering, cooking or hairdressing.

Examinations

In state schools students have to do examinations called SATs (standard assessment tasks) at the ages of 7, 11 and 14. These test English, Mathematics and Science. SATs are marked both by the teachers at the school and by external examiners. GCSEs, AS-levels and A-levels are all examined by national examination boards.

If pupils prefer to stay at school, they go to the 6-th Form (High School) and start working for the main exam: “A” (advanced) level. It’s a difficult exam, so pupils don’t usually take it in more than 3 subjects. The AS-level was introduced in 2001. Pupils have to take 5 AS-levels then carry on with 3 or 4 of them to A-level.
Five exams of which 3 or 4 must be “A” levels are necessary to go to the university. If you don’t want to go to a university, you can get a good job with 2 or 3 “A” levels.

**Private Schools**

Among the private or independent schools (about 7.5 % outside the state sector) there some very old and famous ones, such as Eton, Harrow, Rugby, etc. They are called **public** schools. The fees at these schools are rather high, so many schools offer scholarships or financial help if parents can’t afford it.

Many members of the royal family and members of the Parliament attended public schools.

**Exercises**

**Ex. 1. Answer the questions:**

1. What kind of secondary schools are there in England?
2. Why do English children go to different secondary schools?
3. What kind of children go to Grammar schools?
4. What two sides are there in Grammar schools?
5. What are ”Comps”?
6. Why are they considered the most progressive schools?
7. What is the GCSE?
8. What is the AS?
9. At what age can a pupil leave Grammar school?
10. What does a pupil take before leaving school?
11. What is the Sixth form?
12. What is the A-level exam?
13. How many exams must a pupil pass to enter a university?
14. What famous “public schools” do you know?
15. What are they famous for?
16. Who are GCSEs, AS-levels and A-levels all examined by?

**Text C. Universities**

There are 46 universities in Great Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Manchester, Liverpool, Edinburgh and Cardiff. British university courses are rather short. After 3 years of study a university graduate will leave with the Degree of Bachelor of Arts, Science, Engineering, etc… Later he may continue to take Masters Degree (usually 2 years more) and the Doctor’s Degree. Research work of university is an important feature.

Students can choose where they go to university and what course they take. It is quite common for people to change courses or change universities.
**UCAS**

To get into university you have to apply through UCAS (The Universities and Colleges Admissions Service). Everyone fills in a UCAS form, on which you write your choices of university and the course code (the UCAS book & website have all the course codes for every university course in Britain) and a personal statement, in which you explain why you think you should go to university, your personal strengths, your interests and extra-curricular activities (things you do in your free time which give you skills).

- Applicants choose up to 6 choices universities / courses and enter them on the UCAS application form. No order of preference is indicated. For Oxford and Cambridge only 4 choices may be entered.
- UCAS records the details of each application on computer and sends a copy of the form to each university listed on it.
- Each university considers the application, may require an interview with the applicant and decides on the offer of a place.
- This is usually conditional on the number of points achieved in “A/AS” level examinations (results published during the third week of August each year).
- UCAS lets the applicant know the decision of each university.
- When all universities have replied, candidates can accept a maximum of 2 offers - a first choice with an optional “insurance” choice.
- When exam results are known (in the third week of August), universities make a final decision on each applicant.
- All applicants who have matched the results demanded must be accepted.
- Applicants who have not matched the results demanded may be accepted at the universities’ discretion.
- Applicants who do not get a place or who apply late (after 01 July) are eligible to enter the final stage of the application process, Clearing. In Clearing applicants are given vacancy information by UCAS and may negotiate direct with institutions.

**Student life**

First year students are generally called ‘freshers’ and they usually start a week before the rest of the university. This week is called ‘freshers week’ and is when students have introductory classes and get to know the other students. It is also when most people join the clubs of the student union.

Every university has a student union. This is a building in which all the student bars, cafes, shops and the clubs and societies office is situated. Clubs and societies are run by students for students and cover a wide range of interests from sports and drama to religious societies.
Accommodation

Most people leave home to go to university and live in university halls in their first year, then rent a flat or house with friends after that. These are privately owned houses or flats. Each university has an accommodation office where students can get help finding accommodation and advice if they have problems with landlords. Usually this office puts up a list of flats and people looking for flatmates.

Student halls vary greatly. Some are more like flats which groups of students share, in others students share rooms. Some are catered (i.e. breakfast and dinner are provided, although usually this is horrible) and others are self-catering in which case a kitchen is shared between up to 15 people. Some new expensive halls have en-suite but older ones tend to have sets of showers and toilets for 6–12 people. In London prices for student halls are between £65–130/week so it can be cheaper to rent a flat or house with friends (a good price is around £70–80/week for zone 2–3). Elsewhere it is a lot cheaper.

Students renting a flat or house do not have to pay council tax.

In Oxford and Cambridge students have to live in college in their first year and sometimes second year and are then allocated places in flats run by the university.

NUS

The national union of students (NUS) is run by students from all over the UK. It protects the rights of students.

Grading System in Universities (from best to worst):

1\textsuperscript{st} 2:1 (two one) 2:2 (two two) 3\textsuperscript{rd} Fail

Studying

There are three different types of class in university:

Lecture – the professor or lecturer talks to a large group of students in a lecture theatre. The students listen and take notes and may ask questions at the end.

Seminar – a small group of students meets with their tutor on a weekly basis to discuss an aspect of the course.

Tutorial – a one-to-one meeting with the tutor to discuss the progress of the student and any problems.

Degrees

\textit{Undergraduate degrees:} \hspace{1cm} \textit{Postgraduate degrees:}

- BA – Bachelor of Arts \hspace{1cm} MA – Masters of Arts
- BSc – Bachelor of Science \hspace{1cm} MSc – Masters of Science
- BEd – Bachelor of Education \hspace{1cm} MEng – Masters of Engineering
- BEng – Bachelor of Engineering \hspace{1cm} PhD – Doctor of Philosophy
Tuition Fees

Students have to pay tuition fees of just over £1000/year (for undergraduate courses). However top-up fees were introduced in 2006, meaning that students pay more for a better university. These fees are around £3000/year.

Some students do not have to pay fees or do not pay the full amount. This depends on how much their parents earn.

Student Loans

Most students take out a student loan. The amount that they get depends on how much their parents earn, whether they are living at home while studying and where they are studying (in London you get slightly more than in the rest of the country because the cost of living is a lot higher). This is generally around £3000–5000/year although the level is assessed every year and goes down each year. This has to be paid back gradually once you start earning. However, a lot of students also have to get a part-time job while studying (although in Oxford and Cambridge this is forbidden during term-time).

The government has recently introduced another loan to help students pay the top-up fees but this also has to be paid back once the student is earning.

This means that students tend to leave university with a huge debt and top-up fees will only make this problem worse.

Exercises

Ex. 1. Answer the questions:
1. Where can a person get higher education in Great Britain?
2. What is the UCAS?
3. How many terms are there in British Universities?
4. What students are called “freshers”?
5. What is a student loan?
6. How big is generally the student loan?
7. When do students have to pay the loan back?
8. Where do students live during their study?
9. Do students have to pay more for a better university?
10. What is the amount of the “tutorial fee”?

Text D. Higher Educational Institutions in Russia and Great Britain

The academic year at University in our country is divided into 2 terms whereas British Universities and Colleges have 3 terms. At the end of every term Russian students take examinations. Before the examinations they have credit tests. After examinations Russian students have vacation. So they have their vacation twice a year. Those students who pass exams well get monthly grants. At the end of their studies University students present their graduation projects. After graduation the students of the institutions receive the diploma.
Exercises

Ex. 1. Fill in the table 12.

<table>
<thead>
<tr>
<th>Great Britain</th>
<th>Russia</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>school</td>
</tr>
<tr>
<td>3 4</td>
<td>nursery school or playgroup or kindergarten</td>
</tr>
<tr>
<td>5 6</td>
<td>infant school</td>
</tr>
<tr>
<td>7 8 9 10 11</td>
<td>primary school (junior school)</td>
</tr>
<tr>
<td>12 13 14 15 16</td>
<td>secondary school</td>
</tr>
<tr>
<td>17 18</td>
<td>six form college</td>
</tr>
<tr>
<td>19 20</td>
<td>University Polytechnic or</td>
</tr>
<tr>
<td>21</td>
<td></td>
</tr>
<tr>
<td>22 23</td>
<td>University</td>
</tr>
</tbody>
</table>

Ex. 2. Be ready to take part in the Conference on British Education.

Text E. Higher Education in Great Britain

Vocabulary

- college of advanced technology (CAT)
- teacher-training college
- standards of teaching
- cost of living and education
- paid education

- технологический колледж университетского типа
- педагогический колледж
- уровень преподавания
- стоимость жизни и образования
- платное образование
The structure of higher education in Great Britain is very complex. There are four main types of higher educational institutions: universities, colleges of advanced technology, technical colleges and teacher-training colleges.

A university consists of a large number of faculties: medicine, arts, philosophy, law, music, natural sciences, economics, engineering, agriculture, commerce, education and theology. The course of study at the university generally lasts 3–4 years (medicine and veterinary take 5 years).

Of all British universities Oxford is the oldest because its history goes back to the 12th century. Cambridge University was founded in the 13th century. These two universities are considered the best in Great Britain as the standards of teaching are very high there. Both universities are the most “aristocratic” ones in Britain. In general, higher education in Great Britain is paid.

The system of education at these universities is rather unusual: the teaching is based on lectures and the so-called tutorial system. It means that each student has a teacher or a tutor who recommends the student to attend some lectures if they are interesting for his/her work. Each week some students come to see their tutor and he discusses with them the work which they have done and their problems (if any).

Colleges of advanced technology are in status equal to universities and in fact they are technological universities. They provide their students with higher technical education.
Technical colleges train specialists in one of the fields of national economy, for example, food technology, heating, refrigeration engineering, etc.

Teacher-training colleges provide the country with highly educated teachers for schools, colleges, and universities.

**Exercises**

**Ex. 1. Answer the questions:**
1. What are the four types of higher educational institutions in Great Britain?
2. Why are Oxford and Cambridge considered “aristocratic” universities?
3. Is higher education in Britain paid or free of charge?
4. Why is the system of teaching at Oxford and Cambridge unusual?
5. What does the tutorial system mean?
6. How often do students meet their tutor?
7. What education do the students of the colleges of advanced technology get?
8. What specialists do technical colleges train?
9. What colleges train teachers for schools, colleges, and universities?
10. What does ‘CAT’ mean?

**Ex. 2. Translate these word combinations into Russian:**
to found a university, to enter a technical college, to study at a college of advanced technology, to graduate from a teacher-training college, high standards of teaching, to have a high cost of living, free of charge education, teaching based on the tutorial system, to have vacations between the terms, to provide the students with higher technical education.

**Ex. 3. Make up sentences using these words and word combinations:**
1. a large number of faculties, consist of, the British universities;
2. are considered, Oxford and Cambridge, the oldest and the best universities;
3. rather, unusual, the system, at these, of education, universities, is;
4. are high, the standards of teaching, there;
5. is based, at Oxford and Cambridge, on lectures and the tutorial system, the system of teaching;
6. is paid, in Great Britain, higher education;
7. holidays, have, between the three terms, the students;
8. the students, provide, the colleges of advanced technology, with higher technical education;
9. for one of the fields of national economy, technical colleges, train specialists;
10. are trained, at teacher-training colleges, highly educated teachers.

**Ex. 4. Agree or disagree with the statements given below. Use the following introductory phrases:**
That's right. – Правильно. That's wrong. – Неправильно.
I can’t agree with you. – Я не могу согласиться вами.
Quite the contrary. – Как раз наоборот.

1. The structure of higher education in Great Britain is rather simple.
2. The university course of study lasts about 4 years.
3. Most of the students studying at Oxford and Cambridge are young people from the working class families.
4. Higher education at British universities is paid.
5. At Oxford and Cambridge the students must attend all lectures.
6. Each academic year at the university has two terms.
7. Higher technical education is provided by the CATs.

