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2019

ПОСОБИЕ ПО ПРАКТИЧЕСКОМУ КУРСУ АНГЛИЙСКОГО ЯЗЫКА (Часть II)

для студентов I курса переводческих факультетов

Учебное пособие

МИР НАУКИ
ИЗДАТЕЛЬСТВО

УДК 811.111
ББК 81.432.1
Б 649

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Б 649 Пособие по практическому курсу английского языка (Часть II) для студентов I курса переводческих факультетов. Учебное пособие – М.: Мир науки, 2019. – Сетевое издание. Режим доступа: https://izd-mn.com/PDF/31MNNPU19.pdf – Загл. с экрана.

ISBN 978-5-6043306-1-6

Учебное пособие предназначено для студентов I курса II семестра переводческих факультетов. Пособие включает в себя комплексную систему упражнений, направленных на овладение новыми лексическими единицами и закрепление активного словаря, отработку навыков устной (подготовленной и спонтанной) и письменной речи по дисциплине «Практический курс I иностранного языка (английский)». Пособие является дополнением к учебнику С.В. Шевцовой «The Intermediate Modern English Course (first year)».

ISBN 978-5-6043306-1-6

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Предисловие

Данное пособие представляет собой серию заданий, закрепляющее и дополняющее лексический и грамматический материал по дисциплине «Практический курс I иностранного языка (английский)» (I курс, II семестр), и является продолжением первой части.

Пособие состоит из четырех уроков, которые соответствуют 5, 6, 7-8 и 9 урокам в учебнике С. В. Шевцовой “The Intermediate Modern English Course (first year)”.

Каждый урок, в свою очередь, включает в себя пять разделов: (A Vocabulary, B Section B. Reading comprehension, C Listening comprehension, D Grammar, E Speaking).

Задания из раздела «Vocabulary» нацелены на активизацию слов и выражений, выделенных для активного усвоения. Работа с упражнениями из данного раздела предполагает самостоятельную работу студента с англо-английским словарем, а именно: изучение значений лексической единицы и контекстов, в которых она употребляется, соотнесение лексической единицы с другими лексемами в тематической и семантической группах, овладение правилами выбора и употребления лексической единицы в тексте высказывания, расширение рецептивного и потенциального словарного запаса.

Раздел «Section B. Reading comprehension» направлен на развитие навыков чтения различного вида текстов. Сюда входят упражнения на умение выделить основные идеи в рассуждении автора, сравнить информацию текста с внутренним опытом. Тексты отобраны в соответствии с принципом аутентичности, информативности, релевантности и мотивоционно-познавательной ценности. Комплекс заданий предполагает работу с лингвистическими компонентам (лексическими и грамматическими единицами), а также лингво-культорологической информаций. Тексты являются хорошей основой для работы по развитию монологической речи.

При работе с аудиотекстами из раздела «Listening comprehension» одновременно отрабатываются лексические, грамматические и фонетические

навыки. Упражнения из данного раздела обеспечивают знакомство учащихся с новым языковым и речевым материалом, выступают как средство формирования навыков и умений во всех других видах речевой деятельности, способствуют поддержанию достигнутого уровня владения речью.

Цель упражнений раздела «Grammar» – закрепить грамматические формы и явления, отрабатываемые в соответствующих уроках учебника Шевцовой. Грамматические разделы «Предлоги» и «Артикль», представляющие наибольшие трудности для учащихся, прорабатываются на протяжении всего пособия.

Раздел «Speaking and writing» нацелен на стимулирование устной подготовленной и спонтанной речи, а также на развитие умения ясно, логически и последовательно излагать свои мысли в письменной форме. Упражнения способствуют активизации лексики и грамматических конструкций, изученных в том или ином уроке.

Все предложения в упражнениях отобраны из современных толковых словарей английского языка и Британского национального корпуса, что позволяет обучаемым ознакомиться с современным употреблением изучаемых лексических единиц.

Так как пособие является дополнением к основному учебнику, упражнения можно выполнять в том порядке и объеме, который представляется преподавателю наиболее эффективным в конкретной учебной ситуации.

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Unit 5. Crime and law

Section A. Vocabulary

I. Study active vocabulary and do the exercises below.

The noun **law** is countable when we single out a particular rule that people must obey (закон, правило): *to pass **a new law*** (издать новый закон).

It is uncountable if it has one of the following meanings: 1) the whole system of rules, i. e. *to be against **the law** (=illegal); to observe (break) **the law*** (соблюдать, нарушать закон); 2) a subject of study, i. e. *to study criminal **law*** (изучать уголовное право); *international **law**; 3)* the profession of being a lawyer, i. e. *to practise **law*** (работать юристом, адвокатом).

Note the use of the definite article in case 1 (speaking about the juridical system in general). Exception: *by_ law* (по закону)

crime – [n] 1. [U] illegal activities in general (преступность), e. g. *teenage **crime*** (подростковая преступность); 2. [C] an illegal action, which can be punished by law (преступление), e. g. *It is surely a serious **crime**; to be **involved in** a/the crime* (быть причастным к преступлению); [n, U] **the crime level** (уровень преступности); [n, C] **crime weapon** (орудие преступления)

commit a crime [n, C] – to do something illegal (совершить преступление); [n, C] a **criminal** (преступник)

case – [n, C] a crime that is being investigated (дело), e. g. *a criminal **case*** (уголовное дело)

court (a court of law) – [n, C] a place where legal matters are decided, e. g. ***in** court, to appear in **court*** (предстать перед судом), *criminal **court*** (уголовный суд); *The county **court** will hear the case next month.*

try – [v] 1) (about a person, usually in the Pas. Voice) to judge somebody in court (судить), e. g. *He **was tried** for murder*; 2) (about a case, usually in the Pas. Voice) to consider sth in court (рассматривать в суде); **trial** – [n] the process of examining a case in court and deciding whether someone is guilty or innocent (судебный процесс), e. g. *The **trial** is to take place next month at Wood Green Crown Court*.

evidence – [n, U] information used in a court of law to decide whether the accused is guilty or not (улики, доказательства), e. g. *to provide* ***evidence*** (представить доказательства), *direct* ***evidence*** (прямые улики), *clear* ***evidence*** (явные доказательства).

prosecute – [v] to prove as a lawyer that the person who is on trial is guilty (выступать в качестве обвинителя, преследовать в судебном порядке), e. g. *to* ***prosecute*** *sb in court, trespassers* ***will be prosecuted***; **the prosecution** (сторона обвинения). The opposite is **to defend.**

jury – [n, C + sg/pl verb] a group of twelve citizens who decide whether the accused is guilty or not (суд присяжных)

plead (not) guilty[1] – [v, regular in BrE] to swear in court that one is guilty or innocent (признавать себя [не]виновным), e. g. *Some of the accused men* ***pleaded not guilty.***

pass a verdict – to decide whether somebody is guilty or not (вынести вердикт), e. g. *to* ***pass*** *a guilty (not guilty)* ***verdict*** *on an accused person*

sentence sb *to* (a punishment) – [v] (of a judge) to state what punishment will be after a person's guilt has been proved (приговорить), e. g. *He was* ***sentenced to*** *ten years in prison.*

release sb (*from* prison[2]**)** – [v] to set somebody free after a prison sentence (выпустить на свободу), e. g. *to* ***release*** *sb early* (досрочно)

fine sb (a sum of money) – [v] (usually in the Pas. Voice) to punish somebody by making them pay (оштрафовывать), e. g. *They* ***were fined*** *ten pounds for parking in the wrong place*.

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[1] Note: you can say that you *feel* ***guilty*** (*чувствовать* себя виноватым) if you have done something wrong: *'I felt guilty about not visiting my parents more often.'* However, 'кто-то виноват в чем-л' is rendered into English as '***sb is to blame for sth***' or '***it's sb's fault***' (in everyday English): *It was his fault that we were late. Who is to blame for Martina's failure?* BUT to be ***guilty of a crime*** – быть виновным в *преступлении*.

[2] The word *jail* is originally American. In American there are two words to describe imprisonment: *jail* and *prison.* The purpose of the first word is to hold someone for a short period of time while he/she awaits their trial date or transportation to a prison if he/she is convicted. The latter is used if a person is to be isolated from society for a significant amount of time. Compare: *The police took the robber to* ***jail*** *and he will stay there until he is convicted of the crime. The robber is now in* ***prison*** *serving his sentence of 10 years.*

report sth (***to*** the police) – [v] to provide the police with information about an accident or a crime (сообщать в полицию); [n, C] **report** (сообщение, донесение)

suspect sb *of* sth – [v] to believe that something is true, especially sth bad (подозревать); [n, C] **suspect** (подозреваемый)[3]

witness – [n, C] someone who sees a crime, accident, or any other event happen (свидетель)

Extra vocabulary

community – [n, C] 1. [sg] all the people who live in a particular area, country, etc. when talked about as a group (общество, общественность, местные жители/население); 2. a particular area considered together with its inhabitants (небольшой населенный пункт / район города); 3. [sg/pl verb] a group of people who share the same religion, race, job, etc. (сообщество); *Phr* **community centre** – досуговый центр

Grammar note: The noun 'community' is usually followed by a singular verb: *The whole **community** gets involved in planning the festival*. In British English, you can also use a plural verb: *... get involved ...*

fund – [n, C] 1. an amount of money that is collected and kept for a particular purpose – фонд: *to set up, create, start a **fund*** (организовать, открыть), *manage a **fund*** (управлять) 2. **funds** [pl] – money that is available and can be spent*: raise **funds** (for)* (собирать деньги/средства), *to have **funds**, be short of **funds***; 3. an organisation that collects money; **funding** – [n, U] money that is provided by an organisation for a particular purpose (финансирование, финансовая поддержка, обеспечение): *to provide **funding**, to obtain / receive **funding**, to refuse sb **funding***

fund – [v, tr] to provide money for an activity, organisation or event (спонсировать, выделять средства, оказать финансовую поддержку): *state/government-**funded***

[3] ['sʌs.pekt]

invest sth ***in*** sth – [v, tr/intr] 1. to buy shares or property in order to make a profit (вложить деньги, средства), 2. to spend money on sth in order to improve it or make it more successful; **investor** [n, C] – инвестор

investment – [n] 1. [U] the ***act*** of investing money in something (инвестиции, ***инвестирование***); 2. [C] the money that you invest, or the thing that you invest in (инвестиция, хорошее вложение денег, удачная покупка)

feature – [n, usually ***pl***] 1. a part of somebody's face (черты лица); 2. a part of something that you notice because it seems important, typical or interesting (черта, особенность): *a key/distinguishing/common* ***feature*** (основная/отличительная/ типичная черта)

feature – [v, tr/intr] to have something as a special or important part of sth (иметь что-либо в качестве отличительной черты, быть представленным, фигурировать, являться особенностью).

prevent sth/sb (*from)* doing sth – to stop something from happening, or stop somebody from doing sth (не давать, мешать, предотвращать), e. g. *The noise from downstairs* ***prevented*** *me* ***from*** *sleeping*; *to prevent accidents.*

Note: the pattern 'prevent + gerund' is very formal.

discourage – [v, tr] 1. to persuade somebody not to do sth, especially by making it seem difficult or bad (не одобрять, отговаривать от); 2. to make someone less confident or less willing to do something (удручать, приводить в уныние, лишать уверенности); **discourage sb *from* doing sth** – отговорить, отбить желание/охоту (делать что-л)

Confusing verbs

STEAL – ROB

The object of the verb 'to steal' is the thing which is taken away, e.g. *They* ***stole*** *my bike*, whereas the object of the verb 'to rob' is the person or place from which things are stolen, e.g. *I was* ***robbed*** *last night. A masked man* ***robbed*** *the bank.*

To rob means to take something of value by force, usually by putting the victim in fear. If a criminal tries hard to be unnoticed he (she) can't be called a **robber**. He

(she) is rather **a thief, a burglar** (steals valuables from a house/flat while the owner is out), **a pickpocket** (steals money from people's pockets) or **a shoplifter** (steals goods from a shop).

ACCUSE – CHARGE – CONVICT (обвинять)

accuse sb *of* (a crime) – [v] to say someone is guilty without any particular evidence (обвинять к.-л.); an **accused** person (обвиняемый)

charge sb *with* (a crime) – [v] to accuse sb officially and to start proceedings against a person in court (обвинять к.-л., предъявлять к.-л. обвинение); [n] **a charge *against* sb** (обвинение против к.-л.)

convict sb *of* (a crime) – [v] to decide in court that someone is guilty (осудить к.-л. в зале судебного заседания). A convicted person is sent to prison. The opposite of **to convict** is **to acquit** (оправдать) an accused person ***of*** a charge (to decide in court that someone is not guilty).

Phrasal verbs

break into – to get into a building by force (врываться, вломиться)

get away with it – not to suffer any punishment or other bad consequences after doing sth bad or risky (уйти безнаказанным, выйти сухим из воды), e. g. *You can't **get away with** it.*

let sb off – to give sb a lighter punishment than they expect or no punishment at all (прощать, отпускать без наказания), e. g. *After checking our identities, the customs officer **let** us **off** with a warning.*

lock sb up – (informal) to put sb in prison (посадить, упрятать за решетку), e. g. *Those football hooligans should be **locked up.***

keep sb/sth off (sb/sth) – to stop sb/sth from coming near or going into a place (не пускать, держать подальше, не давать что-либо сделать); Pattern: v+n/pron+part, e. g. ***Keep** your animals **off** my land*!

EXERCISES

II. Match the verbs with their definitions.

1. shoplift	a) to steal something from a shop
2. blackmail	b) to take something illegally, often by using threats or violence
3. rob	c) to take something that belongs to somebody else without permission
4. terrorise	d) to make somebody do what you want by threatening to tell people embarrassing information about them
5. burgle	e) to make copies of valuable documents or works of art and sell them as genuine ones
6. pickpocket	f) to steal from somebody's home
7. hijack	g) to kill somebody
8. murder	h) to take something illegally into another country
9. smuggle	i) to take a person hostage in exchange for money or other favours
10.kidnap	j) to keep somebody in a state of fear by making it seem likely that they will attack you
11.forge	k) to take control of a plane or other vehicle by force
12.steal	l) to steal things from people's pockets or bags in public places

III. Complete the table below. Use a dictionary if necessary.

i. e. theft – to steal – a thief

1. robbery; 2. shoplifting; 3. burglary; 4. pickpocketing; 5. hijacking; 6. murder; 7. terrorism; 8. smuggling; 9. kidnapping; 10. forgery; 11. blackmailing

crime	verb	criminal
robbery		
….		

IV. Divide the following words connected with law and crime into three logical groups. Use a dictionary to help you check that you understand what they all mean.

1. a member of the jury; 2. assault; 3. sentencing; 4. rehabilitation; 5. bribery; 6. a prosecutor; 7. arson; 8. probation; 9. detective; 10. death penalty; 11. drunken driving (drink-driving); 12. a traffic warden; 13. speeding; 14. treason; 15. a fine

V. Name the crimes described in the situations below.

1. A woman was caught leaving the shop with four bottles of perfume in her bag. 2. Two armed men attacked security guards as they were delivering money to a bank. 3. The secretary threatened to send Mr. Baxter's wife the photographs unless he paid her twenty thousand pounds. 4. Mr. Grey was stopped by police on his way home from the pub and found to be three times over the legal limit. 5. The customs seized two kilos of drugs, hidden in a secret compartment in Miss Henley's suitcase. 6. Somebody broke into our house when we were away on holiday and took our TV. 7. The police claim that the fire which destroyed a factory last night was started deliberately. 8. The man, armed with a knife and a hand grenade, forced the pilot of the 737 to fly to Madrid. 9. The body of a man was discovered at 10:30 am by a man walking a dog in the park. 10. The young boy was snatched on his way to school this morning. Three hours later his family received a demand for a hundred thousand pounds. 11. Three people were killed and more than twenty injured in an explosion this morning. The bomb went off without warning in a busy shopping centre. 12. The police said he had been driving at least 65mph in an area with a 30mph speed limit.

VI. Paraphrase the following sentences using active vocabulary from this unit.

1. He admitted *doing something illegal*. 2. The police *have brought him to court for* murder. 3. Both suspects *said they weren't guilty* on all counts. 4. He *was judged in court* for murder and *found guilty*. 5. He *went out of prison* in July. 6. She *was punished by* 250 pounds for speeding. 7. I think somebody *has broken into our house and stolen things*! 8. The lawyer would do anything to win *a legal matter*. 9. The police didn’t have enough *facts* to send him to prison. 10. He was eventually *considered innocent of the crime*. 11. You *can’t let him sit behind the wheel* right now: he is drunk. 12. The police have received *information* about a bomb threat at the airport. 13. It's a heavy-traffic area, so there were dozens of *people who saw the crime*. 14. The organisers are facing *legal proceedings* for noise nuisance. 15. If I was in charge of the Correctional Services, I would *imprison you* in solitary confinement and throw away the key. 16. The judge made an official decision *to name the accused person guilty*. *The*

punishment given to the criminal *involved ten years in prison.* 17. They *escaped punishment for* a crime because of their buying power.

VII. Complete the sentences with the verbs **steal, rob, burgle, shoplift, pickpocket** and their derivatives (corresponding nouns) in the correct form.

1. They could also wait until he went round the corner and then … the house. 2. … don't like locked windows – breaking glass attracts attention. 3. Every year large numbers of banks …. 4. The idea of … was discarded because beauty salons kept a tight watch. It would be impossible to … vitamins and minerals without being noticed. 5. My handbag ... at the theatre yesterday. 6. He was very well dressed for a … -- but no doubt the streets of central London provided rich pickings. 7. He served a long prison sentence in the 1970s for armed …. 8. The footage shows masked … attacking the staff at a Birmingham coffee shop with baseball bats. 9. It's common knowledge that large fairgrounds are perfect places for …. 10. A … places goods in his pocket and passes through the cashout without paying. 11. They were held hostage by a group of rebels known as the Merry Men, led by Robin Hood, sometimes called the "Prince of …". 12. The jury said that he would be charged with the … of the ring which was worth just eleven pounds.

VIII. Translate into Russian using English equivalents of the verbs **грабить, красть, воровать** and their derivatives.

1. За этот год нас уже ограбили три раза. Почему бы наконец не поменять замок? 2. Ему было предъявлено обвинение в разбойном нападении, но он настаивал, что невиновен. 3. Что бы вы сделали, если бы обнаружили вора в вашей квартире? 4. Адвокат утверждал, что его клиент ничего не знал об ограблении особняка. 5. Вору понадобилась всего минута, чтобы украсть драгоценный камень. 6. В этом районе за последние несколько лет произошел ряд краж. 7. В детстве его не раз арестовывали за воровство в магазине. 8. Единственный, кому нравится находиться в переполненном вагоне метро, – это карманник. 9. Пару минут назад кто-то вынул у меня из кармана кошелек с

удостоверением. 10. Магазинные воры будут преследоваться в судебном порядке.

IX. Fill in the gaps

A.

case | court | crime | defence | evidence | fine | judge | prison | trial | sentence | verdict

If you commit a … and are caught, you are likely to go to …. If the crime is a serious one, you will be sent for …, your … will be heard before a … and jury, the prosecution will try to show that you are guilty, while the … will try to show that you are not. When all the … has been heard, the jury will be asked for their …: guilty or not guilty.

If you are found guilty, you might be given a two-year …. If you are lucky, you might get away with a … of 500. The time you actually spend in … will depend on your behaviour while you are there.

B.

arrest | convict | charge | hear | suspect

A few months ago Ron … by the police, who … him of being involved in a robbery at a local post office. He … of petty crime several times before, but never anything serious. The police questioned him for several hours and finally … him with robbery. A few weeks later he got a letter saying that he had to appear in court the following month when his case would ….

C.

call | commit | defend | identify | plead | sentence

Ron hired the best lawyer he could find to … him, he … not guilty. When he was … to give evidence, he said he had been somewhere else over 100 miles away when the crime …. Unfortunately for Ron, three witnesses … him as the man they had seen at the scene of the crime. He was found guilty and … to three years in prison.

X. Extra vocabulary. Translate the following sentences into Russian, paying close attention to the meaning of the words in bold type:

A. 1. Offenders will spend the rest of the week doing unpaid **community** work. 2. Mark Zuckerberg: 'Facebook will help us build a global **community**'. 3. You must remember that my aunt is a much respected figure in the **community**.

B. 1. The newspaper set up a relief **fund** for victims of the disaster. 2. What kind of new magazine, newspaper, TV or radio programme would you launch if you had adequate **funds** and a creative team behind you? 3. Compared with most American blockbusters, it was a low-budget film, as very little **funding** was available. 4. Bad news. Stephen Junior's musical has been cancelled. The school said it couldn't afford to **fund** it.

C. 1. A house can be seen as a comfortable dwelling to bring the family up in, or as a lucrative **investment**. 2. Our advice is that the company should **invest** in new equipment. 3. In conclusion, then, we can see that Britain's economic problems were mainly caused by poor industrial **investment**.

D. 1. Miss Dashwood had a delicate complexion[4], regular **features**, and a pretty figure. 2. Cultural diversity is a central **feature** of modern British society. 3. The new model **features** an aluminium body, Carl Zeiss[5] cameras and a high-resolution screen. 4. The new menu **features** several low-fat dishes.

E. 1. Don't let her criticism **discourage** you if it's what you want to do. 2. These problems **discourage** people from long-term **investments**.

[4] the natural colour and condition of the skin on a person's face
[5] [zaɪs]

XI. Study the model below. Use the nouns *fat, alcohol, calories, quality, resolution, risk* to form similar compound adjectives. Translate the sentences using these adjectives.

***low-/high- + noun: low**-quality goods* (товары низкого качества), *a **high**-resolution screen* (экран с высоким разрешением)

1. Чтобы приготовить это блюдо, используйте только ингредиенты высокого качества. 2. Многие люди ошибочно полагают, что напитки с низким содержанием алкоголя не так опасны. 3. Некоторые приложения для дизайнеров требуют экран с высоким разрешением. 4. Люди употребляют (едят) продукты с низким содержанием калорий, чтобы сбросить вес. 5. Следует помнить, что это вложение с высоким уровнем риска.

XII. Study the pattern. Translate the sentences that follow.

Adjectives come after the measurement noun in most expressions of measurement:

*two metres **long*** (not ~~*in length*~~), *five inch **wide***;

e.g. *The River Nile is 6,650 km **long***. (Длина реки Нил достигает 6650 км)

Translate the sentences using the pattern:

1. Ширина канала достигает одного километра. 2. Лед должен быть, по крайней мере, 4 дюйма (10 см) в толщину, чтобы по нему можно было безопасно ходить. 3. Лиственница может достигать высоты 25-40 метров. 4. Глубина Марианской впадины составляет семь миль. 5. Дубай может похвастаться самым высоким зданием в мире, которое достигает 828 метров в высоту. 6. Длина пробки составила три километра. 7. Человек, которого вы ищете, – мужчина ростом в шесть футов, с широкими плечами. 8. Вам не пройти: там двухметровые сугробы (снег).

XIII. Extra vocabulary. Translate the sentences into English.

А.1. Мы встречаемся один раз в месяц, чтобы обсудить проблемы **местных жителей**. 2. Теперь он понимал, почему статья так популярна в научном

сообществе. 3. Она выросла в небольшом шахтерском **поселении** в Северном Уэльсе.

B. 1. Бóльшая часть **средств** уходит (тратится) на оплату счетов за электричество. 2. Частное **финансирование** научных проектов в США значительно увеличилось с 1980 года. 3. Когда я узнала, что Национальная Служба Здравоохранения (the National Health Service) **не выделит средства** на лекарство, сначала я потеряла надежду. Но сейчас мы пытаемся собрать **деньги** в нашем округе, также мы можем получить **финансовую поддержку** со стороны нескольких благотворительных организаций.

C. 1. Он **вложил** пятьдесят тысяч фунтов в дело своего брата. 2. Вероятность потерять деньги будет ниже, если у вас будет широкий выбор иностранных **инвестиций.**

D. 1. Он был ростом шесть футов, с правильными **чертами** лица и необычайно ясными серыми глазами. 2. В этом фотоаппарате есть несколько **функций**, которые делают его простым в использовании. 3. В этом путеводителе **представлены** лучшие рестораны в каждой ценовой категории.

E. 1. Мысль о том, как много работы ей надо было сделать, **приводила ее в уныние**. 2. Наша цель – **отбить** у детей и подростков **желание** курить.

XIV. Translate using active vocabulary

1. Джейка и Марка обвиняют в изготовлении фальшивых документов. Дело будет рассматриваться в уголовном суде. Они должны будут предстать перед судом (явиться в суд) через три недели. 2. Ее оштрафовали за превышение скорости. Пришлось заплатить штраф в двадцать фунтов. 3. Присяжные вынесли вердикт о невиновности, поскольку сторона обвинения не предоставила каких-либо явных доказательств того, что подозреваемый совершил преступление. 4. Фермер никак не мог решить, сообщать ли в полицию о краже инвентаря. 5. В этот раз вас отпустили, но в следующий вы так просто не отделаетесь. У нас будет достаточно прямых улик, чтобы отправить вас за решетку. 6. Вы когда-нибудь были осуждены за совершение преступления? (У вас есть судимость?)

7. Он поставил сигнализацию, чтобы обезопасить свой дом от воров. 8. Он никогда не пытался помешать мне делать то, что я хотел. 9. Присяжного похитили трое мужчин в масках среди бела дня. 10. Мистер Джонс обвинил женщину в том, что она украла бумажник из его кармана. Ее отвели в полицейский участок и обыскали, но бумажника у нее не было. 11. Бывший чиновник появится в суде на следующей неделе. Его будут судить за взяточничество. 12. Судья оправдал (снял обвинения с) обвиняемого, так как не было достаточных доказательств. 13. Мужчину поймали на месте преступления, позже ему выдвинули обвинения в убийстве. Несколько свидетелей сказали, что видели, как он ударил жертву ножом. Если его признают виновным, его могут приговорить к пожизненному заключению. 14. Он получил штраф в 100 фунтов за парковку в неположенном месте. 15. Вчера двум мужчинам выдвинули обвинение в незаконном вывозе экзотических животных из Таиланда. Судебное разбирательство состоится через две недели. 16. Прошлой ночью меня ограбили, когда я шёл домой (по пути домой). Я не знаю, как выглядел преступник, потому что он был в маске. 17. Их опять ограбили! Воры проникли в дом и украли компьютерное оборудование на сумму в размере десяти тысяч долларов. 18. Обвиняемого осудили за захват и угон машины и приговорили к трём годам лишения свободы. Преступник надеется выйти досрочно за хорошее поведение. 19. Вчера на заседании суда одного из обвиняемых осудили в воровстве. Хотя адвокат его очень хорошо защищал, суд присяжных всё же признал его виновным. Суд приговорил его к двум годам лишения свободы. Возможно, его освободят досрочно за примерное поведение. Другому повезло больше: его оправдали, поскольку обвинения против него в суде не были доказаны.

Section B. Reading comprehension

Texts 1, 2

I. Read the newspaper articles and do the assignments below.

A. Knife crime is rising – and we're closing down the very places that could stop it

Ciaran Thapar[6]

For some boys, picking up a knife before leaving the house is like putting on shoes. Cuts to community centres like mine could prevent us getting to the root of the problem.

Tuesday 26 September 2017 16.42 BST[7]

Ciaran Thapar is a youth worker and writer based in south London. He is a voluntary supporter of the Marcus Lipton Community Centre in Brixton where he mentors teenage boys. He writes about British multiculturalism, youth perspectives and music.

For the past two years, I have volunteered at the Marcus Lipton community centre in Brixton, south London, which serves young people who live in poverty, neglect and family instability. Violence among teenagers is a common feature of local life. They see a knife as the most accessible means of survival. "For these boys picking up a knife before leaving the house is like putting on shoes," Campbell, managing director of Marcus Lipton, told me. "We have to come to terms with that if we want to stop it'.

So far this year, 26 children and teenagers have been stabbed to death. Countless other young people will have, or will know someone who has, been injured at the hands of a knife this year.

While it is true that the epidemic of knife crime has been a concern for years, it is again on the rise, particularly in London.

My experience working with young people at Marcus Lipton has convinced me that community centres may help find a solution. They should be seen as an opportunity to better understand young men and discourage them from picking up knives. An increase in the number of stop-and-searches might work for getting these weapons off the streets. But this strategy will not solve the deep-seated paranoia experienced daily by many of the young people I have worked with.

[6] [ˈkɪərən ˈθɑːpə]
[7] British Summer Time

This does not mean that those who carry knives should not be under surveillance or punished. But a greater emphasis should be placed on addressing the root causes of youth violence and its connection to the impoverished conditions they live in.

All young people require safe spaces in their local area in the evenings, at weekends and during school holidays. Last year, I was among those who ran a weekly discussion group called “Hero’s Journey” for teenage boys at Marcus Lipton. Every Friday night we would sit around a coffee table and debate topics such as school, money, police. Our group became an opportunity to introduce the boys to new conversations and experiences, and a relaxed source of education outside school.

