

Федеральное агентство по образованию
АМУРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
Филологический факультет

С. В. Андросова, Л. О. Блохинская, Л. В. Васильева,
С. В. Деркач, Ю. П. Иванашко,
Л. М. Левентова, О. Н. Морозова

LET'S SPEAK ENGLISH TOGETHER

Учебное пособие

2-е издание, исправленное и дополненное

Рекомендовано ДВ РУМЦ

в качестве учебно-методического пособия для студентов
неязыковых специальностей вузов региона

Благовещенск

2007

ББК 81.2 Англ- 923

А 65

*Печатается по решению
редакционно-издательского совета
филологического факультета
Амурского государственного
университета*

С. В. Андросова, Л. О. Блохинская, Л. В. Васильева, С. В. Деркач, Ю. П. Иванашко,
Л. М. Левентова, О. Н. Морозова.

Let's speak English together. Учебное пособие. Под ред. С. В. Андросовой. –
Изд. 2-е, испр. – Благовещенск: Амурский гос. ун-т, 2007.

Учебное пособие предназначено для студентов 1-2 курсов неязыковых специальностей университетов. Подготовлено в соответствии с программой по иностранному языку для неязыковых вузов. Оно состоит из 8 уроков, разработанных по тематическому признаку. В пособии дается обширный материал для формирования речевых навыков, представленные упражнения характеризуются коммуникативной направленностью.

Unit 1- Л. О. Блохинская, С. В. Андросова, Л. М. Левентова; Units 2, 3 - С. В. Андросова;
Units 4, 5 - Л. В. Васильева, О. Н. Морозова, С. В. Андросова; Units 6, 7 - Ю. П. Иванашко,
С. В. Андросова; Unit 8 - С. В. Деркач, С. В. Андросова.

Рецензенты: А. В. Трухачева, доцент кафедры английской филологии и методики преподавания английского языка БГПУ, канд. филол. наук,
М. А. Пирогова, зав. кафедрой иностранных языков № 2 АмГУ, канд. филол. наук.

© С. В. Андросова, Л. О. Блохинская,
Л. В. Васильева, С. В. Деркач, Ю. П. Иванашко,
Л. М. Левентова, О. Н. Морозова, 2006, 2007

© Амурский государственный университет, 2006, 2007

Введение

Учебное пособие подготовлено коллективом авторов – преподавателей кафедры иностранных языков № 1 Амурского государственного университета и предназначено для студентов 1-2 курсов неязыковых специальностей, владеющих английским языком в объеме программы средней школы. Пособие соответствует программе по иностранным языкам для неязыковых вузов, согласно которой целью обучения является приобретение студентами коммуникативной компетенции.

Цель пособия – дальнейшее развитие навыков устной и письменной речи, понимания оригинального текста и накопление словарного запаса.

Учебное пособие состоит из 8 уроков (units), выделенных по тематическому принципу. Каждый Unit включает базовый текст, обобщенно излагающий тему; диалоги (функциональные ситуации по теме); вокабуляр (список слов и словосочетаний к тексту и диалогам, речевые клише); лексические упражнения, направленные на отработку и закрепление активной лексики урока; коммуникативные и речевые упражнения.

Большое внимание уделяется усвоению и прочному закреплению речевых образцов и лексического материала соответствующей темы путем многократного повторения речевых единиц в разнообразных упражнениях. Большинство упражнений имеет коммуникативный характер.

Языковой и фактический материал, положенный в основу пособия, отбирался авторами из зарубежной учебной и другой литературы, имеет лингвострановедческую направленность и способствует расширению кругозора студентов. Многие тексты скомпилированы из двух и более источников. Все упражнения разработаны авторами.

Авторы выражают благодарность рецензентам за ценные замечания по улучшению пособия.

UNIT 1. FAMILY LIFE

Part 1

Every Family is different

There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless the nuclear family has largely replaced the extended one.

What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor.

They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside

the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation.

Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons. Sarah inherited her father's musical gifts and played the flute. She had quite good marks for geography in the national A-level exam. She applied to read geography at a provincial university with a good reputation in the subject.

As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found it ridiculous: one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker, on the other hand she is a loving daughter and sister.

No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cosy and worth. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. It's a place where they can have a rest

and feel their protection and care. As a result the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities they keep in touch by writing letters and by telephone.

In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than age. So grannies and grandpas are actually physically active, living in their own homes along way from their children with their own interests and ideas.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 10.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) Bill Taylor
 - 2) Carol Taylor.
 - 3) Granny or grandpa
 - 4) Sarah, Kate, Peter
 - 5) Russian visitor
 - 6) Bill's boss.

Part 2

Family structure

Thus, we may say that the family is a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and take care of their young.

There are people who say that the family unit in Britain is in crisis and that

traditional family life is a thing of the past. This is of great concern to those who think a healthy society is dependent upon a stable family life. They see many indications that the family is in decline, in such things as the acceptance of sex before marriage, the increased number of one-parent families, the current high divorce rate and what they see as a lack of discipline within the family. Some politicians blame social problems, such as drug taking and juvenile crime, on a disintegrating family life.

Nevertheless, the British live longer, marry later, have fewer children and are more likely to get divorced than ever before. Young people leave home earlier, though not necessarily to get married. More women now go out to work and more people, especially the old, live alone. The nuclear family (parents and perhaps two children) has largely replaced the extended family where several generations lived together.

Although patterns are changing, most people in Britain still get married and have children and stay together until the end of their lives. People are marrying later: the average woman gets married at twenty-four to a man who is just over two years older (although it is estimated that 40 per cent of couples live together before getting married).

Significant family events such as weddings, birth and funerals are not automatically accompanied by large gatherings of people. It is still common to appoint people to certain roles on such occasions, such as 'best man' at a wedding, or godmother and godfather when a child is born. But for most people these appointments are of sentimental significance only. They do not imply lifelong responsibility. In fact, family gatherings of any kind beyond the household unit are rare. For most people they are confined to the Christmas period.

Mrs. Average now has her first child at the age of twenty-seven, but she will have only one or two children: only one mother in four has more. Nine out of ten married women will have children at some point in their lives. And despite the changes in working habits it is usually the woman who has overall responsibility for domestic life: the traditional division of family responsibilities still persists.

Britain has one of the highest divorce rates in Western Europe: approximately one in three marriages ends in divorce, half of them in the first ten years of marriage. As a result more people are getting remarried and there are now over a million single parents looking after 1.6 million children. There has also been a sharp rise in the rate of illegitimacy: in 1987 23 per cent of babies were born outside marriage. Therefore, the family has changed greatly in the last 20 or 30 years. Many of these changes are similar to changes taking place in other countries. However, these trends do not necessarily mean that the nuclear family is

disappearing and experts say that the family is as strong as ever and it is still at the center of most people's lives.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2, 3, 7.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a British parent
 - 2) a Russian visitor
 - 3) a psychologist
 - 4) a divorced person
 - 5) a newly-married spouse.

Dialogue A

A: Good afternoon, is your wife in?

B: Not yet but she will be here in fifteen minutes. Come in and wait for her.

A: Thanks. Nice house.

B: Thank you. Oh, won't you sit down?

A: Thanks...Fine day, isn't it?

B: Oh, yes, very warm and sunny.

A: Oh, is it your family album?

B: Yes. We always keep it here. Would you like to have a look?

A: I'll be delighted. Who are these people?

B: Our parents. This man and woman are Jane's parents, my mother-in-law and my father-in-law. And here are my parents.

A: I see. Your mother is very young and beautiful in this picture. If I'm not mistaken you are the picture of her.

B: Right you are. And father? He is still a very handsome man, isn't he?

A: How old is he now?

B: Sixty seven, but he is still very handsome. And this is our son Martin. He is nineteen. He is a University student. He is going to be married in a year.

A: Good luck! What a lovely face? Who's this?