**Unit 6. My Home Town**

*Vocabulary*

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siberia</td>
<td>Сибирь</td>
</tr>
<tr>
<td>at the mouth</td>
<td>в устье</td>
</tr>
<tr>
<td>swift</td>
<td>быстрый</td>
</tr>
<tr>
<td>boiling</td>
<td>кипячение</td>
</tr>
<tr>
<td>bride</td>
<td>невеста</td>
</tr>
<tr>
<td>bridegroom</td>
<td>жених</td>
</tr>
<tr>
<td>to be named after</td>
<td>получить название от…</td>
</tr>
<tr>
<td>tributary</td>
<td>приток</td>
</tr>
<tr>
<td>opposite</td>
<td>напротив</td>
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<tr>
<td>fortress</td>
<td>крепость</td>
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<tr>
<td>trade</td>
<td>торговля</td>
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<tr>
<td>coat of arms</td>
<td>герб</td>
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<tr>
<td>sable</td>
<td>соболь</td>
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<tr>
<td>prosperity</td>
<td>процветание</td>
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<tr>
<td>fur</td>
<td>мех</td>
</tr>
<tr>
<td>semiprecious</td>
<td>полудрагоценный</td>
</tr>
<tr>
<td>Jew</td>
<td>еврей</td>
</tr>
<tr>
<td>average</td>
<td>средний</td>
</tr>
<tr>
<td>life expectancy</td>
<td>продолжительность жизни</td>
</tr>
<tr>
<td>to attract</td>
<td>привлекать</td>
</tr>
<tr>
<td>monument</td>
<td>монумент, памятник</td>
</tr>
<tr>
<td>memorial</td>
<td>памятник</td>
</tr>
<tr>
<td>place of interest</td>
<td>достопримечательность</td>
</tr>
<tr>
<td>to date back</td>
<td>датироваться</td>
</tr>
<tr>
<td>ancient</td>
<td>древний</td>
</tr>
<tr>
<td>settler</td>
<td>поселенец</td>
</tr>
<tr>
<td>settlement</td>
<td>поселение</td>
</tr>
<tr>
<td>exile</td>
<td>ссылка</td>
</tr>
</tbody>
</table>
Irkutsk is one of the oldest cities of Siberia. It is situated almost in the centre of Asia not far from Lake Baikal. The city stands on the banks of the Angara river at the mouth of the Irkut river. The Angara is wide, deep and swift. Its waters are cold even in summer. One can drink its water without boiling it. There are many poetic legends about Lake Baikal, the Angara and the Yenissei. In the legends, the beautiful Angara is called the only daughter of the old man Baikal who ran away from her father to her bridegroom Yenissei.

Irkutsk was named after the river of Irkut, the Angara’s first great tributary. More than three hundred years ago, in 1661, Russian Cossacks built a wooden fortress on the Angara bank opposite the mouth of the Irkut river. It was called the Irkutsk Fort or ostrog. Geographically it was situated in the centre of the Great Trading Way which crossed the continent of Asia from the Pacific Ocean to the Urals. Thanks to its favorable position Irkutsk quickly developed from a small settlement into a big trading, administrative, industrial, agricultural and military centre. In 1686, a quarter of a century after the building of the fort, it received the status of a town and its own coat of arms: a Siberian tiger (symbol of the power of this land) holding in its teeth a sable (symbol of its wealth). The prosperity of the town came from furs, semiprecious stones, wood and trade with Mongolia and China.

Nowadays Irkutsk is the administrative, economic, scientific and cultural centre of the Irkutsk region which is almost as large as England and France together (about 770 sq. km). The population of Irkutsk is more than 600,000 people. The majority of them are Russians. Buryats, Tatars, Jews and other nationalities also live here. The average life expectancy for women is almost 14 years longer than that for men.

Irkutsk is a students’ city. There are many colleges, technical and vocational schools, higher educational institutions such as the State University, the Technical University, the Baikal University of Economics and Law, the Agricultural Academy, the Medical University and others.

Irkutsk is a city of highly developed science. It has many research and design institutes. The main fields of scientific investigation are: the Sun, the Earth’s crust and other branches of geology; chemistry and biology, energy and Mathematics.

Baikal, the deepest lake on the planet, attracts a lot of tourists from all over the world.
Irkutsk offers to the visitors a number of monuments, memorials, museums and other places of interest.

Exercises

Ex. 1. Answer the questions:

1. How old is Irkutsk?
2. Where is it situated?
3. What legends do you know about Baikal and the Angara?
4. What can you say about Irkutsk water?
5. What is the origin of the name of Irkutsk?
6. Where and when did the Cossacks build the Irkutsk Fort?
7. Why did Irkutsk quickly develop into a large trading centre?
8. When did it receive the status of a town?
9. What is the coat of arms of Irkutsk?
10. What did the wealth of Irkutsk come from?
11. What is the population of Irkutsk?
12. Which nationalities live in Irkutsk?
13. What can you say about the average life expectancy in Irkutsk?
14. What can you say about Irkutsk as educational centre?
15. What universities are situated in Irkutsk?
16. What attracts people from all over the world to Irkutsk?

Text B. Irkutsk

The first mention of Irkutsk dates back to 1620. At that time a ‘zi-movyo’ – an ancient Russian wooden settlement appeared opposite the mouth of the Irkut river. Cossack Berezovsky with 50 men under his command came here from the banks of the Yenissei river. He and Petrushka Taltsin, a boyar’s son, were the first settlers. It was a good choice of a place for a settlement: on a high bank of the Angara river, with good lands nearby, forests full of game and rivers full of fish.

In 1661 a wooden ‘ostrog’ (fortress) was built by Yakov Pokhabov and the Cossacks at his command. It was named ‘Irkutsky’. In the second half of the 17th century the small settlement on the bank of the river developed into a large trade centre and into one of the early centres of Russian culture in the East. In 1686 Irkutsk was given the status of a city. The great Russian writer Anton Chekhov, passing through Irkutsk on his way to Sakhalin, wrote in his letter home: ”Irkutsk is the best of all Siberian towns… It is very cultured.”

The history of Irkutsk was dramatic. At various times the city was the place of exile of Ibrahim Gannibal, great-grandfather of the famous poet Pushkin; the writer Radishchev; the Decembrists; members of the Petrashevsky Society; Polish revolutionaries; Populists and Bolsheviks. Political exiles had a great positive influence on Irkutsk and its people; for example, members of the Petrashevsky Society founded a newspaper in Irkutsk in 1857.
For three centuries Irkutsk was mostly a wooden town. But the fires of 1775 and 1879 were a disaster. After the fires many new administrative, religious and commercial buildings were built of stone, among them the Church of Our Saviour, the Epiphany Church, different office buildings, shops and respectable private houses.

Today Irkutsk is the centre of East Siberian economic and cultural life. The city has some theatres, about 20 scientific institutions, a number of higher schools, a symphony orchestra, cinemas, a circus, stadiums and a branch of the Russian Academy of Sciences.

The city covers a large territory and has a population of about 7 hundred thousand people. As an industrial centre it has developed heavy industry as well as chemical, electrical and wood industries. The territory occupied by the Irkutsk region is rich in furs, water and mineral resources.

**Exercises**

**Ex. 1. Insert the missing words:**

1. The city was the place of exile of … … …
2. The great Russian writer … passing through … to … described it as a cultural center.
3. Fifty men under the command of … and …, a boyar’s son, came from the banks of the … river.
4. After the Great Fires many buildings were built of stone, among them …, …, ….
5. The deepest and cleanest place in East Siberia is ….

**Ex. 2. Complete the sentences:**

1. The name of Irkutsk comes from ….
2. The Irkutsk fort or ostrog was built in ….
3. The status of a town was given to Irkutsk in ….
4. The coat-of-arms of the town consists of ….
5. The population of Irkutsk is ….
6. The main churches of the city are ….
7. The main universities of Irkutsk are ….

**Ex. 3. Make up reports on the following topics:**

1. The history of Irkutsk.
2. The places of interest of Irkutsk.
3. The growth of Irkutsk as a commercial centre.
4. Irkutsk as educational centre.
5. The museums of Irkutsk.
6. Irkutsk is a city of science.
7. The churches of Irkutsk.
8. The population of Irkutsk.
9. Irkutsk as a place of exile. The contribution of the exiles.
10. The names connected with Irkutsk.
12. The favourable geographical position of Irkutsk.

Unit 7. My Homeland

Vocabulary

to border on — границить с
range — хребет
beyond — за пределами
severe — суровый
campaign — поход
pushing eastwards — продвигаясь на восток
scholar — ученый
might — могущество
to recognize — узнавать
species — вид, особь
permafrost — вечная мерзлота
marshland — болото
cattle-breeding — животноводство
sheep — овца, овцы
to contain — содержать
crescent — полумесяц
sturgeon — осетр
freshwater-seal — нерпа
salmon — лосось, семга
pulp- and papermaking — целлюлозно- бумажный
to deposit — выливать, выбрасывать
to reduce — снизить
refuse — отходы
pollution — загрязнение

Text A. Siberia

Siberia… It lies to the east of the Ural Mountains. In the north it is washed by the icy waters of the Arctic Ocean. In the south it borders on the dry steppes of Kazakhstan, the Altai mountains, on Mongolia and China. It consists of two economic regions: West and East Siberia. South Siberia is a mountainous country, a meeting place for the Altai and Sayan ranges, the hills of Tuva and the Stanovoi Highland of the Trans-Baikal region.
Because of its vastness, Siberia is a land of climatic contrasts. For example, temperatures in early summer may vary from +20°C in Krasnoyarsk to -10°C in Norilsk. Some areas of Eastern Siberia get as much sunshine as Sochi and people grow grapes and watermelons here, while one fourth of the region lies beyond the Arctic Circle where the climate is very severe.

The native population of Siberia consists of the Nenets people, the Buryats, the Nanai, Ulchi, Khanty, Mansi, Tatars and others.

The first Russian settlements appeared in Siberia late in the 16th century, after Yermak’s campaigns. Pushing eastwards, the Russians built wooden forts (ostrogs) which gave birth to such Siberian towns as Tomsk, Bratsk, Irkutsk, Nerchinsk and others.

The importance of Siberia for the Russian state was clearly formulated by the great 18th century scholar Mikhail Lomonosov: “Russia’s might will increase with Siberia”.

Since that time Siberia has changed beyond recognition. Once a land of exile, now it is a region which has developed and is still developing.

The territory populated by a very small population currently produces a great deal of Russian aluminium, pulp, timber products and electric power. Siberia also takes a considerable share of coal and iron ore mining, gasoline and diesel fuel refining, washing soda and plastics (PVC) production.

**Text B. Lake Baikal**

Lake Baikal is situated in South Siberia. Its maximum depth is 1637 m, it is the deepest lake in the world. It is said that it contains approximately one fifth of all the earth’s fresh water. The lake has about 1963 km of shoreline, making it the third largest lake on the Eurasian continent. The crescent-shaped lake is 636 km long and varies in width from about 14 to 80 km.

The lake is fed by the Selenga, Barguzin, and Verkhnaya Angara rivers and by more than 300 mountain streams, which flows west from the lake into the Yenissey River. The Baikal, Barguzin, Stanovoy and other mountain ranges surround the lake. Lake Baikal has several islands, the largest of which is Olkhon. Nizhneangarsk, Port Baikal and Listvyanka are ports on the lake.

Baikal is known for the remarkable clarity of its waters and for the great diversity of its plant and animal life. The majority of species found in the lake are endemic. The sturgeon, salmon, and freshwater-seal fisheries of the lake are valuable, and large quantities of other fish are also caught. Petroleum wells and mineral and hot springs are found in the vicinity. The southern shores of the lake are inhabited by the Buryats.