Community centres could deliver programmes that keep young men off the streets, encourage them to think critically about their lives and the potential consequences of their actions. But this is difficult when public centres are in decline.

According to research published this year, at least £22m has been cut from youth service budgets across London since 2011. More than 30 youth centres have closed, at least 12,700 places for young people have been lost.

I have seen the extent to which Marcus Lipton struggles financially. At the worst of times, Campbell – a man with 30 years of community-work experience – finds it difficult to pay his staff properly. This is a direct result of the centre’s constantly tightening budget.

Every few months community centres are forced to compete for funding instead of being funded more adequately. It means providing young people with safe and purposeful space is becoming increasingly difficult.

Youth violence is a complex issue and there is no quick fix. But the government could be doing more: more state-funded investment into the community centre model would allow us to understand and support young people better.

B. The reality of carrying a knife

Detective Chief Superintendent Mick Duthie[8]
He has been in the Met for 28 years, worked in homicide for almost a decade and personally worked on over 50 murders.

I have three children and as a parent it does hit home. You look at your kids and you think ‘what would I do if I lost one of mine?’

Unlike gun crime, it is difficult to stop the supply of knives. I go into my kitchen and there are a number of potentially lethal weapons kept there. I hope that none of my kids would ever go out with one.

With the availability of knives, it’s about making people – in particular young people – aware that carrying a knife, or using a knife in violent circumstances has enormous consequences. If someone carries a knife and stabs somebody else, they may not intend to kill them, but that is the reality of what can happen. You might be carrying a knife as you are worried that someone is after you and you might want to protect yourself. But that is not the way to go about it.

Carrying and then using a knife shows you are intending to cause someone serious harm and that comes with a hefty prison sentence. If that person dies, that will result in a life sentence.

That life sentence is not just for the offender either. Families and loved ones of victims are subjected to a life without a child or a sibling or a partner.

London is safe compared to other cities, but if we can stop people carrying and using knives, through education, diversion or intervention, we are going to make things safer and I will be a much happier man.

NOTES

1. The verb ‘to stab’ isn’t equal to ‘to kill’. It means hurting a person by pushing a knife or another sharp object in their body.

[8] [ˈmɪk ˈduːθi]

2. **Decade** = 10 years, **декада** = 10 days

3. **hit home** – (of the significance or true nature of a situation) become fully realised by someone (полностью осознать / понять что-то): *the full impact of life as a celebrity began to* ***hit home.***

II. Answer the questions:

A.1. Who is the author of the article? 2. What kind of work has he been engaged in? 3. What do teenage boys living in London have to face? Why do they see a knife as a reliable solution to the problem? 4. Say whether the situation has changed recently, and how. 5. What does the author see as a solution to the problem? How does he think it may help reduce youth crime? How does this solution differ from the traditional approach to fighting crime? 6. According to the author, should the method of stop-and-searches be given up as ineffective? Quote from the text to substantiate your answer. 7. Describe Ciaran Thapar's experience working for Marcus Lipton. Why do you think the group was called 'Hero's Journey'? 8. What could centres like Marcus Lipton teach teenage boys in order to reduce youth violence? 9. What prevents community members from employing the tactic? What challenges does Marcus Lipton, as well as many other community centres, have to face? 10. What should change in the funding system of such centres?

B. 11. Who is Mick Duthie? 12. Why is knife crime such a personal issue for him? 13. According to Mick Duthie, in what way is knife crime different from gun crime? 14. What should people explain to children to prevent them from picking up knives? 15. What serious consequences does Mick Duthie name?

C. General discussion: 16. What factors contribute to the spread of knife crime? 17. What problems should be addressed to reduce youth violence? 18. What practical solutions can you suggest besides those provided in the texts? 19. What can adults do to ensure that their children do not engage in any criminal activities?

III. Paraphrase or explain the underlined parts of sentences:

A. 1. Countless other young people will have, or will know someone who has, been injured at the hands of a knife this year. 2. An increase in the number of stop-and-searches might work for getting these weapons off the streets. 3. Our group became an opportunity to introduce the boys to new conversations and experiences, and a relaxed source of education outside school. 4. Youth violence is a complex issue and there is no quick fix.

B. 1. He has been in the Met for 28 years. 2. I have three children and as a parent it does hit home. 3. I go into my kitchen and there are a number of potentially lethal weapons kept there. 4. They may not intend to kill them, but that is the reality of what can happen. 5. If we can stop people carrying and using knives, through education, diversion or intervention, we are going to make things safer.

IV. Find the English equivalents:

1. дойти (добраться) до сути проблемы; 2. особое внимание следует уделить; 3. принять, примириться с; 4. рассмотреть основные причины; заняться проблемой; 5. вызывать беспокойство, опасение, быть проблемой; 6. распространяться, расти, увеличиваться; 7. быстрое решение проблемы; 8. сократить бюджет; 9. доступность чего-либо; 10. гнаться, преследовать кого-то; 11. Эту проблему надо решать не так; 12. за десять лет; 13. ударить кого-либо ножом; убить кого-либо ножом; 14. привести к чему-то, 15. пожизненный срок, 16. быть обреченным на что-либо, подвергаться чему-либо, 17. привести к чему-либо, повлечь за собой.

V. Use the expressions from assignment IV to paraphrase the underlined lexical items; make all the necessary changes (if needed):

1. I want to help but I don't know **how** to do it. 2. The police say that youth crime is increasing again. 3. 'Writing about Beethoven helped me accept my own hearing loss' (headline) 4. Obama says racism is 'deeply rooted' in American history and the problem cannot be solved overnight. 5. A typical day begins with a staff meeting, where any

issues and problems are discussed and dealt with. 6. The lawyers claimed that the prisoners had suffered cruel treatment. 7. The crash caused the deaths of 14 passengers. 8. "What will you do, will you change your name? They'll try to find you, won't they? 9. Edinburgh's Scottish Poetry Library, founded in 1984, focuses on contemporary poetry written in Scotland. 10. I'm afraid we will be forced to reduce our budget; you have to accept it and be realistic. 11. Medical information is now easier to obtain, which puts more power in the hands of patients. 12. Passenger electronics such as computers, smartphones and tablets were until now not seen as a major issue, and until the latest measures, passengers often kept them in the cabin. 13. People's attitudes to animals have changed considerably in the last 20 years. 14. He called on both governments to think about and begin to deal with the situation before more people died. 15. Three men were recovering in hospital today after being wounded with a knife.

VI. A. Form the derivatives of the following words:

1. available – доступность, 2. stable – нестабильный, неустойчивый; нестабильность; 3. poor – бедность; 4. young – молодёжь, молодежный (noun); 5. tight – ужесточить, сократить; 6. intervention – вмешаться (с целью помочь).

B. Use the derivatives to translate the sentences:

1. Политическая ситуация в стране была нестабильной. 2. Эта статья объясняет, как нестабильная обстановка в семье влияет на здоровье детей. 3. Особое внимание следует уделить решению проблемы бедности. 4. Многие граждане считают, что, если полиция не может снизить преступность, то правительство должно вмешаться в ситуацию. 5. Если мы хотим снизить преступность среди молодежи, недостаточно просто ужесточить законы. 6. Малодоступность дешевого жилья – это еще одна причина, по которой люди рассматривают вариант переезда за город.

Section C. Listening comprehension

Listening 1

1. Look at the pictures, together with your partner answer the following questions:

a) Who do you think the person might be?

b) Where is he?

c) What do you think he might be doing?

2. Listen to the conversation and check your answers.

3. Work in pairs and discuss the following:

a) How do you think they managed to take pictures of the burglar?

b) Do you think the burglar realised he was being caught on camera?

c) How do you think the police got the photos of him?

4. Listen to the other part of the conversation to see if you are right:

5. In pairs discuss the questions:

a) How do you think the burglar felt when he was caught?

b) Have you heard of any good ways of preventing crimes such as burglary, vandalism or graffiti?

Listening 2

Reading

I. Work in pairs. Look at the picture of some campers in a national park in the US and discuss the questions.

1. Have you ever been camping in a place like this? If so, did you like it? If not, would you like to? 2. What sort of petty crimes do you think are committed in parks like this?

II. Read about the mystery below and answer the questions.

1. What crime was committed? 2. How many possible suspects were there? 3. How confident is the park ranger that he knows who committed the crime?

III. Carefully study the language of the text, see if you can find instances of American English.

Can you solve the mystery?

THE YELLOW PARK CAMPERS

Reg Trimble had been the Park Ranger at Yellow Park, Ohio for nearly 20 years. In that time, he had seen many crimes committed by campers and other park users. Most of the crimes were petty, including dropping litter, parking illegally and picking wild flowers.

One day, however, Reg drove up to the ranger's cabin just in time to see two intruders walking out through the door and into the woods at the edge of the park. He saw them from a distance, and couldn’t even see if they were men or women. They both had backpacks on their backs and one of them was carrying a tent. When he got inside the cabin, he saw that it had been completely trashed. The intruders had eaten the food, broken the furniture and left the place in a complete mess. Reg knew that he had to catch them, or he would lose his job.

Reg predicted that finding the intruders would be a difficult task. The park was huge and although it had been a dry and warm week, a cold wind had brought rain at around midday and it was getting chilly and wet. He set off through the park, hoping that he would be lucky and find the trespassing vandals quickly. He didn’t, however, and it was early evening before he found any campers who even fitted a rough description of the two he had seen.

The first couple Reg spoke to were Jan Wysocki and his brother Marek who were camping in a tent by a small river. They were rather tongue-tied at first, but explained they had been hiking for two days and had spent the whole day fishing. Reg looked at the two fish they were cooking on their fire and asked if they had fished in the rain. The brothers admitted they had.

A while later, Reg came across a second pair of campers - a middle-aged, well-dressed couple called Adam and Jean Wiseman, who also fitted the description. He joined them for a quick chat, sitting on a backpack to avoid the wet ground inside the tent. They told Reg that they had set up camp the previous night. They said they had spent the day walking in the park and when it started raining, they had taken shelter in a small cave.

An hour later, Reg found Lara and Pia – a pair of friends in a campervan. He noticed them because their campervan was new and was parked in a place where vehicles were prohibited. Lara apologised for being there and explained that the van wasn't registered in her name because a friend had lent it to them. She offered to give Reg her friend’s phone number so he could check.

But he didn't need to check. He already knew who was lying.

Listening

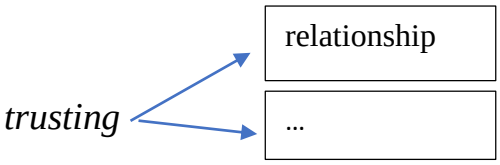
III. A. Listen to the discussion between two friends about the story. Fill in the table.

Suspects	Information obtained by Reg	Suspicious facts, evidence against them
Jan and Marek		
Adam and Jean Wiseman		
Lara and Pia		

B. 1. Who do you think is better at solving the crime – the girl or the boy? Why? 2. How close do you think they are to working out who did it? Who do you think is lying: Jan & Marek, Adam & Jean or Lara & Pia? Why? Do you think you would be a good detective? Why/Why not?

IV. Listen to the recording again and find English equivalents of the following expressions: 1. говорить с трудом (от смущения или волнения), 2. Ты слишком доверчивый. 3. находить улики, 4. Звучит подозрительно. 5. предвзятый, необъективный; 6. парковаться / ставить машину в запрещенном месте, 7. новенький жилой автофургон, 8. быть зарегистрированным на их имя; 9. Возможно, мы упускаем что-то очень простое. 10. маловероятный, неправдоподобный; 11. Дело в деталях.

V. Look up definitions of the following adjectives, provide nouns they can modify. Translate the word combinations into Russian: trusting, dodgy, prejudiced, brand-new, far-fetched.



1. доверчивый ребенок
2. доверительные отношения
3. ...

Listening 3

I. Look at the questions and predict the answers:

How to beat the burglars

1. How long does it normally take a burglar to search someone's house? 2. Which are the most common things that burglars steal, apart from money? 3. What thing would be likely to keep a burglar off your house? 4. What factors influence a burglar to choose a house? 5. Why do some burglars prefer it if the owners are at home? 6. When are you most likely to be burgled, during the day or night? 7. How are burglars more likely to get into a house? 8. What is the best room in the house to hide your valuables?

II. Listen to an interview with an ex-burglar. Check your answers to ex. I.

III. Listen again for more detail: What reasons does he give for each answer? What tips can you learn from what he says to protect yourself from being burgled?

IV. State your opinion: Of all the tips for keeping safe at home and in the street, which one do you think is the most useful? Why?

Section D. Grammar

Conjunctions (until, unless, if, in case, when, while, as)

I. A. Study the use of **until** and **unless** as conjunctions.

Until is used when we say that A will occur once B is done. *They did not come **until** the meeting was over* (**пока** собрание **не** закончилось).

Unless means that if B is not done, A will not happen. (B may happen at any time before A.) ***Unless** it rains* (**если не** будет дождя), *we'll go on an excursion.*

We don't use negative or future forms with 'until' and 'unless' (not ~~unless/until it doesn't rain, unless/until it will rain~~).

B. Fill in the gaps with **until** or **unless** in the following sentences.

1. My feet get cold ... I wear socks. 2. She runs ... she is out of breath. 3. She is not allowed to get her ears pierced ... she is 13 years old. 4. I'm going to Disney World in two weeks... my dad's car is still broken. 5. Sailboats can't move ... the wind blows. 6. Our dog jumped on visitors ... we took a dog obedience course and taught him to

'stay'. 7. I will meet you at the theatre at 5:00 ... I have to stay late at work. 8. .... you want to be sent to the dean's office, you need to sit down and do your work. 9. He's going to work on the car ... it runs properly. 10. I won't be able to afford to go on a trip ... I win the lottery.

II. A. Study the use of **if** and **in case**.

'If' is used to present a conditional situation, while "in case" is a precaution.

*Carry your mobile phone **in case** you need me.* (=Carry the phone whenever you go out, you may need to make a call)

*Call me **if** you need my advice.* (=If you don't need my advice, you needn't call me)

Note: both can be translated into Russian as 'случай' in case (на **случай**, если), if (если; в **случае**, если)

B. Fill in the gaps with **if** or **in case** in the following sentences.

1. I'll give you my phone number … you need to contact me. 2. You can phone me at the hotel … you need to contact me. 3. You should insure your bicycle … it is stolen. 4. … your bicycle is stolen you should report it to the police. 5. Buy a fire extinguisher … there is a kitchen fire. 6. … you pass that shop, buy a fire extinguisher. 7. Let's hide … he comes in. 8. I'll draw a map for you … you can't find our house. 9. Go to the lost property office … you lose your bag. 10. The burglar alarm will ring … somebody tries to break into the house. 11. I've just painted the door. I'll put a 'wet paint' notice next to it … somebody is not attentive. 12. You should always be clean, well-dressed and elegant … there is an unexpected formal meeting.

III. Translate using **if, in case, unless, until**

1. Я не помогу вам, если не скажете, в чем дело. 2. Вот письмо для Сьюзан. Не могла бы ты ей его передать, в случае если ее увидишь? 3. Я не смогу ничего купить, пока не расплачусь с долгами. 4. Напишите ваши инициалы на багаже на случай, если он потеряется. 5. Я не справлюсь с работой сам, если ты мне не поможешь. 6. Если я не извинюсь, то буду чувствовать себя виноватым. 7. Продолжайте идти, пока я не скажу остановиться. 8. Надеюсь, что если вы

приедете в Лондон, вы как-нибудь зайдете к нам погостить. 9. Если ты не будешь сдерживать свои обещания, то потеряешь друзей. 10. Не стреляйте, пока не убедитесь, что это действительно солдат противника.

IV. A. Study the use of the conjunctions **while, when** and **as.**

While (пока, в то время как) is used to show a background process (the duration of something) against a single completed event or another background process. We usually use a continuous verb in the subordinate clause to describe the background event, e. g. *I heard him come in **while** we were having dinner.*

When can introduce a single completed event that takes place in the middle of a longer activity. *He was walking back to his flat **when** he heard an explosion.* We can also use **when** to show a background process of a large period (***when** I was a child, **when** I studied at university*) or to refer to two or more events taking place one after another (when=after), e g. *Call me **when*** (=after) *you get home*.

As (как только, когда) is similar to 'when', but more exact. It is used when two events or states happen by chance (accident) at the same time: *The phone rang just **as** he stepped out of the shower* (= at the very moment); *I saw her just **as** I was leaving.* **As** can also imply a 'consequence' or result (по мере того, как). ***As** I climbed up the hill, I got more and more tired.* (=I got tired because my journey was hard).

B. Fill in the gaps with **while, when** or **as** in the following sentences (sometimes two variants are possible).

1. Good bye Sonia! Please phone me … you get home. 2. Why don't you go shopping … you are waiting for your car to be repaired? 3. The doorbell rang just … I was getting into the bath. 4. Anthony was on probation … he committed another crime. 5. The hours crept by … we waited for the morning. 6. Mary washed up and made coffee … the meal was finished. 7. John fell asleep … he was driving along the motorway. He is lucky to be alive. 8. Jill slipped … she was getting out of the bus. 9. Would you look after the children … I do the shopping? 10. … people get older, they sleep less and wake up more frequently.

V. Translate using **when, while, as**

1. Когда он учился в колледже, то часто ходил на рыбалку. 2. Мой фотоаппарат украли, пока я был в отпуске. 3. Он уронил стакан, доставая его из шкафа. 4. Пока она спала, в дом пробрались грабители. 5. Поезд сбавил скорость, как только он подъехал к станции. 6. Когда я изучал право в университете, я ознакомился с сотнями необычных судебных дел. 7. Пожалуйста, не перебивайте меня, когда я разговариваю. 8. Когда я приехал домой, я искупался. 9. Как только я вошел в комнату, зазвонил телефон. 10. Я обожглась, вытаскивая горячее блюдо из духовки.

Regular past actions (The Past Simple Tense – Used to – Would)

I. Use *the past simple tense*, *used to* or *would* in the sentences. Give as many variants as possible, comment on your choice:

Grammar note:

- Both **used to** and **would** refer to characteristic behaviour or habits, things that happened repeatedly in the past, but don't happen now. The word **'would'** is *literary*. E.g. *When she was old, she would/used to sit in the corner talking to herself for hours.*
- We need to mention a specific set of occasions in order to use **would.** E.g. *On Sundays, when I was a child, we would all get up early and go fishing.*
- Only **used to** refers to past states that have changed (with such verbs as *like, be, want,* etc.). E.g. *The factory used to be in the city centre*. (Not ~~would be~~)
- ***Do not*** use **used to** or **would** when we say that something happened at a particular time. E.g. *We visited Switzerland four times during the 1970s*. (Not ~~we used to/would visit~~)

1. As soon as he woke up he ... (to get) things ready for breakfast. 2. He ... (to work) in 1963 as an assistant to the managing director. 3. The children ... (play) in the garden. 4. Whenever we ... (go) to my Uncle Frank's house, we ... (play) in the garden. 5. When I was younger I ... (spend) hours just kicking a ball around the garden. 6. When I was at school all the children ... (stand up) in silence when the teacher came into the room. 7. She ... (invite) all her closest friends and relatives to her 50th birthday party last summer. 8. We ... (invite) all her closest friends whenever we arranged a party for her. 9. Wherever she went, people ... (call out) her name and ask for her autograph. 10. Jack ... (return) three days ago from a holiday in France. 11. Jack ... (go) to France

for three days every summer before the war broke out. 12. I ... (like) going to pop concerts when I was a teenager. 13. The country now known as Myanmar ... (be) called Burma. 14. My father didn't know that we ... (borrow) the car when he was at work. 15. When the weather was good, we ... (go) walking in the hills every weekend.

Prepositions on, in, at (complicated cases)

I. Study the examples. Note the differences in English and Russian

1. **In**
in *a street*[9] ***(на*** *улице)*
in *a photograph* ***(на*** *фотографии),* ***in*** *a picture, (look at yourself)* ***in*** *a mirror*
in *the sky* ***(на*** *небе)*

2. On
on *the left, right (на левой, правой* ***стороне)***
on *the menu* ***(в*** *меню),* ***on*** *a list* ***(в*** *списке)*
on *television* ***(по*** *телевизору)****, on*** *the radio****, on*** *the phone*
(be, go) ***on*** *strike,* ***on*** *a diet, (be)* ***on*** *fire (гореть, быть* ***в*** *огне)*
on *the whole* ***(в*** *целом),* ***on*** *purpose (специально);*

3. In
in *the rain* ***(под*** *дождем),* ***in*** *the sun* ***(на*** *солнце),* ***in*** *the shade,* ***in*** *the dark,* ***in*** *bad weather;*
(write) ***in*** *ink,* ***in*** *biro,* ***in*** *pencil;* ***in*** *words,* ***in*** *figures,* ***in*** *BLOCK LETTERS etc.;*
(pay) ***in*** *cash;*
in *(my) opinion*

4. ***at*** *the age of ...,* ***at*** *a speed of ...,* ***at*** *a temperature of ...* etc.
→ *Jill left school* ***at*** *the age of 16.*
→ *The train was travelling* ***at*** *120 miles an hour.* or *...* ***at*** *a speed of 120 miles an hour.*
→ *Water boils* ***at*** *100 degrees Celsius.*

EXERCISES

II. Complete the sentences using the correct prepositions + one of the following:

the west coast, the front row, television, strike, cold weather, the right, the shade, the sky, my way to work, pencil, cash, block letters, purpose, a diet, a tour

1. I love to look up at the stars ... at night. 2. In most countries people drive … 3. I feel lazy this evening. Is there anything worth watching …? 4. I usually buy a

[9] ***On*** *the street* is AmE.

newspaper … in the morning. 5. I don't like the sun. I prefer to sit … . 6. San Francisco is … of the United States. 7. I'm sorry. It was an accident. I didn't do it … . 8. We went to the theatre last night. We had seats … . 9. Soon after we arrived, we went … round the city. 10. I hardly ever use a credit card or cheques. I prefer to pay for things … . 11. Workers at the factory have gone … for better pay and conditions. 12. Diane never uses a pen. She always writes … . 13. He likes to keep warm, so he doesn't go out much … . 14. Please write your address clearly, preferably … . 15. George has put on a lot of weight recently. I think he should go … .

III. Complete the sentences with the correct preposition.

1. It can be dangerous when children play ... the street. 2. That car is … fire! Somebody call the fire brigade! 3. Here's a shopping list. Don't buy anything that's not … the list. 4. The British drive … the left. 5. Is Tom ... this photograph? I can't find him. 6. Don't go out … the rain. Wait until it stops. 7. My office is … the first floor. It's ... the left as you come out of the lift. 8. He got married … 17, which is rather early. 9. It was a lovely day. There wasn't a cloud … the sky. 10. I didn't mean to annoy you. I didn't do it … purpose. 11. I've put on a lot of weight. I'll have to go … a diet. 12. It's a very small village. You probably won't find it ... your map. 13. We sat … the shade. It was too hot to sit … the sun. 14. I didn't watch the news … television, but I heard it … the radio. 15. Please fill in the form … block letters. 16. I've never met her but I've spoken to her … the phone. 17. When you do the exam, you're not allowed to write … pencil. 18. There are no trains today. The railway workers are … strike. 19. Sometimes I have problems at work but … the whole I enjoy my job. 20. I paid the bill … cash.

IV. Translate into English

A. 1. жить на улице Кинг Стрит; женщина на фотографии; облака на небе; правостороннее (движение); сидеть на диете; находиться справа; мокнуть под дождем; делать что-либо специально; писать заглавными буквами; смотреть на себя в зеркало; в возрасте двадцати лет;

2. передаваться по радио; на мой взгляд; в списке; заполнить анкету карандашом; рабочие бастуют; в целом; сидеть в тени; загорать на солнце; оплатить наличными; двигаться со скоростью сто миль в час.

B. 1. Вода кипит при температуре 100 градусов. 2. Не включите свет? Не хочется сидеть в темноте. 3. В Великобритании дети идут в школу в возрасте пяти лет. 4. Когда здание загорелось, началась паника. 5. Мне нельзя столько есть. Надо сесть на диету. 6. Земля движется вокруг Солнца со скоростью 107 тысяч километров в час. 7. Вам понравился отпуск? – В целом да. Мы объездили весь город и посетили много достопримечательностей. 8. Сегодня утром по радио передавали интересную передачу. 9. Большую часть времени Сэнди не работает, а разговаривает по телефону. 10. Когда выписываете чек, нужно писать сумму и цифрами, и прописью.

Article

I. Fill in the correct articles, paying special attention to numbers

*1. _ hall two (hall No 2, 2 is its label), **the** second hall (from the corner);*
*2. **the** first candidate (on the list), **a** second candidate (=another candidate);*
*3. _ three books, **the** three books I gave you.*

1. ... room 215 is on ... fifth floor. 2. We should now turn to … second question that I raised. 3. These techniques are discussed in greater detail in ... Chapter Six. 4. "Conductor, where do I get off to change to ... bus 5?" 5. I expected more of you, but perhaps you deserve … second chance.' 6. They went on ... seven o'clock train. 7. They live at … 12a Pavlov Street. Take … third turning to … right. 8. Passing the house we noticed ... two old women in the front garden talking animatedly. On our way back we found ... two women still chatting. 9. The train for Odessa leaves from ... Platform 1, ... Track 3.

II. Study the table and fill in the correct articles for nouns modified by **of-phrases**:

1. part – whole

Case 1: ***A*** *leg of* ***the*** *table* is broken (‘**a** leg’: there are four legs altogether).

Case 2: *He fixed* ***the*** *broken leg of* ***the*** *table.* (‘**the** leg’: a particular leg that was mentioned earlier). *He is* ***the*** *leader of* ***a/the*** *group* (not ~~‘a leader’~~: the person in charge is unique).

Case 3: *Could you cut off* ***a*** *piece of _ bread?* (‘**a** piece’: there can be numerous pieces). *There’s* ***a*** *photo of* ***a*** *cute cat licking its paw.* (‘**a** photo’, ‘**a** cat: both the photo and the animal are mentioned for the first time and neither is identified).

2. parameter – object

Case 1: *What is* ***the*** *speed of* ***the*** *car?* (not ‘~~a speed of the car’~~).

Case 2: ***The*** *size of* ***a*** *dolphin's brain is similar to a human's* (not ‘~~a size of a brain~~’).

3. content – container

Case 1: ***a*** *glass of _ water,* ***a*** *crate of _ oranges*

Case 2: ***the*** *glass of _ water* (a particular glass that was mentioned earlier)

4. description

He is ***a*** *man of _ culture* (= a cultured man, a well-bred man); ***a*** *temperature of twenty degrees*; *to run at* ***a*** *speed of seventy km/h.*

1. "I'll have ... cup of tea with you," my mother said. 2. Just then ... latch of the front door clicked, and my father came in. 3. There were ... boxes of cigars in the crate. 4. His voice was determined, ... lines of his face had grown harsh. 5. My grandfather was ... man of force and intellect. 6. Tom sat down on ... edge of a log and looked at ... surface of the lake. 7. "Come back in half an hour. I'll give you ... bottle of medicine," said the doctor. 8. The lamplight made his skin ... colour of red brick. 9. She showed them … copy of her British passport. 10. He always disliked anybody as soon as he was appointed to ... position of authority. 11. The creature was about twice ... size of … small dog. 12. The woman moved her chair slightly toward ... right side of ... fireplace. 13. Would you report it to ... head of ... department after the lecture? 14. ‘He was a cheerful little boy who brought ... large packets of ... sweets every Monday. 15. They set off early in ... morning with ... temperature of 37° C in the shade.

III. Translate into English

1. Не принесете стакан апельсинового сока? 2. Вилли откинулся (to lean on sth) на спинку стула и стал размышлять о сведениях, которые поступили в тот день. 3. Машина ехала на скорости сто миль в час, когда произошла авария. 4. Он

человек большого ума и глубокого чувства. 5. Директор фирмы сам выбирает новых кандидатов. 6. Нагрей воду до температуры 60° С. 7. Машина подъехала к фасаду кинотеатра. Джек вышел из машины и посмотрел на афишу напротив здания. 8. Главой отдела был назван человек по имени Coles. 9. Это портрет друга, о котором я тебе рассказывал на днях. 10. Неожиданно мы услышали звук шагов и смех детских голосов. 11. На станции тогда собралась толпа школьников; они все ждали прибытия поезда. 12. Можно ли узнать высоту треугольника, если мы знаем длину его сторон?

IV. Fill in the correct articles with the word **law.**

1. Drivers risk a fifty-pound fine for breaking … law. 2. Victoria hopes to study … law at University while Jared plans to follow a career in the church. 3. … current gun laws vary from state to state. 4. There is … law in physics, identified by Isaac Newton, which says in essence that everything falls apart without energy. 5. That is … Law 5, which would not require the umpires to consult with the match referee. 6. Herbert began to practise … law in partnership with one of his elder brothers, James, but later went off to Europe for a year to study … law in Vienna. 7. … law of supply and demand is one of the most basic principles in economics. 8. This, I believe, is against … law, but it is … law that deserves to be broken.