B: This is Jane's cousin, my sister-in-law. Her mother, Jane's aunt, is a famous actress, and her uncle is an artist, and a very good one. His son is also an artist.

A: Very interesting. And who are these elderly people?

B: The woman is my grandmother. She is very nice, kind and loving grandmother but sometimes she is very talkative. The man is my grandfather. He died five years

ago.

A: I'm sorry. And your grandmother, where is she now?

B: With us, in London.

A: This very old photograph. Who's this funny little baby? A boy, isn't it?

B: Yes, and a very big boy now.

A: Oh! It's not you, is it?

B: It is. Oh, Jane is already here!

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialog dialogue "My family album" on the analogy.

Dialogue B

Jack: Hi! You're Tomas Brown, aren't you?

Tom: Bingo! And you?

Jack: I'm Jack, your new roommate.

Tom: Nice to meet you, Jack.

Jack: Nice to meet you, Tomas.

Tom: Call me Tom.

Jack: O.k. Where are you from, Tom?

Tom: London. And you?

Jack: Liverpool. No offense but you look so young! How old are you?

Tom: Twenty two. I was born on October 21, 1994.

Jack: You don't say so! This is my birthday too but I'm a year younger!

Tom: Today is October 10th. How about celebrating our birthdays together?

Jack: Sounds good. I planned to invite my close relatives.

Tom: Is your family large?

Jack: Neither big nor small. We are six altogether.

Tom: Any brothers, sisters?

Jack: Two brothers – John and Mikael – and a sister Liz.

Tom: How old are they?

Jack: My elder brother, John is 20. The younger one, Mikael is 14. Liz is nine.

Tom: What do they do?

Jack: John is at the university. He is doing Biology, Chemistry. He is going to become a doctor. Mikael is in high school. Liz goes to grammar school. She is fond of reading detective stories.

Tom: Who are you close to?

Jack: All the three but possibly closest to Liz. She always shares my sense of humour. Unfortunately I won't invite her.

Tom: Why not?

Jack: She is too young for such parties.

Tom: What do your parents do?

Jack: As for my father he is a civil servant and works in central London. Mom is a teacher and works in Croydon, a town on the outskirts of London.

Tom: Do you all live in Liverpool?

Jack: Yes, the whole family, except for my grandparents. I like my Granny Dotty very much. We are good friends. She loves adventures so much.

Tom: Are you related to Mrs. Rayburn?

Jack: She is my aunt. And who of your relative will come?

Tom: None. I'm a foster child. I was brought up in an orphanage.

Jack: Oh, I'm sorry.

Tom: No problem. We're going to have a lot of fun.

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialogue "Meeting my roommate" on the analogy.

Dialogue C

David: Oh, my God! You must be Sheila Connors, a movie star!

Sheila: Yes, it's me.

David: I'm David Gordon from "City Life". I'm writing an article about you. Can you answer a few personal questions?

Sheila: A few. And not too personal.

David: They say you are the only daughter in the family.

Sheila: Oh, they are mistaken. Our family is rather large. It consists of six members.

David: I'm sorry about your grandparents.

Sheila: My grandparents?

David: They say they died a week ago.

Sheila: No, they are alive! They are retired but still full of life and energy. Granny is busy as a bee, running the house, cooking dinner. She has a heart of gold.

David: They say your mother is a street vendor.

Sheila: A street vendor? Incredible! She is a journalist and she is always on business. She finds her job very interesting.

David: Oh, she is my colleague!

Sheila: She is. But she works for “Daily News”.

David: You don't see each other often, do you?

Sheila: No. We miss each other badly when she is on business and I act in a film.

David: So, you hate your little stepbrother. He is very naughty.

Sheila: Of course not! He is everybody's pet. By the way, all kids are naughty, did you know?

David: No doubt. And please, a few words about your little daughter.

Sheila: My who? I have no kids of my own! Who's spreading all these rumors about me?

David: Your aunt Jane.

Sheila: I have no aunt!

David: You do. Oh, here she is! Hello, Jane.