The Russian discovery of Lake Baikal in 1643 provided an important link in the trade route between Russia and China, connecting Listvyanka with points east to the Mongolian frontier via the Selenga River and tributaries. In the 1950s and 1960s, much of the unique plant and animal life in Baikal was badly affected when refuse from a pulp- and papermaking complex on the southern shore
was deposited in the lake. During the 1970s efforts were made to reduce pollution and clean the lake’s waters. A ban on fishing, imposed from 1969 to 1977, restored the numbers of many species.

**Exercises**

**Ex. 1. Answer the questions:**
1. Where does Siberia lie?
2. What is it washed by in the north?
3. What territories does Siberia border on?
4. What economic regions is Siberia divided into?
5. What can you say about South Siberia?
6. Siberia is a land of climatic contrasts, isn’t it? Why?
7. What areas of Eastern Siberia get as much sunshine as Sochi?
8. Where is the climate very severe?
9. What does the native population of Siberia consists of?
10. When did the first Russian settlements appear in Siberia?
11. What did M.V. Lomonosov say about Siberia?
12. Why was Siberia called a land of exile?
13. Is Siberia densely populated?
14. What does Siberia produce?

**Ex. 2. Translate into Russian:**
1. Lake Baikal is the deepest freshwater lake in the world and the third largest lake in Asia. 2. The crescent-shaped lake is 636 km long. 3. A large variety of plant and animal life is found in its clear waters. 4. Many rivers, as well as more than 300 mountain streams, feed into the lake. 5. Mountain ranges surround the lake. 6. The only outlet is the Lower Angara. 7. Baikal is known for the remarkable clarity of its waters. 8. Petroleum wells and mineral and hot springs are found in the vicinity.

**Ex. 3. Translate into English:**
1. Группа студентов только что (just) побывала (visit) на озере Байкал. 2. Байкал – самое глубокое (deep) озеро в мире. 3. Его глубина (depth) составляет более полутора (one and a half) километров. 4. Озеро известно (be known for) своей прозрачной (clear) водой. 5. Рядом с Байкалом находится лимнологический (limnological) музей, который посетили студенты. 6. Их интересовала (be interested in) фауна (fauna) и флора Байкала. 7. Отходы целлюлозно-бумажного комбината на южном берегу были выброшены в озеро. 8. Там им также (also) рассказали (be told) знаменитую (famous) легенду о Байкале, о его 333 сыновьях и единственной (the only) дочери Ангаре.
The First Railways

Railways play a very important part in the economic and political development of a country. Although we have now faster and more modern means of communication and transport, railways are still the safest and the most popular means of transportation.

It is difficult for the people living in the 21st century to imagine the opposition to the building of the first railroads. Many people were afraid of the railways and did all in their power to stop railway construction.

The early railways were not like the railways we know today. The very first railways used horses for drawing trains and were built for transporting such products as coal, ore and timber. Later on, horse-powered railways appeared in large cities and were used as passenger transport. But these railways did not last long. The invention of steam locomotives made the railway the most important of all means of transportation.

The Steam Locomotive

In 1808 Richard Trevithick, an Englishman, made an attempt to use steam power to draw passenger and freight trains. He demonstrated his working model in London. People looked at his little locomotive with great interest when it ran on a circular track of iron rails. For a shilling the public could travel in a carriage drawn by the steam engine. It developed a speed of 12 mph (19.2 kph). But one day a rail broke and the locomotive overturned.

Many people did not believe it was possible to make steam engines suitable for service. However, in 1829 George Stephenson, an English inventor and engineer, built a successful steam locomotive which he called the “Rocket”. This locomotive was much smaller and lighter than the steam engines developed later on, and it was much slower. Nevertheless, it could draw a small train of loaded cars on the railway and developed a speed of 13 mph (21 kph). The “Rocket” is now demonstrated in the British Museum.

Vocabulary

mph: miles per hour
kph: kilometres per hour
overturn
draw
loaded
милъ в час
километров в час
переворачиваться
тянуть, тащить
грузовые
Railroading in Russia

In Russia, many people had doubts about the possibility of using steam engines in the Russian winter. Nevertheless, the first steam railway was put into service at the Nizhni Tagil metal works. It was a short distance line of only 854 metres long. Another railway was soon constructed in 1837. It was a 15 mile public railway between St. Petersburg and Tsarskoye Selo.

The first steam locomotive in Russia was built by the Cherepanovs, father and son, who were talented and skilled workmen of their time. Thanks to the Cherepanovs our country was one of the first countries to use steam as tractive power.

More than a century passed since that time. Many changes took place on railways. Still greater changes will take place in the future. We shall run more powerful locomotives and more comfortable cars. Greater speeds will be achieved by diesel and electric locomotives. Railways will soon be operated by means of electronic computers. A great number of other developments will be introduced.

Russian Railways

Russia is often spoken of as a great rail power because it has the largest railway system in the world. The total length of Russian railways is over 143,000 km. Russian Railways (RZD) carries an enormous volume of home traffic – nearly 66 per cent of freight and 37 per cent of passengers.

Old Russia could be proud of its railway scientists and engineers who constructed good steam locomotives and the passenger cars produced in Russia were the best in Europe. The Trans-Siberian Railway was thought of as a very important means of communication between Europe and Asia. The trains built for regular service on that line were made up of richly-decorated sleeping cars which provided many comforts for passengers.

Nowadays, the Russian Railway system carries about 50 per cent of the world’s rail traffic. Most traffic is carried by powerful diesel and electric locomotives. Automation and computers are introduced into many branches of railway engineering. Particular attention is paid to its high-speed. Speeds of 120–150 kph are practical for the express trains. In the near future trains will run at 200 kph.

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>a volume of traffic</td>
<td>объём перевозок</td>
</tr>
<tr>
<td>to carry traffic</td>
<td>осуществлять перевозки</td>
</tr>
<tr>
<td>steam locomotive</td>
<td>паровоз</td>
</tr>
<tr>
<td>be made up of</td>
<td>быть составленным из</td>
</tr>
</tbody>
</table>
Underground Railways

The underground railways as a kind of city transport appeared in the second half of the 19th century. The first underground system was proposed for London by Charles Pearson in 1843. But most people criticized the project. Indeed, when constructed, the Metropolitan line was not a success.

While travelling public experienced many discomforts. The tunnels were made as small as possible in order to reduce construction costs. The coaches themselves were small and narrow. The small windows in the trains were made in the roof so that passengers could not see anything. The oil and gas lamps used gave little light. So passengers wishing to read, while travelling, had to take candles with them. Besides, the steam locomotives filled the tunnels with steam and smoke. It was this discomfort that later on made engineers introduce electric traction for hauling trains on underground railways.

When put into service, electric trains eliminated steam and smoke and ensured a much more frequent service for passengers. Since that time the construction of great rapid subway systems in such great cities as London, New York, Berlin and Moscow has become practical.

Management

Management is the art of getting things done through other people. It includes the personnel who have the right to make decisions that influence company’s affairs.

There are three management levels: top management, middle management and operating management. Top management includes the president, vice presidents, and the general manager. Middle management includes department managers and plant managers. Operating management includes supervisors, foremen, etc.

The most important responsibility of any manager is decision making. Successful management is a skill of choosing between various alternatives.

Decision making is divided into: recognizing the problem, defining and analyzing the problem, evaluating alternative solutions, choosing the most favourable solution and implementing the approach chosen.

Management functions are planning, organizing, directing, controlling, staffing and innovating. It should be noted that successful management is based on three basic elements: leadership, motivation and communication.

To operate a successful business one should have management skills because effective management is the key to business success.
Moscow Metro

Nowadays Moscow Metro is one of the most highly developed underground systems in the world. Its beautiful architecture and cleanliness are well known. All stations with their marble and mosaic decoration look like palaces.

Work on the first section from “Sokolniki” to “Central Park” was initiated in 1932. While the workers were building this line they encountered many engineering difficulties because of soil conditions. More than 75,000 men and women took part in the construction of the Moscow Metro. On Sundays they were assisted by thousands of volunteers.

The Moscow Metro consists of a circle line with twelve stations and other lines radiating from the centre to the countryside. The total length of metro lines in Moscow is now nearly 300 km. Construction work is still going on.

The Moscow Metro handles several millions of passengers a day. At peak hours trains are to run with intervals of about 80 seconds.

The Moscow Metro is equipped with the latest machinery and has a perfect air-conditioning system. Looking into the future we can see the time when a system of electronic computers will provide a more efficient public service on our Metro.

Vocabulary

marble  мрамор  encounter  встречать
look like  выглядеть  soil  почва
palace  дворец  volunteer  добролюбец

The Trans-Siberian Railway

The total length of the Trans-Siberian line is nearly 9,600 km. That is the world’s longest railway.

The construction of the Trans-Siberian line began in 1891 and it was put into operation in 1905. However, the railway was poorly built and accidents often took place.

The reconstruction of the Trans-Siberian Railway began after 1917. Now most of the line is electric. All freight and passenger trains are operated by powerful diesel and electric locomotives.

The Trans-Siberian Railway plays a very important part in the economic development of our country because it carries a large volume of traffic. It also acts as an international container service between Europe and Japan.

Great changes will take place on the Trans-Siberian Railway in the future. Faster locomotives will be put into service. Automation and efficient electronic computers will provide a safer transportation of freight and passengers.
Marketing

Marketing is the performance of business activities connected with the flow of goods and services from producers to consumers. Marketing includes the following operations: transporting, storing, pricing and selling goods. The most important thing in marketing is finding out who the customers are and what they want. Marketing is the process of having the right product at the right time in the right place, the process that brings mutual benefit to customers and vendors.

Transporting means carrying goods from the place of production to the place of selling.

Storing is necessary because the consumer does not want to have to wait for their goods.

Pricing involves the art of determining what price is the best.

Selling involves helping consumers discover their needs. Marketers should inform potential buyers of where goods can be bought and how much they cost.

Market research is also very important. The following are steps in market research: defining the problem, collecting data, compiling data and analyzing the results and advertising.

Marketing operations are very expensive and one should consider the value added through marketing. Marketing becomes too costly only when cost exceeds the value it adds.

From the History of Russian Railways

That vast Siberia is so rich in natural resource always causes surprise among the people from Europe and the USA.

Early in the 20th century Siberia attracted the attention of the American magnate Edward Harriman. He wanted the tsarist government to grant him a concession for the construction of a railway that was to begin in Alaska, go through a tunnel to Chukotka, then to Kolyma, Yakutia and Trans-Baikal.

Such a railway would, of course, have been very valuable for Russia but for Harriman’s condition. If the line had been built Harriman would have had in his full possession a twelve-kilometre strip of land on either side of the line for a period of 90 years. With the characteristic American energy Harriman would have liked a real bite out of Siberian pie!

Taking into consideration the length of the line (about 6,000 km) it becomes obvious that, had the tsarist government agreed, Harriman would have got a “strip” larger than the whole of Greece.
Computer Science

Computer science is a part of an applied mathematics. Specialists in computer science say that this field of knowledge is very interesting because it deals with computer-aided-design (CAD) and computer-aided-manufacturing (CAM).

Computers are intended to improve the productivity of labour of scientists, designers, engineers, managers, and other specialists, because computers offer quick and optimal solutions. One of the main goals of using CAD/CAM is to shorten the time between designing and manufacturing.

Moreover, computers came into our lives and to our houses and now we use them on an everyday basis.

Computers can be divided into simple and complex devices. Simple computers such as calculators can perform addition, subtraction, multiplication and division. Complex computers can do different logical operations and some of them even have artificial intelligence.

In order to elaborate up-to-date and inexpensive programs as well as to defend them from viruses, it is important to know some programming languages. There are low-level programming languages such as a machine language and an assembly language and high-level programming languages, for instance, FORTRAN, PASCAL, ADA, C, BASIC, etc.

The Car of the Future

At the present rate of production, oil supplies will run out in about fifty years, and we will have to look for other sources of energy. That is one of the most important aspects of the problem, another being the damage that exhaust fumes do to the environment and health, especially in the towns.