V. A. Fill in the correct articles with the word **crime.**

1. … crime is a complex social problem with no quick fix. 2. The police believe that … crime was committed at around 7.30 p.m. 3. The punishment doesn't fit … crime, that's for sure. 4. I don't think they would ever stop … crime or terrorism. 5. It's hard to find out the nature of … crime when there seems to be no motive. 6. … crime level increased by 11% last year. 7. A household handgun becomes … crime weapon when a burglar steals it from the house. 8. Increasing the number of patrol cars has not had any effect on the level of … serious crime.

B. Translate into English

1. Мы переехали в этот район, поскольку уровень преступности был невысоким. 2. Подростки из неблагополучных семей имеют тенденцию совершать мелкие преступления. 3. Его осудили за преступление, которое он никогда не совершал. 4. Мэр города пообещал выяснить, кто причастен к данному преступлению. 5. Во многих африканских странах преступность является серьезной социально-экономической проблемой. 6. Подростковая преступность часто взаимосвязана с нестабильностью в семьях. 7. Пистолет использовался как орудие преступления.

Section E. Speaking and writing

I. Discuss the following questions with your groupmates.

1. What kinds of crimes are the most dangerous? Why? 2. Should the death penalty exist as a punishment for murder or terrorism? Do you think that punishment for violent crimes should be the same for children and adults? 3. Have you ever been a crime victim? Have you ever seen anyone a) 'do a runner'? b) being caught 'red-handed'? 4. Is crime increasing now? Do you think there will be less crime in the future? Why? 5. Should the police have the right to stop and search you in the street without a warrant? 6. Should all the residents be allowed to carry guns openly in public places? Why or why not? 7. What are the main causes of crime? Do you think crime is ever justified, for example, stealing food because of starvation? Is anybody capable of committing a crime if he/she is exposed to certain life situations? 8. Should euthanasia, or mercy killing, be allowed under any circumstances? 9. How has the growth of the Internet led to new crimes? 10. How could law and order be improved in your city (town)? Is it a question of investment in police training and manpower, or should ordinary citizens become more involved? 11. Is the crime rate high in your district? Do you feel safe walking about at night? 12. What is the best way to deal with juvenile (teenage) crime? Speak about graffiti and vandalism. 13. Most countries give young people rights as they reach a certain age. For example, the British can legally fight for their country at the age of 16; they can drink, vote and drive a car when they are 18. Does your country have similar laws? Do you think that any of the age limits need

changing? 14. Should young people have to do some form of military or community service by law?

II. A. Read this paragraph from a newspaper article on urban living.

The editor has asked readers to contribute their opinions, so you want to write a letter expressing your own views. After reading the text, answer the questions that follow.

Large cities hold a strong fascination. For many of us they act like a magnet, drawing us irresistibly to them. They offer amazing opportunities for work and play, but there is a price to pay, in terms of expensive housing, greater exposure to crime, and reduced space for leisure activities. So, is urban living now an outdated concept? Or is it the way forward? If so, how can we make our cities more attractive places to live in?

B. Answer the questions

1. What are the main ideas expressed in the text? 2. Which of these ideas do you agree with? 3. Which of them do you disagree with? 4. What further points could you make, either agreeing or disagreeing with the writer? 5. How could you answer the writer's questions? 6. What would your conclusion be, including your personal view? 7. How would you organise the answers to these questions, in your letter of reply?

III. Make up dialogues on the following situations. Use active vocabulary from this unit.

Dialogue 1: find common ground.

Student A: Pose as a student's parent, convince the head teacher that installing CCTV cameras is vitally important. Explain why (use ideas from the unit).

Student B: Pose as the head teacher of a school. A student's parent tries to persuade you to have CCTV cameras installed in the school. Talk to the parent, explain that the state funding is insufficient. Find other arguments against the idea.

Dialogue 2

Student A: Your friend and you went jogging. You had been running for 15 minutes when you noticed that your laces were undone and you stopped to do up your snickers and rest a little. Five minutes later you caught up with your friend in the park, and another 10 minutes later a police unit arrived and arrested you on suspicion of burglary. Talk to the police officer to prove you are innocent. Here are a few points you may consider mentioning: your alibi, CCTV camera footage from the street, a search warrant.

Student B: you are a police officer. You have detained a young man/woman in his/her twenties on suspicion of burglary. The burglar alarm went off in the house of a local businessman. When the police unit arrived at the scene, the suspect was seen running along the street away from the house. You caught up with and arrested him/her when he/she was running through the park. Question the suspect and the witness (the friend of the suspect).

Student C: your friend and you went jogging. You had been running for 15 minutes when your friend stopped to do up his /her snickers and rest a little. Five minutes later he/she caught up with you in the park and 10 minutes later a police unit arrived and arrested your friend on suspicion of burglary. Talk to the police officer to prove that your friend is innocent.

IV. Write an essay on the topics:

1. ‘Should the punishment fit the crime?’
2. ‘Society prepares the crime: the criminal commits it’. Elaborate on the statement. Should the main purpose of prison be punishment or rehabilitation?

Unit 6. Mass Media

Section A. Vocabulary

The term **mass media** in English refers basically to TV, radio, and newspapers: means of communication which reach very large numbers of people.

A popular, or a **tabloid** newspaper focuses more on sensation than real news. A **quality** newspaper, or a **broadsheet** professes to be more interested in real news than in sensation. A tabloid usually has a smaller format than a quality paper, it has larger headlines and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family.

live – 1. if something is broadcast live, it is broadcast on television or radio as it is actually happening (в прямом эфире), e. g.: *Are they broadcasting the game **live** or just recorded highlights?* (= parts of the game after it has been played); 2. if people perform live, they perform in front of people who have come to watch, rather than for a film, record etc. (без фонограммы), e. g.: *to play **live** music*

commercial – [n, C] an advertisement on television or radio (рекламный ролик)

breaking news – [n, U] newly received information about an event that is currently occurring or developing (экстренное сообщение, новость дня), e.g. *to bring (сообщить, передать) sb the **breaking news***

deliver – [v, tr] to take goods, letters, parcels, etc. to a particular place or person, e. g. *As a boy, Ralph **delivered** newspapers on a bicycle;* [n, U] **delivery** (доставка).

post – [n, U] BrE 1) the system in the UK for collecting, carrying, and delivering letters and parcels, e. g. *by **post***; [n, C] **post office** (почта); [n, C] **postbox;** [n, C] **postman**[10]**;** [a] **postal;** 2) the letters and parcels collected or delivered to sb, e. g. *Was there any **post** for me today* (=mail)[11]?

[10] The words and expressions *a mailman, a mail office, to mail a letter* are AmE. However, the nouns 'mail', 'mailbox' can be used in BrE to refer to online messages (syn *e-mail*).

[11] The words ‘post’ and ‘mail’ can be used interchangeably in the meaning of ‘letters and parcels collected or delivered to sb’, e. g. *You shouldn't read other people's **mail*** (both British and American) *Emma was opening her **post*** (British only). Surprisingly, in Britain the post is handled by the Royal **Mail**, whereas in America it is done by the US **Postal** Service.

post – [v, tr] BrE to send a letter, parcel, etc. by post (отправить почтой), e. g. *She's just gone to **post** a letter*.

Note: The English equivalent of the Russian word *почта (почтовое отделение)* consists of two words: *a **post office.***

Confusing words

NAME – TITLE – HEADING – HEADLINE

A **name** is what a thing, organisation, or place is called (имя, название).

A **title** is the name given to a particular book, painting, play etc. (название, заголовок).

A **heading** (заголовок, рубрика) is the title or topic of a document, article, chapter, or of a section while a **headline** is a heading or title of an article.

Headlines are pretty much restricted to newspapers, calling attention to the hottest and latest-breaking stories.

*A **title** could be the name of the whole book. A **heading** could be the name of a chapter in an instruction manual. A **headline** could be the name of a newspaper article.*

Note: Newspaper headlines use a lot of distinctive vocabulary. They prefer words that are usually shorter and generally sound more dramatic than ordinary English words, e. g. *The PM backs …* instead of *The Prime Minister has supported…*

EDITION – ISSUE – COPY

edition – [n, C] 1. a particular version of a book, magazine, or newspaper that is printed at one time (издание, версия), *e.g a paperback **edition**, a 2002 **edition;*** 2. a single TV or radio programme that is one of a series about a particular subject (выпуск теле-, радиопередачи).

issue – [n, C] 1. the version of a newspaper (magazine) that is published, for example, in a particular month or on a particular day (выпуск, номер); 2. an important subject that people are arguing about or discussing (вопрос, проблема).

copy – [n, C] 1. a document, computer file etc. that is exactly like the original one (копия, экзмепляр), e. g. *two **copies** of the report, the original **copy*** (оригинал); *to publish a hundred **copies** of a book* (издать книгу тиражом сто экземпляров).

PACKAGE – PARCEL – PACKET

package – [n, C] 1. a product or a set of products uniformly wrapped or sealed (упаковка); 2. a set of ideas or services that are suggested or offered all together as a group (пакет, продукт), e. g. *a **package** of measures, a holiday **package**, a financial **package,** a software **package,*** etc.

parcel – [n, C] 1. (BrE) an object that has been wrapped in paper or put in a special envelope, especially so that it can be sent by post[12] (посылка, бандероль); 2 (BrE) a small quantity of food that has been wrapped up, usually in pastry (пирожок, булка, слойка и т.д.)

packet – [n, C] 1 a) (BrE) a container made of paper, plastic, or cardboard that something is sold in (пачка, упаковка); 2. (BrE) a small flat package that is sent by post or delivered to someone (мелкий пакет).

Note: The word **package** implies a box or similar container with items inside. **A parcel** is usually envelope-shaped whereas a package refers to a box-shaped item. For the Post Office in the UK, **a packet** is generally smaller than a parcel, but larger than a letter.

EXERCISES

I. Write definitions explaining what jobs each of these people involved in the media do using the patterns.

Example: a make-up artist: to appear on TV

*A **make-up artist** makes up the faces of people who are to appear on TV.*

a) a foreign correspondent; b) a paparazzi; c) a columnist; d) a publisher; e) a postman; f) an editor; g) a critic; h) a camera operator

1) to deliver parcels; 2) to produce; to make sth available to the public; 3) to prepare for printing; to remove mistakes; 4) to write reviews; 5) to shoot films; 6) to write a regular article; 7) to report on events; 8) to follow; to take photographs.

[12] Package = parcel in AmE

II. If you were reading a newspaper in English, which part of the paper would you look in if you wanted to find out about the following?

1. the football results; 2. what has been happening in the Middle East; 3. a big fire in York; 4. what readers think; 5. the paper's opinion about something in the news; 6. what kind of hairstyles are trendy now; 7. what is on at the theatre tonight; 8. where to invest your money; 9. the life of a famous actor who has just died; 10. the temperature in Tenerife; 11. finding a new partner; 12. what a newly published book is like

NEWS AND FEATURES

2-4	Home news
5-6	Foreign news
24-25	Business and money news
26-30	Sports news

REGULAR FEATURES

7-10	Health, Fashion, food
11-12	Reviews
13	Editorial and readers' letters
14-15	Obituaries
16-22	Classified
23	Personal
31	TV and entertainment guide
32	Weather forecast

III. A. Look at the types of TV programmes. What do they usually show? Divide all the programmes into two groups: fictional and factual. You may need to consult a dictionary.

1. documentaries; 2. news broadcasts; 3. quizzes; 4. game shows; 5. chat shows; 6. variety shows; 7. sitcoms; 8. soap operas; 9. drama; 10. detective stories

B. Look at the titles below. What sort of TV programmes do you think these would be?

1. The Friends 2. The $ 10,000 Question 3. Hamlet from Stratford 4. The Tonight Show 5. Last Week in Parliament

Give names of TV programmes you know in your country which belong to the types listed in the exercise.

IV. Certain words are used frequently in headlines. Match the six words (1-6) with their definitions (a-f). Then use them to complete the headlines.

1. hits	a. supports
2. quits	b. has a bad effect
3. backs	c. leaves a job
4. tragedy	d. a situation full of fear
5. scare	e. an argument or disagreement
6. row	f. a very sad situation

A. DIRECTOR ...

Philip Bosman has resigned from his £150,000 job at Presco Ltd after the company announced a loss of £2 million in its annual report.

B. PLANE ...

A pilot and his two passengers were killed yesterday when the plane they were flying in crashed as it was landing.

C. FESTIVAL ...

There were angry scenes at a meeting last night between organisers of a music festival and local residents who did not want it to take place.

D. PRIME MINISTER ... PLAN

The Prime Minister has given his support to a plan which aims to reduce the number of young smokers.

E. STRIKE ... TRAVELLERS

Thousands of travellers spent the night at Heathrow Airport after cabin crew and ground staff went on strike over working conditions.

F. BOMB …

The police were called to a department store in Oxford Street after a caller claimed to have planted a bomb.

V. Choose the odd word. Explain your choice.

1. a) national; b) international; c) local; 2. a) daily; b) hourly; c) weekly; d) monthly; 3. a) magazines; b) tabloids; c) broadsheets; 4. a) morning papers; b) evening papers; c) afternoon papers; 5. a) deliver; b) pass; c) send; 6. a) advertising; b) advertisement; c) commercial;

VI. Study the difference between the words in each group and find the Russian equivalents. Fill in the gaps.

a) magazine – journal

1. He encountered Dr Crocker with a copy of the British Medical … . 2. All we ask is that you should subscribe to several gardening ….

b) advertisement – commercial

1. Short … flashed on the TV in front of the bus. 2. 'I read your … in the paper,' he said. 'You did not word it suitably, madam, and you may damage your prospects by that.'

c) serial – series

1. Don't miss the latest episode in our …, "David Copperfield." 2. TV companies sell some of their TV output, for example documentary … and educational programmes, and the choice is increasing with the growing video market.

d) tabloid paper – quality paper

1. In the meantime, people should not be advised to seek guidance from the …, which are more interested in a good story than scientific accuracy. 2. Anonymity lasted until 1967 in The Times and for nearly as long in parts of the other ….

e) comic – comedian

1. A … gives children the opportunity to retreat into their own world; it is a very private thing. 2. His high profile as a …, poet, singer and musician has a lot to do with the regular weekly poem he writes for the Weekend Guardian.

VII. Study the difference between the nouns **name, title, heading** or **headline.**

A. Fill in the gaps.

1. He is the champion, so his ... will go down in history. 2. The Ostrich has the distinction of being one of the half a dozen claimants to the ... of oldest inn in England. 3. My visit to Ireland was the … news story in every Irish newspaper. 4. I get tired of the ... of streets in a place I've never been. 5. All pages should have clear …, subheads and short paragraphs.

B. Translate into English.

1. Как называлась та книга, которую вы читали на прошлой неделе? 2. Неудивительно, что газеты с яркими заголовками мгновенно раскупили. 3. На всякий случай я заставила его повторить название города. 4. Статья помещена под рубрикой «Спортивные новости».

VIII. Study the difference between the nouns **edition**, **issue** or **copy.**

A. Fill in the gaps.

1. A later …, providing coverage from November 1988 to January 1992, will be available in June. 2. Yesterday's … of The Guardian stated that farmers' incomes had plummeted by 21 per cent. 3. Can you send a … of the document by post? 4. The first … of his textbook, intended mainly for lawyers and police officers, became widely popular with scientists and technicians. 5. All the applicants are to enclose a … of their birth certificate. 6. As you can recall, in the March … of the Clothes Show Magazine, Wella offered our readers the fantastic opportunity to win a complete hair makeover.

B. Translate into English.

1. В последнем издании словаря имеется десять тысяч новых слов. 2. Некоторые прохожие встали в очередь, чтобы купить свежий номер "Таймс". 3. Мэри отправила двоюродному брату последний экземпляр своей книги. Он, не вскрывая, отослал бандероль обратно. 4. Книгу издали тиражом в триста экземпляров.

IX. Study the difference between the nouns **package**, **parcel** and **packet**.

A. Fill in the gaps. Sometimes two variants are possible.

1. He sends regular food … to his family in Libya. 2. The symbol on the … is a guarantee that the food has been produced organically. 3. All my luggage was always with me in a big black plastic … . 4. If your … is lost or damaged, you have the right to make a compensation claim through the Royal Mail. 5. There is a move towards providing a … of services for corporate clients. 6. The Budget doubles the price of a … of cigarettes. 7. All the attractions inside the Theme Park are included in your holiday … .

B. Translate into English.

1. Почтальон только что доставил вам посылку. 2. Я думала, что у меня есть запасной пакет, но пришлось покупать еще один. 3. Он открыл упаковку и бросил ее в мусорное ведро. 4. Он кладет в кофе два пакетика сахара. 5. Как написано на упаковке, размер одной порции — сто грамм.

X. Translate using the pattern: **have + (sth) + a + adj + noun, give + (sth) + a + adj + noun.**

Note: Delexical patterns (such as ‘have + noun’, ‘give + noun’) are used to render single, non-repeated actions.
Compare: *She **gave** a loud **cry** (громко вскрикнула) -- She **cried** loudly (громко кричала)*
The action can be described by using adjectives with the nouns, rather than adverbs, e. g.: *We **had a** nice **holiday*** (rather than ~~*We spent a holiday well*~~)

1. Мы хорошо побеседовали. 2. Он великолепно выступил. 3. Пойди немного отдохни, может быть, выспавшись, ты забудешь о своих проблемах. 4. Ты хорошо провел время на вечеринке? 5. Ей предписан полный покой. 6. Мы здорово прогулялись. 7. Если дверь не откроется, просто сильно толкни её. 8. Почему бы вам не попытаться ещё раз выступить на сцене?

XI. Translate into English using expressions instead of single words.

what is (was, etc.) going on, what (has) happened, a place to sleep, a nice (good, etc.) person to talk to

1. Кто-нибудь следит за происходящим? 2. Он не обращал внимание на происходящее. 3. Как хорошо иметь приятного собеседника, с которым можно поговорить об искусстве. 4. Мы должны также подумать о случившемся и извлечь урок из наших ошибок. 5. Мне не нужна дорогая гостиница, мне вполне хватит тёплой еды и тихого ночлега.

XII. Translate into English using the **passive forms** of verbs. Study the examples paying attention to the **topic – comment** distribution.

*A. The play **was written** by Shakespeare. Пьесу написал Шекспир.*

*B. The house **was struck (hit)** by lightning. В дом ударила молния.*

*C. **I'm surprised** at your answer. Меня удивляет твой ответ. She **was upset** about your behaviour. Её расстроило твое поведение. **We're worried** about the product quality. Нас беспокоит качество продукции.*

*D. I was surprised **to hear** (not ~~when I heard~~) that she was beginning to like Bach.*
*Я удивился, **когда** услышал, что ей начал нравиться Бах.*

A. 1. Собор Святого Павла построил архитектор Рен. 2. Вердикт зачитают присяжные заседатели. 3. За телеграммой последовало письмо. 4. Предисловие к книге написал сам автор. 5. За этим мужчиной следовала огромная толпа. 6. На первое у нас был суп, за которым последовал бифштекс. 7. Об этом курьезном случае сообщили все газеты. 8. О Ван Гоге написано много книг. Одна из них называется "Дорогой Тео".

B. 1. Ураган разрушил многие города. 2. В дерево ударила молния. 3. Долина пострадала от землетрясения. 4. Нас разбудила гроза. 5. На побережье обрушились сильные шторма.

C. 1. Эти новости меня очень удивили. 2. Ее удивил странный вопрос, но она не показала виду. 3. Его удивило отсутствие каких-либо объяснений. 4. Новое правило многих расстроило. 5. Ее расстроило ваше грубое поведение. 6. Меня поражает количество рекламы по телевизору. 7. Внезапный отъезд брата очень сильно ее расстроил. 8. Разные мелочи меня не беспокоят. 9. Его беспокоило, что он работает с людьми, которые не разделяют его взгляды. 10. Ван Гога всегда

поражало богатство красок (цветов) земли. На его полотнах каждое старое дерево превращалось в произведение искусства.

D. 1. Мы удивились, когда услышали, что бандероль не доставят в срок. 2. Он удивился, когда обнаружил, что бланк уже заполнен. 3. Он очень удивился, когда увидел брата в зале суда. 4. Она удивилась, когда выяснилось, что он работает редактором в местной газете. 5. Вас не удивляет, что исполнитель поёт не под фонограмму? 6. Мы сильно удивились, когда услышали известия от дальних родственников. 7. Я не удивлюсь, если узнаю, что издательство не примет эту статью.

XIII. Translate the sentences into English using the Present Participle instead of the italicised verbs.

Example: *Он стоял у окна и* ***думал*** *о прошлом. He stood at the window* ***thinking*** *about the past.*

1. Он сидел у костра и *наблюдал* за заходом солнца. 2. Они сидели, *держась* за руки, и *смотрели* друг другу в глаза. 3. Свидетель стоял, *пытаясь* вспомнить черты лица грабителя. 4. Том сидел в зале суда и *ждал*, когда слушание начнется. 5. Школьники стояли и оживленно *обсуждали* домашнее задание. 6. Чарльз сидел за столом и *читал* свежий выпуск местной газеты. 7. Сандра сидела перед экраном телевизора и *ждала*, когда начнется ее любимый сериал. 8. Она стояла за дверью и *слушала* обрывки разговора из соседней комнаты.

XIV. Translate

1. По телевизору ничего увлекательного не идет, только одна реклама. 2. Последнее время его имя часто появляется в бульварной прессе. Говорят, что его следующий концерт будут транслировать в прямом эфире в пятидесяти странах. 3. Средства массовой информации сообщают читателям о событиях, которые происходят как в их собственной стране, так и за рубежом. 4. В период рождественских праздников почта обрабатывает около двух миллиардов писем и посылок. 5. Заголовки бульварной прессы обычно очень крупные и яркие. Это

делается для того, чтобы сразу привлечь внимание читателей к сенсационным новостям. 6. Мы сообщим вам о последних экстренных новостях, как только они к нам поступят. 7. Он сказал, что должен был на днях отвезти посылку на почту. 8. Гардиан – это ежедневная газета, которая освещает основные события политической, экономической, культурной жизни в стране и за рубежом. Ее рубрики часто посвящены проблемам философии, археологии, современной науки. 9. Помимо такого притягательного источника рекламы, как ТВ, существует множество других: радио, кино, пресса, Интернет, а также наружная реклама, которая стала частью нашего городского пейзажа.

Section B. Reading comprehension

Text

I. A. Look at the advert and answer the questions with a partner:

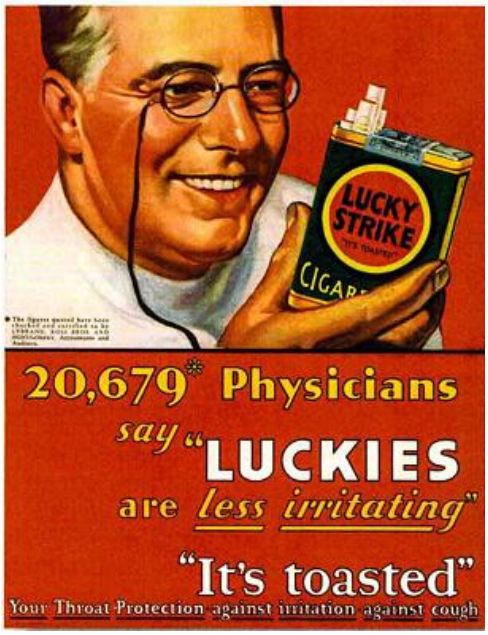
1) What is being advertised?

2) What decade do you think it is from?

3) Why do you think they used a doctor in the advert?

B. Read the text below and suggest a title/titles:

II. Pronounce the following words correctly, consult the dictionary: cigarettes, dozens, Ralph Lauren, model, retouching, pharmaceutical, vitamins, weight, supposedly.



FOUR OF THE MOST MISLEADING ADVERTS OF ALL TIME

Cigarettes are not harmful to your health

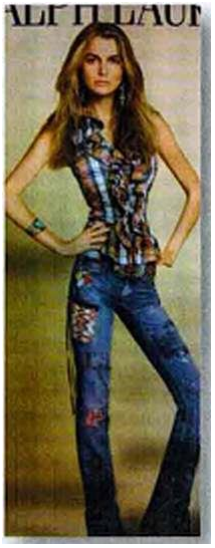
Hard to believe, but there was a time when tobacco companies actually tried to make us believe that doctors approved of smoking, or that certain brands were better for your

throat than others. This advert for Lucky Strike from the 1920s is just one of dozens[13] of ads featuring doctors recommending or 'preferring' one brand to another. Tobacco companies continued to use doctors to convince the public to smoke until the 1950s when evidence showing the link between smoking and lung cancer became too strong to ignore.

The thinner the better

In 2009 fashion retailer Ralph Lauren made a series of advertisements using a model who was so heavily airbrushed that her waist appeared to be smaller than her head. The ads were widely criticized in the press and experts warned of the negative effect these kinds of images might have on young girls. Lauren threatened to sue a blogger, who was the first person to publish and comment on the image online. But later he made a statement apologizing and admitting that "we are responsible for the poor imaging and retouching that resulted in a very distorted image of a woman's body". However, he later fired the model in the advert, Fillipa Hamilton, because she was 'overweight' (she weighed 54 kilos).

Vitamins prevent cancer



In 2010 the pharmaceutical company Bayer was sued by the Center for Science in the Public Interest for running TV and radio commercials. The company claimed that one of the ingredients in its One A Day vitamin supplement brand prevented cancer. In fact, there is no scientific evidence that vitamins fight cancer in any way. Bayer eventually paid a fine and signed a legal agreement which banned it from claiming that vitamins can cure cancer.

You can lose weight without dieting or doing exercise

During the 1990s Enforma, a US fitness company, ran an advertising campaign using TV commercials in which baseball player Steve Garvey promoted two diet supplements, a 'Fat Trapper' that supposedly blocked the absorption of fat, and a product named 'Exercise In A Bottle'. These two products together, according to the

[13] Note that the word '**dozen**' means 'a group of twelve of the same thing' or 'a group of approximately twelve people or things', but is rendered into Russian as '**десяток**'.

ad, would allow you to lose weight without dieting or exercise and promised consumers that they would never have to go on a diet again. The Federal Trade Commission[14] (the FTC) took Garvey to court for making false claims about the product. So began an epic legal battle which the FTC ultimately lost when a federal court ruled that celebrity endorsers were not responsible for misleading statements in ads. However, this ruling eventually led to the passing of new regulations making it illegal for celebrities to make false statements of fact in advertisements.

III. Answer the following questions:

A. 1. Have people always been aware of the risks associated with cigarettes? 2. When and why did the attitude to smoking change? 3. What did tobacco companies do to promote their product?

B. 1. What was wrong with the images Ralph Lauren used for new advertisements in 2009? 2. What was the public reaction to the images? Did it change the company's ethical outlook? What happened to a) the blogger, b) the model? 3. Should advertisers airbrush images of models?

C. 1. What kind of products did Bayer produce? 2. Why did the Centre for Science sue this pharmaceutical company? 3. What consequences did the company have to face as a result?

D. 1. What products did Enforma advertise in its campaign in the 1990s? 2. Why did the campaign attract so much public attention? 3. Who is a celebrity endorser? 4. Did the FTC win the case? What was the outcome of the 'legal battle'?

E. 1. What impact does advertising have on social and cultural values? How does it influence our self-image? 2. Do adverts or commercials in this country use any of the tricks mentioned in the text?

IV. Find the English equivalents of the following Russian words / word combinations:

1. вредный для здоровья; 2. одобрять / приветствовать что-либо; 3. ретушировать / корректировать (фотографию, изображение) / вносить изменения с целью

[14] The Federal Trade Commission is an independent agency in the US which helps to protect consumers.

улучшить; 4. отрицательно влиять на; 5. угрожать кому-либо судебным процессом; 6. a) предотвращать рак; b) бороться с раком; c) излечить рак; 7. накладывать запрет, запрещать кому-то делать что-то; 8. популяризировать / продвигать / рекламировать что-л.; 9. пищевые добавки; 10. привлечь кого-либо к суду за что-л.; 11. постановить; постановление; 12. ввести новые положения; 13. заявления, которые вводят в заблуждение; 14. ложные заявления.

V. Which company (or companies)...?

A [ ] deceived the public by pretending that their product had properties which it didn't really have

B [ ] used a celebrity or a professional person in order for them to associate their product with a healthy lifestyle

C [ ] used technology to create a false impression

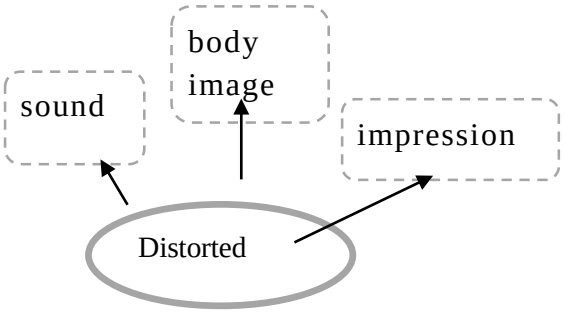
D [ ] admitted that they had made a claim that wasn't true

E [ ] admitted that they had done something wrong

F [ ] was punished for their misleading advert

VI. Split the following words into groups according to their meanings, explain the difference, provide examples from periodicals or literature: *slim, obese, fit, overweight, sporty, curvy, plump, thin, fat*

VII. Look up definitions of the following adjectives, provide nouns they can modify, explain the difference in meaning: **distorted, misleading, false**



1. искаженный звук
2. искаженное, неверное изображение тела
3. ...