Sheila: Mom?! What are you doing here?

Mother: Such a nuisance! Sheila, I can explain everything.

Tasks

1. Read the dialogue for detailed understanding and ask questions on the content.
2. Retell the dialogue as if you were one of the participants
3. Act out your own dialogue “Interviewing a famous person” on the analogy.

Vocabulary

- 1) anxiety – беспокойство, тревога, забота, to be anxious about smth – беспокоится о чем-либо
- 2) accurate – точный, правильный, тщательный
- 3) attitude – позиция, отношение, a friendly ~ towards smb – дружеское отношение к кому-либо
- 4) housing estate – жилой комплекс
- 5) pleasant outer suburb – приятный внешний пригород
- 6) fundamental social unit in every society – основная социальная единица (союз) в любом обществе
- 7) nuclear family – простая семья (двое родителей и дети)
- 8) extended family – сложная семья (несколько поколений живут вместе)
- 9) one-parent family – семья с одним родителем
- 10) generation – поколение
- 11) personal relationships – личные взаимоотношения
- 12) to share important decisions making – принимать важные решения вместе
- 13) to enjoy smth (to enjoy doing smth) – наслаждаться чем-либо

- 14) to attend school (courses, lectures) – посещать школу (курсы, лекции)
- 15) to have plenty of worries – иметь много проблем
- 16) to earn money working part - time (full time) – зарабатывать деньги, работая неполный (полный) рабочий день
- 17) shortsighted – близорукий
- 18) shy – скромный/стеснительный
- 19) sociable – общительный
- 20) to find clues for smb – находить подход к кому-либо
- 21) retreat – убежище, приют
- 22) to be easy to deal with – легко иметь дело с кем-либо
- 23) to maintain close kindred ties – поддерживать тесные родственные связи
- 24) to keep in touch with smb – поддерживать отношения, находиться в контакте с кем-либо
- 25) to be fed up with smth – быть сытым по горло чем-либо
- 26) to be happily married – счастливо жить в браке
- 27) to be divorced / to get divorced – быть в разводе
- 28) to be single – быть холостым
- 29) household – семья, домочадцы, домашнее хозяйство
- 30) wage-earner – кормилец (тот, кто обеспечивает семью)
- 31) to take smth. for granted – принимать что-либо как должное
- 32) to survive – пережить, остаться в живых, выдержать, survival – выживание
- 33) impeccable family – безупречная семья
- 34) amiable dispositions – дружелюбные отношения
- 35) to have real responsibility for domestic life – нести ответственность за семейную жизнь
- 36) permanent – постоянный, неизменный
- 37) adoption – усыновление, принятие
- 38) ancestor – предок, прауродитель, ancestry – происхождение, родословная
- 39) to be in decline – находиться в упадке, снижаться, ухудшаться
- 40) to depend on/upon – зависеть от чего-либо
- 41) lack of smth – недостаток чего-либо, to lack for smth – нуждаться в чем-либо
- 42) current – текущий, современный, распространенный
- 43) rate – степень, процент, доля, темп
- 44) to blame – порицать, обвинять
- 45) average – среднее число, средний, обычный, нормальный, on average – в среднем
- 46) to persist in – упорно продолжать/настаивать на чем-либо

- 47) to be on business – быть в командировке
 48) to be eager to do smth – сильно (страстно) желать сделать что-либо
 49) most willingly – с большим удовольствием
 50) advantage/disadvantage – преимущество/ недостаток
 51) to hire a babysitter – нанимать приходящую няню
 52) to obey – повиноваться; слушаться, obedient – послушный
 53) to be delighted – восхищаться; наслаждаться
 54) to adore – обожать, поклоняться
 55) to set the rules – устанавливать правила
 56) to rely on smb – полагаться на кого-либо, доверять
 57) to hate smb – ненавидеть
 58) foster child – воспитанник
 59) to spread rumours about smb – распространять слухи, толки о ком-либо
 60) nuisance – досада, Such a nuisance! – Какая досада!