What kind of vehicle will eventually take over? At present there is a lot of talk about electric cars, for they have the advantage of giving off no exhaust fumes. The electric car has a long history. The first cars were built at the end of last century, but they could not compete against the internal combustion engine.

They have several disadvantages. Firstly, we have no really suitable batteries – they tend to be too heavy, take a long time to change, have too small a capacity and a relatively short life.

An electric car can run 200–250 km on one charge while the conventional car which can do about 400 km on a full tank.
**ГРАММАТИКА**

**Таблицы**

Изучаемый грамматический материал представлен в табл. 13–22.

**Таблица 13**

**Четыре формы глагола**

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
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<tbody>
<tr>
<td></td>
<td>Infinitive</td>
<td>Past Indefinite</td>
<td>Participle II</td>
<td>Participle I</td>
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<tr>
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<td>to ask</td>
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<td>ный глагол</td>
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<td>to cut</td>
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**Таблица 14**

**To be**

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<td>We</td>
<td>–</td>
</tr>
<tr>
<td>–</td>
<td>was</td>
<td>You are</td>
<td>were</td>
</tr>
<tr>
<td>He, she, it</td>
<td>is</td>
<td>They</td>
<td>–</td>
</tr>
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**Таблица 15**

**To have**

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<tbody>
<tr>
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<td>We</td>
<td>–</td>
</tr>
<tr>
<td>–</td>
<td>You have</td>
<td>had</td>
</tr>
<tr>
<td>He, she, it</td>
<td>has</td>
<td>They</td>
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</table>
Видо-временные формы глагола (формулы)

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<th>Aspect Вид</th>
<th>Active Voice</th>
<th>Passive Voice</th>
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<tr>
<td></td>
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<td>Simple/Indefinite Простое</td>
<td>Perfect Совершенное</td>
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<tr>
<td></td>
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<td>take</td>
<td>have + V3</td>
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<tr>
<td></td>
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<td>I am taking he is taking</td>
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<td>I have been taking</td>
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<td>Present</td>
<td></td>
<td>V1 I take do (lessons)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>He takes</td>
<td></td>
</tr>
<tr>
<td>Past</td>
<td>V2 I took did I liked</td>
<td>I was taking You were ...</td>
<td></td>
</tr>
<tr>
<td>Future</td>
<td>I shall take he will take (I’ll take)</td>
<td>I will be taking</td>
<td>I will have been taking</td>
</tr>
<tr>
<td>Future in the Past</td>
<td>I said (that) I should take he would take (I’d take)</td>
<td>I would be taking</td>
<td>I would have been taking</td>
</tr>
<tr>
<td>Future-in-the Past</td>
<td>I’d said (that) I should take he would take I’d take)</td>
<td>I’d would be taking</td>
<td>I’d would have been taking</td>
</tr>
</tbody>
</table>

Таблица 16

65
### Видо-временные формы глагола (значения)

<table>
<thead>
<tr>
<th>Тип</th>
<th>Simple</th>
<th>Continuous</th>
<th>Perfect</th>
<th>Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Am \ / V-ed</td>
<td>Is -</td>
<td>/ P II</td>
<td>I am invited</td>
</tr>
<tr>
<td>V, Vs write</td>
<td>I write (часто)</td>
<td>Я пишу (сейчас)</td>
<td>/ V-ed</td>
<td>/ P II</td>
</tr>
<tr>
<td>Future</td>
<td>shall \ V</td>
<td>will / I will write</td>
<td>Я буду писать (завтра)</td>
<td>/ V-ed</td>
</tr>
</tbody>
</table>

### Passive Voice

<table>
<thead>
<tr>
<th>Тип</th>
<th>Simple</th>
<th>Continuous</th>
<th>Perfect</th>
<th>Perfect Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Am \ / V-ed</td>
<td>Is -</td>
<td>/ P II</td>
<td>I am invited</td>
</tr>
<tr>
<td>V-ed (PII)</td>
<td>Was \ -V-ing</td>
<td>Were / I was writing</td>
<td>/ V-ed</td>
<td>/ P II</td>
</tr>
<tr>
<td>Future</td>
<td>shall \ V</td>
<td>will / I will be writing</td>
<td>Я буду писать (завтра)</td>
<td>/ V-ed</td>
</tr>
</tbody>
</table>

| Past | Am \ / V-ed | Is - | / P II | I am being invited | Меня приглашают (сейчас) |
| V-ed | Was \ -V-ing | Were / I was invited | / V-ed | / P II | I was being invited | Меня приглашали вчера (в два часа; когда он вошел) |
| Future | Will be / P II | I will be invited | Меня приглашают (завтра) | / V-ed | Will have been / P II | I will have been invited | Меня уже пригласили (к трём часам) |
Таблица 18

Список нестандартных глаголов

<table>
<thead>
<tr>
<th>Перевод</th>
<th>Infinitive form V1</th>
<th>Past Simple V2</th>
<th>Participle II V3</th>
<th>Participle I V4</th>
</tr>
</thead>
<tbody>
<tr>
<td>быть</td>
<td>be</td>
<td>was, were</td>
<td>been</td>
<td>being</td>
</tr>
<tr>
<td>становиться</td>
<td>become</td>
<td>became</td>
<td>become</td>
<td>becoming</td>
</tr>
<tr>
<td>начинать</td>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>beginning</td>
</tr>
<tr>
<td>привести</td>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>bringing</td>
</tr>
<tr>
<td>строить</td>
<td>build</td>
<td>built</td>
<td>built</td>
<td>building</td>
</tr>
<tr>
<td>покупать</td>
<td>come</td>
<td>came</td>
<td>bought</td>
<td>buying</td>
</tr>
<tr>
<td>приходить</td>
<td>cut</td>
<td>cut</td>
<td>cut</td>
<td>coming</td>
</tr>
<tr>
<td>резать</td>
<td>do</td>
<td>did</td>
<td>done</td>
<td>cutting</td>
</tr>
<tr>
<td>делать</td>
<td>drive</td>
<td>drove</td>
<td>driven</td>
<td>doing</td>
</tr>
<tr>
<td>ехать, водить</td>
<td>feel</td>
<td>felt</td>
<td>felt</td>
<td>feeling</td>
</tr>
<tr>
<td>чувствовать</td>
<td>find</td>
<td>found</td>
<td>found</td>
<td>finding</td>
</tr>
<tr>
<td>находиться</td>
<td>get</td>
<td>got</td>
<td>got</td>
<td>getting</td>
</tr>
<tr>
<td>получать</td>
<td>give</td>
<td>gave</td>
<td>given</td>
<td>giving</td>
</tr>
<tr>
<td>давать</td>
<td>go</td>
<td>went</td>
<td>gone</td>
<td>going</td>
</tr>
<tr>
<td>идти</td>
<td>have</td>
<td>had</td>
<td>had</td>
<td>having</td>
</tr>
<tr>
<td>иметь</td>
<td>hold</td>
<td>held</td>
<td>held</td>
<td>holding</td>
</tr>
<tr>
<td>держать</td>
<td>know</td>
<td>knew</td>
<td>known</td>
<td>knowing</td>
</tr>
<tr>
<td>знать</td>
<td>leave</td>
<td>left</td>
<td>left</td>
<td>leaving</td>
</tr>
<tr>
<td>оставлять</td>
<td>lose</td>
<td>lost</td>
<td>lost</td>
<td>losing</td>
</tr>
<tr>
<td>терять</td>
<td>make</td>
<td>made</td>
<td>made</td>
<td>making</td>
</tr>
<tr>
<td>делать</td>
<td>meet</td>
<td>met</td>
<td>met</td>
<td>meeting</td>
</tr>
<tr>
<td>встречать</td>
<td>put</td>
<td>put</td>
<td>put</td>
<td>putting</td>
</tr>
<tr>
<td>класть</td>
<td>read</td>
<td>read</td>
<td>read</td>
<td>reading</td>
</tr>
<tr>
<td>читать</td>
<td>see</td>
<td>saw</td>
<td>seen</td>
<td>seeing</td>
</tr>
<tr>
<td>видеть</td>
<td>send</td>
<td>sent</td>
<td>sent</td>
<td>sending</td>
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<td>посылать</td>
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<td>showed</td>
<td>shown</td>
<td>showing</td>
</tr>
<tr>
<td>показывать</td>
<td>sing</td>
<td>sang</td>
<td>sung</td>
<td>singing</td>
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<tr>
<td>петь</td>
<td>sleep</td>
<td>slept</td>
<td>slept</td>
<td>sleeping</td>
</tr>
<tr>
<td>спать</td>
<td>speak</td>
<td>spoken</td>
<td>spoken</td>
<td>speaking</td>
</tr>
<tr>
<td>говорить</td>
<td>stand</td>
<td>stood</td>
<td>stood</td>
<td>standing</td>
</tr>
<tr>
<td>стоять</td>
<td>swim</td>
<td>swam</td>
<td>swum</td>
<td>swimming</td>
</tr>
<tr>
<td>плавать</td>
<td>take</td>
<td>took</td>
<td>taken</td>
<td>taking</td>
</tr>
<tr>
<td>брать</td>
<td>think</td>
<td>thought</td>
<td>thought</td>
<td>thinking</td>
</tr>
<tr>
<td>думать</td>
<td>wear</td>
<td>wore</td>
<td>worn</td>
<td>wearing</td>
</tr>
<tr>
<td>носить</td>
<td>write</td>
<td>wrote</td>
<td>written</td>
<td>writing</td>
</tr>
</tbody>
</table>
Основные правила английской грамматики

Порядок слов
1. Порядок слов в английском предложении фиксированный: на 1-м месте – подлежащее (S – Subject), на 2-м – сказуемое (P – Predicate). Это ядро предложения:

   \[
   \begin{array}{c c}
   1 & 2 \\
   S & P \\
   \end{array}
   \]

   I know.

2. Остальные члены предложения располагаются по краям:

   Now I know it.
   Last year he went to Moscow.

3. Не бывает английского предложения без подлежащего (S) и сказуемого (P):

   It is winter. – Зима.
   It is late. – Поздно.

Образование вопросительной формы предложений

Формула общего вопроса:

   \[
   V + S + P \ldots ?
   \]

1. Если в предложении есть глаголы to be (в своих формах am, is, are, was, were), to have (has, had), то вопросительная форма образуется с помощью инверсии, т. е. перехода этих глаголов на 1-е место:

   Предложение He is a student. She has a sister.
   Вопрос Is he a student? Has she a sister?

2. Если в предложении два и более глаголов, то ближайший к подлежащему переходит на 1-е место:

   Предложение He can swim. She will go to the country.
   Вопрос Can he swim? Will she go to the country?
3. Если в предложении один глагол (в Present Simple и Past Simple Tenses), то вопросительная форма образуется с помощью вспомогательных глаголов do/ does (Present Simple) и did (в Past Simple). Смысловой глагол при этом ставится в 1-й (исходной) форме:

Предложение  He speaks English. She wrote a book.
Вопрос            Does he speak English? Did she write a book?

**Образование отрицательной формы предложений**

1. Отрицательная форма предложений образуются с помощью тех же вспомогательных глаголов, что и вопросительная, частица not ставится после этих глаголов:

Предложение  He is a student.
Вопрос          Is he a student?
Отрицательная форма  He is not a student.

2. В вопросе и при отрицании some заменяется на any:

Предложение  He has got some English books.
Вопрос          Has he got any English books?
Отрицательная форма  He has not got any English books.

**Внимание! Some сохраняется в вопросах, если мы предлагаем или просим о чем-либо: Would you like some coffee?**

3. Вопрос, краткий ответ и отрицание образуются с помощью одних и тех же вспомогательных глаголов. Частица «not (не)» ставится после этих глаголов.