VIII. Translate the following sentences, use vocabulary from the text:

1. Всем известно, что переедание вредно для здоровья. 2. Я думаю, что новая реклама пищевых добавок может вводить в заблуждение. Модель на фото выглядит слишком худой: изображение явно отретушировали. Невозможно похудеть, не занимаясь физической нагрузкой. 3. В одной из своих реклам эта фармацевтическая компания обещала, что новые витамины помогут бороться с онкологическими заболеваниями. Это заявление широко критиковали специалисты, которые требовали запретить рекламу и угрожали подать на компанию в суд. 4. Как вы думаете, должны ли знаменитости, которые продвигают продукт, нести ответственность за ложные утверждения в рекламе? 5. Суд постановил, что компания должна выплатить штраф в один миллион долларов. 6. Чарли осудили за вождение в нетрезвом виде: он заплатил штраф и его лишили прав на 1 год.

Section C. Listening comprehension

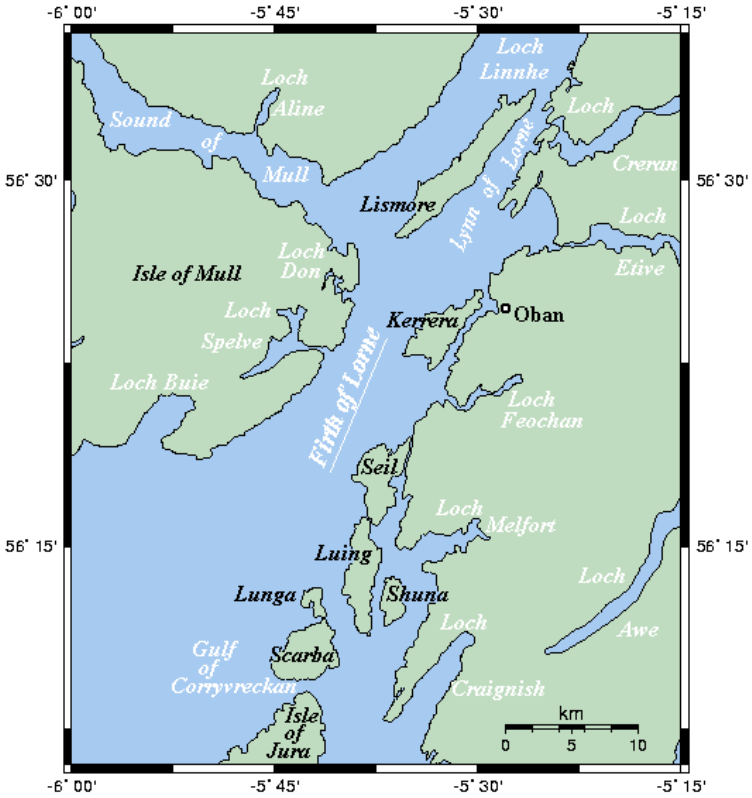
I. Watch the video 'How the UK's postal service operates' and do the assignments that follow.

II. Find equivalents of the following words:

1. иметь шанс (прибыть вовремя); 2. быть способным выполнить работу; 3. современный, последнее слово техники (adj); 4. сортировка вручную, сортировать вручную; 5. ошибиться, неправильно что-то сделать (прочитать, понять и т.д.); 6. пользующийся дурной славой, печально известный; 7. совсем близко, рукой подать; 8. его день рождения только в следующем месяце.

III. Use the words from exercise II to fill in the gaps:

1. I don't think he will be able to cope with the task. 2. His house is very close to the sea. 3. The police officer misread the name and arrested an innocent man. 4. Sorting letters by hand would take a lot of time but thanks to modern technology the process takes only 21 seconds. 5. It was only after 1972 that the war finally came to an end. 6. She told us the story of one of the most infamous country house murders.



IV. A. Study the grammar note.

In British English, singular words like *family, team, government*, which refer to groups of people, can be used with either singular or plural verbs and pronouns. **Plural** forms are common when the group is considered as a collection of people doing personal things like deciding, hoping or wanting. **Singular** forms are more common when the group is seen as an impersonal unit. Compare:

My family have decided to move to Nottingham. They think it's a better place to live.

The average British family has 3.6 members. It is smaller and richer than 50 years ago.

Nouns that can be treated as collective: **bank, family, party, the BBC, firm, public, choir, government, school, class, jury, staff, club, ministry, team, committee, orchestra, union**

B. Choose the singular or the plural form depending on the meaning of the following collective nouns:

1. The jury *is/are* considering *its/their* verdict. 2. The rise in divorces since the 1970s shows that the modern couple *looks/look* dangerously fragile. 3. "People are going a bit crazy … . And now the hotel *says/say they're/it's* running out of food." 4. All my family *likes/like* music. 5. Armenia *hasn't/haven't* been awarded any medals yet. 6. The government *is/are* elected by a simple majority. 7. All the staff *wishes/wish* you weren't

leaving so soon. 8. Nowadays every family *owns/own* a TV. 9. The couple *was/were* going to get married in June. 10. The Royal Mail *has/have* to process an incredible 84 million items of post every single day.

V. Explain or paraphrase the following:

1. At least she remembered, *which at her age is a feat in itself*. 2. She *is banking her precious 32 pence on the Royal Mail* getting it to him in time. 3. The first task is to *weed out any oversized mail*. 4. This green tube is a kind of *hi-tech bloodhound*. 5. *Ned's birthday wishes have ground to a halt*. 6. *With a bit of human intervention* even the most badly written addresses can be deciphered quite quickly. 7. Tony uses the *latest sack-on-road technology* to sort through the mail. 8. It's time for some *off-road action*, so *bring on the Easy Rider*.

VI. Say if the following is true or false (correct the false statements):

1. An average of 84 million post items have to be sorted at this mail centre every single day. 2. The Royal Mail need to sort through 150,000 letters every hour, which means that Ned's card doesn't stand any chance of arriving on time. 3. The IMP is not a perfect system. In fact, mail sorting takes so much time that workers call it snail mail. 4. It took a little over an hour to take the card to the airport.

VII. Answer the questions:

1. Where do Ned and his wife live? Do they get a lot of post? 2. Who is Elizabeth? Where does she live? Why does she post the card? What's the occasion? Why is she in a hurry? 3. Who is Nancy? What is her task? What difficulties does she face? How long does it take her to do the job? 4. What is the Integrated Mail Processing? What is its main task? 5. How are oversized items separated from the rest of the mail? 6. What happens to normal-sized letters next? Under what conditions is the machine able to read addresses? How does the system determine if a letter is facing the right way? What happens if it isn't? 7. What is a high-resolution camera needed for? 8. Can the machine cope with all tasks? Why? 9. What do workers do if there is no address on an envelope? Is it an easy task? 10. How will Ned's card get from the mail centre to its destination?

What airport will it travel from? Does the card arrive on time? 11. Where and when does the plane with Ned's card land? Where is the letter taken next? 12. Who is Tony? What obstacles does he have to overcome before he reaches Ned's house? 13. Why is Ned puzzled when he receives the card? 14. What kinds of transport had the letter travelled by before it reached its final destination?

Section D. Grammar

Modal verbs (could, be able to)

I. Study the difference between the verbs **can (could)** and **be able to**.

Can and **be able to** are often interchangeable and you can *usually* use either one without a difference in meaning.

Present contexts

Both **can** and **be able to** can be used to talk about ability, but **can** is much more common, e. g. *James **can** speak three languages. James **is able to** speak three languages (=more formal).*

Both can and could are used to ask for permission.

Compare: ***Can** you help me?* (to a friend) ***Could** you help me?* (to a stranger)

Future contexts

We only use **will be able to** to talk about a future skill or ability that you don't have yet, but you will have in the future, e. g. *I **will be able to** see better when I get new glasses* (not ~~I can see better~~). However, if a sense of 'possibility' is implied, we use 'can'

Compare: *I **will be able to** help you with the presentation tomorrow.* (смогу помочь)

*I **can** help you with the presentation tomorrow.* (возможно, помогу)

Past contexts

We use **could** to talk about an ability that existed for a long time in the past, but which isn't true now, e. g. *She **could** play the violin quite well.*

To talk about things that we managed to do on specific occasions in the past, we use **was/were able to** instead. The verbs **managed**, **succeeded (in…ing)** are also possible in this case.

*We **were able to** go sailing yesterday because the weather was so nice.*

Some stative verbs (see, hear, feel, taste) are usually used with **could** to talk about an ability related to a *single event.*

We use **couldn't** or **wasn't/weren't able to** for negative statements for both single events and a long period of time: *Yesterday he **wasn't able to** finish his dinner. OR ... he **couldn't** finish his dinner.*

The modal verbs **can/could** are not used in the constructions which require Perfect forms, Compare: *I **have** never **been able** to do it (никогда не умел). I **couldn't** do it. (не мог)*

II. Choose ‘could’ or the correct form of ‘be able to' to complete the sentences below. Sometimes two variants are possible.

1. By the time she was seven, she … already speak three languages. 2. He … speak French to the policeman to explain what had happened. 3. Last Saturday evening was cool, and I … cycle ten miles. 4. Did you speak to him before he left home? – No, I'm sorry, I … reach him. 5. He asked me when Julie's birthday was, but I … remember. 6. I’m going to listen to all the telephone records. So I … find out what you really think about us. 7. The fog came down and we … get to the top of the mountain. 8. He was standing very close to me and I … smell the garlic on his breath. 9. My brother wanted to carry on, but we … talk him out of it. 10. Unfortunately, Jack … swim since his accident. 11. Let's hope he … resume his daily swimming training soon. 12. The fishing boat sank but luckily all the crew … save themselves. 13. …you tell me what time it is, please? 14. Her brother Jack was an excellent swimmer. He … beat anybody in his class.

III. Translate the sentences using the correct forms of **can** or **able to.**

1. Я не сумел сдать экзамен, так как был не очень хорошо готов. 2. Я не мог идти так же быстро, как они. 3. Когда мы вошли в дом, то почувствовали, что что-то горит. 4. Я не мог решить, предложить ли мне ли их подвезти или нет. 5. Она не сумела перебраться через реку на плоту. 6. Они не могли тронуться в путь, так как им не позволяла погода. 7. Вода была так прозрачна, что на дне виден был каждый камешек. 8. Вчера я не смог повидать директора, так как он был на конференции, но сегодня после работы смогу. 9. Он не мог понять, почему все были так удивлены и расстроены, когда он отказался от этой работы. 10. Он сказал, что не сможет дать ответ, пока не обдумает всё, как следует. 11. Они не сразу поняли, почему мы не сумели выехать вовремя.

As, like

I. Read the notes and do the assignments that follow:

Note 1

Like (prep.) = similar to, the same as (как, как и): 1. *She's a teacher,* ***like*** *me. 2. The floor has been polished. It's* ***like*** *walking on ice.*

As (prep.) = in the position of, in the form of (как, в качестве, «в функции»): 1. *He worked* ***as*** *a waiter for two years.* 2. *I used the encyclopedia* ***as*** *a doorstop.*

Like can't be used as a conjunction (in clauses): *Nobody loves her* ***as*** *I do*[15].

Before an expression beginning with a preposition always use **as**: *In 1939, as* ***in*** *1914, everybody seemed to want war.*

Compare the two examples:

As *your father, I'll help you as much as I can.* ← I am your father.

Like *your father, I'll help you as much as I can.* ← I am not your father, but he and I have similar attitudes.

Like can be used as an alternative to **such as**, when offering an example: *The great writers,* ***such as/like*** *Shakespeare, Dickens, Joyce…*

Note 2. Use **as** in the following expressions **as you know**, **as you like**, **as you suggested** *(As I said yesterday, I'm sure we can solve the problem.*) and **as always**, **as usual** (*You are late as usual / always.*)

Note 3. A comparison after a negative clause refers to the positive part: *I don't smoke,* ***like*** *Jane. (Jane smokes.)* Before a negative clause, the comparison refers to the whole clause: *Like* ***Mary****, I don't smoke. (Mary doesn't smoke.)*

II. Insert **as** or **like** (see note 1).

1. a. … the other students, he finds it a bit difficult to get to lectures early in the morning. b. … a student, I spend too much time studying. 2. a. That house looks … a castle. b. Two centuries ago the cathedral was used … a fortress. 3. a. … his brother, he is a vegetarian. b. … his brother, I know him really well. 4. a. A few years ago I worked … a taxi driver. b. He was driving … a taxi driver trying to get an anxious customer to an airport on time. 5. a. An editor is a man in charge of a newspaper – a big, grown-up man, with a blue pencil, just … your teacher at school. b. … your teacher, I advise you to read more in order to widen your vocabulary.

[15] *Like I do* is often found in American English and informal British English. However, this is not considered correct.

III. Insert **as** or **like** (see notes 1-2).

1. You don't look anything … your mother. 2. … we expected, the singer didn't arrive on time. 3. Her father was a great sportsman, just … her grandfather. 4. Several state museums, … in other countries, are imposing admission fees. 5. She went to the party dressed up … Cleopatra. 6. The twentieth century produced a number of female political leaders, … Indira Gandhi and Margaret Thatcher. 7. We don't need the box, but we can use it … firewood. 8. She worked … a bilingual secretary for two years. 9. On Friday, … on Tuesday, the meeting will be at 8.30. 10. He's 22 years old, but he sometimes behaves … a child.

IV. Translate the sentences using **as** or **like**.

1. Подростки и их наставники обсуждают различные темы, такие как школа, деньги, полиция. 2. Как я говорил вчера, я подумываю о том, чтобы поменять работу. 3. Ты никогда не слушаешь! Разговаривать с тобой все равно, что разговаривать со стенкой. 4. Пожалуйста, не используй нож как отвертку. 5. Я позвоню вам завтра, как обычно. 6. Как она выглядит? – Она высокая, худая, с большим носом. 7. В Греции, как и в Испании, люди очень гостеприимны. 8. Мне не нравится этот чай. Он на вкус как вода. 9. Последние два месяца Сью работает редактором в бульварной газете. 10. Как и ее друзья, она любит рок концерты. 11. Как твой друг, я советую тебе получше следить за своим здоровьем. 12. В нем было сходство с подозреваемым на полицейском снимке.

V. Insert like + noun **before** and **after** the negative clause, paraphrase the sentences to explain the difference (Note 3).

1. *like Sue*: ..., I've never seen Mary cry .... 2. *like my mother*: ..., I didn't want to live in the countryside .... 3. *like my parents*: ..., he never believed me .... 4. *like her friends*: ..., she wasn't prejudiced .... 5. *like his colleagues*: ..., he is never late .... 6. *like me*: ..., she isn't a teacher .... 7. *like the other students*: ..., she didn't know the answer to the question .... 8. *like James*: ..., I am not interested in sports ....

Formal object IT

I. Use the formal object **it** in *I like/love/hate/ **it** when …, I can't stand **it** when…*
Translate the following sentences.

1. Я люблю, когда ты поёшь. 2. Линде не нравится, когда мы говорим о политике. 3. Пэм ненавидит, когда Сью звонит ей на работу. 4. Я терпеть не могу, когда люди курят в общественных местах. 5. Он любил, когда они приглашали его на ужин. 6. Мне не нравится, когда ты сердишься. 7. Он терпеть не мог, когда люди забывали поблагодарить его за помощь. 8. Стив Андерсон, известный шеф-повар, говорит, что ему не нравится, когда посетители заказывают хорошо прожаренный стейк, а потом жалуются, что он жесткий. 9. Мне нравится, когда я могу лечь пораньше. 10. Никто не любит, когда часы отстают.

II. Use **I love/like/hate it when** … or **I can't stand it when** … to express your attitude.

Example: *to look sb up and down* – I **hate it when** people look me up and down.

1. to blow one's nose at table, 2. to be done to a turn (about your food), 3. to apply make-up on public transport, 4. to give up one's seat to an elderly passenger, 5. to use hashtags, 6. to praise your work, 7. to take up more than one seat (on public transport), 8. to give you presents, 9. to talk about you behind your back, 10. to be late.

Prepositions (by)

We use **by** in a number of different ways:

1.. in expressions to say how we do something.

For example, you can *send something **by** post, do something **by** hand, pay **by** cheque, **by** credit card (*but *pay **in** cash)*

or something can happen ***by** mistake, **by** accident, **by** chance* (but do something ***on** purpose*):

→ *Did you pay **by** cheque or **in** cash?*

→ *The fire started **by** accident.*

2. Compare **by** and **with**:

In passive clauses, **by** introduces the agent (the person or thing that does the action):

→ *Have you ever been bitten **by** a dog? My car was damaged **by** a falling branch.*

We generally prefer ***with*** to refer to a tool or instrument used by somebody:

→ *The door must have been opened **with** a key. (not '~~by a key'~~;* somebody used a key to open it)

Compare: *He was killed **by a heavy stone.*** (=A stone fell and killed him.)

*He was killed **with a heavy stone.*** (=Somebody used a stone to kill him.)

We say 'a play **by** Shakespeare', 'a painting **by** Rembrandt', 'a novel **by** Tolstoy' etc.

3. By also means **next to, beside:**

→ *Come and sit **by** me. (= beside me)*

→ *'Where's the light switch?' '**By** the door.'*

4. Note the following use of **by** ...:

→ *Clare's salary has just gone up from 1,000 pounds a month to 1,100 pounds. So it has increased **by** 100 pounds, **by** ten per cent. (выросла **на** десять процентов)*

→ *John and Roger had a race over 100 metres. Roger won **by** about five metres (обогнал **на** пять метров).*

EXERCISES

I. Complete the sentences using **by** + one of the following:

chance (x2), cheque, hand, mistake, post, satellite

1. We hadn't arranged to meet. We met … . 2. I didn't mean to take your umbrella. I took it … . 3. I didn't put the pullover in the washing machine. I washed it … . 4. If you haven't got any cash, you can pay … . 5. The two cities were connected ... for a television programme. 6. The prize winners will be notified … within 8 weeks of the closing date. 7. I never suspected anything. It was only ... that I found out what had happened.

II. Write three sentences like the examples. Write about **a book, a song, a painting, a film** etc.

1. _'War and Peace' is a book by Tolstoy._
2. _'Romeo and Juliet' is a play by Shakespeare._

III. Put in the correct preposition: **by, in, on** or **with**.

1. Who is that man standing ... the window? 2. I managed to put the fire out ... a fire extinguisher. 3. The plane was badly damaged ... lightning. 4. These photographs were taken ... a friend of mine. 5. These photographs were taken ... a very good camera. 6. What's that music? I know it's ... Beethoven but I can't remember what it's called. 7. There was a small table ... the bed … a lamp and a clock … it. 8. Our team lost the game only because of a mistake ... one of our players. 9. The traffic police will accept fines … cash. 10. Have you read any books … Agatha Christie?

IV. A. Complete the sentences using **by**.

1. Clare's salary was 1,000 pounds a month. Now it is 1,100 pounds.

Her salary has increased by 100 pounds a month.

2. My daily newspaper used to cost 50 pence. From today it costs 60 pence. The price has gone up … .

3. There was an election. Helen got 25 votes and Norman got 23. Helen won … .

4. I went to Kate's house to see her but she had gone out five minutes before I arrived. I missed her … .

B. Translate using the verbs **increase, decrease, rise, drop + *by*.**

1. Менее, чем за год, цены на продовольственные товары выросли на десять процентов. 2. Доходы компании упали на пять процентов в прошлом квартале. 3. В период рождественских праздников количество посылок увеличилось на двадцать процентов. 4. Ученые полагают, что к концу XXI века количество мировых языков уменьшится на треть.

V. Revision. Prepositions (time)

Complete the sentences with the correct prepositions.

1. Jack has gone away. He'll be back … a week. 2. We're having a party ... Saturday. Can you come? 3. I've got an interview next week. It's ... 9.30 ... Tuesday morning. 4. Sue isn't usually here ... weekends. She goes away. 5. The train service is very good. The trains are nearly always ... time. 6. It was a confusing situation. Many things were

happening ... the same time. 7. I couldn't decide whether or not to buy the jumper ... the end I decided not to. 8. The road is busy all the time, even ... night. 9. I was woken up by a loud noise ... the night. 10. Brian has been doing the same job ... five years. 11. Ann's birthday is ... the end of March. I'm not sure exactly which day it is. 12. If you're interested in applying for the job, your application must be received ... Friday.

VI. Revision. Prepositions (place and other uses)

Complete the sentences with the correct prepositions.

1. I'd love to be able to visit every country ... the world. 2. 'Have you read any books ... Margaret White?' 'No, I've never heard of her.' 3. 'Is there a bank near here?' 'Yes, there's one ... the end of this road.' 4. Tim is away at the moment, He's ... holiday. 5. You've got a dirty mark ... your cheek. Have a look ... the mirror. 6. We went ... a party ... Linda's house on Saturday. 7. Bombay is ... the west coast of India. 8. Look at the leaves ... that tree. They're a beautiful colour. 9. 'Have you ever been ... Tokyo?' 'No, I've never been ... Japan.' 10. Mozart died ... Vienna in 1791 ... the age of 35. 11. 'Are you ... this photograph?' 'Yes, that's me ... the left.' 12. We went ... the theatre last night. We had seats ... the front row. 13. 'Where's the light switch?' 'It's ... the wall ... the door.' 14. What time did you arrive ... the party? 15. I couldn't decide what to eat. There was nothing ... the menu that I liked. 16. We live ... a tower block. Our flat is ... the fifteenth floor. 17. 'What did you think of the film?' 'Some parts were a bit silly but ... the whole I enjoyed it.' 18. When you paid the hotel bill, did you pay ... cash or ... credit card? 19. 'How did you get here? ... the bus?' 'No, ... car.' 20. A: I wonder what's ... television this evening. Have you got a newspaper? B: Yes, the TV programmes are ... the back page.

Article

I. Translate into English paying attention to articles with partly countable nouns.

1. доставить газету; израсходовать бумагу; 2. сделанный из железа; купить утюг; 3. подать рыбу ко столу; рыбка в аквариуме; 4. выпить стакан сока; предпочитать сок воде; 5. произведение Пикассо; выполнять работу; 6. игрушки из дерева; дубовый лес; 7. сказать тост; покушать гренок; 8. нуждаться в помощи; хороший помощник; 9. посыпать перца; купить килограмм перца; 10. иметь много опыта; незабываемое впечатление; 11. В другой раз; иметь достаточно времени; 12. физическая нагрузка; письменное упражнение.

II. Fill in the correct articles, paying special attention to partly countable nouns and and uncountable nouns (names of materials):

1. I won't have ... fish. It's not fresh. 2. A shark is ... fish which is destructive to other fishes and dangerous to humans. 3. Dishes, piled with ... fruit, stood at either end of the table. 4. In a week or two … fruit in our garden will be ripe. 5. Her room smelled of ... soot and ... face powder. 6. ... mud was drying rapidly, but ... car was still stuck. 7. James asked for ... water and drank it thirstily. 8. During the journey he drank ... thick coffee with ... sugar and ... tinned milk. 9. The barber went to ... cafe and ordered ... coffee, and then he asked for another cup. 10. She stirred ... melting sugar with ... spoon. 11. She had ... brown shining hair which hung down on either side of her face. 12. "I knit them myself," I heard ... woman say "of ... thick grey wool." 13. What you need is ... exercise, a lot of it. 14. There used to be ... time when I found books of adventure very exciting. 15. ... time passes quickly if one is busy.

III. Translate into English.

1. Принеси-ка мне рыбу со стола. 2. Он начал нарезать слоями горячее мясо. 3. У нее длинные светлые волосы. 4. Машина завязла в грязи. 5. Свитер связан из толстой серой шерсти. 6. Общеизвестно, что англичане не могут приготовить хороший кофе. 7. Капканы сделаны из тяжелой стали. 8. Порцию мороженого, пожалуйста. 9. Я предпочитаю красное сухое вино.

Section E. Speaking and writing

I. Discuss the following questions with your groupmates.

1. How have the media changed in your country over the last 20 years? 2. What is the media? What images come to your mind when you hear the word 'media'? 3. Do the media in your country report the whole truth, mostly truth, or mostly lies? Do you think the media try to manipulate people or change their views? Should the media just report the facts or interpret them? 4. Can you think of a person who used the media in a successful way? A person whose life was ruined by the media? 5. Should the media show graphic violence? Why or why not? 6. What do you think of the postal service in your country? Have you ever sent or failed to receive a letter that got lost? 7. How has the Internet changed the postal service? How has the post office survived e-mail? How often do you get real letters (in envelopes and delivered to your door by the postal service)? 8. What do you think of the job of a postman / mailman? Do you think postal services will disappear soon? 9. Can you think of any examples of the media being irresponsible? 10. Should there be any censorship of the media? Why? 11. Do you trust the media? Do reporters care more about truth or profit? Do you think the media have too much power? 12. What do you think of the paparazzi? Do you think famous people have the right to have a private life? 13. Why do you think there is such a high demand for gossip magazines and gossip TV programmes? 14. Which celebrity do you most admire and why? Would you like to be famous? Why or why not?

II. Look at the topics below and decide if you personally agree or disagree with them. Then, in groups, discuss them. What is the majority opinion on each topic?

a) It's not acceptable for journalists to eavesdrop on politicians' phone calls and hack into their email accounts.
b) The print newspaper is dead. We will soon read all our news online.
c) Celebrities have to accept that the media publishes stories and photos about their private lives. That is the price they pay for being rich and famous.

III. Make up dialogues on the following situations. Use active vocabulary from this unit.

1. Student A: you are a 15-year-old teenager, and you've just watched a commercial featuring your favourite baseball player Steve Garvey. He advertises a diet supplement called 'Fat Trapper'. You don't have time to exercise to stay fit and slim, so you think this supplement will be the best option. Ask your mum/dad to buy it for you.

Student B: you are the mother/father of a 15-year-old teenager. He/she asks you to buy him/her a diet supplement that he/she saw advertised on TV. You do not trust advertisements or commercials. Come up with arguments against this idea.

2. Your parents and you are staying in for a family evening of pizza and TV. Study the programme guide[16], say what types of programmes you enjoy (see ex. III) in general, find two or three you feel like watching tonight, say which channels they are on. Find a programme you would all like to watch.

Channel 4	6.00 pm **Brooklyn Nine-Nine** *S4 Ep18/22*	6.30 pm **The Big Bang Theory** *S4 Ep19/22*	7.00 pm **The Big Bang Theory** *S1 Ep12/17*	7.30 pm **How I Met Your Mother** *S2 Ep 10/22*	8.00 pm **The IT Crowd** *S3 Ep5/6*
Channel 4 film	6.00 pm **A Year of British Murder**		7.05 pm **Men in Black**		
	6.00 pm **BBC News at Six**	6.30 pm **Escape to the Country: Cornwall**	7.20 pm **The Graham Norton Show** *Episode 13 of 19*		
	6.00 pm **Eggheads**	6.30 pm **Horizon: Jupiter Revealed 2018**	7.30 pm **Australian Open Tennis** *Highlights – Quarter-Finals*		
	6.00 pm **Wonders of Life** *Episode 3 of 5*		7.00 pm **Armada:** 12 Days to Save England *Episode 3*, **Endgame**	8.00 pm **Beyond 100 Days**	

[16] Before you do this assignment, find out what types of programmes are indicated in the programme guide.

IV. Write an essay on the topics:

1. Elaborate on the impact advertisements and commercials have on children. Do you think children are aware of the commercial intent?
2. Is there a gap in the media market? What kind of new magazine, newspaper, TV or radio programme would you launch if you had adequate funds and a creative team behind you?