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the English for:*

- 1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков, 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями; 20) быть капризным; 21) возмутитель спокойствия; 22) убежище от любых проблем и несчастий; 23) до смерти устать от чего-либо; 24) повседневная жизнь; 25) близорукий; 26) в результате; 27) кажется смешным; 28) общая цель; 29) быть в состоянии что-либо сделать (удаваться); 30) глава семьи; 31) немного за пятьдесят; 32) воспитывать детей; 33) мечтать о чем-либо; 34) быть точной копией кого-либо; 35) семья – это крепость, 36) приблизительно; 37) повторно вступать в брак; 38) показатель; 39) родиться вне брака; 40) незаконнорожденность; 41) иметь сентиментальное значение; 42) похороны; 43) свадьба; 44) оценивать (подсчитывать приблизительно); 45) свидание (назначение).

Exercise 2. *Give the Russian for:*

1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/ junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age well; 40) have roots at (be/come from); 41) have a good command of the language; 42) illegal marriage; 43) share smb's point of view; 44) a love match; 45) to have a son (daughter) by former (present) marriage; 46) position of a secretary; 47) to miss smb; 48) to have got shortcomings; 49) a good ear for music; 50) to make peace.

Exercise 3. *Answer the questions to the texts:*

Part I

1. What is family for different people?
2. What is the definition of family?
3. What is the purpose of family?
4. What is the difference between a nuclear and an extended family?
5. What is a typical family in industrialized countries?
6. What kind of family are the Taylors and why?
7. Where do the Taylors live?
8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it?
9. What is Bill's educational background?
10. What was Bill's dream when he was a child?
11. What is Bill? What do his responsibilities include?
12. Did Carol go to university? What is her educational background and working experience?
13. Do all British married women stay at home with kids? Why is that?
14. How did Carol take her marriage?
15. How many children does a typical British family have? What are British

- visitors surprised at in Russia?
16. What do parents want their children to be?
 17. How can you characterize the Tailors and their relations?
 18. Sarah has no health problems, doesn't she? Is she a talented girl? Has she already chosen her future occupation?
 19. What kind of a boy is Peter? Does he enjoy his studies? What do parents think about it?
 20. What is Kate's character? What is the family's attitude to her?
 21. Was it too hard for Bill and Carol to communicate with their kids? Why?
 22. What is family for Tailor's children?
 23. Are young families in Britain totally dependent on their parents? How do they communicate with their relatives?
 24. Do grannies live with their children and grandchildren? Why? What is the retirement age in the UK? Do all people quit their jobs after it?

Part 2

1. What is the definition of family?
2. Are there any signs of crisis of traditional British family? What problems does it arise? Are there the same signs in Russia? Can you give any examples?
3. Nowadays the British live less, marry earlier and have more children, don't they?
4. What is the average age for people to get married in Britain? What about Russia?
5. More and more British people get together for family events, don't they?
6. Are appointments like "best man", godmother and godfather as important as they used to be in past?
7. What is the average age for a British woman to have the first child? Do most
8. British women have many children? What about Russia?
9. What is the divorce rate in Britain? Is it the lowest in Western Europe? What about Russia?
10. What are the consequences of divorce?
11. Do the changes mentioned in the text mean that the nuclear family is disappearing?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: Yes, I do. I can't live without love and support of my family.
2. A: ...?

- B: My family is a castle – a shelter from all troubles and misfortunes.
3. A: ...?
- B: No. I think extended families are much wider spread in our country.
4. A...?
- B: Sarah is 12, Pete is 10, and Kate is 7.
5. A...?
- B: He is a specialist in noise stress.
6. A: ...?
- B: She is both. But most men think that beautiful women are stupid.
7. A: ...?
- B: Yes, they do. And they often don't think about their children when they part.
8. A:...?
- B: Sarah. She learnt to play it when she was six.
9. A:...?
- B: On her own. She is very active at her late seventies.
10. A:...?
- B: In a week. We're so happy to become husband and wife.