Предложение:  He is a student. She speaks English.
Вопрос:          Is he a student? Does she speak English?
Краткий ответ: Yes, he is. Yes, she does.
No, he isn’t. No, she doesn’t.
Отрицание:     He is not a student. She doesn’t speak Russian.

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Пять типов вопросов

1. Общий (General) – ко всему предложению (Yes/No question):

   \[ V + S + P \ldots \ ? \]

   V – verb «глагол» (вспомогательный);
   S – Subject «подлежащее»;
   P – Predicate «сказуемое»;
   O – Object «дополнение».

   S     P     O
   He wrote a book. – Он написал книгу.

did
write

Вопрос: 1) Did he write a book?
   2) Can you swim?
   3) Will you come to see me?
   But (No):
   4) Is he a student?
   5) Have you (got) a sister?

2. Разделительный / ‘хвостатый’ (Disjunctive / Tag/Tail-question – вопрос ‘с хвостиком’ «не так ли?»):

   + –
   – +

   S + P\ldots, V + S (Pronoun – местоимение) \ ?

   + He wrote a book, didn’t he? – Он написал книгу, не так ли?
   – He didn’t write a book, did he? – Он не написал книгу, не так ли?

3. Специальный (Special) – это вопрос к отдельным членам предложения. Строится на основе общего вопроса; вопросительные слова (What, Why, Where, When, How и др.) ставятся впереди:

   ? слово \ + \ V + S + P + O \ldots \ ?

   Например: He wrote a book. Вопрос к дополнению – a book:

   What did he write?
   Что он написал?
4. Альтернативный (Alternative – ‘или/или’) вопрос строится на основе общего или специального; к одному из слов в предложении ставится альтернатива (выбор):

1) к подлежащему

\[ V + S/S + P + O \ ? \]

Does he or she speak English?

2) к сказуемому

\[ V + S + P/P + O \ ? \]

Shall I read or translate the text?

3) к дополнению

\[ V + S + P + O/O \ ? \]

Does he speak English or German?

What language does he speak: English or German?

4) ко всему предложению

Did he open the window or not?

5. Вопрос к подлежащему (начинается с Who, What, What kind of..., How many… и т. д.) не требует никаких изменений в структуре предложения (кроме согласования в числе в Present Simple), вопросительное слово занимает место подлежащего:

**Past Simple**

\[ S \ P \]

He wrote a book. – Он написал книгу.

Who wrote a book? – Кто написал книгу?

**Present Simple**

\[ S \ P \]

We speak English. – Мы говорим по-английски.

Who speaks English? – Кто говорит по-английски?

**Future Simple**

\[ S \ P \]

I will go to Moscow.

Who will go to Moscow?
Модальные глаголы и их заменители

Модальные глаголы (табл. 19) отличаются от обычных глаголов тем, что выражают не действие или состояние, а отношение к нему.

<table>
<thead>
<tr>
<th>Modal Verbs and Their Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>can</td>
</tr>
<tr>
<td>must</td>
</tr>
<tr>
<td>мочь; уметь</td>
</tr>
<tr>
<td>должен; надо; нужно; необходимо</td>
</tr>
</tbody>
</table>

Употребляются со смысловыми глаголами без частицы “to”, не имеют окончания “s” в 3-м лице единственном числе в Present Simple, не имеют будущего времени, глагол must не имеет и прошедшего времени.

Перевод пассивных конструкций на русский язык

1. На русский язык пассивные конструкции переводятся:
   1.1) сочетанием глагола «быть» с краткой формой страдательного причастия (как в английском языке):
      The first steam locomotive was called the Rocket.
      Первый паровоз был назван «Ракетой»;
   1.2) глаголом в возвратной форме (оканчивающимся на «-сь/ся»):
      The first steam locomotive was called the Rocket.
      Первый паровоз назывался «Ракетой»;
   1.3) неопределенно-личным предложением:
      The first steam locomotive was called the Rocket.
      Первый паровоз называли «Ракетой».

2. В переводе на русский язык используются падежи:
   The passengers will be told about the changes in the timetable by radio.
   Пассажирам сообщат об изменении расписания по радио.

3. Перевод на русский язык рекомендуется начинать с предлога (если он есть):
   The first locomotives were looked at in surprise.
   На первые локомотивы смотрели с удивлением.
4. В ряде случаев при переводе дополнение становится подлежащим, а подлежащее – дополнением:

   High speeds are developed by modern locomotives.

   Современные локомотивы развивают высокие скорости.

5. **Внимание!** Некоторым английским глаголам, не имеющим предлога, соответствуют в русском языке глаголы с предлогом; в таком случае перевод следует начинать с русского предлога:

   The report was followed by a discussion.

   За докладом последовала дискуссия.

**Функции Participle I, II**

I. Определение:

1) The man sitting at the table is a student of our group. – Человек, сидящий за столом, – студент нашей группы.

2) The moving parts of any machine must be oiled. – Движущиеся части любой машины нужно смазывать.

3) The electrified line was short. – Электрифицированная линия была короткой.

   **Внимание:** в английском языке причастие II в функции определения может стоять не только перед определяемым словом, но и после него.

   The information received was very important. – Полученная информация была очень важной.

II. Обстоятельство:

   В функции обстоятельства причастие обычно выражает время, причину, образ действия, сопутствующие обстоятельства и т. д.

   1) Arriving at the station we called a porter. – Приехав на вокзал, мы позвали носильщика.

   2) Knowing English well he translated the article without a dictionary. – Зная английский язык хорошо, он перевел статью без словаря.

   3) Considered from this point of view the question will be of great interest. – Будучи рассмотрен с этой точки зрения, вопрос будет представлять большой интерес.


   1) While (when) waiting for a tram I met my friend. – Ожидая трамвая, я встретил своего друга.

   2) Unless heated this substance does not melt. – Если это вещество не нагревают, оно не плавится *(Не будучи нагрето, это вещество не плавится).*
**The Gerund**

Герундий (табл. 20–22) – это неличная форма глагола, выражающая процесс действия и совмещающая в себе свойства глагола и существительного.

Таблица 20

<table>
<thead>
<tr>
<th>Voice</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indefinite</td>
<td>writing</td>
<td>being written</td>
</tr>
<tr>
<td>Perfect</td>
<td>having written</td>
<td>having been written</td>
</tr>
</tbody>
</table>

Таблица 21

<table>
<thead>
<tr>
<th>Подлежащее</th>
<th>Smoking is not allowed here</th>
<th>Курить здесь не разрешается</th>
</tr>
</thead>
<tbody>
<tr>
<td>Именная часть сказуемого</td>
<td>Her favourite occupation is reading</td>
<td>Ее любимое занятие – чтение</td>
</tr>
<tr>
<td>Дополнение</td>
<td>She likes dancing</td>
<td>Она любит танцевать</td>
</tr>
<tr>
<td>Определение</td>
<td>It’s a device for measuring temperature</td>
<td>Это прибор для измерения температуры</td>
</tr>
<tr>
<td>Обстоятельство</td>
<td>After saying some words he left the room</td>
<td>Сказал несколько слов, он вышел из комнаты</td>
</tr>
</tbody>
</table>

Таблица 22

<table>
<thead>
<tr>
<th>Существительным</th>
<th>A thermometer is used for measuring temperature</th>
<th>Термометр используется для измерения температуры.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Неопределенной формой глагола</td>
<td>Measuring temperature is necessary in many experiments</td>
<td>Измерять температуру необходимо во многих опытах</td>
</tr>
<tr>
<td>Деепричастием</td>
<td>By measuring temperature of the mixture we can control its state</td>
<td>Измеряя температуру смеси, мы можем проверять ее состояние</td>
</tr>
<tr>
<td>Глаголом в личной форме</td>
<td>I remember having measured the temperature of the mixture in due time</td>
<td>Я помню, что своевременно измерил температуру смеси</td>
</tr>
</tbody>
</table>

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БИБЛИОГРАФИЧЕСКИЙ СПИСОК

4. Департамент образования Великобритании. – URL: www.dfes.gov.uk.
12. Учебные материалы, тесты и тестовые задания кафедры «Иностранные языки» ИрГУПС.
Interview with a Film Star

Task: Complete the questions and answer them:

Remember: I am not right, am I? But: I am right, aren’t I?

You are Gloria Moon, ...?

1. You live in Hollywood, ...?
2. And you have lived there all your life, ...?
3. You aren’t a producer, ...?
4. You are a film star, ...?
5. You didn’t go to University, ...?
6. You started work when you were 17, ...?
7. You worked as a model, ...?
8. You can’t play any musical instrument, ...?
9. But you can sing and dance, ...?
10. You been to France, ...?
11. But you don’t know French, ...?
12. You have your own villa on the sea coast, ...?
13. You are married, ...?
14. You have no children, ...?
15. You’d like to take part in our film, ...?

Test № 2. Passive Voice (be + V3)

Task: open the brackets.

The Tower of London

The Tower of London (build) by William the Conqueror in 1078 as a castle and palace. Since that time it (expand) to its present size, and (use) as an armoury, a zoo, a royal mint, a prison, and a museum. At the time when it was a prison a lot of people (lock) in the Tower for their religious beliefs or suspended treason. Anne Boleyn, Sir Walter Raleigh and Elizabeth the First (shut up) there, too. Spies (imprison) in the Tower during both World Wars. Some of the prisoners (allow) to walk in the grounds, live in comfortable rooms and receive visitors. Many convicted (publicly/execute) on Tower Hill. They (behead) with the block and axe, which (keep) and (show) in the Tower Armoury now. The Jewel House (situate) at the Tower. The collection of the Crown Jewels (keep) in it. Saint Edward’s Crown, the Imperial State Crown, and the royal sceptre (guard) there. Saint Edward’s Crown (use) for the coronation ceremonies. 3 000 precious jewels (contain) in the Imperial State Crown. In 1671 a daring attempt (make) to steal the Crown Jewels by a man named Captain Blood.
Test № 3. Passive Voice (Puzzle)

Task: Match the parts and open the brackets to make the sentences grammatically correct. (Attention: some of the sentences are questions!):

1. We hope next time the problem…
2. This film…
3. What subjects…
4. Credit cards…
5. Young people under 18…
6. The Houses of Parliament…
7. Some years ago the students of our University…
8. Concorde, the world’s fastest passenger plane…
9. The laboratories of our University…
10. The applicants who failed in the examinations…
   a (to show) in our city next week?
   b (not to admit) to our University.
   c (to provide) with all necessary equipment.
   d (to pay) more attention to.
   e (to build) in the 19-th century?
   f (to include) into the program next year?
   g (to accept) in this shop?
   h (to serve) in a bar.
   i (to send) to the Olympic Games.
   j (to develop) by France and Britain in 1960s.

Test № 4. Tenses

Task: перепишите предложение; подчеркните в нём сказуемое с глаголом “write”; определите его время, вид и залог; переведите.