Unit 7. Art and science

Section A. Vocabulary

art – [n] 1) [U] the expression of human creative skill and imagination, typically in a visual form, such as painting or sculpture, e. g. *modern **art**, an **art** exhibition, the **art** of nineteenth-century Italy, an **art** lover*; 2) (pl) the various branches of creative activity, such as painting, music, literature, and dance; non-scientific subjects, e. g. *the **arts*** (all considered together), *fine **arts**, the Faculty of **Arts**;* 3) any activity that needs special skills or knowledge, e. g. *the **art** of conversation, the **art** of lying.*

perform – [v, tr] 1) to do something to entertain people, for example by acting a play or playing a piece of music (выступать), e.g. *Before every concert, she worries about how well she will **perform***. 2) to do something, especially something difficult or useful (осуществлять, выполнять), e. g. *to **perform** a task, a job, a role, a function*

Do not use 'perform':

1) to say what person an actor pretends to be in a play, film etc.:

→ *John Wayne **played** a Roman soldier in the film.* (not ~~*performed*~~)

2) to say that a person makes a formal speech in front of an audience:

→ *John **spoke** (выступал) at the teachers' annual meeting.*

However, you can use 'perform' if the speaker is a comedian.

production – [n] 1) [U] the process of making or growing things to be sold, especially in large quantities (производство); 2) [C] a play, film, broadcast etc. that is produced for the public, or the process of producing it (поставновка), e. g. *the new **production** at the Arts Theatre.*

cast – the people who perform in a play, film etc. (актерский состав), e. g. *a member of the **cast***

exhibit – [v, tr] to show sth (esp. a work of art) in a public place so that people can go to see it (выставлять), e. g. *Her paintings have been **exhibited** all over the world*

exhibition – [n, C] a show of paintings, photographs, or other objects that people can go to see (выставка), e. g. *to have/arrange/hold an **exhibition;*** [n, C] an **exhibit** (экспонат)

research – [n, U] a serious study of a subject, in order to discover new facts or test new ideas (исследование, изучение), ~ **into** sth; e. g. ***research into*** *the causes of cancer*

Note: In everyday English, people often use the expression 'do research' rather than the verb 'to research'.

experiment – [n, C] a scientific test in order to find out what happens when you do something (опыт, эксперимент), e. g. *to do an* ***experiment*** *(*not ~~*make*~~*), to carry out an* ***experiment****.*

Note: Don't confuse 'experiment' with 'experience'. The latter is something that you live through; something that happens to you in life, e. g. *life* ***experience*** (жизненный опыт), *to get* ***experience****, from my own* ***experience***

influence – [n, U] the power to affect the way somebody or something develops, behaves, or thinks, without using direct force or orders (влияние), e. g. *to have a good/bad/big/deep influence on sb/sth;* [v, tr] **influence** sb/sth

Note: the verb 'influence' doesn't require a prepositional object.

Compare: *Television can have a bad influence* ***on*** *people.* | *Television can influence _ people in a bad way*.

Phrases and collocations

to be on (at the theatre/cinema) – идти (о спектакле, фильме)

a theatre-goer – театрал, любитель театра

to be a (great, huge) success *with* sb – иметь успех у к.-л., e. g. *The performance* ***was*** *a huge* ***success***.

to act out – разыграть (спектакль, сценку)

Numbers and shapes

Anyone who works with any branch of science or technology needs to be able to talk about figures. Notice how the following are said in English.

28%	twenty-eight per cent
10.3[17]	ten point three
1,623,457	one million, six hundred and twenty-three thousand, four hundred and fifty-seven
£ 7bn [18] [19]	seven billion pounds
4/9	four ninths
4^2	four squared
7^3	seven cubed
8^4	eight to the power of four (to the fourth power)
$\sqrt{9}$	the square root of nine
10 m x 12 m	ten metres by twelve metres
1 ft, 3 ft	one foot (~30 cm), three feet
$1\ ^2/_3$	one and two thirds
$^9/_{13}$	nine thirteenths (nine over thirteen)
32° C or F	thirty-two degrees Centigrade/Celsius ['selsɪəs] or Fahrenheit ['færənhaɪt]
oz.	ounce (28,35 g)
lb.	pound (0,45 kg)
in. (“)	inch (2,54 cm)

Here are the four basic processes of arithmetic.

+ addition - subtraction x multiplication : division

Notice how these formulae would be read aloud.

$2x^2 + 3y - z = \frac{3z}{4x}$	Two x[20] squared plus three *y* minus *z* equals three *z* divided by four *x* (*or* three *z* over four *x).*
6 x 7 = 42	Six times seven is forty-two. *or* Six sevens are forty-two.

[17] Note in writing the English generally use the dot symbol (.) for decimals and the comma symbol (,) to divide large numbers into groups of three figures.
[18] In English currency symbols precede the amounts they modify: £ 300, € 3.4m (= three point four million euros)
[19] The English for *миллиард* is ***billion*** (abbreviated as *bn*).
[20] Note the pronunciation of the Greek symbols: *x* [eks]; *y* [wai], *z* [zed]

Prepositions

pay (sb) ***for*** sth

→ *I didn't have enough money to pay (the waiter) for the meal. (not ~~'pay the meal'~~)*

but **'pay** a bill/a fine/a tax/a fare/rent/a sum of money etc. (no preposition):

→ *I didn't have enough money to pay my telephone bill.*

ask (sb) *for* advice, help, etc... (попросить чего-либо, о чем-либо)

ask sb _ a question, sb's name (спросить ч.-л.)

divide/cut/split sth ***into*** (two or more parts)

crash/drive/bump/run *into* sth

aim, point (sth) ***at*** sth, **shoot** (a gun) ***at*** sth (='in the direction of')

explain sth ***to*** sb, also: **explain** (to sb) that, what, how, why ...', **describe** sth ***to*** sb

invite (sb) to (a party, a wedding etc.)

provide/supply sb *with* sth

rely *on* sb

live *on* (money/food)

congratulate (sb) *on* sth – поздравить кого-л. ***с*** чем-л.

compliment (sb) *on* sth – сделать комплимент кому-л. ***по*** поводу чего-л.

Confusing words

STAGE – SCENE

A **stage** (сцена; этап) is the raised area in a theatre which actors or singers stand on when they perform: *She is **on stage** during most of the play.*

A stage can also mean 'a phase' (***at** an early/late **stage**, **at** this **stage**,* etc.)

A **scene** (эпизод, сцена, место [действия]) is a single piece of action that happens in one place, especially in a film, book, etc (*a battle **scene**, the opening **scene***).

SETS – SCENERY – SETTING

Sets – [C, pl] the furniture and painted background used in a film, play, or television programme to make the stage look like a particular place (декорации):

→ *The **sets** were wonderful, exactly what we would have hoped for.*

Scenery [U] is natural things, such as trees, hills, and lakes that you can see in a particular place: → *The best part of the trip was the fantastic **scenery**.*

Sometimes it is equal to ‘sets’: *to design the **scenery** for the play.*

The setting is the particular time or place that a play, book, film etc. happens in:

→ *Verona is best known as the **setting** for two of Shakespeare’s plays.*

IDEA – THOUGHT

The words 'idea' and 'thought' are often confused, despite the semantic similarities. Both can be translated as 'мысль'. Thought is a mental process, i.e. the act or process of thinking.

An idea serves a particular purpose, it's

1. a plan or suggestion for a possible course of action, especially one that you think of suddenly, e. g. *He suggested a marvellous **idea*** (предложил замечательную мысль) *how to rescue the victims.*

2. an opinion or belief about how something is or should be, e. g. *the **idea*** (= principle) *of democracy* (понятие демократии)

At times the word 'thought' can refer to a way of thinking that is typical of a particular group, period of history, etc. (мысль, мышление, взгляды), e.g. *ancient Greek **thought**, 18th-century **thought***. In this case 'thought' is regarded as something collective.

3. the aim of sth, e.g. *The **idea** behind the programme* (назначение программы заключается в том, чтобы) *is to teach children to save money*.

4. an image in your mind of what something is like or should be like, a general understanding of sth (представление о ч.-л.): *a clear/vague **idea*** (четкое/смутное представление), *to have no idea/not to have any **idea*** (не иметь представления)

Sometimes both can be used interchangeably: *The **idea/thought** is a bit troubling.*

Note the patterns: *have the idea **of** doing something*, but *it is/was … idea **to do** smth*, e. g. *I had the idea **of** asking Katie for help* (not ~~the idea to ask~~) *It was Kate’s idea **to** help us.*

CARE ABOUT – CARE FOR – TAKE CARE OF

care *about* sb/sth (think that somebody or something is important):

→ *He's very selfish. He doesn't care **about** other people.*

care *for* sb/sth (*formal* like something, usually in questions and negative sentences):

→ *Would you care **for** a cup of coffee?* (= Would you like ...?)

→ *I don't care **for** very hot weather.* (= I don't like ...)

take care *of* ... (look after):

→ *Have a nice holiday. Take care **of** yourself!* (= look after yourself)

EXERCISES

I. Compare the following. Give your examples.

1) a short story – a novel; 2) a play – a musical – an opera; 3) a group – a band – a gang; 4) an exposition – an exhibition; 5) sets – setting – landscape; 6) a crew – a cast; 7) clothes – costumes; 8) an invention – a discovery; 9) a director – a producer – a conductor.

II. What do you call the creators (authors) of the following works of art?

***Example**: a novel – a novelist*

A. 1) a piece of music; 2) the verse (of a song); 3) a play; 4) a poem; 5) a statue; 6) a painting; 7) a building; 8) a film; 9) a review; 10) a short story.

What do you call the performers of the following works of art?

B. 1) a ballet dance; 2) a film or a play; 3) a song (solo and several people).

III. What do you call people who play the following instruments?

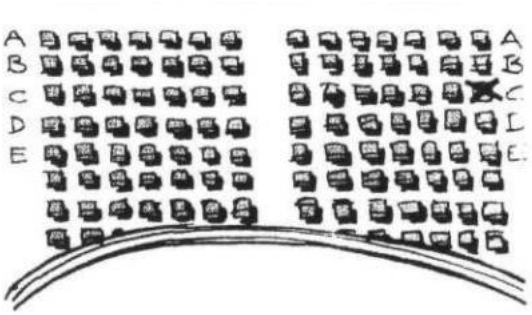
Look them up in a dictionary. Remember to check the pronunciation.

a) piano; b) guitar; c) drums; d) violin; e) cello; f) flute; g) saxophone

IV. Write definitions of different types and styles of painting. Give the Russian equivalents.

***Example**: A portrait is a painting of a person, especially of their face only.*

1) a self-portrait; 2) an animal picture; 3) a landscape; 4) a still-life; 5) an abstract painting; 6) a seascape; 7) a historical painting; 8) a genre painting; 9) a battle scene; 10) an icon



V. Look at the picture of your visit to the theatre and answer these questions.

1. Did you sit in the stalls or circle? 2. Which row were you in? 3. Were you next to an aisle? 4. Did you have a good view of the stage?

VI. What word or phrase is being defined?

1) a play or film in which part of the story is sung to music; 2) to reserve tickets before the performance; 3) the people who watch a play at the theatre; 4) what these people do with their hands at the end of a play; 5) the person who makes a film; 6) journalists who write articles about films and plays; 7) the name of the articles they write; 8) the translation of the story of a film across the bottom of the screen; 9) the key actors or actresses in a play (film); 10) all the actors in a play (film).

VII. Each one of these sentences contains a mistake of usage of words connected with the arts. Find the mistake and correct it. You may need a dictionary.

Example: What's the name of the editorial of that book you recommended? Was it Cambridge University Press? *(the **publisher**: an editorial gives opinion on a matter of interest/concern)*

1. The scene at this theatre projects right out into the audience. 2. 'I wandered lonely as a cloud' is my favourite verse of English poetry. 3. He's a very famous sculpture; he did that statue in the park, you know, the one with the soldiers. 4. Most of the novels in this collection are only five or six pages long. They're great for reading on short journeys. 5. There's an exposition of ceramics at the museum next week. 6. The sceneries are excellent in that new production of Macbeth, so dark and mysterious.

7. What's in the Opera House next week? Anything interesting? 8. Petersen performed in front of a large audience at the conference.

VIII. How numerate are you? Try this numbers quiz.

1. Name the first four odd numbers. 2. Name the first four even numbers. 3. Name the first four prime numbers. 4. Give an example of a decimal fraction. 5. Give an example of a vulgar fraction. 6. How do you read this formula and what does it represent: $e = mc^2$? 7. How do you read this and what does it represent: $2\pi r$?

IX. Pronounce the following in words rather than in figures or symbols

A) 1) 17.1 %; 2) 80 m x 18 m; 3) $14\ ^2/_3$ 4) 6^3; 5) 15^7; 6) 100° C; 7) 90 F; 8) $^{15}/_{21}$; 9) 11,500,620; 10) 3,203,715,650.

Read the following records aloud:

B. 1) 12% of the British population owned 90% of the country's wealth in 1992. 2) 20°C = 32°F. 3) 62.3% of adults have false teeth. 4) $^2/_3 + ¼ \times 4^2 = 4\ ^2/_3$ 5) 2,769,425 people live here.

C. 1. Oxygen accounts for 46.6% of the earth's crust. 2. The nearest star to earth is Proxima Centauri. It is 33,923,310,000,000 km from earth. 3. The highest waterfall in the world is Angel Falls in Venezuela with a drop of 979 m. 4. The top coffee-drinking country in the world is Finland where 1,892 cups per annum are consumed per head of the population. 5. The tallest church in the world is the Chicago Methodist Temple which is 173 m or 568 ft high. 6. The commonest item of lost property on London transport is the umbrella. 23,250 umbrellas were handed in to London transport lost property offices in 1987/8. 7. The country with the most telephones in the world is Monaco. It has 733 telephones per 1,000 population. 8. The smallest country in the world is the Vatican City with an area of 0.4 sq km. 9. Prices will be down from 1.19 lb. to 98 p. from next Monday. 10. In 1941 the cheese ration was down to 1 oz. per week. 11. Set the pumpkins in a baking dish and add $^1/_4$ in. of water to the bottom of the pan.

D. 1) $\sqrt{z} = \frac{b-c}{2a}$; 2) $\frac{98x}{11y} + 17^{1}/_{12} = \frac{a^3}{b^2}$;

X. Look up the names of the shapes below and draw them into your copybook. Use a dictionary if necessary.

A. Two-dimensional shapes

1. a triangle; 2. a square; 3. a rectangle; 4. a circle; 5. a pentagon; 6. an octagon

How many angles do the illustrated shapes have? What is the adjective relating to each of them?

B. Three-dimensional shapes

1. a pyramid; 2. a cube; 3. a three-dimensional rectangular shape; 4. a sphere

XI. Draw the following figures.

1. A right-angled triangle with two equal sides of about two centimetres long. Draw a small circle at the centre of the triangle and then draw lines from the centre of the circle to each of the angles of the triangle. 2. A rectangle with diagonal lines joining opposite angles. 3. An octagon with equal sides. Draw an oval in the middle of the octagon. 4. A three-dimensional rectangular shape of roughly 6 cm by 3 cm by 2 cm.

XII. A. Fill in the gaps using **idea** or **thought**.

1. You must have at least some vague ... of what happened to the money. 2. I care about you a lot. You are always in my ...s. 3. The ... behind the workshop is to encourage employees to get to know each other. 4. Don't worry if you don't understand it right now – you'll get the ... later. 5. Kant's works had a strong influence on political ... . 6. I don't have the faintest ... where I've mislaid my keys. 7. The same … was on everyone's mind – that the person sitting next to them might be a murderer. 8. It's based on the ... that all people are created equal. 9. Chefs differ in their ... of what makes a good dessert.

B. Translate into English.

1. Тебе нужно с ним пообщаться: он полон оригинальных мыслей. 2. Вам нужно избавиться от таких плохих мыслей. 3. К сожалению, я не понял, о чем текст.

4. Основное назначение рекламы – заставлять людей покупать все больше вещей. 5. Я вздрагиваю при каждой мысли об этом. 6. Мы не имеем ни малейшего представления о том, где он сейчас может быть. 7. Это придумал он, а не я. 8. Мысли становились все более и более запутанными. 9. Если вы хотите переехать в другую страну, у вас должно быть четкое представление о том, на что вы будете жить. 10. Я решил не озвучивать первую мысль, которая пришла мне в голову, и быстро придумал что-то другое. 11. Затем ей пришла в голову идея отправить стихи в какое-нибудь издательство. 12. Я думаю, что твоя идея снять квартиру в этом районе ему понравится.

XIII. Put in the correct preposition after **care**.

1. She doesn't care ... the exam. She's not worried whether she passes or fails. 2. Please let me borrow your camera. I promise I'll take good care ... it. 3. Are you hungry? Would you care ... something to eat? 4. Don't worry about arranging our holiday. I'll take care ... that. 5. I want to have a good holiday. I don't care ... the cost. 6. 'Do you like this coat?' 'Not really. I don't care ... the colour.'

XIV. A. Complete the sentences with the correct prepositions.

1. They only invited a few people … their wedding. 2. You can rely … Jill. She always keeps her promises. 3. George's salary is very low. It isn't enough to live …. 4. I congratulated her … winning the tournament. 5. I complimented her … her English. She spoke fluently and made very few mistakes. 6. He lost control of the car and drove … a wall. 7. The school provides all its students … books. 8. When I'd finished my meal, I asked the waiter … the bill. 9. They asked me … the way to the station. 10. There was an awful noise as the car crashed … a tree. 11. It's a very large house. It's divided … four flats. 12. The accident was my fault, so I had to pay … the damage. 13. We saw some people with guns shooting … birds. 14. Be careful with those scissors! Don't point them … me! 15. Mike described … me how the accident had happened. 16. The teacher decided to split the class … four groups. 17. I explained …

everybody what they had to do. 18. When you went to the theatre with Paul, who paid … the tickets? 19. I didn't have enough money to pay … the bill.

B. Translate into English.

1. Нас пригласили на свадьбу, но, к сожалению, мы не сможем прийти. 2. Ты постоянно просишь у меня денег. Попроси для разнообразия у кого-нибудь еще! 3. Он не справился с управлением (=потерял управление) и въехал в столб. 4. Поздравьте Дейва с успешной сдачей (экзамена) на права! 5. Ума не приложу, как можно жить на такую маленькую зарплату? 6. Если вам понадобится помощь, вы всегда можете на меня положиться. 7. Позвольте мне описать экспонаты, которые я увидел. 8. Не показывай на гостей ножом. Это некрасиво. 9. Не могли бы объяснить мне, что означает это слово? 10. Страна разделена на шесть регионов с населением пять с половиной миллионов человек. 11. Разбейтесь на маленькие группы из четырех человек и разыграйте сценку.

XV. Translate into English.

A. 1. Было забавно наблюдать, как они выступают. 2. Я обожаю их музыку, но никогда ещё не видел их выступления вживую. 3. Актриса поклонилась и покинула сцену. 4. В следующем семестре планируется постановка "Волшебника страны Оз". 5. Эту сцену включили ради комического эффекта. 6. Когда спектакль закончился, публика двинулась к выходу. 7. Его первое выступление на конференции не имело успеха. 8. Они работали всю ночь: красили декорации. 9. В нашем университете будет проходить выставка студенческих работ. На каждом экспонате будет стоять маленькая бирка с именем. 10. Автор использует современный Лос-Анджелес в качестве места действия своей книги. 11. Ученые провели ряд экспериментов, чтобы узнать, верна ли их теория. В статье описывается, как эти эксперименты проходили. 12. Агентство НАСА было основано для проведения научных и технологических исследований в области авиации и космонавтики. 13. Средства массовой информации оказывают большое влияние на образ жизни молодых людей. 14. Одна лишь мысль о переезде за город пугала меня.

В. Прошлым вечером мы смотрели современную постановку "Гамлета". Она имела огромный успех у большинства театралов. Декорации были реалистичными, а костюмы актеров – яркими и разнообразными. Режиссер подобрал хороший актерский состав. Наши места располагались на балконе бельэтажа. Видно было хорошо, однако некоторые актеры говорили тихо, и приходилось прислушиваться.

Section B. Reading comprehension

Text

I. Before you read the text make sure you pronounce the following words correctly:

engine, indoor, plumbing, Eureka, perseverance, Faraday, urbanization, engineer, motor, finance

II. Read the text and do the assignments that follow:

The age of invention isn't dead – it just needs time

by James Dyson

The biggest thing holding invention back is our impatience. With enough time and support, young engineers will develop the technology we need.

The doom-mongers believe we are past our creative peak, unable to invent like we used to. According to the US economist Robert Gordon, whose comments were reported in the Wall Street Journal last week, all the "important stuff" has been created; we have run out of the big, life-changing ideas needed to speed up economic growth. Gordon argues that innovations such as mobile phones have had less impact than the invention of indoor plumbing.

But this is a misunderstanding of how engineers work. There is no "Eureka!" moment. The steam engine, computer and aeroplane: none sprung up out of the blue. Instead, a gut feeling was followed by years of stubborn, hard work, thousands of

prototypes and untiring perseverance. Invention cannot be reduced to a single date on the calendar.

Developing new technology is gradual; little by little, you get an inch closer to the right answer. You build upon the work of those before you, thinking about what could be done better; what could be improved. It's an unending task. Michael Faraday invented the first electric motor. But Faraday's breakthrough followed William Sturgeon's invention of the electromagnet, and Alessandro Volta's invention of the battery before that. Faraday would have expected future engineers to pick up the baton later down the line.

Decreasing energy supplies, booming populations and mass urbanisation keep clever young engineers awake at night. Human inventiveness remains undiminished in the face of new global challenges.

Our problem is patience. We expect new technology at a rate like never before. Naysayers are already questioning graphene[21]. They ask why the wonder material hasn't yet changed our lives. Graphene was only discovered in 2004. In a digital world it's easy to forget that invention takes time. Whereas the basic programmes on a fighter jet can be put together in a matter of months, genuine improvements in physical technology take decades.

The government might hail Silicon Roundabout*[1]* as a great success, but the next Frank Whittle*[2]* won't be found in Shoreditch*[3]*. They'll be found tucked away in a research lab actually developing something tangible. With such a focus on the present moment, it's more important than ever that we support inventors in bridging the gap between concept and commercialisation.

But, preoccupied with debate about curriculum reform, I worry that we neglect our current university students. Supporting the development of new technology campuses is essential, but it's even more important that we actually encourage bright minds to fill them up. This is where the government can offer grants to the brightest and the best postgraduates. We also need to provide postgraduate scientists and

[21] [ˈgræfiːn] графен – a very strong, light form of carbon

engineers with competitive wages so that they don't ditch their ideas and head into finance or banking.

I can't tell you the world's next big invention. Last week brought news that we've invented a new way to tackle antibiotic-resistant bacteria[22]. Next week may bring a major development in another field. The biggest thing holding invention back is our impatience. With enough time and support, bright young engineers will develop exciting new technology to solve the world's trickiest problems.

(slightly abridged)

NOTES

1. The term ***Silicon Roundabout*** refers to the high number of web businesses located near the Old Street Roundabout (in East London) with analogy to Silicon Valley in California.

2. Sir **Frank Whittle** (1907 – 1996) was an English engineer, test pilot, and inventor of the jet aircraft engine.

3. Shoreditch is a district in the historic East End of London and modern Central London, lying immediately to the north of the City of London.

III. Answer the questions:

1. Are we becoming less creative? What do sceptics claim? What arguments do they provide? 2. What is really behind an invention? What does it take to invent something revolutionary? Do scientists often experience ‘light bulb’ moments? 3. What global challenges spur engineers to action? 4. What aspects hinder scientific growth and innovation? Why do we think we are ‘past our creative peak’? 5. How does the author explain our impatience? 6. What is Silicon Roundabout? Why does James Dyson mention it? 7. What suggestions does the author come up with to address the situation? 8. Do you believe that investment in education will eventually pay off? Substantiate your answer. 9. Does the author end the article on a positive note? Prove your point.

[22] The word *bacteri**um*** BrE [bækˈtɪəriəm] is singular, *bacteri**a*** [bækˈtɪəriə] is plural.

IV. A. Form the derivatives of the following words:

1. Innovation – инновационный, передовой, новаторский; 2. misunderstand – неверное понимание, недопонимание, ошибочное представление; 3. end – бесконечный; 4. invent – изобретательный; изобретательность; 5. improve – улучшения; 6. develop – шаг/продвижение / разработка, развитие (часто событий – [C]); 7. compete – конкурентоспособный, состязательный; несостязательный; 8. bank – банковское дело; 9. resist – устойчивый к (антибиотикам); 10. patient – нетерпеливый; нетерпеливость.

B. Use the derivatives to paraphrase the italicized parts of the sentences:

1. According to the commercial, this sunscreen *does not wash off when you are in the water*. But this is not true! 2. We should focus more on *games where children do not have to compete*. 3. Despite *the fact that he couldn't wait* to leave, he sat down and prepared to listen. 4. Motherhood seemed to her *a never-ending* cycle of cooking, washing, and cleaning. 5. The team's performance *has improved* greatly over the last three games. 6. Call me if there are any (new) *changes in the situation*. 7. If you want to be a successful entrepreneur, you should be open to *new and original* ideas. 8. He is regarded as the world's best and most *creative* chef. 9. People should encourage *scientists to develop* new vaccines for infectious diseases. 10. His ridiculous comments showed a complete *failure to understand* the situation.

V. Find the English equivalents to the following words:

1. оказывать меньшее влияние; 2. появиться из ниоткуда; 3. интуитивное чувство, внутреннее чутьё; 4. упорство; 5. свести к дате в календаре; 6. опираться на / брать за основу работу предшественников; 7. прорыв / крупное достижение; 8. несмотря на / перед лицом глобальных проблем; 9. скептик, который не верит и опровергает новые идеи; 10. сомневаться, подвергать сомнению (ценность, важность, правду и т.д.); 11. за какие-нибудь несколько месяцев; 12. отказаться от своих идей; 13. заняться финансовым или банковским делом; 14. серьезное продвижение/шаг вперед в другой области, 15. сдерживать / не давать кому-то (чему-то) развиваться.

VI. Use the lexical items to fill in the gaps:

in the face of | hold sb/sth back | reduce | in a matter of | question (v)

breakthrough | build on | go into | improvement | ditch (infml) |

1. This year has seen a dramatic _____ in James's English. 2. James has made a _____ in his maths this year. 3. The campaign continued _____ great opposition. 4. He was on his feet _____ seconds. 5. Contrary to popular belief, in the last survey just below 20% of respondents _____ teaching because of long holidays. 6. We can _____ the problem to two main issues. 7. This study _____ the work of literary critics, political theorists, and cognitive psychologists. 8. Some critics _____ the authenticity of the painting now. 9. Meg and Jared were going to get married, but she _____ him. 10. Bill leapt to his feet to go after the girl, but the others _____ him _____.

VII. Paraphrase or explain the following:

1. The *doom-mongers* believe *we are past our creative peak*. 2. The steam engine, computer and aeroplane: none *sprung up out of the blue*. 3. Invention cannot be *reduced to a single date on the calendar*. 4. Faraday would have expected future engineers *to pick up the baton later down the line*. 5. The government might *herald Silicon Roundabout*, but *the next Frank Whittle* won't be found in Shoreditch. 6. They'll be *found tucked away in a research lab* actually *developing something tangible*. 7. It's important we actually *incentivize* bright minds *to fill them up*. 8. It's more important than ever that we support inventors in *bridging the gap between* concept and *commercialisation*. 9. We also need to provide postgraduate scientists and engineers with *competitive wages* so that they *don't ditch their ideas* and head into finance or banking. 10. *Booming populations* and *mass urbanisation* keep clever young *engineers awake at night*.

VIII. Use the words from assignments IV–VI to translate the sentences:

1. Она показала большую храбрость перед лицом опасности. 2. Интервью окончилось за какие-то несколько минут. 3. Изобретение пенициллина стало одним из самых крупных достижений в области медицины. 4. Страх людей перед искусственным интеллектом замедляет (сдерживает) технический прогресс.

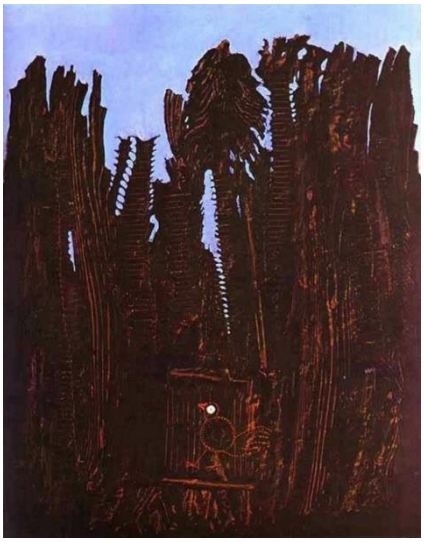
5. Никто не посмел подвергнуть сомнениям верность его решения. 6. Почему вы пошли в медицину? 7. Правительство оставило планы по приватизации компании. 8. Мы продолжим опираться на наш предыдущий успешный опыт решения таких проблем.

Section C. Listening comprehension

Recording 1

The Secret of the Forest

Listening. Part A



I. Look at the painting by Max Ernst in London's Tate Britain, called *Forest and Dove*. Approximately when do you think it might have been painted? Do you like it?

Listening comprehension:

II. Before you listen look up the following words in a dictionary: *austere, disreputable, pre-eminent, authenticate.*

III. Listen to the recording and answer the following questions:

1. Who is Max Ernst?
2. Say who the people on the list are and what their connection to Max Ernst is? Who are they to each other?

Note:
Sète [set] is a port and a seaside resort on the Mediterranean with its own very strong cultural identity, traditions, cuisine and dialect.
Oiseau en Hiver – a painting by Max Ernst
Cologne [kəˈləʊn] is an industrial and university city in western Germany.

Werner Spies [ʃpi:s]	Helene Beltracchi [bel'træki]	Werner Jägers ['jegəz]	Alfred Flechtheim ['flektaɪm]	Josefine Jägers	Wolfgang Beltracchi

3. What controversy was there about La Forêt[23]?

4. How had the painting ended up in Helene Beltracchi's house?

5. What was Spies's conclusion about La Forêt? What evidence was it based on?

6. What happened to the painting next?

7. What do you think the 'little problem' was?

Vocabulary exercises

IV. Listen to the recording and find English equivalents:

1. один из ведущих мировых экспертов по искусству 20 века, 2. специалист по работам …, 3. установить подлинность, 4. содержать следы двух пигментов, 5. доверять своему заключению / мнению, 6. поразительная/удивительная, умная, образованная, энергичная (живая), 7. обширная коллекция, 8. бежать в Лондон, 9. прийти к власти, 10. захватить (галереи, картины, здание, аэропорт, контроль …), 11. Иметь сомнительную репутацию / быть неприличным, 12. строгое черное платье, 13. Радоваться, быть взволнованным (чем-либо), 14. подлинный Макс Эрнст, 15. увеличить ценность.