Exercise 5. *Insert prepositions where necessary:*

1. The family unit in Britain is ... crisis.
2. A healthy society is dependent ... a stable family life.
3. Carol didn't go ... university but studied ... two years ... a teaching training college.
4. Carol took her marriage ... granted.
5. The Taylors want to bring ... their children to be healthy, hard-working, sociable and good ... sport and other things.
6. Sarah inherited ... her father's musical gifts and played ... the flute.
7. One needs... a proper income to bring up a family.
8. Peter attends courses ... engineering and technical studies ... the Local College.
9. A family is a shelter ... troubles and misfortunes.
10. Children will leave home, marry and set ... their own household.
11. The retirement age ... most jobs ... this country is 60 ... women and 65 ... men.
12. ... practice many people work ... they are 65-70.
13. Mrs. Average now has her first child ... the age ... twenty-seven.
14. Britain has one ... the highest divorce rates ... Western Europe.
15. There has been a sharp rise ... the rate of illegitimacy.
16. It is usually the woman who has responsibility ... domestic life.
17. I'll introduce you ... my family.

18. The family is a group ... people related ... blood or law, living together or associating ... one another ... a common purpose.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. There are different opinions about family life.
2. They make significant solutions together.
3. They have a lot of troubles with their kids.
4. Family for me is a shelter from all problems.
5. I'm tired of school work and exams.
6. In our family grown-up children are closely connected with their parents.
7. Who makes money in your family?
8. He has a loving wife and he loves her.
9. There are friendly relations in their family.
10. They stopped being husband and wife.
11. Tom is not married.
12. Carol was satisfied with her marriage.
13. We don't have enough understanding in our family.
14. They are an ideal family.
15. Is family a constant group of people?
16. I think, we should employ a nanny for our little daughter.
17. I'll join you with great pleasure.
18. He always has an individual way with every member of his family.
19. I trust my mother and father in such difficult questions.
20. What do you know about modern tendencies in family life?
21. Usually both parent are responsible for the household.
22. Do you know anything about your forefathers?
23. This kid never does what his parents tell him.
24. I terribly dislike such an attitude.
25. Is the economy of our country worse than it used to be?

Exercise 7. *Find the opposite:*

1. I enjoy my daily work.
2. Bill Taylor doesn't like his job.
3. Peter has a permanent job in the shop in the area.
4. The Taylors are problem family with bad relations.
5. She is married.
6. These family members do not communicate with each other.
7. Sarah is very sociable.

8. Sarah has very good eyesight.
9. Do you know anything about our old traditions?
10. I don't want to do this job.
11. They got married two years ago.
12. She has too much sugar.
13. They don't trust each other.
14. What are the drawbacks of this project.
15. I hate this singer.
16. They praise him for spoiled relations with his parents.
17. Carol didn't agree with her marriage.
18. They don't have problems with their children.

Exercise 8. *Insert the words from the vocabulary:*

1. I don't know my parents. I'm a
2. She is ..., so she wears glasses.
3. Did she protest against that marriage? – No, she
4. What can you say about your ...? Well, my grand-grandparents come from Spain.
5. Are there any serious problems in your family? – Not actually. We have ...
6. All their relatives died and so they were brought up in an
7. Are there any drawbacks in your family? – No. We are an
8. Is it difficult for you to deal with people? – Absolutely not. I always ... everybody.
9. Was it difficult to bring up your kids? – Yes, it was. We had ... over them.
10. We can be called ... because my wife, our kids and I live with our parent and their sister in one big house.
11. If both parents work they ... for their small kids.
12. Do they rent an apartment? – No, they live in a big
13. Did they forget about their parents when they moved to a different country? – No, they didn't. They still ...
14. Family is a ... from all troubles and misfortunes.
15. This married couple is infertile but they want to have a child. That's why they started collecting all necessary document for
16. Don't ... me! It's not my fault.
17. Do you enjoy your routine work? – No, I don't. I am ... it.
18. They say she has a baby. – That's not true! Who ... about her?
19. John is sick. – Such a ...! I wanted to go to the movies with him.
20. Who is the ... in your family? – My husband. And I stay home with kids.