1. The test was being written when the dean came into the room.
2. The book had been written before the writer left the city.
3. The test has just been written.
4. They wrote the test yesterday.
5. They were writing the test yesterday from 10 a.m. to 11.30 a.m.
6. We will write the test tomorrow.
7. We will be writing the test at 3 p.m.
8. He has just written the test.
9. The test will have been written by 4 p.m. tomorrow.
10. The test won’t be written.
11. We are writing the test now.
12. I said the test would have been written by 3 p.m. the next day.
Task: Define the Complex and translate:

a) 1. I know her to have graduated from the university 3 years ago.  
   2. We want them to introduce the changes as soon as possible.  
   3. The manager considers the results to be unsatisfactory.  
   4. She wanted him to call her back two hours later.  
   5. We expect him to solve this problem.  
   6. I’d like you to learn the poem by heart.  
   7. They wanted him to leave the firm.  
   8. The scientists expect this effect to be relatively small.  
   9. We expect interest rates to rise next week.  
  10. The new manager is said to work 12 hours a day.  
  11. The capitalist system is said to be based upon the principle of competition.  
  12. The building is reported to have been damaged by the fire.  
  13. Firms are assumed to know what quantity of each product they should sell.  
  14. Consumers are assumed to be aware of all the goods and services they could buy.  
  15. Three people are reported to have been injured in the accident.

b) 16. The management seems to be moving in the right direction.  
  17. In fact demand is likely to be highly elastic when the market is depressed.  
  18. The aim of convertibility proved difficult to achieve.  
  19. Accidents are known to happen sometimes even on the best railroads,  
  20. We know the wreck train to be always ready to go at any moment.  
  21. The accident is unlikely to happen.  
  22. We know electric energy to be provided mostly by thermal and hydroelectric stations.  
  23. We suppose atomic power to successfully compete with conventional power plants.  
  24. Electric stations are known to develop a high speed.  
  25. The engineers want further research to be conducted with the new equipment.  
  26. Three people are reported to have been injured in the accident.  
  27. The students in the laboratory watched the engine tested.  
  28. We believe the tests to have been completed.  
  29. They consider atomic energy to be an efficient source of power.  
  30. The company is said to be losing a lot of money.
Test № 6. The Non-Finite Forms
(of the verb ‘play’)

Task A: Name all non-finite forms you know.
Task B: What is the difference between finite and non-finite forms?
Task C: Find and define the non-finite forms of the verb ‘play’ and translate:

a)
1. They are playing football in the yard.
2. He has already played his part.
3. They have been playing chess for two hours.
4. To play is to practice.
5. It is difficult to play the guitar.
6. I gave him a new computer game to play.
7. The children laughed while playing the game.
8. The boy playing the piano is my brother.
9. Playing computer games is both useful and harmful.
10. She disliked playing computer games.
11. I saw him playing football in the yard.
12. I’d like to play the new computer game.
13. When being played the disc sounded perfect.
14. Having played the game they went home.
15. After having been played the game was forgotten.

b)
16. She liked being played with.
17. The game played two hours ago is the best.
18. When being played with she was happy.
19. Having played the piece she closed the piano.
20. I don’t like the music played by him.
21. They are likely to be playing a bad trick on him.
22. The game having been played, he went home.
23. The music being played inside, the house looked inhabited.
24. She seemed to be playing, not working.
25. He is reported to play in a new team.
26. They seemed to have finished playing.
27. He is unlikely to be able to play this game.
28. The play proved to have a long life.
29. When I entered the hall the music was not yet being played.
30. It’s a very good game to play in a company.
Test № 7. The Conditionals

**Task:** Study the Table A.1.

### Table A.1

<table>
<thead>
<tr>
<th>Condition</th>
<th>If/when-clause</th>
<th>Principal clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. real → Present</td>
<td>When he comes,</td>
<td>I call you.</td>
</tr>
<tr>
<td>1. real → Future</td>
<td>Future ↓ If he <strong>comes</strong>, Present</td>
<td>I <strong>will call</strong> you.</td>
</tr>
<tr>
<td>2. unreal → Future/Present</td>
<td>Present ↓ If he <strong>came</strong>, Past</td>
<td>I <strong>would call</strong> you.</td>
</tr>
<tr>
<td>3. unreal → Past</td>
<td>Past ↓ If he <strong>had come</strong>, Past Perfect</td>
<td>I <strong>would have called</strong> you.</td>
</tr>
</tbody>
</table>

**Ex.1. Define the types of the conditional sentences and translate them:**

1. If the problem cannot be solved one way, the computer can search for another until a solution is found.
2. What would you do if you had your vacation now?
3. It would be impossible to raise the output of goods without installing the new equipment.
4. We’ll miss the train unless we hurry.
5. I shall read the article if I have time.
6. If sales can be increased, costs can be reduced.
7. If you had answered all the questions, you would have won the prize.
8. If liquids expand upon freezing, an increase of pressure lowers the freezing point.
9. If we had tested the material earlier, we wouldn’t have made this mistake.
10. Were the article on the history of railways, we would read it without a dictionary.
11. If the line had been built, Harriman would have had a twelve-kilometer strip of land on either side of the line for a period of 90 years.
12. Had the government agreed, Harriman would have got a “strip” of land larger than the whole of Greece.
13. Will you love me more if I eat less?
14. Travelling by car is convenient **provided** you have somewhere to park.
15. You’ll pass the exam if you study well.
16. Forgive your friends even if you are really angry.
17. Were I you, I would repeat the experiment.
Laboratory work № 1. At the Railway Station

Text 1. At the Railway Station (D – passenger, P – porter)
D: “Hello! Porter! Can you take my luggage?”
P.: “Certainly. How many pieces?”
D.: “Two. I can carry this little parcel myself.”
P.: “Which train are you taking?”
D: “The express for Moscow. Is it in already?”
P.: ‘It is due to arrive in a few minutes. Will you go to the waiting-room meanwhile, or do you prefer to go straight to the platform?’
D.: “Let us go to the platform straight away.”
P.: “Here is your train coming in. Will you tell me the number of your car and berth?”
D.: “Carriage 6, berth 8. I wonder whether it is an upper or a lower berth.”
P.: “I see from the number that it must be an upper one. Do you mind?”
D.: “Not very much. Of course I should like a lower one better, but after all I don’t mind much.” (They enter the car)
P.: “Please put my two suitcases inside the box under the berth, and this little package on the rack.” (The porter does as instructed)
D.: “Thank you very much. How much do I owe you?”
P.: “Fifty rubles per piece of luggage.”
D.: “Here you are.”
P.: “Thank you.”

Text 2. Travelling by Train in Britain
One of the first things a foreigner notices about British railways is the platforms. They are higher than in most parts of the world. The platform is almost on a level with the floor of the carriages. You do not, therefore, have to climb up into a railway carriage in Britain. This makes it a little easier to get in and out of the carriage with your luggage.

The trains that go to and from London are very crowded at the times when people are travelling to work, since about a million people travel to London to work each day. There are cheap tickets after a certain time of the day, usually about 9.30 when everyone has gone to work. These are called cheap day return tickets. It is often nearly 50% (fifty per cent) cheaper to travel to London after 9.30 than before this time.

On many fast trains to London there is a dining-car in which you can buy lunch, dinner or coffee. On others there is a buffet at which it is possible to buy snacks and drinks. Sometimes a waiter from the dining-car brings round cups of coffee to the passengers.

There are only two classes in Britain—first and second. A first class ticket costs 50% or more than a second class ticket. On long journeys, there is a ticket inspector, who visits every passenger.
Vocabulary

berth — полка
car. carriage — вагон
cheap — дешёвый
climb up — забираться
crowded — переполненный
due to arrive — должен прибыть
fast — скорый
journey — путешествие
level — уровень
lower / upper — нижний / верхний
meanwhile — пока
notice — замечать
owe — быть должным, обязанным
package. parcel — пакет
piece — место (багажа)
porter — носильщик
rack — сетка, полка для багажа
return — обратный
snack — закуска, перекус
straight away — прямо сейчас
travel to work — ездить на работу

Exercises

Ex. 1. Translate the words in italics into Russian.

Ex. 2. Translate into English:

1) багаж; 2) ж.д. вагон; 3) место багажа; 4) уезжать и приезжать в Лондон;
5) билет 1-го класса; 6) билет 2-го класса; 7) быстрый поезд; 8) вагон-ресторан;
9) дешёвый билет; 10) закуски и напитки; 11) заходить и выходить из вагона;
12) должны забираться; 13) путешествовать поездом;
14) части мира; 15) 50 %; 16) верхняя или нижняя полка; 17) чемодан;
18) Сколько я Вам должен? 19) должен прибыть; 20) обратный билет;
21) «Вот, пожалуйста»; 22) пакет; 23) возражать.

Ex. 3. Translate into English:

1. Вы не возражаете?
2. Зал ожидания.
3. Каким поездом Вы едете?
4. Вы предпочитаете пройти прямо на платформу?
5. (Мне) интересно…
6. Я бы лучше хотел нижнюю полку.
Ex. 4. Find British and American equivalents:

1. railway ticket office
2. carriage subway
3. goods tie
4. switch freight
5. underground car
6. luggage railroad
7. booking office point
8. sleeper baggage

Ex. 5. Answer the questions:

1. What are the texts about?
2. What is the difference between these two texts?
3. What is a dialogue?
4. Who is talking?
5. Where is the passenger going to?
6. How many pieces of luggage does he have?
7. What number is his carriage and his berth?
8. Is his train in already?
9. Is his berth a lower or an upper one?
10. Where does he put his luggage?
11. How much did he pay?

Ex. 6. Complete the tail questions and answer them:

1. One of the interesting things about British railways is the platforms, … ?
2. They are higher than in most parts of the world, … ?
3. The platform is almost on a level with the floor of the carriages, … ?
4. You have to climb up into a railway carriage in Britain, …?
5. This makes it easier to get in and out of the carriage with your luggage, … ?
6. The trains that go to and from London are very crowded, …?
7. The trains are very crowded at the times when people are travelling to work, … ?
8. About a million people travel to London to work each day, … ?
9. There are cheap tickets after 9.30 a.m., … ?
10. At about 9.30 everyone has gone to work, …?
11. These are called cheap day return tickets, …?
12. It is nearly 50 % cheaper to travel to London after 9.30, …?
13. On many fast trains to London there is a dining-car, …?
14. In a dining-car you can buy lunch, dinner or coffee, …?
15. There is sometimes a buffet at which it is possible to buy snacks and drinks, …?
16. A waiter from the dining-car brings round cups of coffee to the passengers, …?
17. There are only two classes in Britain – first and second, …?
18. A ticket inspector visits every passenger on long journeys, …?

Laboratory work № 2. The Rush Hour

Rush hour is the time between 8 oclock and 10 o’clock in the morning when everyone goes to work. Rush hour is the time between 5 o’clock and 7 o’clock in the evening when everyone comes home from work. It is the time when people squash themselves like sardines into tube carriages; when people fall asleep standing up in the tube; when people stand in long queues in the tube; when businessmen miss their trains to the country because their taxis get stuck in traffic jams.

Rush hour is the time when a lot of people are in a bad temper. Every day in London nearly two million people travel from home to work and back on the underground and nearly four million travel on buses. Over 600,000 commuters arrive daily in London from the country or suburbs, and go home at the end of the day.

6,735 buses drive about in London every day. Underneath the city, 4,318 tube carriages take hundreds of people from one end of London to the other. And if you’re good at maths, you might discover from all these numbers that every year 666,000,000 miles are travelled by passengers on public transport in London.

Are you surprised there’s rush hour?

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>squash</td>
<td>сжимать, сдавливать, сплющивать</td>
</tr>
<tr>
<td>like</td>
<td>как</td>
</tr>
<tr>
<td>queue</td>
<td>очередь</td>
</tr>
<tr>
<td>country</td>
<td>страна, деревня</td>
</tr>
<tr>
<td>stick (stuck, stuck)</td>
<td>приклеивать, застревать</td>
</tr>
<tr>
<td>traffic jams</td>
<td>затор, уличная пробка</td>
</tr>
<tr>
<td>temper</td>
<td>характер, настроение</td>
</tr>
<tr>
<td>commuter</td>
<td>человек, ежедневно совершающий</td>
</tr>
<tr>
<td>be good at</td>
<td>быть способным к чему-либо</td>
</tr>
<tr>
<td>discover</td>
<td>открывать, обнаруживать</td>
</tr>
</tbody>
</table>

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**Tasks**

1. Познакомьтесь с заголовком. Если смысл его вам непонятен, прочтите первые два предложения текста и догадайтесь о значении выражения *rush hour*.