V. Use the vocabulary from exercise IV to paraphrase the following:

1. She managed to *snatch* the gun from him. 2. I can't see anything wrong with it, but I *am not confident about my own opinion*. 3. Maupassant established himself as a *prominent* writer of both short stories and novels. 4. Mrs Thatcher *took office* in 1979. 5. They *took control of* the airport in a surprise attack. 6. His face was more *enthusiastic* than she had ever seen before. 7. A team of experts have *examined* the document *and proved it is not a copy*. 8. She was *excited about* the lovely long letter she had received from her adored son. 9. Forensic experts found *small amounts* of

[23] [la: fə'reɪ]

petrol on his clothes. 10. The most *interesting and unusual* feature of the pattern is its complexity. 11. Newspapers and magazines carry *considerable* coverage of diet and health topics. 12. When James II *ran away* to France he took refuge at St Germain and sold the stone to Louis XIV. 13. The arrival of five more guests only *made* the confusion *worse*. 14. They knew it would be a disaster for Spain and the rest of Europe if the Fascists *seized control of the country*. 15. The interior is simple and *with minimum decoration*: it has much in common with English cathedrals of that time. 16. Parents have been warned to think twice before buying cheap fireworks from *questionable* sources.

VI. Use the vocabulary from assignment IV to translate the following:

1. Как вы думаете, это подлинный Да Винчи? – Да, подлинность картины была установлена одним из ведущих мировых экспертов по эпохе Ренессанса. 2. Нам придется провести более обширные исследования, чтобы понять, почему нацисты пришли к власти в 1933 году. 3. Причина смерти неясна, так как следы яда в ее крови не обнаружены. Также не понятно, почему она бежала в Лондон. 4. По пути на станцию, я увидела, как они выходили из отеля, который выглядел довольно подозрительно. – Как выглядела женщина? – Она была одета в строгое черное платье. Не было ничего удивительного/ поразительного в ее внешности. 5. Я очень взволнован и рад быть здесь этим вечером. – Ваше присутствие повышает важность мероприятия. 6. Некролог: Тони Инглис был умным, образованным и энергичным человеком. Он был специалистом по работам Вирджинии Вульф и Д. Г. Лоуренса, о которых написал несколько важных эссе. 7. Не хотели бы вы установить* подлинность картины, прежде чем вы ее купите? (*действие будет выполнять 3-е лицо) – Я уверен, это подлинник (adj). Когда я принимаю решения, я предпочитаю руководствоваться собственным мнением.

Listening. Part B

VII. Listen to *The Secret of the Forest*, Part B. What did you find out about …?

1) Wolfgang's teenage years; 2) what he did during the 1980s; 3) what happened in 1992 and the surname Beltracchi; 4) how Wolfgang created his pictures; 5) the photo of Helene's grandmother; 6) the labels on the back of the paintings; 7) the Campendonk painting Red Picture with Horses; 8) what they feel now and Wolfgang's plans.

VIII. Answer the following questions:

1. What do you think about the Beltracchis?
2. Do you think you would feel differently about the painting in assignment I (Part A) if it turned out to be a fake?

Recording 2

I. Before you listen to the recording: match the words and phrases in the table to their definitions.

1. genetically modified	a. confusion and disorder
2. vaccine	b. an increase in the world temperature caused by gases like CO^2
3. ecosystem	c. to control someone totally
4. global warming	d. a type of medicine that prevents people from getting a disease
5. habitat	e. a series of living creatures in which each type of creature feeds on the one below it in the series
6. extinct	f. something that happens because of the event that happened before
7. a guinea pig	g. describes a plant or animal that has been changed by scientists
8. climate change	h. all the animals and plants living in an area
9. havoc	i. when all the individuals of a species have died (like dinosaurs and the dodo)
10.dominate	j. someone who is used in a test for something such as a new medicine or product
11.a knock-on effect	k. the natural home of an animal or plant
12.food chain	l. the way the world's weather is changing

II. Listen to the recording again and supply the missing words. Translate into Russian:

1. *Frank (4 words)*: I think you've been ... in ... bad press. 2. *Frank (4 words)*: The ... that you get are probably safer than ... . 3. *Frank (3 words)*: Well, there are ... controls for ... . 4. *Frank (4 words)*: But what about vegetables with ... content? Or bananas with ... built into them? 5. *Frank (2 words)*: They've developed a way to produce bananas with ... B .... 6. *Ann (4 words)*: There are whole ... of birds ... in danger of becoming extinct. ... for example, they are rapidly decreasing in numbers. 7. *Frank*: They'll feed them. *Ann (1 word)*: At a ..., yes. Maybe. 8. *Ann (4 words)*: When a species dies out ..., it has ... effect on the whole ecosystem. 9. *Frank (3 words)*: We could use GM food to change ... habitat now. 10. *Frank (3 words)*: Good. You ... come round to my way of thinking.

III. Listen to the recording and write down the English equivalents:

1. двигаться в ногу со временем; 2. овощи с более высоким содержанием витаминов; 3. экспериментировать с урожаем; 4. опустошать, нести разрушения; 5. причинять большой вред / много вреда растениям и животным; 6. угрожать уничтожить среду обитания (животного); 7. Какое отношение это имеет к ГМО? 8. вымирать (2 варианта); 9. начинать склоняться к чьему-либо мнению; начать разделать чью-либо позицию; 10. быть 'подопытным кроликом' в экспериментах.

IV. Grammar and vocabulary:

A. Explain the difference between **food** [n, U] and **foods** [n, C, plural]. Use food or foods in the following sentences:

1. We've got ... for as many people as want it. 2. My doctor told me to avoid fatty ... such as bacon or hamburgers. 3. Please do not throw ... to the animals.

B. Explain the difference between '**on the one hand … on the other**' and '**for one thing … for another'**. Use the expressions in the following sentences:

1. He was a highly unusual boy in many ways. ..., he hated the summer holidays. ..., he really wanted to do his homework but was forced to do it in secret, in the dead of night.
2. She was filled with contradictory emotions. ..., she longed to see Markus; ..., she was afraid of what she might find.

C. Describe people who are 1) **daft**, 2) **cynical**, 3) **cautious**. Do you think people often mistake 'naïve' for 'daft', 'cautious' for 'cynical' and vice versa? Do you have any real-life examples?

V. Listen to the recording and put down arguments for and against GM food.

For GM food	Against GM food
1. ……. 2. ……. 3.	1. …….. 2. ……. 3.

VI. Use the expressions from assignments I, III and IV to translate the sentences:

1. С одной стороны, химикаты помогают уничтожать вредителей (pests); с другой стороны, они приносят много вреда растениям и животным, а также могут непредсказуемо воздействовать на целые экосистемы. 2. Некоторые люди настроены против ГМ продуктов: с одной стороны, эксперименты с урожаем могут быть опасны, с другой, они не хотят быть подопытными кроликами. 3. – Глобальное потепление может уничтожить место обитания многих животных. – Как это связано с ГМО? 4. Пора меняться. Я думаю, мы чересчур осторожны, а должны идти в ногу со временем. 5. Многие виды животных уже исчезли, многие находятся под угрозой вымирания (или вымирают) из-за того, что ГМ индустрия разрушает естественные (природные) пищевые цепи.

Section D. Grammar

The Passive Voice (direct and indirect passive constructions, prepositional passive)

I. Study the grammar commentary.

There are two voices in English: ***the Active voice*** (активный залог) and ***the Passive voice*** (пассивный залог). In the passive voice the subject of the sentence is not the agent, it denotes the object of the action.

Types of passives

1. Direct passive

The direct object of the active sentence becomes the subject of the passive sentence: *They took these pieces of timber out of the yard.* → *These pieces of timber* ***were taken*** *out of the yard.*

2. Indirect passive

The indirect object of the active sentence becomes the subject of the passive sentence. (With verbs that have two objects): *He gave* ***her*** *a huge bunch of flowers.* → *She* ***was given*** *a huge bunch of flowers.*

Many verbs, such as ***give, send, show,*** etc. can build both direct and indirect passive constructions: *A. Her sister was given the car. B. The car was given to her sister*. The choice between the two passive structures may depend on what has been mentioned before, or on what needs to be put last in the sentence. Some constructions may also be less common: A is probably the more common of the two.

3. Prepositional passive

The prepositional object of the active sentence becomes the subject of the passive sentence. The preposition is placed right after the verb: *It is widely acknowledged that children are rarely listened* ***to****, but the acknowledgement does not lead to action.*

Not all verbs can be used in both direct and indirect passive constructions. Memorize these two groups of verbs and do the exercises that follow:

Direct and indirect passive	***Only direct passive***
give, send, tell, pay, refuse, deny (fml), promise, offer, lend, leave, serve (food), grant, show, provide, supply, hand, ask, envy, teach	buy, sell, sing, read, write, bring, translate, play, telegraph, describe, dedicate, explain, dictate, repeat, mention, introduce, declare, deliver, present, recommend, prove, point out, propose, say, suggest, announce

Types of object

The direct object refers to a person or thing **affected** by the action of the verb. In the sentence *Take the dog for a walk*, the dog is the direct object. The indirect object usually refers to a person who **receives** the direct object. In the sentence *Ann gave me a watch*, the indirect object is *me*, and the direct object is *a watch*.

In most cases the direct object is a thing and comes right after the verb, whereas the indirect object is often a person and the **beneficiary** of the action and comes after the direct object. If the order is changed and the indirect object is placed first, a preposition is needed.

Consider the following example:

I want to ask that man a question. – I want to ask a question **of** that man

indirect object	direct object	direct object	indirect object

II. Make passive transformations. Use the verb in italics. In some cases, the passive is not possible.

1. They *paid* him a million dollars to appear in the film. – Example: *He was paid a million dollars...* (*a million dollars was paid to him* is also possible but less likely)
2. His name is Robin, but his friends *call* him Bobby. His name is Robin, but … 3. Dr Davies *demonstrated* the procedure to us in the chemistry lab. … 4. The managing director will *announce* the news to staff later today. … 5. They have *offered* me a new job in Hungary. … 6. People saw him push the goalkeeper just before he scored. … 7. The medical staff *have* declared the surgery a complete success. … 8. My English teacher *suggested* the idea to me. … 9. Lloyd George was not alone in feeling that they *were lying* to him. Lloyd George was not alone in feeling that he … 10. My uncle *bought* me this necklace when he was in Zimbabwe. … 11. On my part, I gladly transcribed whatever they *dictated* to me. I gladly transcribed whatever … 12. I have no idea why they *brought* me here. I have no idea why I … 13. The description of the "older woman" *fitted* Mrs. Hopkins. … 14. They *fixed* a large, mahogany-faced safe in the dining-room; they also *fitted* a burglar alarm under the floor in front of the safe. A large, mahogany-faced safe; a burglar alarm … 15. He *dedicated* the novel to the Spanish filmmaker Luis Buñuel. … 16. People receive many advertisements in the course of their daily life. They never *pay attention to* many (of them). Many (advertisements) …

III. Translate the following sentences, give both passive constructions (direct and indirect) wherever possible:

1. Пассажирам объявили, что их не возьмут на борт. 2. Приглашения гостям уже разослали, но ответов пока не поступило. 3. Им пели эту колыбельную, когда они были детьми. 4. Тебе когда-нибудь говорили «держаться», когда ты уже был готов сдаться? 5. Арнольд завтракал, когда ему принесли записку. 6. Мне часто повторяли, что я должен быть более внимательным. 7. Работники устроили

забастовку, поскольку им не выплатили зарплату в прошлом месяце. 8. Мне представили девочку и сказали, что она моя сестра. 9. Не мог бы ты объяснить мне, почему ему отказали в визе? 10. Когда вам объявили результаты экзаменов? 11. Она решила, что покинет страну, как только ей предложат хорошую работу за рубежом. 12. Я так собой городился! Это была первая пара ботинок, которую мне купили.

Prepositions with nouns

Study the complicated cases with prepositions

1. Noun + *for.../of...*

reason *for*...: → *The train was late but nobody knew the reason **for** the delay.*

a cause *of* ...: → *Nobody knows what the cause **of** the explosion was.*

in need *of*: → *My car is in need **of** repair.*

need *for*: → *There's no need **for** you to stay late – I can finish it.*

an advantage, a disadvantage *of* ...:

→ *The advantage **of** living alone is that you can do what you like.*

but: 'there is an advantage in doing something':

→ *There are many advantages **in** living alone.*

a photograph, a picture, a map, a plan, a drawing (etc.) ***of*** ...:

→ *She showed me some photographs **of** her family.*

2. Noun + *in*...

an **increase, a decrease, a rise, a fall *in*** (prices etc.):

→ *There has been an increase **in** the number of road accidents recently.*

3. Noun + *to* ...

an **invitation *to*** ... (a party, a wedding etc.): → *Did you get an invitation **to** the party?*

a solution *to* (a problem), **a key *to*** (a door), **an answer *to*** (a question), **a reply *to*** (a letter), **a reaction *to*** sth: → *Do you think we'll find a solution **to** the problem?* (not ~~*'a solution of the problem'*~~)

an attitude to... (or **towards**...): → *His attitude **to** (towards) his job is very negative.*

EXERCISES

I. Complete the sentences with the correct prepositions.

1. Everything can be explained. There's a reason ... everything. 2. If I give you the camera, can you take a photograph ... me? 3. Money isn't the solution ... every problem.

4. There has been an increase ... the amount of traffic using this road. 5. The advantage ... having a car is that you don't have to rely on public transport. 6. There are many advantages ... being able to speak a foreign language. 7. When Paul left home, his attitude ... his parents seemed to change. 8. There has been a sharp rise ... the cost of living in the past few years. 9. The cause ... the fire at the hotel last night is still unknown. 10. I'm sorry I haven't written … you for so long. The reason ... this is that I've been ill. 11. What was Emma's reaction ... the news? 12. Ken showed me a photograph ... the house where he lived as a child. 13. What was the answer ... question 3 in the test? 14. We're still waiting for a reply … our letter. We haven't heard anything yet.

II. Translate into English.

1. Что послужило причиной пожара? 2. Мы сейчас пытаемся найти решение проблемы. 3. Не могу найти подходящий ответ на ваш вопрос. 4. В этом нет необходимости. 5. У вас нет ключа от входной двери? Я свой забыл. 6. Бывало, Джим показывал нам старые фотографии с родственниками и рассказывал о своем детстве. 7. На стене висела карта мира. 8. Благодарю вас за приглашение на вечер. 9. Не понимаю причину того, почему она решила уйти с работы. 10. За последние пару лет наблюдается резкое повышение цен.

III. Revision.

A. Say which preposition (with, for, by or in) is used to

a. introduce the agent of an action; b. introduce a tool/instrument c. show who is intended to have/use something; d. describe ways of writing, drawing, or painting; e. show how or in what way something is done

B. Insert the appropriate prepositions:

1. The other machine was operated … an impersonal fellow in brown overalls. 2. The envelope was made of yellowish parchment, and the address was written … emerald-green ink. 3. Sia's new single «Alive» was initially written … Adele but offered …

Rihanna. 4. The parked car was hit … a lorry. 5. He was killed … a flash of lightning. 6. She wiped her lipstick off … a tissue.

C. Translate the following sentences:

1. Как он узнал о встрече? – Его оповестили письмом. 2. Эти коллекции были куплены для Британского музея в Париже в 1857 году. 3. Слова были написаны карандашом. 4. Письма придется сортировать вручную. 5. Он писал красками и маслом. 6. Веревку разрезали ножом. 7. Вы можете связаться с компанией по телефону. 8. Его убили острым предметом. 9. Дом достался (был оставлен) тете от моей бабушки.

Articles

I. Fill in the gaps with 'the' if necessary.

1. The government doesn't give enough money to ... arts. 2. She's got a diploma in ... dance from … Performing Arts Academy. 3. I've got some tickets for ... ballet. Interested? 4. ... art of writing a short story is to interest the reader from the very first line. 5. I can't stand ... modern poetry; it's so pretentious. 6. I wasn't good at ... art at school. What about you? 7. The statue is a fine example of ... early Christian art. 8. This is ... art of inspection.

II. Fill in the correct articles, paying special attention to names of people:

*1. Do you know **…** who has (have) settled here?*	
*a) **(x)** Smith* *b) **a** Smith* *c) **the** Smith* *d) **the** Smiths*	Mr. Smith somebody with a name Smith (*некий*) the person we both know (*тот самый*) the Smith *family*
2. This is … .	
*a) **(x)** Goethe* *b) **a** (modern) Goethe, but: **the** Goethe **of** modern times* *c) **a** Goethe*	His name is Goethe He has the mind of a philosopher This is a work by the famous philosopher
3. Let me introduce you to … .	
*a) **(x)** Ella Fitzgerald* *b) **the** president, **a** president* (=one of them) *c) **the** jazz singer Ella Fitzgerald* *d) **(x)** Doctor Fitzgerald*	*name* separately *title* separately *profession + name* *title* (Doctor, Professor, Captain, King, President, Uncle, etc.) + *name*

A. 1. Lincoln was ... president of the USA. 2. Obama was ... President of the USA in 2008. 3. Although ... position of ... President of the USA is ... very powerful one, it is controlled.

B. 1. Being himself ... fine musician, my father dreamed of turning me into ... young Mozart. 2. Bob Dylan is ... Picasso of Rock And Roll. 3. At that time I admired ... Impressionists. I longed to possess... Sisley and ... Degas.

C. 1. ... poor Tom saw no harm in repeating those absurd stories. 2. ... Bert Smith had ... Citroen, and he drove swiftly and well. 3. "How is your grandmother?" ... doctor asked. "She's been better lately, but ... Mother's bad now." 4. When ... uncle Podger was trying to hang the picture, it fell on ... floor and ... glass broke. 5. … Charley was distressed. This was not ... Simon he had known so long. 6. ... Bradleys are one of ... oldest families in Illinois.

D. 1. ... surgeon Barnard was the first to perform a transplantation of the heart. 2. I'll give orders about it to ... Sergeant Brown. 3. ... Colonel asked for ... whisky-and-soda. 4. He was ... professor of English at ... University of Texas. 5. What does ... Professor Jones say about it?

III. Translate into English.

1. Как поживает дядя Том? 2. Вы слышали о художнике Тернере? 3. Он ревнив, это Отелло (Othello) 4. Вы тот самый Коля, о котором все говорят? 5. Профессор Бинз – человек, к которому всегда можно обратиться за помощью. 6. Бедная Лиза что-то прошептала. 7. Ты теперь не тот Джон, за которого я вышла замуж. 8. На стене висели Моне и Дега. 9. У него чеховский юмор. 10. В семье две Марии, мать и дочь. 11. Его избрали членом Совета (the Council). 12. Он поехал на конференцию в качестве главы делегации. 13. Смиты уехали на рыбалку в выходные. 14. Он сейчас проживает у некой мисс Смит.

Section E. Speaking and writing

I. Discuss the following questions with your groupmates.

A. 1. What is the difference between science and technology? What are the disadvantages of technology? 2. What do you think is the greatest technological

invention? 3. What do you think are the three most important or interesting inventions since 1850? How about since 1950? 4. Do you think pets should be cloned? Why or why not? Do you think people should be allowed to clone people or organs of people? Why? 5. What do you think about GM (genetically modified) vegetables? Is it better to use natural food? What do you think about GM farm animals? 6. What social changes have mobile phones made? What are good and bad points of using computers? 7. Do you think that to stop global warming, the amount of car driving should be limited or changed? What are the ways to reduce waste and pollution? 8. Do you think robots will cause unemployment (loss of jobs) in the future or make more work? 9. Do you agree that "Science is more important than religion in today's world"? 10. Do you think Science will (a) end the world (b) save the world or (c) do neither? What do you think are the main dangers of scientific advances?

B. 1. Do you consider yourself a good artist? Did your school art lessons make you more or less interested in art? Do you like sketching? 2. Do you like modern art? Do you think a painting can really be worth a million (or more) dollars? Are there any over-rated artists? 3. What art museums have you visited? Which did you like best? What was the last art gallery you went to? What did you think of it? 4. What famous painters do you know? Do you have a favorite artist? If you could buy a great work of art, what would it be? 5. What kind of art do you like – painting, sculpture, ceramics, etc.? 6. Do you consider photography an art form? Do you enjoy taking photographs? 7. Do you think theatre and cinema are forms of art? 8. Does art imitate life? Does art change the way you think or feel? What would life be like without art?

II. Make up dialogues on the following situations. Use active vocabulary from this unit.

Dialogue 1:

Student A: You've read an article about honeybees and how pesticides affect their sense of direction, upset their eating habits and reproductive anatomy. You think that GM technology is the best solution as GM crops will be resistant to viruses, parasites and pesticides. Come up with other arguments and quote research data to convince your friend that genetic engineering is not only safe but it will also help to solve some of the biggest problems humanity faces today.

Student B: Your friend thinks that genetic engineering is the future of agriculture, medicine and science in general. You think that meddling with nature may be dangerous. Come up with arguments against use of GM technology (e.g. in agriculture), quote scientists and research data.

Dialogue 2: Your friend and you are planning a visit to the theatre this weekend. Look through the entertainment guide. Together discuss the following: the play /musical you would like to see, seats and prices, the date and the time. Choose the show. (Use the words and expressions from ex. V)

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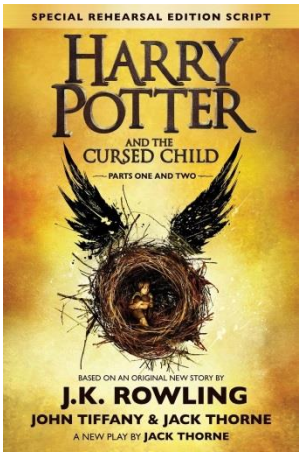
<td> 
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<td>The Palace Theatre
Harry Potter and The Cursed Child
is a brand new stage play based on the Harry Potter franchise written by Jack Thorne based on an original story by J.K Rowling and is now running at the Palace Theatre in London's West End.
Address: 109-113 Shaftesbury Avenue, London, W1D 5AY
Dates and times:
Saturday Matinee 2 pm Evening 7.30pm
Sunday Matinee 1pm Evening 6.30pm
Tickets:
Stalls £145 Dress Circle £110
Grand Circle £80 Balcony £50</td>
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<td>The Globe Theatre
Macbeth: returning as a hero from the battlefield, Macbeth encounters three witches who prophesy that he will become King of Scotland. The prophecy unleashes a brutal cycle of bloodshed, paranoia and guilt.
Address: 21 New Globe Walk, Bankside, SE1 9DT
Dates and times:
Matinee 2 pm Tuesday Thursday
Evening 7.30pm Monday Thursday Saturday
Tickets:
Standing: £10 Seated: £20 – £48 Premium: £62</td>
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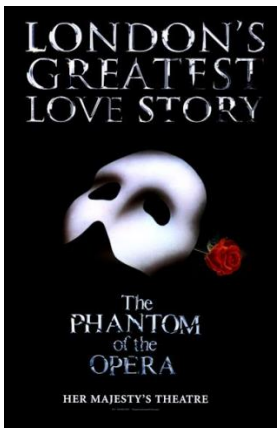
<td> 
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<td>Her Majesty's Theatre
The Phantom of the Opera: Andrew Lloyd Webber's sensational musical runs in its original form at Her Majesty's Theatre. The show features the original stunning set design, costumes and special effects.
Address: 21 New Globe Walk, Bankside, SE1 9DT
Dates and times:
Matinee 2 pm Thursday Saturday
Evening 7.30pm Monday through Saturday
Tickets:
Stalls £39-203 Royal Circle £39-115
Grand Circle £39-145 Balcony £28</td>
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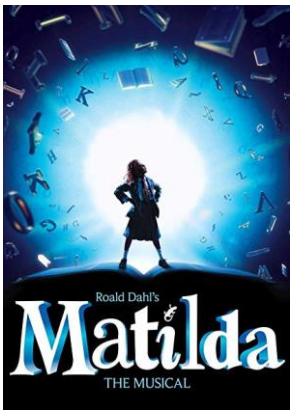

The Cambridge Theatre

Matilda, the Musical *follows Matilda, a 5-year-old girl who loves learning, but is suppressed by her TV obsessed parents who pay her little attention. As she grows up she begins to resist the challenges…*

Address: 32-34 Earlham Street, London, WC2H 9HU

Dates and times:

Matinee 2 pm Wednesday Saturday

Evening 7 pm Tuesday through Saturday

Tickets:

Stalls £74-122 Dress Circle £87-122

Upper Circle £33-61

III. Write an essay on the topics:

A. 1. Are you worried about any of the things scientists are currently experimenting with (AI, GM technology, robots, etc.)? Talk about pros and cons, and possible consequences.

2. Comment on the statement. Do you agree or disagree with it? Argue for your point: *Scientists should be free to carry out any experiments they like, regardless of utility, cost and ethics.*

3. Comment on Carl Sagan's statement. Do you agree or disagree with it? Argue for your point: *We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology*.

B. 1. Comment on Pablo Picasso's words: *Every child is an artist. The problem is how to remain an artist once we grow up*. Is the word *artist* used literally or figuratively? What solution would you suggest?

2. Nowadays people do not find contemporary art as highbrow as they once thought. Has the public wised up, or has the art dumbed down? What do you think of contemporary art?

Unit 8. Education

Section A. Vocabulary

I. Study the following points, pay special attention to patterns, do the tasks that follow:

term (AmE *semester*) – [n, C] семестр

year – [n, C] a particular level that a student stays at for one year; **academic year** – (учебный год); ***in* one's (the) first/second**, etc. **year**[24] **(**or ***in* year one/two,** etc.): *He was **in his fifth year** at school when they had to move out;* [adj] **first-year** (second-, etc.): ***The first-year** students attend classes twice a week in the lab.'*

Note: You shouldn't confuse the expression 'the sixth year' with 'the sixth form' (выпускной подготовительный класс). The former is related to the last year of primary school. The latter is the last stage of school (**Year 12, Year 13**) in England and Wales for students between the ages of 16 and 18. Students in *the sixth form* prepare for A-level examinations and a student at this stage is called *a sixth-former*.

do (sth) – study as a major subject (изучать предмет в качестве основного), e. g. *I **did** history for five years;*

degree (***in* sth**: history, medicine, etc.) – a course of study at a university, or the qualification that you get after completing the course (степень), e. g.: *to study for/do **a degree in** history, medicine* etc.; *have, get, complete, receive **a degree**; a university degree*[25] (высшее/университетское образование).

college – [n, C] 1. an educational institution of further education that provides specialised professional or vocational training (колледж, специальное высшее учебное заведение), e. g. *a teacher training **college*** (педагогическое училище), *a technical **college*** (техникум)*; to go to _ (art) **college**, to be at _ **college** ;* 2. separate institutions that some British universities, such as Oxford and Cambridge, are divided into (университетский колледж, факультет университета): *Trinity **College***

[24] *In his fifth **grade*** is AmE

[25] Universities offer degrees at various levels, typically including bachelor's, master's and doctorates: *a BA (Bachelor of Arts)* (бакалавр искусств, гуманитарных наук), *a BSc (Bachelor of Science)* (бакалавр естественных наук); *a master's (degree)*; *MA, MSc* (степень магистра), *PhD (Doctor of Philosophy) in* history, etc. (степень доктора).

(Cambridge), King's ***College****;* 3. (in the USA) a university offering a limited curriculum or teaching only to a bachelor's degree[26] (университет)

graduate ***(from)*** [ˈgrædʒueɪt] – [v] to get a degree (especially a first degree) from a college or university (выпускаться, закончить обучение); [n] *a* ***graduate*** [ˈgrædʒuət] (выпускник университета); [n, C] **undergraduate** (студент, не имеющий степени бакалавра); [n, C] **graduation ceremony** (церемония вручения дипломов)

course – a series of lessons in a particular subject (курс, в т. ч. университетский), e. g.: *to sign up for, do a* ***course (in*** *sth)****, complete a*** ***course****; teach a* ***course****; a post-graduate* ***course****;* **coursework** – [n, U] work students do during a course of study which contributes to their final mark (курсовая работа)

class – [n, U/C] 1. урок (especially about a school): *We used to write an essay* ***in*** (=during) *class* (на уроке, -ах)*;* 2. a group of students or schoolchildren who are taught together, e. g.: *He is at the top of the* ***class*** (=the smartest student). *My* ***class*** *are all going there – why can't I?*

Note the difference: *They're in the same* ***class*** *(=They study in the same classrooms at the same time). They're in the same* ***year*** *(=They study in different schools or in parallel groups)*
Both are translated as: *Они учатся в одном* ***классе****.*

curriculum (pl – *la*) – [n, C] the things that are studied in a particular subject (учебный план, программа), e. g.: *the school (university)* ***curriculum;*** *to plan, change* ***a curriculum***

mark (*syn* **grade**[27]) – [n, C] (BrE) a number or letter that is given to show the standard of somebody's work or performance (отметка, оценка, балл), e. g. *a(n) excellent, good, bad, high, low, top, poor* ***mark (grade)****; to give sb a* ***mark (grade)****; to get / receive a* ***mark (grade) in*** *sth: a subject, an exam, etc.*; *an A-****grade*** *essay; a pass* ***mark*** (проходной балл)*;* **mark[28]** – [v] to judge the quality of a student's work and write a

[26] *A university* is an institution at the highest level of education where you can study for a degree or do research.