2. Прочитайте 3-е предложение и выполните следующие задания:
   1) Найдите главное предложение, переведите его. Выделите подлежащее и сказуемое. Каким другим словом можно заменить подлежащее?
   2) Сколько в этом предложении придаточных? Пронумеруйте их. Укажите тип придаточных предложений (определяльное, дополнительное, обстоятельственное);
   3) Посмотрите на слово *sardines*. Какое русское слово оно вам напоминает? Найдите слово *squash* в словаре и переведите фразу «to squash like sardines». Помните, что слово *like* употребляется в качестве предлога, а не глагола;
   4) Прочитайте фразу «when businessmen *miss* their trains to the *country*»:
      – выберите подходящее значение глагола «to miss»: промахнуться, упустить, пропустить; скучать по ком-либо; опоздать;
      – вам известно значение слова *country* – страна. В данном предложении это слово имеет другое значение. Найдите его и переведите:
     *a train to the country*;
   5) Вам уже известны фразы «to get interested», «to get married». Догадайтесь о значении фразы «to get stuck in traffic jams». Помните, что это форма нестандартного глагола.

3. Прочитайте четвертое предложение. В нем есть фраза «a lot of people *in a bad temper*». Переведите фразу.

4. Догадайтесь о значении слов *suburbs, underground* из следующих предложений: «The *underground* is a kind of transport which carries passengers *under the ground*»; «Markovo and Shelekhov are the *suburbs* of Irkutsk».

5. Догадайтесь о значении слов по их эквивалентам: *daily = everyday; nearly = almost; over = more than; underneath = under; underground = tube*.

6. Прочитайте предпоследнее предложение и выполните задания:
   1) переведите фразу *if you’re good at maths*;
   2) сравните два предложения: *Every year 600,000,000 miles are travelled by passengers on public transport in London. – Every day in London nearly two million people travel from home to work and back on the underground.*

Как меняется значение слова *to travel* в зависимости от залога
Riddle. Try to guess what product the other company produces as in the example:

– Is your product very big?
– Neither big, nor small. It’s medium sized.

– Can we eat it or play with it?
– No, no.

– What material is it made of?
– Metal, plastic.

– What colour is it?
– Mostly, white.

– Do you make it for children?
– No, it’s not a toy.

– Who are your customers?
– Men and women of all ages, we think.

– Is it heavy?
– Quite heavy.

– Is it round or square?
– We produce them both square and round.

– What world – famous companies are in the same line?
– Well, you know, we would prefer not to tell you… but… OK, “Ariston” “Electrolux”, “Bosch”.

– Is your product in demand now?
– Oh, you know it’s very popular and sells quite well.

– OK, just a minute… Oh, we think we know, is it a gas or an electric stove?
– Ha–ha! You are joking! Have you ever seen round stoves?

– Oh, sorry. Well, then… it is a ….
– At last! Yes that’s it.
### ДЕЛОВЫЕ ИГРЫ

**Business game № 1. Young Businessmen**

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>бухгалтер</td>
</tr>
<tr>
<td>accounts department</td>
<td>бухгалтерия</td>
</tr>
<tr>
<td>advantage</td>
<td>преимущество</td>
</tr>
<tr>
<td>to run business</td>
<td>руководить делом</td>
</tr>
<tr>
<td>to be at the head of</td>
<td>возглавлять</td>
</tr>
<tr>
<td>to be in charge of</td>
<td>отвечать за</td>
</tr>
<tr>
<td>to be responsible for</td>
<td>быть ответственным за</td>
</tr>
<tr>
<td>to be in demand</td>
<td>пользоваться спросом</td>
</tr>
<tr>
<td>to be in the same line of business</td>
<td>заниматься тем же бизнесом</td>
</tr>
<tr>
<td>to be worth</td>
<td>стойт того</td>
</tr>
<tr>
<td>commercial</td>
<td>рекламный ролик</td>
</tr>
<tr>
<td>customer</td>
<td>покупатель, клиент</td>
</tr>
<tr>
<td>to be worth (discussing)</td>
<td>быть достойным (обсуждения)</td>
</tr>
<tr>
<td>to deliver</td>
<td>доставлять (товар, груз)</td>
</tr>
<tr>
<td>to do the secretarial work</td>
<td>работать секретарем</td>
</tr>
<tr>
<td>to employ</td>
<td>нанимать</td>
</tr>
<tr>
<td>to compete</td>
<td>конкурировать</td>
</tr>
<tr>
<td>to flourish</td>
<td>процветать</td>
</tr>
<tr>
<td>to recruit</td>
<td>вновь набирать</td>
</tr>
<tr>
<td>income</td>
<td>доход</td>
</tr>
<tr>
<td>profit</td>
<td>прибыль</td>
</tr>
<tr>
<td>a well-established company</td>
<td>известная фирма</td>
</tr>
<tr>
<td>to meet troubles</td>
<td>испытывать затруднения</td>
</tr>
<tr>
<td>top quality</td>
<td>высшее качество</td>
</tr>
<tr>
<td>to sign</td>
<td>подписывать</td>
</tr>
<tr>
<td>a discount</td>
<td>скидка</td>
</tr>
<tr>
<td>a retailer</td>
<td>розничный торговец</td>
</tr>
<tr>
<td>a wholesaler</td>
<td>оптовик</td>
</tr>
<tr>
<td>to produce</td>
<td>производить</td>
</tr>
<tr>
<td>long-term</td>
<td>долгосрочный</td>
</tr>
<tr>
<td>promising</td>
<td>многообещающий, перспективный</td>
</tr>
<tr>
<td>top quality goods</td>
<td>высококачественные товары</td>
</tr>
<tr>
<td>rather</td>
<td>довольно-таки</td>
</tr>
<tr>
<td>enterprise</td>
<td>предприятие</td>
</tr>
<tr>
<td>the terms and conditions</td>
<td>сроки и условия</td>
</tr>
</tbody>
</table>
Ex. 1. Make up short dialogues:

1. to employ
   to recruit
   to flourish

   – How many people do you … ?
   – Our company is … and we … more than a hundred workers. Every year we … ten more.
   – Great!

2. advantage
   long-term contract
   to be worth
   promising

   – Do you know anything about a … to build a high-speed railway between Moscow and St. Petersburg?
   – Yes, certainly. This project … discussing.
   – What … do you see in it?
   – I suppose many countries are interested in this project. It is … .
   – Well, soon you’ll get to Moscow in 2 hours!

3. to be in demand
   to put a new product on the market
   to produce
   top quality goods

   – Hi, Henry, how’s life?
   – OK, thank you. I hear your firm … sportswear?
   – Yes, good sportswear … now and we … only … .
   – Are you planning to …?
   – Possibly.

4. to compete
   to be in the same line of business
   to produce
   to specialize in

   – Everybody knows that “Puma”, “Adidas” and “Nike” … sportswear which can … on the world market.
   – … your firm … ?
   – Yes, we … goods for children.

5. enterprise
   to run business
   to meet troubles
   to compete
   rather

   – Does your family help you to … your … ?
   – Certainly, my father is a senior manager.
   – Is your business a large …?
   – Rather.
   – Do you … any … ?
   – You see, to … with world-famous firms is a real struggle.
the terms and conditions
promising
to sign

– Mr. Jones, let’s discuss … of our
new contract.
– With pleasure. I find it very … .
– Shall we … it tonight?
– All right!

Ex. 2. Here are two presentations:

1. A sample presentation of the first group:

Student 1. The name of our business enterprise is “Russian Electronics”. We believe it will be our family business, but we are going to find partners in different branches of industry and science. Our company’s staff is not big at present: 8–10 people. But if it flourishes, we’ll recruit more workers. As it is a family business, my father, Victor, is at the head of it. My sister and I are managers, and our mother is responsible for the accounts department. Also we employ some engineers and workers.

Student 2. Now we’ll try to present our product. On the basis of the latest improvement and the newest technology we have designed our Sweety-Talkie. (Выходит девочка, одетая роботом).

Our product offers potential customers a set of new qualities. To be more specific, Sweety-Talkie is equipped with a new generation brain. It says 200 words, moves in all directions, opens and closes its eyes, claps its hands, chuckles, when a secret button is touched. (Все эти действия демонстрирует «кукла»).

Sweety-Talkie is equipped with a thermometer and a timer, so it can tell the time and temperature. It’s an attractive doll. It operates on batteries.

Student 3. We hope our business will be a success and will be profitable, because more and more parents prefer to buy electronic toys for their children.

2. Presentation of the “family business” of the second group:

Student 1. Hello, dear friends! We run a soft drinks factory. It’s our family business. We’ve been in this business for a year only, so we are just beginners. Oh, here are our relatives! (Подходят другие члены «семьи»). Would you like to meet them? This is Mrs. Helen Petrova, our mother. She is at the head of our business. She is responsible for our production department. She does the secretarial work. This is our manager, Olga. And I’m Kate. I’m in charge of the accounts department.

Student 2. I believe we are energetic and efficient. We also have Marketing, Research and Development, Personnel, and Delivery departments in our company. We produce ecologically-pure juices and soft drinks. We use only high-quality ingredients. We take care of our customers and want to see them
healthy. We employ highly qualified workers and we believe our factory will flourish. Look at our Trade Mark! (Показывает рекламу яблочного сока). Would you like to taste our best product? (Все присутствующие пробуют яблочный сок «производства этой фирмы»).

**Student 3.** You see we are beginners, but we hope in the future our firm will be one of the most profitable.

We realize that we are going to meet different troubles: it is a difficult task to compete with world-famous companies producing soft drinks, such as “Coca-Cola”, “J7”, “Pepsi-Cola” and others. Evidently it will be a problem to put our product on the world market and so on. But we hope for the best. We’ll work hard. We are sure that our energy, taste and honesty will bring us success.

**Ex. 3. Answer the questions:**

1. Is your business large?
2. What’s the strong point of your business?
3. Is there a security service in your company?
4. Have you got any junior or senior partners?
5. What’s the average salary of your workers?
6. Is your office well-equipped?
7. Do you celebrate your workers’ birthdays in your office?
8. Do you think your product can compete with world-famous companies, which are in the same line of business?
9. Do you pay wages on a weekly basis?
10. Are you satisfied with your company’s position on the market?
11. Are you planning to put your product on the foreign market?
12. Is your company is flourishing?
13. Your product sells well because it is cheaper than that of other companies, is that right?
14. Do you make your product of ecologically pure materials?
15. Which companies are in the same line of business as you?
16. Are you planning to increase your production?
17. Do you contact any consulting firms?
18. Do you sell your product yourself or with the help of somebody else?
19. Do you advertise your product?
20. Are there any commercials of your product on TV?
21. Do you have long-term contacts with foreign companies?
22. What will you do if your sweet life comes to an end some day?
23. What are you plans for future?
24. What bank do you work with?
25. Do you have branches in other cities?
26. How long have you been in your business?
27. Why is your firm called so?
Business game № 2. **The Conference**

**The Conference members:**

1. President / Chairman / Chairperson
2. Secretary
3. Reporters
4. Interpreteurs
5. Designers
6. Public (asks ??)
7. Mass media (journalists, TV-people, newspapermen, etc.)
8. Evaluation Board
9. Time teller

**The Legend:**

1. Name
   (Mr., Mrs., Ms., Mz. Black, Smith, Evans, Brown, Adams, Stuart, etc.)

2. Degree:
   Bachelor of Sc./Arts (BSc., BA)
   Master of Sc./Arts (MSc., MA)
   Doctor of Philosophy (PhD, Dr. of Economics, Dr. of Physics, etc.)

3. Position:
   Post-graduate student
   Associate /Assistant Professor
   Professor
   Independent Researcher
   Volunteer
   Freelancer

4. University /Place /Country

   Edinburgh University, Scotland
   London University, GB
   Harvard University, USA
   Massachusetts Institute of Technology, USA
   Moscow State University, Russia
   Maryland University, USA
   Glasgow University, Scotland, etc.
5. Department /Faculty

Department of Finance and Statistics
Faculty of Civil Engineering
College of Economics
Law Department
Department of Railway Construction
Faculty of Communication, etc.

Reporters:

Good morning/afternoon/evening, ladies and gentlemen!
The name of my paper/report is …..
I continue. I will interpret my paper myself.
That’s all, Mr. President.

Time teller:

Sorry to interrupt you.
Only two minutes are left.
I’m sorry, your time is up.