[27] The nouns **mark** and **grade** can be used interchangeably in the meaning of 'a score in the form of a number, percentage, or letter' that a teacher gives a student's work. Major exam results are usually given as 'grades', whereas essays, reports, etc., may be given as both 'marks' and 'grades'.

[28] ***to grade*** (=to give a mark to) *a student's paper* is AmE

mark on it (проверить [и поставить оценки]), e. g. *When I called, he was **marking** students' essays in his study.*

apply – [v] to make a formal request for a job, a place at a university, or permission to do sth, e. g. ***apply to** a person, a company, university, college; **apply for** a place, a job* (обращаться с заявлением, подавать заявку/документы); *I think this job would suit you. Why don't you **apply for** it?* [n, C] **applicant** (соискатель, абитуриент); [n, C] **application** (заявление)

deadline – a date or time by which you have to do or complete something (срок, крайний срок), e. g.: *to set **a deadline*** (установить крайний срок); *meet **a deadline*** (уложиться в срок), *miss **a deadline*** (не успеть в назначенный срок); ***a deadline for*** sb/sth (крайний срок подачи / сдачи чего-либо)

exam – [n, C] an important spoken or written test of knowledge (экзамен), e. g. *an exam **in** literature, law, etc.; to study, prepare, revise for **an exam*** (готовиться); *(re-) take/[formal] sit **an exam*** ((пере)сдавать), *pass **an exam*** (сдать, успешно пройти); *fail **an exam*** (не сдать, «завалить»); *do well / badly in **an exam**, cheat in **an exam*** (списывать); ***exam** results*; *finals* (*final examinations*) – the last exams before receiving a degree (выпускные экзамены)

Note: школьные выпускные экзамены – *school-leaving exams*

feedback – [n, U] advice or criticism about how successful or useful something is (отклик, комментарий, отзыв), e. g.: *good, great, positive (положительный), favourable (благоприятный), useful, negative (отрицательный), critical **feedback**; give sb. **feedback*** (оставлять к.-л. отзыв); *get, have, obtain, receive **feedback**; feedback **about / on*** sth (отзыв о ч.-л.)

lack – [v, tr] not to have sth that you need, or not to have enough of it (не хватать, недоставать чего-л.): *They **lack** formal education*.

Note. **Do not** use 'in' or 'of' after the verb ***lack***: (not *They lack ~~in~~ sth*)
But: **be lacking *in*** and **a lack *of***: *We are lacking **in** ideas. There is a lack **of** ideas.*

specialise *in* (sth/doing sth) – to become/be an expert in a particular area of work, study or business (иметь специализацию в какой-л. области/сфере, заниматься чем-л. в

качестве основного вида деятельности, профессионально), e. g.: *to* ***specialise in*** *company law; There are hospitals that* ***specialise in*** *treating Alzheimer's patients*.

loan – [n, C] an amount of money that you borrow from a bank (кредит), e. g.*: a* ***loan from*** *sb / sth* (from the bank); *to take out* ***a loan*** (брать кредит); *to repay, pay off* ***a loan*** (возвращать, выплачивать); ***a student loan*** (образовательный кредит)

placement – [n, C/U] a job, usually as part of a course of study, which gives you experience of a particular type of work (практика, стажировка), e. g. *to be* ***on placement*** *in a company* (проходить практику), *to spend a term* ***on placement*** (провести семестр на практике); ***a*** *three-month (work)* ***placement*** (трехмесячная стажировка)

Note: стажер, практикант – a ***trainee***; often as modifier: *a* ***trainee*** *teacher, a* ***trainee*** *brain surgeon*

expel sb *from* (formal) **/ throw sb. *out of*** – to officially force someone to leave a school, college or university (отчислить), e. g. *He was* ***expelled from*** *school for fighting with his classmates.*

tuition fees – [n, pl] оплата за обучение

Phrasal verbs and expressions

get in – [v, intr] (поступить, пройти): *I applied to Bristol University, but I didn't* ***get in***.

hand in / (*formal*) **submit** – сдавать: *an essay, an assignment, a report*

read up (***on*** sth) – to read a lot about a particular subject in order to learn about it **(читать по** вопросу, теме и т.д.**, изучать**), e. g. *Have you been* ***reading up on*** *the history of the island*?

brush sth **up** (or **brush up *on*** sth) – to study or practise sth in order to get back the skill or knowledge that you had in the past but have not used for some time (повторить, освежить в памяти, вспомнить), e. g. ***to brush up*** *one's skills****,*** *French. I need to brush up my computer skills*. ***syn***. revise.

Pattern*: v+part+n, v+pron+part, v+part+prep+n*

polish up (or **polish up *on*** sth) – to practise and improve your skills or knowledge of sth (улучшить), e. g. ***to polish up*** *a language, one's spelling, skills, one's singing, dancing*. *We have eight weeks to* ***polish up*** *our voices and learn the songs*.

pick up – to learn a language, a skill, etc. or get information without making an effort (быстро и без особых усилий чему-либо научиться, усвоить), e. g. ***to pick up*** *some Spanish, bad habits, tips, ideas*. *I showed her how to use the software and she* ***picked*** *it* ***up*** *quickly*.

write sth **out** (**write out** sth) – 1. to complete an official document by writing information on it (выписать, выписывать), e. g. ***to write out*** *a prescription* (for sth), *a cheque*. *He* ***wrote out*** *a cheque for five thousand pounds for her*. ***Pattern****: v+part+n, v+pron+part*

2. to write sth (again) in a better or more complete way (переписать, написать), e. g. *Use symbols and abbreviations instead of* ***writing*** *things* ***out*** *in full*.

note down – to write words or numbers, so that you can remember them (записать), e. g. ***to note down*** *a password, sb's every word, your answers*. *The police officer* ***noted down*** *the details of the burglary*.

Pattern*: v+part+n, v+pron+part*

fill in – to complete a form by writing information on it (заполнить), e. g. ***to fill in*** *an application form, a coupon, the blank spaces with sth*. *I've left gaps on the sheet for you* ***to fill in*** *the details*.

cut out – 1. to remove sth from sth larger by cutting (вырезать), e. g. S*he* ***cut*** *the article* ***out*** *of the newspaper*. 2. [inf.] to leave sth out of a piece of writing, etc. (опустить, убрать) : *You can* ***cut out*** *the unimportant details*. ***syn.*** omit sth, leave sth out.

sum up – [v, tr/intr] to give the main points of sth in a few words: arguments, what had been discussed, main points, etc. (обобщить, подвести итог, вкратце перечислить/изложить основные пункты / идеи), e. g. *Before we conclude the meeting, let me* ***sum up***.

touch *on* (upon) sth – to mention or deal briefly with a topic, a problem, a subject, an issue, a point, etc. (затронуть, коснуться), e. g. *The report **touches on** the relationship between poverty and poor health.*

fall / be behind *with* (sth/sb) – to fail to do sth at the right time (не успевать что-либо к сроку, отставать / опоздать с чем-либо), e. g. ***to fall behind with** one's studies / school work, with one's payments*. *I'**m behind with** my assignments*.

break up (*for* sth) – when a school (students and teachers in it) breaks up, it closes for a holiday [intr, not used in cont. tenses] (выходить на каникулы), e. g. *We break up **for** Christmas next week. Have the schools **broken up** yet*? Opposite: **go back** (to sth) – to return to school or work after a break (выходить в школу / на работу после каникул / отпуска), e. g.: *The children have to **go back** to school next week.*

fill in (*for* sb) – to do somebody's job for a short time while they are not there (заменять кого-л на работе, дежурстве и т.д.), e.g. *She will **fill in for** him while he's at the conference. I'm not her regular secretary - I'm just filling in*.

know sth inside out – знать что-либо досконально

Confusing verbs

Some verbs can be followed by **at** or **to**, with a difference in meaning.

remind sb *about* sth (tell somebody not to forget):

→ *I'm glad you reminded me **about** the meeting. I had completely forgotten it.*

remind sb *of* sth (cause somebody to remember):

→ *Look at this photograph of Richard. Who does he remind you **of**?*

shout *at* sb (when you are angry):

→ *She got very angry and started shouting **at** me.*

shout *to* sb (so that they can hear you):

→ *She shouted **to** me from the other side of the street.*

throw *something at* sb/sth (in order to hit them):

→ *Somebody threw an egg **at** the minister.*

throw sth *to* sb (for somebody to catch):

→ *Judy shouted 'Catch!' and threw the keys **to** me from the window.*

warn sb *of/about* a danger, something bad which might happen:

→ *Everybody has been warned **of/about** the dangers of smoking.*

warn sb *about* sb/sth which is dangerous, unusual etc.:

→ *I knew he was a strange person. I had been warned **about** him.*

→ *Vicky warned us **about** the traffic. She said it would be bad.*

complain (*to* sb) *about* sth (you are not satisfied):

→ *We complained **to** the manager of the restaurant about the food.*

complain *of* a pain, an illness etc. (you have a pain etc.):

→ *We called for the doctor because George was complaining **of** a pain in his stomach.*

Confusing words

DO - PRACTISE - TRAIN - STUDY

The verb 'do' means performing any action or activity, e. g. ***do** more exercise, **do** the shopping, **do** karate.*

The word 'train' can be used to describe learning new skills for your job or putting your body into very good physical condition in order to be an athlete, such as a boxer. *He's **training** for the Olympics.* (not ~~*he is doing*~~)

'To practise' describes doing an activity repeatedly to become more skillful at it, e. g. *to **practise** one's speaking skills, dancing, parking.*

'To study' is connected with science and education. We can learn about a subject at school, university, etc. or we can find out more about a subject or problem, using scientific methods.

*What is he **doing**? – He is **training*** (=he is an athlete).

*He is **practising***. (=he is doing a lot of assignments because he is bad at something)

*He is **studying*** (=he is at university, or he is doing some research)

Scholarship – grant

Scholarship: an amount of money given by a school, college, university, or other organisation to pay for the studies of a person with great ability. Scholarships are usually awarded for academic or sporting achievements.

Grant: a sum of money that is given by the government or by another organisation to be used for a particular purpose: research, education (student grants), etc. Student grants are awarded to applicants who come from low-income families; these grants are not merit-based on skill or achievement.

Patterns: *to get, obtain (BrE), receive* ***a scholarship / a grant*** *of £5,000, $8,000, etc.; to award (sb), give (sb), offer (sb)* ***a scholarship/a grant;***

to win ***a scholarship****;* ***on a scholarship****;* ***scholarship to*** *(+university)*

to apply for (подать заявку на получение), qualify for (иметь право на) ***a grant****; to provide sb with* ***a grant***

drop out – leave – finish – graduate from

drop out – [tr, intr] to leave school, college, etc. without finishing one's studies (бросить учебу, отчислиться)

leave – to leave school, especially to do or look for a job rather than go to college, university etc. (окончить школу)

finish – to complete one's studies at school /(BrE) university (закончить обучение)

graduate from – to obtain a degree, especially a first degree, from a college or university (окончить высшее учебное заведение)

II. Translate into English using **do**, **practise**, **train** or **study**.

1. У меня есть пара часов, чтобы потренироваться на гитаре. 2. Врач сказал, чтобы я больше занимался спортом, если хочу быть в форме. 3. Я слишком устал, чтобы заняться чем-то серьезным. 4. Если бы вы любили математику, вы бы больше ей занимались. 5. Если вы хотите занять первое место в соревнованиях по бегу, вы должны больше заниматься. 6. Я бы хотел больше заниматься

садоводством, но что-то никак не могу найти на это времени. 7. Чем же она занимается целый день? 8. Потренируйтесь делать фокусы с помощью этого видео. 9. Им незачем так далеко ездить, можно позаниматься в нашем читальном зале.

III. A. Complete the following sentences with **drop out**, **leave**, **finish** or **graduate** in the appropriate form:

1. Arnold ... school and was planning to study law at university. 2. "What happened when you ... school?" Matilda asked. "I was a bright pupil," Miss Honey said. "I could have easily got into university. But there was no question of that." 3. Not all students are ready for university. Helen Whitehouse, a student blogger, shares her experience of ... , and starting uni afresh. 4. Tom Neal, 25, who ... Northumbria University in 2010, is just about to start an MA in medieval history at the University of London.

B. Use the words **drop out**, **leave**, **finish** or **graduate** to translate the following:

1. Почему ты хочешь бросить школу? 2. Когда я окончил школу, я поступил в университет в Соединенном Королевстве. 3. Когда я окончу университет, я начну искать работу. 4. Многие ученики уходят из школы в возрасте 16 лет, потому что некоторые из них находят учебу в школе (школу) сложной, а другие предпочитают работать и зарабатывать деньги.

IV. A. Complete the following sentences with '**scholarship'** or '**grant'**:

1. If you are considering going to university but are unsure if you can afford it, you may qualify for a .... 2. He went to drama school on a .... 3. The Arts Council awarded (=gave) her a ... of £2200 for a photographic mission to the Andes. 4. She was awarded a ... to Columbia University. 5. Two of the boys are on football .... 6. The school has won a £240,000 government ... to improve its science and technology areas.

B. Use the words '**scholarship'** or '**grant'** to translate the following:

1. Она решила подать заявление на получение стипендии в Оксфордском университете. К ее удивлению, все, что ей надо было сделать, это заполнить бланк заявления. 2. Если в вашей семье низкий доход, вы можете претендовать

на студенческий грант. 3. Они написали заявление на грант, чтобы получить средства на финансирование проекта.

V. A. Use the phrasal verbs from active vocabulary to paraphrase the sentences:

1. When *do your summer holidays begin*? 2. Chapter 17 explains your landlord's legal options when you are *late with* the rent. 3. In the introduction to this chapter, we *briefly discussed* the characteristics of these applications. 4. Let us *summarize in a few words* the main results that we have found so far. 5. The most violent scenes were *removed from* the TV version of the film. 6. Now, your homework for the weekend. Can you all please *study the issue of* air pollution for next week? 7. Please *complete* the application form now. 8. I don't remember what the burglar looked like, but I managed to *get down* the registration number of his car. 9. Do your essay in rough first and then *rewrite* it *neatly*. 10. I showed her how to use the software and she *got the hang of it* really quickly. 11. One of the tips for exam success is *to revise* some of the things you learnt a long time ago; they may come up in the exam. 12. He'll have to *improve* his French because the business studies course involves spending a term in France. 13. My doctor *gave* me a prescription for some sleeping pills. 14. – Julia has applied to Oxford University! – Do you think she will manage to *secure a place there*?

B. Translate the sentences using the **phrasal verbs**.

1. Класс записывал каждое ее слово. 2. Дети любят вырезать (геометрические) фигуры из цветной бумаги. 3. Она записалась на курсы, чтобы улучшить свой немецкий. 4. Если вы не возражаете, Джеральд откроет дискуссию, а я подведу итоги. 5. В последнем абзаце кратко перечислены аргументы за и против эвтаназии (use the Active voice) 6. Пока я буду в отъезде, меня будет подменять моя коллега. 7. Когда ты выходишь на весенние (пасхальные) каникулы? 8. Вы будете получать большее удовольствие от путешествий, если будете подробно читать об истории стран, которые собираетесь посетить. 9. Чтобы получить один из таких наборов, заполните купон на странице 118. 10. Когда живешь в стране, быстро усваиваешь язык. 11. Он выписал адрес, который дал ему Джимми, на обратной стороне своей визитки (business card). 12. Я пытаюсь освежить в памяти

немецкий перед поездкой в Берлин. 13. Директор предупредил мальчика, что тот может не сдать экзамен по математике, если продолжит отставать по учебе. 14. Я уверен, что он отлично сдаст экзамен по истории: он досконально знает все ключевые события. 15. Некоторые из этих проблем были затронуты в главе 7.

VI. A. **School staff.** Match the nouns and their definitions and suggest the Russian equivalents.

1. head teacher, head (informal)	a) someone whose job is to teach
2. headmaster (headmistress)	b) an American term for a person who is in charge of a school or college
3. lecturer	c) someone who teaches in a university or college
4. principal	d) a high-ranking university teacher, especially one who is head of a department
5. professor	e) someone who gives private lessons to one student or a small group of students.
6. teacher	f) a common British term for a person who is in charge of a school
7. tutor	g) a British term for a person who is in charge of a private school

B. Fill in the gaps using **teacher, head teacher, lecturer, professor** or **tutor:**

1. When she was ill she studied at home with a private … 2. Had to pick the twins up early from nursery this morning. They'd been caught calling their ... names behind her back. 3. Simon Henderson is Eton's ... . He took up his post in September 2015 having previously been Head at Bradfield College. 4. In their third year they were taught by a renowned British ... from Oxford. 5. I had approached him with a business offer when he was still an ordinary ... at the University of London.

VII. **Subjects and specialists**: What do you call a person who is a specialist in these subjects? Complete the list, using your dictionary if necessary. Then mark the stress.

1. physics; 2. philosophy; 3. psychology; 4. sociology; 5. architecture; 6. history; 7. mathematics; 8. chemistry; 9. astronomy; 10. engineering.

VIII. A. **Student's papers.** Match the nouns and their definitions and suggest the Russian equivalents.

1. composition	a) a set of questions for an exam
2. dissertation	b) a short piece of writing on a particular subject (about 50-100 words) that usually refers to schoolchildren's work
3. essay	c) a long piece of writing on a particular subject (80-100,000 words) that contains original research. It is usually done as part of an advanced university degree (an MA or a PhD)
4. paper	d) a long piece of writing on a particular subject (10-15,000 words) that is done as a part of a university degree
5. project	e) a short piece of writing on a particular subject by a student or an undergraduate that is usually done as part of the work for a course
6. thesis	f) a study of a particular subject done over a period of time, especially by students

B. Fill in the gaps using **essay, composition, dissertation, thesis** or **paper:**

1. His PhD ... was 90,000 words long and was on the history of US place names. 2. The teacher gave us the title of this week's … today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday. 3. Little Martha did her first ... today. It was called 'My family'. 4. I think I'll do a study of people's personal banking habits for my MSc … . It has to be about 12,000 words. 5. The American history exam … was really difficult.

IX. **Confusing verbs**: put in the correct prepositions.

A. 1. I love this music. It reminds me ... a warm day in spring. 2. You remind me ... somebody I knew a long time ago. You look just like her. 3. I would have forgotten my

appointment if Jane hadn't reminded me ... it. 4. The girls constantly had to be reminded … their chores. 5. This house reminds me … the one I lived in when I was a child. 6. Do you see that man over there? Does he remind you ... anybody you know?

B. 1. Don't throw stones … the birds! It's cruel. 2. If you don't want to eat that sandwich, throw it … the birds. They'll eat it. 3. She was so angry she threw a chair … me.

C. 1. I wish you'd stop shouting … the children! 2. I saw Sue as I was cycling along the road. I shouted … her but she didn't hear me.

D. 1. Janet warned me ... the water. She said it wasn't safe to drink. 2. We warned our children ... the dangers of playing in the street. 3. Before you go into the house, I must warn you ... the dog. It is very aggressive sometimes, so be careful.

E. 1. Our neighbours complained ... us ... the noise we made last night. 2. Ken was complaining ... pains in his chest, so he went to the doctor. 3. Bill is never satisfied! He is always complaining ... something.

X. Insert the correct prepositions or particles if necessary.

1. Jim is a photographer. He specialises ... sports photography. 2. She's always been lacking ... tact. 3. If I want a job at the factory, who do I apply …? 4. Kate is unemployed. She has applied ... several jobs but she hasn't had any luck. 5. Some pupils cheat ... tests by using a calculator. 6. "I have found it impossible to talk to anyone about my problems. I lack ... the courage. 7. She took ... a loan to buy a new car. 8. We got a lot of positive feedback ... the programme. 9. Did you do well ... your biology exam?

XI. Study the difference between the words in each group (use an English-English dictionary) and fill in the gaps:

A. Student – pupil: 1. The school had about two hundred and fifty ... aged from five to just under twelve years old. 2. Many ... drop out or fail because they're not enjoying the course. 3. Hundreds of thousands of ... will be sitting their A-level and GCSE exams this summer.

B. Intellectual – intelligent: 1. His works were popular among the ... elite of the time. 2. He should be able to solve the problem. He's quite .... 3. Bill Gates is concerned that 'machines are becoming too ... for us humans to control'. 4. The play was obviously written for an ... audience. 5. The Renaissance in Europe was a period of artistic, cultural, and ... activity. 6. I have a son who is 27 years old and he is very ... when it comes to the computer.

C. Class – course – lecture – period – tutorial: 1. He was very tired after a double ... of PE. 2. No talking in ...! 3. She has started doing a driving ... . 4. Dr Hurst seems very remote in the classroom, but when you have a ... with her, she's really friendly and helpful. 5. He interviewed the teachers when they had a free ... . 6. Can I borrow your ... notes? The professor's speech was entertaining. 7. My ... are going to the Lake District.

D. GCSEs – A levels – finals: 1. Just imagine, three years ago we didn't even have our Oxford interviews, and now we are preparing to sit the … and walk away with a degree. 2. Students who do well in their ... usually go on to take ... two years later. 3. You usually need three ... to get into university.

E. College – university: 1. Hockerill was once a teacher training ..., and now it is one of the UK's largest maintained boarding schools. 2. Trinity ..., Cambridge, is the wealthiest of the individual ...s. 3. At the age of 18 he had finished school and was planning to study law at ....

F. The sixth form – year six: 1. In ..., just before children leave primary school, 20% of boys and 17% of girls are obese. 2. 'He's going to be my tutor next year when I'm in ... ,' said Cartwright. 'I want to go to Cambridge and he's the best at getting you through Oxbridge Entrance'.

XII. Translate using active vocabulary from the unit.

1. На последнем году обучения в подготовительном классе я решил сдавать экзамены по четырем предметам. 2. Я хотел изучать юриспруденцию и подал документы в один из самых престижных вузов. Конкурс был большой: на 10 мест приходилось 30 абитуриентов, но я получил высший балл за тест по праву и

прошел (поступил)! 3. Результаты экзаменов Вам отправят по электронной почте до 15 мая. Мы надеемся уложиться в срок. 4. Оплата за обучение была слишком высокой, поэтому Оливеру пришлось взять кредит, хотя он и знал, что ему потребуются годы на то, чтобы его выплатить. 5. Когда она решила получить степень магистра истории средних веков, ей было за 40. 6. Он тратит два часа в день на проверку домашней работы своих студентов. 7. Когда он сдал свое эссе и получил отрицательный отзыв от преподавателя, он решил, что ему пора уволиться с работы. 8. Родители Амелии были счастливы, когда узнали, что она получила стипендию на учебу в одном из самых престижных университетов страны. 9. Он провел весь семестр на практике, чтобы восполнить недостаток опыта. 10. – Привет, Эд! Я так счастлива! Я сдала все свои экзамены. Я даже получила «отлично» по английскому! – Поздравляю! А я «завалил» биологию. Значит, мне придется ее пересдавать в следующем семестре. 11. – Привет, Марк! Где ты был? Я очень давно тебя не видел. – Последние четыре месяца я был на стажировке в страховой компании. 12. В следующем году мне надо будет решить, в какой области медицины я хочу специализироваться. 13. – Ты не думаешь, что этот курс для Линдси сложный? – Да, я думаю, что она отчислится и устроится на работу. 14. – Это ведь твой последний семестр в университете? – Да, и в следующем месяце у меня выпускные экзамены. 15. Языки являются весьма важной частью школьной программы. 16. На следующей неделе мой выпускной (церемония вручения дипломов). Мне кажется, что родители ждут (предвкушают) его больше, чем я. Думаю, что они не осознают, что наличие высшего образования (being a graduate) не гарантирует тебе работу, как раньше.

Section B. Reading comprehension

Text 1

I. A. These people share their memories of studying at school and university. Read the texts, fill in the gaps and do the assignments that follow.

B. Use your active vocabulary to talk about your own experience: 1) your preschool and school years, 2) taking the state exams, 3) how you applied to university.

A. School career

passed | sat | got | doing | applied

primary | nursery | secondary | college | university | degree

When I was very young I went to a playgroup and then a (1) ... school. When I was five, I started at the local (2) ... school. School is compulsory in Britain for everybody between five and sixteen years old, but in lots of other countries children don't start until they are seven. My primary school was mixed, but when I was eleven, I went to an all-boys (3) ... school. After five years at secondary school, I decided to go to sixth form (4) … . In my last year in the sixth form I (5) ... exams in four subjects - maths, physics, chemistry, and geography. I (6) ... them all and (7) ... A grades in maths and physics. I (8) ... for a place at (9) ... to study astronomy. It was a three-year course. Then I thought about (10) ... a postgraduate degree, but decided it was time to get a job and earn some money.

B. After school

stayed on | applied | got in | do | left

When I got to 16, some of my friends (1) ... school to get jobs, but most (2) .... . I wanted to (3) ... sociology, but it wasn't possible at my school, so I (4) ... to the local technical college. There were over fifty applicants for only twenty places, so I was very pleased when I (5) ... . I really enjoyed the course.

results | college | entry | course | degree | diploma | high

I had wanted to be a doctor but the (6) ... requirements to study medicine at university are very (7) ... and my exam (8) ... weren't good enough, so I got the prospectus from my local (9) ... to see what alternatives there were. In the end, I got onto a (10) ... in business administration. I got a (11) ..., but I still sometimes wish I'd been able to go to university and get a (12) ... .

C. Paying for higher education

part-time | fees | loan | expenses | grant | accommodation

Going to university is expensive. First, there's the tuition (1) ... . Then there are all the books you need. Then, if you live away from home, you have to pay for your

(2) ... . The university halls of residence are not cheap. Then you have all your other living (3) ....

A few students get a (4) ..., but most have to take out a student (5) ... from the bank, which can take years to pay off! Most students have to do a (6) ... job in order to survive.

D. The mature student

master's | feedback | journal | grant | intellectual | nursery

I was in my 30s when I decided to do a (1) ... in international development.

It was tough financially, but I did get a small (2) ... . The university also had a (3) ... on site[29], which made combining my role as a mum with my studies a bit easier.

The course was very demanding, and at first I was worried that the other students seemed more (4) ... than me. However, I had some really positive (5) ... from my tutors, which helped my confidence enormously. In fact, one of them suggested that I could adapt one of my essays and submit it to a (6) ..., so I guess I must have been doing something right!

E. The straight A student

1) grant /scholarship / student loan ***2) secure / save***

3) school year / academic year ***4) finish / finalise /complete***

5) finish / leave / graduate from / drop out of ***6) sign up for / sign in on***

7) make / meet ***8) finish / finalise /complete***

When she was a small child, Amelia's teachers identified her as having unusual intelligence, and they put her on a special programme for gifted children. Amelia won a (1) ... to attend a local grammar school. By the age of eighteen, she was a straight A student, and she (2) ... a place at one of the country's most prestigious universities.

In the first (3) ... of the English Literature programme, the core subjects were *The development of the novel* and *Contemporary poetry*. It was hard work but she loved it. She (4) ... her studies with considerable success and (5) ... university last year. In the meantime, her parents have decided that it is time they made up for their lack of formal

[29] **on site** - If someone or something is on site, they are in a particular area or group of buildings where people work, study, or stay – на месте, на территории. *All the materials are on site so that work can start immediately*.

education and they have (6) ... a number of evening courses. Eventually they hope to (7) ... the entry requirements for university entrance and to be able to (8) ... a degree as mature students.

II. State whether the following is true, false or not stated. Correct the statements that are false:

A. 1. Nursery school is the first stage in primary education. 2. Secondary education is optional in the UK. 3. After school Jeremy went to college to receive vocational training. 4. Jeremy received a BSc in astronomy.

B. 1. Nick secured a place at a local sixth-form college. 2. Nick regrets not having a degree.

C. Some lucky few get a scholarship, but most students have to borrow money from the bank.

D. Julia was in her 30s when she decided to complete a postgraduate course.

E. Amelia entered university to do a degree in English Literature.

III. Use your active vocabulary and expressions from the texts to answer the questions:

A. 1. What types of schools did Jeremy go to? 2. Why did he decide to go to the sixth form? 3. How well did he do in his school-leaving exams? 4. Did he go on to higher education? 5. What area did he specialise in? 6. Did he go on to a post-graduate course? Why?

B. 1. Why did Nick leave school? 2. Where did he apply? Why was he so pleased to be accepted? 3. Why didn't Nick fulfil his dream of becoming a doctor? What did he do instead?