President:

1) Good morning/afternoon/evening, ladies and gentlemen!
Welcome to our conference!
The name of our conference is …

2) The first/second/next…last reporter, please.
Secretary, please.
Thank you. Take the floor, please ./ You’re welcome.

3) Do you have an interpreter? Will you interpret yourself?
Interpreter, please.

4) Thank you. Questions, please.
Have you got any questions? You, please.
Are you satisfied? Any more questions?

5) Our conference is over.
Thank you for your interesting papers and questions.
Welcome to our next conference!
Good-bye!
РЕФЕРАТ

Вся работа выполняется по специальной, железнодорожной, исторической, краеведческой или страноведческой тематике на изучаемом языке.

Во введении формулируются тема работы, цель написания реферата, причины выбора данной темы, структура реферата.

Основная часть представляет собой текст по выбранной тематике на иностранном языке объемом не менее 5 страниц. При написании реферата возможно использование нескольких оригинальных источников.

В заключении кратко излагаются основные положения реферата, формулируются выводы и личное отношение к рассмотренной теме.

Терминологический словарь охватывает ключевые слова и выражения по выбранной тематике (не менее 30 единиц).

Резюме представляет собой краткое (тезисное) изложение всего реферата, начиная с введения и заканчивая списком использованной литературы.

В рецензии (составляется преподавателем или другим студентом) указывается правильность выполнения работы и соответствие всем требованиям, предъявляемым к написанию реферата. Допускается написание рецензии на родном языке.

Форматирование реферата:
1) объем: 10–15 машинописных страниц (весь реферат);
2) поля: 2,5 см – верхнее поле; 2 см – нижнее поле; 3 см – левое поле; 1/1,5 см – правое поле;
3) шрифт 14 (Times New Roman); выравнивание текста по ширине; межстрочный интервал – 1,5.

Структура реферата:
– титульный лист в соответствии с образцом;
– оглавление;
– введение;
– основная часть с разбивкой на разделы и параграфы;
– заключение;
– терминологический словарь по теме реферата (30 единиц);
– список использованной литературы;
– резюме;
– рецензия.

Ниже приводится список выражений-клише для использования в работе над рефератом и при его защите.
Introduction

- The name of my paper is…
- The reason I’ve chosen this topic is …
- I have chosen this topic because…
- The aim of my work is…
- The topic of my paper is…
- My paper is devoted to the problem of …
- The main tasks to achieve the aim are as follows...
- My work consists of the introduction, the main part, the conclusion, the list of terms, the list of literature (or Internet sources) and the resume.
- The main details are as follows...
- I’d like to stress that...
- The key points of the work are...
- I think the review is acute / topical because...

Conclusion (resume)

- The main result of my work is…
- As a way of conclusion I should say that …
- In conclusion I’d like to say that……
- Summarizing the information given in the review I can say that…
- The main conclusions I have come to are as follows...
- Talking about my personal attitude to the issue, I can say that…
- I consider my paper to be useful for my further study and work.
- The paper enlarged my outlook on the issue of...
- I liked (disliked) the topic of the review because...
- I disliked the topic of the review because...
- I enjoyed writing the paper because...
- I hated writing the paper because...
- This knowledge enables me to get interested in...
- I have analyzed...
- The paper tells about...
- The main idea of my paper is...
- To my mind, …
- In my opinion…
I. Определение объекта анализа:
1. Источник:
   The article was published in “The Times” on December 19, 201….
The article is taken from “The Guardian” of the 10-th of February, 201...
2. Название:
   The headline / title / name of the article is “…”
3. Автор:
   The author of the article is …
The article is written by …

II. Передача основного содержания:
1. Формулировка темы:
   The article is about …/ is devoted to…/ tells about…/ describes
   The article deals with … / touches upon …/ raises the issue of…
The purpose/aim of the article is to give the reader some information on …
2. Определение общего тона
   The general tone of the article is publicist / humorous / neutral / dramatic / narrative / informative / scientific / technical / historical etc.
3. Выделение составных частей
   The article can be divided into … parts.
   In the opening paragraph the author tells about / describes …
The first part deals with …/ touches upon …
   Further the author reports / says that …
   In the closing paragraph … / In conclusion the author tells …
The author comes to the conclusion that…
4. Выделение существенных положений
   According to the article …Data are given about…
The author writes / states / thinks / stresses / points out that …
   At the same time the author doesn’t mention / ignores…

III. Комментирование и выражение своего отношения к статье:
I think / believe… that the main idea / the key point of the article is that …
In conclusion I can say that…
I fully agree / disagree with the author.
I think the author is totally right / wrong / to some extent.
In my opinion…/ From my point of view …
I liked / disliked the article because …
I found the article interesting / important / of great interest / unimportant / too hard to understand / dull / of no interest / of some interest /of no value.
ENGLISH HISTORY IN RHYMES

English is a close relative of German and French. The United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. It is the result of its historical development. The first inhabitants of the British Isles were the Celts. Then in the Vth and VIth centuries A.D. the Isles were invaded by the Germanic tribes of Jutes, Angles and Saxons. That’s why the other name of the British is the Anglo-Saxons. The Celts were driven to the mountains of today's Wales and Scotland. In the XIth century A.D. Britain was conquered by William, Duke of Normandy (France), who got the name of William the Conqueror.

William the Conqueror, 1066 (Ten sixty - six),
Played on the Saxons very mean tricks.

Since that time the King and aristocracy spoke French, while the British people spoke the Germanic dialects. Little by little the two languages mixed and a beautiful baby – the English language – was born.

After Christopher Columbus discovered America the English language crossed the ocean.

Columbus sailed
The ocean blue sail плыть под парусами
In fourteen hundred ocean [ou$h]\)  ocean
And ninety-two (1492).

Now the US is the largest country where American English is spoken.

Englishmen had always been good sailors and brought their language to different parts of the globe – Australia, Canada, New Zealand, South Africa, India and others. For a long time Spain was a rival to Britain as a naval power. The battle of the two countries ended with a defeat of the Spanish Armada.

The Spanish Armada
Met its fate meet (met, met) встречать
In fifteen hundred and eighty-eight (1588). fate судьба

A little boat of the famous English pirate Francis Drake sailed from one huge Spanish ship to another and set them on the fire. After the victory the Queen of England made him Knight Sir Francis Drake.

Less than a century later London had the two greatest misfortunes in its history – the Great Plague (чума) and the Fire.

London burnt burn гореть
Like rotten sticks like подобно
In sixteen hundred rotten прогнивший
And sixty-six (1666) stick палка
CLASSROOM QUESTIONS

Ex. 1. Ask and answer the questions:

1. How are you? – Thanks. Great /Very well /Excellent /Perfect /All right /Fine/Not bad/So-so/Terrible/Bad/Could be better. And you?
2. What is the date today? – Today is the … of …
3. What day of the week is it today? – Today is …
4. How many students are present today? – … students are present today.
5. Who is absent /missing today?
6. Why are they (is s/he) away? Are they (Is s/he) sick / ill?
7. Are they (is s/he) coming? I don’t know. / I have no idea.
8. What is the weather like today? – It is cold /cool /warm /hot /sunny /misty /cloudy /rainy /snowy /windy /foggy. It is raining /snowing.
9. What is the temperature today? – It is … degrees (above/ below zero).
10. What news do you have? What’s the news today?
11. What was your homework for today?
12. Are you ready?

Ex. 2. Use the following expressions:

1. Good morning /afternoon /evening, everybody.
2. I’m sorry, I’m late. May I come in?
3. Exercise … text … page … in writing … orally.
5. Will/could you repeat that please? Will you say it again?
6. May I go out for a minute? May I? Shall I read / translate the text?
7. What’s the Russian /English for…?
8. How do you spell that?
10. May I ask a question?
11. Could you open /close the window / door, please?

Ex. 3. Ask and answer the Interview questions:

1. What is your full name (first name, patronymic and last name)?
2. How old are you? (I am…..)
3. Where are you from? (I am from…..)
4. Where and when were you born? (I was born in …)
5. When is your birthday? (My birthday is …)
6. Is your family large?
7. How many people are there in your family? (There are …)
8. Do you have brothers, sisters and grandparents in your family?
9. What do they do?
10. Where do you live now?
11. Do you still live with your parents?
12. Do you have a lot of friends?
13. What school did you go to?
14. Did you study well at school?
15. What were your favourite subjects?
16. What mark did you get for English at school?
17. What do you like to read? (books, newspapers, short stories, magazines)
18. What is your favourite TV programme?
19. What sports do you play?
20. Do you have any pets?
21. What are you going to be?
22. Do you have a girlfriend/boyfriend?
23. What is your hobby?

Ex. 4. Use additional questions for the Interview:
1. What is your favorite color / food / season / time of the day / animal, etc.?
2. Who is your favorite writer / TV showman / singer / actor / actress, etc.?
3. What are your plans for future?
4. Do you smoke? Do you like beer / coffee / tomato juice / hard drinks, etc.?
6. Do you do morning exercises / take a cool shower in the morning?
7. What is your motto (девиз)?
8. What kind of music / films do you like?
9. Do you play any musical instrument / chess / tennis?
10. Have you been to Moscow/St. Petersburg / Novosibirsk, France / Poland, etc.?
11. What are your interests?
12. Can you swim / ski / skate / drive a car?

Ex. 5. Take an interview of a famous person (a President, an astronaut, a sportsman, a singer, a showman/showwoman, a traveller, etc.), using the following and the above questions:
1. Are you married?
2. Why are you here?
3. Are you on vacation?
4. Are you just a tourist?
5. Do you like travelling?
6. Is it your first visit to this country?
7. How do you like it here?
8. What do think about …. 
RHYMES AND POEMS

Whether the Weather

Whether the weather be fine,
Whether the weather be not,
Whether the weather be cold,
Whether the weather be hot,
   We’ll weather the weather
Whatever the weather,
Whether we like it or not.

whether        ли, либо
whatever       какая бы

Six Serving Men

I keep six honest serving men,
They taught me all I knew.
Their names are: What and Why and When,
And How and Where and Who.
   I send them over land and sea,
   I send them East and West.
   And after they have worked for me
   I give them all a rest.

(by R. Kipling)

Solomon Grundy

Solomon Grundy,        Worse on Friday,
Born on Monday,       Died on Saturday,
Christened on Tuesday,  Buried on Sunday.
Married on Wednesday,   That was the end
Fell ill on Thursday,    Of Solomon Grundy.

The more….the more

The more we study, the more we know,
The more we know, the more we forget,
The more we forget, the less we know,
The less we know, the less we forget,
The less we forget, the more we know.
So why study?
Tongue – Twisters

1. She sells sea-shells on the shore of the Ceyshells.

2. Peter Piper picked a pack of pickled pepper,
   A pack of pickled pepper Peter Piper picked.
   If Peter Piper picked a pack of pickled pepper,
   Where’s the pack of pickled pepper Peter Piper picked?

3. A good cook stood on a wooden foot
   And took a look at a cook book.

4. Don’t trouble trouble until trouble troubles you.

5. Wishes don’t wash dishes.

Proverbs and Sayings

1. No news is good news.
2. Better late then never. But still better never late.
3. Every cloud has a silver lining.
4. No bees – no honey, no work – no money.
5. All’s well that ends well.
6. East or West, home is best.
7. It depends.
8. Smilers never lose.
10. Tastes differ.
11. Like mother, like daughter.
12. Don’t worry, be happy.
13. Money spent on brain is never spent in vain.
15. Maybe yes, maybe no, maybe rain, maybe snow.

Ten Little Witches

1 little, 2 little, 3 little witches,
4 little, 5 little, 6 little witches,
7 little, 8 little, 9 little witches,
10 little, 9 little, 8 little witches,
7 little, 6 little, 5 little witches,
4 little, 3 little, 2 little witches,
1 little witch, bye-bye!
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Блудова Татьяна Павловна

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