C. 1. What expenses does a student in the UK have to cover? 2. How do students manage to do that?

D. 1. What do you understand by a 'mature' student? 2. Why did Julia have a hard time doing her course? 3. What boosted her confidence?

E. 1. Quote from the text to prove that Amelia was a bright child. 2. What type of school did Amelia go to? How did it differ from a comprehensive school? 3. What

subjects did she study as a first-year student? 4. Do Amelia's parents have a degree? What are they planning to do about it?

IV. Use your active vocabulary and expressions from the texts to translate the sentences:

1. Когда Оливеру исполнилось 3 года, родители начали водить его в игровую группу. 2. Сначала я посещал школу смешанного обучения, но, когда мне исполнилось 11, я пошел в школу раздельного обучения (школу для мальчиков). 3. Сколько ты платишь за жилье? 4. Мои родители посоветовали мне на первом году обучения пожить в студенческом общежитии, чтобы я смог найти себе (завести) друзей. 5. Его определили на курс для одаренных детей. 6. Моими основными предметами были физика и астрономия. 7. Все преподаватели-стажеры обязаны сдать тесты на грамотность. 8. Оливер хотел изучать археологию в университете, но вступительные требования были слишком высокими.

Text 2

I. You are going to read an extract from the autobiographical essay 'Such, such were the joys' by George Orwell. Before you start reading the text, discuss the following:

a) Do you know anyone who attended a private school? Do private schools offer higher quality education or are they just prestigious?

b) Do you think scholarship students and students who pay full tuition are treated in the same way? Is this true for the UK? This country?

Such, such were the joys (extract)

by George Orwell

St Cyprian's was an expensive and snobbish school which was in process of becoming more snobbish, and, I imagine, more expensive. The public school with which it had special connections was Harrow, but during *my* time an increasing

proportion of the boys went on to Eton. Most of them were the children of rich parents, but on the whole they were the unaristocratic rich, the sort of people who live in huge houses in Bournemouth or Richmond, and who have cars and butlers but not country estates. There were a few exotics among them — some South American boys, sons of Argentine beef barons, one or two Russians, and even a Siamese prince, or someone who was described as a prince.

Sambo had two great ambitions. One was to attract titled boys to the school, and the other was to train up pupils to win scholarships at public schools, above all at Eton. He did, towards the end of my time, succeed in getting hold of two boys with real English titles. One of them, I remember, was a wretched little creature, almost, an albino, looking upwards out of weak eyes, with a long nose at the end of which a dewdrop always seemed to be trembling. Sambo always gave these boys their titles when mentioning them to a third person, and for their first few days he actually addressed them to their faces as 'Lord So-and-so'[1]. Needless to say he found ways of drawing attention to[2] them when any visitor was being shown round the school.

All the very rich boys were more or less openly favoured. They had milk and biscuits in the middle of the morning, they were given riding lessons once or twice a week, Flip treated them with care and kindness and called them by their Christian names, and above all they were never punished. Apart from the South Americans, whose parents were safely distant, I doubt whether Sambo ever punished any boy whose father's income was much above £2,000 a year. But he was sometimes willing to sacrifice financial profit to academic prestige. Occasionally, by special arrangement, he would take at greatly reduced fees some boy who seemed likely to win scholarships and thus bring credit on the school. It was on these terms that I was at St Cyprian's myself: otherwise my parents could not have afforded to send me to so[3] expensive a school.

(Abridged)

NOTE:

1. Lord So-and-so: the informal expression **so-and-so** is often used to refer to a person when you do not know their name or when you are talking in a general way,

e. g.: *What's happened to old **so-and-so** (= what's his name?) who you used to play chess with?* You can refer to a thing whose name you do not know as **such-and-such,** e. g.: *All they ever do is gossip: so-and-so said such-and-such, and blah, blah, blah*.

2. '**Привлечь внимание**' may be rendered into English as 'draw/call attention' and 'attract attention'. When we draw / call attention to something, we make people notice something. When we attract attention, we make people look at us, listen to us, etc.

3. **so + adjective + a/an + sg countable noun** is a rather formal structure synonymous with 'such a + adjective + sg countable noun': *I had never before met **so gentle a person**. (= such a gentle person.)*

EXERCISES

II. Quickly look through the list and mark the phrase nearest in meaning to the word or phrase tested.

1. **titled**:

a. Having a particular name (about a book, a film, a piece of music, etc.); b. having a particular rank or profession; c. belonging to a high social class

2. a **third** person:

a. the form of a verb or pronoun that is used about another person; b. someone else; c. third in order;

3. whose parents were **safely distant:**

a. parents were far away and thus out of danger; b. parents were so far away that Sambo did not feel accountable for his actions; c. parents were so far that their children did not feel the need to behave well

4. bring **credit**:

a. praise or approval; b. a loan; c. a part of a college or university course

III. Find English equivalents of the following Russian word combinations:

1. смочь сделать что-либо; 2. заполучить / раздобыть / *(здесь)* привлечь; 3. упомянуть кого-то / что-то в беседе с кем-то; 4. привлечь чье-либо внимание к

чему-либо / кому-либо; 5. им давали уроки верховой езды; 6. доход значительно превышал … ; 7. отправить меня в такую дорогую школу.

IV. Use the expressions from assignment III to translate the sentences:

1. Я раньше не слышала этого имени. Он никогда не упоминала ее в разговоре с кем-либо. 2. Я был бы счастлив, если бы тебе удалось поступить в университет. 3. Дом был такой большой, что она не осмеливалась туда войти. 4. Полиция не знает, как мальчику удалось достать / найти нож. 5. В прошлом году доходы (profits) Tesco[30] превысили 3,5 миллиарда фунтов. 6. Возможно, мне скоро дадут новую работу. 7. 'Excuse me!' часто используют для того, чтобы привлечь чье-либо внимание. 8. Задачей статьи было привлечь внимание к проблеме неграмотности.

V. Answer the following questions:

1. Who is a snob? Why does G. Orwell say that St. Cyprian's 'was becoming more snobbish'? What kind of school was it? 2. What are Harrow and Eton? 3. What two objectives did the headmaster (Sambo) pursue? 4. What was the social background of the children who were taught at St. Cyprian's? Were all of them treated in the same way? Substantiate your answer, quote from the text to prove that most of the boys were well-off. 5. On what conditions was George Orwell admitted to study at St. Cyprian's? 6. What atmosphere dominated the institution? Did George Orwell feel happy there? 7. Who is an albino? Why do you think the writer gave such a detailed description of the boy?

Text 3

'The class dived on top of me': my first work placement as a teacher

Two students reveal how they felt during their first work experiences in a classroom – from first day nerves, to what the pupils were like.

[30] Tesco is a chain of supermarkets in the UK

‘The whole class ran over and dived on top of me’: *Leah Crowe, 20, is a trainee teacher who completed a work placement teaching five- to six-year-olds at her former primary school.*

I was worried about going back into my old primary school to teach. Some of my old teachers were still at the school and I was nervous because they’d be watching me. The school had been rebuilt since I studied there, so it wasn’t the same as I remembered.

Three other student teachers started on the same day as me and the deputy head showed us around and answered questions about what we’d be doing. It helped that I knew the school, but I was nervous about teaching for the first time.

On the first day we got to know the children and their names. I was asked to plan activities for small groups of around four or five children. In my first one I asked the children to imagine they were stuck in a snow globe and to write a poem about it; I got the idea from Pinterest.

Later in the placement, I had to stand up in front of the whole class as the teacher – and I was really nervous. I thought the students might not listen to me because they’d be wondering why I was there. But the teacher said to me: “Don’t worry, you’ll be fine, I have confidence that you’ll do it right.”

My first lesson was an RE English lesson where we taught the Christmas story. We sat down and retold the story from the book, then on each table the class had versions of the story that they had to arrange. When the children started listening to me my nerves went away, but I couldn’t tell how it was going. The teacher gave me good feedback at the end though, which boosted my confidence.

The children were all friendly on my placement; and when I revisited the school a month later I went into the playground as they were finishing lunch and the whole class ran over and dived on top of me to give me a hug.

During the placement, I could go to the other student teachers for support. There was no competition between us; if someone found something that was useful they’d get extra copies for the rest of us. Working with some of my old teachers was strange

to start with, but they spoke to me like I was a professional and not a student, which was good.

I had university work to do alongside my placement, which was quite stressful at times. But I'm really glad I did it – you can read things in a book, but it's very different when you're doing it in person.

'I didn't want to look smarter than the teachers, or the same as the students. So I chose my clothes carefully': *Tim Johnson, 19, is a second-year history student at the University of York. He talks about his first work experience in a college, where he was helping a classroom of English students aged around 17- to 20-years-old.*

I'd never done anything like it before, which made my first day of work experience in a classroom very nerve-wracking[31]. I built it up in my head, and made myself anxious about how the students would respond to me. I had to keep telling myself, "it's fine, they're just students and they just want to get their GCSEs".

I chose my clothes carefully; I wanted to look smart, however the college didn't have a uniform, so I didn't want to overdo it. In the end I wore a shirt, a jumper and black trousers. It didn't make me look smarter than the teachers, nor did it make me look the same as the students, so I think I got it right.

I had to get up early because the college is an hour's journey away and involved a couple of bus changes. On the first day I thought I was going to be late, but I got there in time – just. My first impression of the college was, "this is huge!". There were lots of students, it was clean and looked very high-tech. I went to a school that had a series of little buildings, so going into a big building with so many different corridors and rooms was different to anything I knew.

The head of English[32], called Graham, showed me around. He was happy, friendly and loves his job, which helped. At first, going into the classroom and being introduced was embarrassing. But everyone was very welcoming. I did bits and bobs[1] to help the

[31] Alternative spelling: nerve-racking
[32] The head of the English Department

teacher and the students, answered questions and provided support. There was a bit of banter from the students throughout the class, but they were never nasty.

Outside the classroom, it was surreal having conversations with the people I'd been helping to teach. They're a similar age to me, so we talked about where I'm from, if I drive and things like that.

I enjoyed the day, but it was tiring; you always have to be on your feet. My advice for anyone else would be to get stuck in, be yourself and enjoy it. The students are always excited to have somebody new in the class.

NOTES

bits and bobs – (*informal* UK only) little items, tasks, or chores (разные вещи, всякая всячина, мелочь). The word 'bob' stands for 'a shilling (a 12-pence coin)', or a small thing.

EXERCISES

I. Find English equivalents of the following words: 1. преподаватель-стажер; 2. рабочая практика; 3. составлять задания; 4. ребенок шести лет, дети шести лет, 5. познакомиться с детьми, 6. быть уверенным, что …; 7. давать кому-либо хороший отзыв, положительно отозваться о работе; 8. придать кому-либо уверенность, 9. обнять кого-либо; 10. напряженный; 11. лично, непосредственно, на личном опыте; 12. отреагировать на кого-/что-либо, 13. мне приходилось повторять себе…; 14. быть в часе езды, 15. выглядеть очень современно.

II. Explain the difference between the English words and the Russian words with the same root (if any): *activities, series, corridor.* Provide examples.

III. Find words and expressions that Leah and Tim use to describe the way they felt before and during their placement. Think of a situation when you experienced the same feelings and use the expressions to talk about it.

IV. Explain or paraphrase the following: 1. the *deputy head*, 2. an *RE English lesson*, 3. When the children started listening to me *my nerves went away*. 4. The whole class

ran over and *dived on top of me* to give me a hug. 5. I *built it up in my head*, and made myself anxious about how the students would respond to me. 6. I didn't want *to overdo it*. 7. I did *bits and bobs* to help the teacher and the students. 8. There was *a bit of banter* from the students throughout the class, but they *were never nasty*. 9. *Outside the classroom*, it was *surreal* having conversations with the people I'd been helping to teach. 10. My advice for anyone else would be to *get stuck in*.

V. Choose the most suitable word to paraphrase the italicized part, make all necessary changes:

respond to | bits and bobs | overdo | boost | have confidence | feedback | in person | get to know | trainee | an hour's journey away | high tech | fill in (for sb) | get stuck in | nerve-wracking

1. I'm almost finished, I just have a few *jobs* to do around the house before we leave. 2. Physical activity has been found to *positively influence* self-esteem and well-being. 3. I'll need a few weeks to *familiarise myself with* the system. 4. *It took an hour to get* to her house from my office. 5. There *were* a lot of positive *comments*, which was very encouraging. 6. The job interview was a *very stressful* experience. 7. Don't *put too much* salt in the food. 8. They *believe* in his judgement. 9. Well, there's lots of work to be done, so let's *get down to it*. 10. The body often *reacts to* stress by becoming ill. 11. *Students undergoing training* will learn a skill that is valued in many countries. 12. I *pushed myself too hard* in the gym and hurt my back. 13. This vaulting pole[33] is made of *modern* materials and is carefully matched to the physical characteristics and skill level of the vaulter. 14. No one wants to receive criticism in front of others. If you want to give direct feedback, it is better to do it *one-to-one and not over the phone*. 15. I asked Kate *to take my shift* because I had an appointment at 3 p.m.

[33] Шест для прыжков в высоту

VI. Answer the questions:

A. Leah Crowe: 1. Who is Leah Crowe? Where did she do her placement? 2. Why was Leah Crowe worried about her work placement at her former primary school? 3. What made the experience less stressful? 4. What did she do on the first day of her placement? What activities had she prepared? 5. Describe her first experience talking in front of her students. What was her main concern? 6. How did Leah's first lesson go? What was the topic? What did the teacher think of Leah's work? 7. How did the children meet her when she came to visit the school later? 8. Did she get on well with the other trainees and teachers? 9. Did she find the placement useful? Why?

B. Tim Johnson: 1. Who is Tim Johnson? Where did he do his placement? Whom did he teach? 2. Had he had any teaching experience before the placement? How did he feel about his first day? 3. Why did Tim pay so much attention to his clothes when preparing for the first day of his work placement? What clothes did he decide on? 4. Why did he have to get up early? Did he leave home early enough? 5. What were his impressions of the building? 6. Who gave Tim a quick tour around the school? What kind of person was Graham? 7. Did Tim act as the teacher? What tasks did he perform? 8. What did he think of the student's behaviour during the lesson? 9. Did Tim have a chance to chat with the students after the class? Why did he find the conversation strange? 10. Was his teaching experience enjoyable? What advice does Tim give to trainee teachers?

VII. Translate the following:

1. Теперь, когда в школе провели капитальный ремонт, здание выглядит очень современно. 2. В коробке лежали иголки и нитки, а также разные вещи для шитья. 3. Подъехав к школе, она увидела ряды небольших зданий и детскую площадку. Заместитель директора уже ждал ее у главного входа. "Добрый день! Меня зовут миссис Z. Миссис X не может быть здесь сегодня лично, я буду вместо нее". 4. Она выбирала одежду тщательно, так как не хотела выглядеть слишком празднично (переусердствовать). Было бы неловко, если бы она пришла

на вечеринку, одетая в платье с пайетками (a sequinned dress). 5. В первый день практики учитель-стажер познакомился с учениками. Это было очень волнительно, но, как только он начал говорить, волнение прошло («нервы успокоились»). Детям урок понравился, а преподаватель высоко оценил его работу, что придало студенту бóльшую уверенность. 6. Она очень волновалась, потому что не знала, как ученики отреагируют на появление в классе нового учителя. Ей пришлось повторять себе, что ученики – дети шести лет, и что если она с энтузиазмом возьмется за работу, то придумает интересные задания.

Section C. Listening comprehension

I. Before listening. Imagine that your friend and you are discussing your school years. What questions would you ask your friend about his or her favourite teacher?

Write these questions down in the chart below. Make sure your questions follow each other logically.

You can ask your friend about the following: 1. The teacher's name, 2. The subject he/she taught, 3. Why he/she was your friend's favourite teacher, 4. If he/she made an impact on your friend's life.

Tip: when you take notes while listening to a recording, do not put down whole sentences. Key words and word combinations will be sufficient. In this way you will manage to deal with larger chunks of information and polish up your speaking skills when summarising.

II. Now you will hear five people talking about their school experience. See if the speakers answer your questions, fill in the chart.

Your questions	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5
1.					
2.					
…					
Additional questions					

III. Listen to the recording again and answer the following additional questions. Include your answers in the chart. Be ready to orally summarise what you have learnt about each speaker.

Speaker 1:	What year was the speaker in at that time? What was Mr Taylor's best impersonation? Why did the students love it most of all?
Speaker 2:	How did Miss Granger address her students? Why do you think 'it really made a difference'?
Speaker 3:	How old was the speaker when his parents split up? Why will the speaker always remember his headmaster?
Speaker 4:	Was the speaker a promising student? What year was she in when Mrs Walker started to teach her class? How did Mrs Walker help the girl?
Speaker 5:	What system was used to assess the students' academic performance? What feedback did the speaker and her classmates receive from Mr Barker?

IV. Which of the speakers sound rather informal? Write down examples of colloquial expressions and / or informal grammar to prove your point. Rephrase the expressions to make them more stylistically neutral.

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5
1. …				

Section D. Grammar

Prepositions with adjectives (II)

A. Adjective + of (1)

afraid /scared *of* ...: → *Are you afraid **of** dogs?*

fond/proud/ashamed/jealous/envious *of* ....: → *Why are you always so jealous **of** other people?*

suspicious/critical *of* ...: → *He didn't trust me. He was suspicious **of** my intentions.*

B. Adjective + of (2)

aware/conscious *of* ...: → *'Did you know he was married?' 'No, I wasn't aware **of** that.'*

full *of* /short *of* ...

→ *The letter I wrote was full* ***of*** *mistakes.*

→ *I'm a bit short* ***of*** *money. Can you lend me some?*

typical *of* ... *(типично* ***для*** *к.-л.):* → *He's late again. It's typical* ***of*** *him to keep everybody waiting.*

tired *of* ...: → *Come on, let's go! I'm tired* ***of*** *waiting. (= I've had enough of waiting)*

certain/sure *of* or *about*... *(уверен* ***в*** *ч.-л.):*

→ I think she's arriving this evening but I'm not sure ***of*** that. (or *sure* ***about*** that.)

C. Adjective + at/ to/ from/ in/ on/with /for

good/bad/excellent/brilliant/hopeless (etc.) *at* ...: → *I'm not very good* ***at*** *repairing things.*

married/engaged *to* … *(женат* ***на*** *к.-л., замужем* ***за*** *к.-л.):*

→ *Linda is married* ***to*** *an American. (not '~~married with~~')*

but → *Linda is married* ***with*** *three children. (*she is married and has three children*)*

similar *to* ...: → Your handwriting is similar ***to*** mine.

different *from* ...: → *The film was different* ***from*** *what I'd expected.*

interested *in* ...: → *Are you interested* ***in*** *art?*

keen *on* ...: → *We stayed at home because Cathy wasn't very keen* ***on*** *going out.*

crowded *with* (people etc.): → *The city centre was crowded* ***with*** *tourists. (but 'full* ***of*** *tourists')*

famous *for* ...: → *The Italian city of Florence is famous* ***for*** *its art treasures.*

responsible *for* ...: → *Who was responsible* ***for*** *all that noise last night?*

EXERCISES

I. Complete the second sentence so that it has the same meaning as the first one.

1. There were lots of tourists in the city centre. The city centre was crowded … . 2. There was a lot of furniture in the room. The room was full ... . 3. I don't like sport very much. I'm not very keen ... . 4. We haven't got enough time. We're a bit short ... . 5. I'm not a very good tennis player. I'm not very good ... . 6. Catherine's husband is Russian. Catherine is married ... . 7. I don't trust Robert. I'm suspicious ... . 8. My problem is not the same as yours. My problem is different ... .

II. Complete the sentences with one of the following adjectives + the correct preposition:

afraid; different; famous; full; interested; married; proud; responsible; similar; sure

1. I think she's arriving this evening but I'm not ... that. 2. Your camera is ... mine but it isn't exactly the same. 3. Don't worry. I'll look after you. There's nothing to be ... . 4. 'Do you want to watch the news on television?' 'No, I'm not ... the news.' 5. The editor is the person who is ... what appears in a newspaper. 6. Mrs Davis is a very keen gardener. She's very ... her garden and loves showing it to visitors. 7. I was surprised when I met her for the first time. She was ... what I expected. 8. We've got plenty to eat. The fridge is ... food. 9. My home town is not especially interesting. It's not … anything. 10. Did you know that Liz is ... a friend of mine?

III. Translate using adjectives with correct prepositions.

1. В сочинении, которое я написал, было полно ошибок. Неудивительно, что я получил «двойку». 2. На перроне стояло полно людей, ожидавших поезда. 3. Не люблю лазать по лестницам: боюсь высоты. 4. В наши дни все осведомлены о вреде курения. 5. Я всем предложил куда-нибудь сходить покушать, но никому эта идея не понравилась. 6. Мне не стыдно за содеянное. На самом деле, я вполне этим горжусь. 7. Она намного успешнее меня. Иногда я ей немного завидую. 8. Я устала каждый день делать одно и то же. Мне нужно сменить обстановку. 9. Ваш дом похож на наш. Возможно, ваш немного больше. 10. Я не удивлен тому, что она не уложилась в срок. Это так на нее похоже.

IV. Write sentences about yourself. Say what you are good or bad at.

Use: ***brilliant; very good; quite good; not very good; hopeless***

Example: *I'm not very good at repairing things.*

V. **Revision**. Put in the missing prepositions.

1. The plan has been changed but nobody seems to know the reason ... it. 2. Don't ask me to decide. I'm not very good ... making decisions. 3. Some people say that Sue is unfriendly but she's always very nice ... me. 4. What do you think is the best solution ... the problem? 5. There has been a big increase ... the price of land recently. 6. He lives a rather lonely life. He doesn't have much contact ... other people. 7. Paula is a keen

photographer. She likes taking pictures ... people. 8. Gordon got married ... a woman he met when he was studying at college. 9. He's very brave. He's not afraid ... anything. 10. I'm surprised ... the amount of traffic today. I didn't think it would be so busy. 11. Thank you for lending me the guide book. It was full ... useful information. 12. Please come in and sit down. I'm sorry ... the mess.

Articles

I. Insert the correct articles.

A. 1. He, like all travellers to ... Kamchatka, was impressed by its beauty. 2. ... Kathmandu is situated in ... Himalayas at ... altitude of 1,370 m. 3. Now walking along Las Vegas at thirty miles ... hour, I wanted ... place to rest. 4. ... president landed in ... New Delhi after ... five-hour visit to ... Kabul, ... capital of ... Afghanistan.

B. 1. "Sit down," he said, "I'll cook you ... big breakfast." 2. It was ... quarter to three when ... telephone rang. Mr. Morley was sitting in ... easy-chair, happily digesting ... excellent lunch. He hadn't said ... word since ... lunch began. 3. I was sitting up in ... bed, sipping ... hot coffee, when ... nurse came into ... room.

C. 1. … Adamses are ... very close-knit family. 2. Do you know ... family next door? 3. The tent is big enough for ... family of six. 4. Some scientists claim that ... nuclear family is rapidly becoming a thing of the past. 5. It was Mrs Parsons, ... wife of ... neighbour on ... same floor. She was ... woman of thirty but looking much older.

D. 1. ... air was filled with the odour of flowers. 2. ... fresh air was circulating through all the rooms to my uncle's great discontent. 3. There was ... air of importance about him. 4. ... box was wrapped in ... tissue paper. 5. I spent half my time teaching ... law and ... other half in London as ... consultant to ... big company. 6. We were up before ... dawn and didn't stop ... work till ... night-fall.

E. 1. I felt sure that ... Colonel MacAndrew would not remember me. 2. His father was ... civil servant, when in 1916 ... headquarters in ... Dublin was seized by ... Republicans. 3. ... French didn't allow ... publication of ... book in ... French. 4. In ... dining-room ... little Terry was crying at ... top of his voice. 5. ... three friends sat talking over ... plans for... future. Meg wore ... attractive black and white dress and had had her hair done at ... hairdresser's.

Section E. Speaking and writing

I. Discuss the questions with your groupmates.

1. Do you know anyone who went to public school in his/her childhood? Do public schools offer a higher quality education or are they just prestigious? Does this country have good public universities? Should education be free for everybody? 2. Do you keep in touch with your ex-classmates? Why? 3. Were good marks important to you when you were at school? Are A-students smarter than others or just better at remembering things? Do you think a person can become a genius, or are they just born that way? 4. Does higher education guarantee a good job? 5. What are the qualities of a good student? What skills separate good students from bad students? Why is curiosity important for a student? Can you teach someone who has no desire to learn? 6. What are the qualities of a good teacher? 7. Do you think the Russian state should spend more money on education? If a school (university) gets more money, will the quality of education always improve? 8. Do teachers sometimes teach things that are not important? Are there any subjects/classes you wanted to study but they weren't available at your school? What was (or is) your favorite subject? Why do you like it? 9. What is the role of schools in society? What does education mean to you? Did you enjoy going to school? Why? Should teenagers go to university after finishing school, or do something different? 10. Do you think your teachers give too much homework? How should a huge amount of homework be managed? 11. Why are you learning a foreign language? What are some good ways to learn English? 12. Would you consider studying abroad? Why? 13. What do you think of home-schooling? Do you know anyone who was home-schooled? 14. Do you think that most parents influence what university their child will attend? 15. Why do students cheat in tests and exams? How do they cheat? What is your attitude to cheating? How should teachers react? 16. Should school uniforms be introduced in every school?

II. Make up dialogues. Use active vocabulary from the unit.

1. You would like to take up a course in parachuting. Your friend tries to talk you out of it.
2. You have an exam tomorrow, but you aren't prepared for it. You ask your friend to help you with studying tips.
3. Round table:
   a. Split into two teams of experts: team A think that we should return to an emphasis on the three Rs (**r**eading, w**r**iting and a**r**ithmetic). Team B believe that education should be more diverse and suggest introducing new subjects into the national curriculum. Together with your team prepare arguments to support your point of view.
   b. Split into two teams of experts: team A think that prestigious universities help to raise standards and prepare students to face strong competition in the labour market. Team B argue that top universities perpetuate inequalities and elitism, and insist that education should be more inclusive and accessible. Together with your team prepare arguments to support your point of view.

III. Write an essay on the topics:

1. How much freedom and choice should children be given at school? How important do you think rules and discipline are?
2. Suggest ways of improving a country's education system.
3. What are the advantages and disadvantages of a) single-sex education? b) boarding schools?

IV. Be ready to speak on the following topics:

A. Education in Great Britain (subjects, extracurricular activities, standards) – see the chart below:

1. Primary education
2. Secondary education (the sixth form, GCSEs, A-levels, 3-Rs)

3. Types of schools (comprehensive schools, boarding schools, grammar schools, preparatory schools; public and state schools)

4. Higher education (names of degrees, the duration, the procedure of applying to university, Red-brick universities, Open University)

5. LEA (Local educational authorities), school funding

B. Education in the USA (subjects, extracurricular activities, standards)

1. Elementary education (kindergarten, first grade, second grade, K-12)

2. Secondary education (levels of secondary education: junior, middle, high school; exams: SAT, ACT, GRE, GED)

3. Post-secondary/further education (college, the procedure of applying to university, names of students, e. g. a freshman)

4. Types of schools (state and private schools)

5. Departments of education, a board of education

Types of educational institutions and stages in a person's education:

Educational institution	Age group	Stage of education	Description
1. Playgroup / playschool 2. Nursery (school) 3. Preschool	1. between 2 and 4 years old 2. between 3 and 5 years old 3. between 2 and 5 years old (AmE)	Preschool	play with some early learning
Primary school (BrE): • infant school • junior school Elementary school ---> AmE	Between 5 and 11/12: • 5 – 7/8 years old • 7 – 11 years old	Primary	basic reading, writing, arithmetic, art, etc.
1. comprehensive and grammar; 2. state and public schools 3. mixed / co-educational (co-ed) and single-sex schools (all-boys / all-girls schools)	• 12 – 16/18 years old	Secondary	wide range of subjects in arts and sciences and technical areas

4. sixth form / sixth form college (for details see Voc.)	• 16 – 18 years old		
college polytechnic university / uni (BrE, informal)	• 16+ • 18+	further / higher	degrees/diplomas in specialised academic areas

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Пособие по практическому курсу английского языка (Часть II)
для студентов I курса переводческих факультетов

Учебное пособие издано в авторской редакции

Сетевое издание

Главный редактор – Кирсанов К.А.

Вёрстка – Кирсанов К.К.

Ответственный за выпуск - Алимова Н.К.

Учебное издание

Системные требования:
операционная система Windows XP или новее, macOS 10.12 или новее, Linux.
Программное обеспечение для чтения файлов PDF.

Объем данных 2,80 Мб

Принято к публикации «11» октября 2019 года

Режим доступа: https://izd-mn.com/PDF/31MNNPU19.pdf свободный. – Загл. с экрана. - Яз. рус., англ.

ООО «Издательство «Мир науки»

«Publishing company «World of science», LLC

Адрес:

Юридический адрес — 127055, г. Москва, пер. Порядковый, д. 21, офис 401.

Почтовый адрес — 127055, г. Москва, пер. Порядковый, д. 21, офис 401.

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