21. It is an interesting task. I will do it
22. There is a lack of discipline in your family. I think, children must ... their parents.
23. There are different kinds of families but ... remains the fundamental unit of society.

Exercise 9. Translate into English:

1. Сколько лет вашей племяннице? – Ей пятнадцать лет. Она добрая, веселая, талантливая и воспитанная девочка.
2. Вполне естественно, что родители гордятся своей дочерью и возлагают большие надежды на нее.
3. Без сомнения, Кэрол – талантливый педагог и дети обожают ее. Ей нетрудно находить подход к непослушным детям.
4. Кроме того, с ней легко общаться.
5. Мы склонны считать, что Кэрол посвятила большую часть времени своим детям и семье. Поэтому дети семьи Тэйлоров жили комфортно.
6. Что касается детей, они охотно помогали матери по дому.
7. Петр делал все возможное, чтобы совмещать работу на неполный рабочий день и учебу на инженерно-технических курсах.
8. В результате ему удалось сдать экзамены успешно.
9. Нет ничего удивительного в том, что Билл всегда мечтал быть музыкантом.
10. Сара гордится тем, что родилась и выросла в благополучной семье, где все члены дружелюбно относились друг к другу.
11. Их бабушка и дедушка не такие молодые, как вы думаете. Им только, что исполнилось 60, но они все еще полны жизненных сил и энергии.
12. Бабуля обожает приключения. У нее есть чувство юмора. Мы с ней легко ладим.
13. Что касается дедушки, то он увлекается охотой и рыбалкой. Поэтому пожилые люди живут отдельно от детей и у них свои интересы.
14. Откровенно говоря, количество семей с одним родителем увеличивается как в Британии, так и в других странах.
15. Интересно отметить, что в Западной Европе Британия имеет очень высокую степень развода.
16. Молодые люди сегодня очень рано покидают родительский дом, хотя у них нет необходимости вступать в брак.
17. В действительности традиционное распределение обязанностей между мужем и женой все еще существует.

18. Говорят, что обычная (nuclear) семья в Британии является нормой и включает в себя два родителя и двух или трех детей.
19. Более точная концепция о семейной жизни должна принимать во внимание различные формы (типы) семей, которые существовали или существуют во всем мире.
20. Хотелось бы заметить, что члены одной семьи, живущие в разных местах, часто общаются друг с другом, используя современные средства связи.

Communicative Exercises

Exercise 1. *Use the following proverbs in situations of your own (Give Russian equivalents if possible):*

1. Like parents, like children.
2. A good example is the best sermon.
3. Every mother thinks her own gosling a swan.
4. A misery father makes a prodigal son.
5. As the tree, so the fruit.
6. Happy is he that is happy in his children.
7. Life is not all cakes and ale (Life is not a bed of roses)
8. Too many cooks spoil the broth.
9. East or West, home is best.
10. Every bird likes its own nest best.
11. There are no place like home.
12. One man no man.
13. A family is a castle.

Exercise 2. *Complete the following sentences:*

1. The advantage of having an extended family is...
2. The worst thing about being a parent is...
3. The best thing about having a nuclear family is...
4. The disadvantage of being an only child is...
5. The worst thing about living near your parents is...
6. The problem with being the oldest child is...
7. The best thing about having a supportive family is...

Exercise 3. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

Agreement:

I think so – Думаю, что так.
Yes, that's/it's true – Да, это правда.
You are right/ Right you are – Вы правы.
Quite correct – Совершенно верно.
You said the right thing – Вы правильно сказали.
That's just what I was going to say - Это как раз то, что я собирался сказать.
No doubt whatever/ Beyond all doubt – Вне всякого сомнения.
Looks like that/ I suppose so – Похоже, что именно так.
Exactly / Precisely so /That's it. – Точно.
I fully/quite agree with you – Я полностью с вами согласен.

Disagreement:

I can't say I agree with you / I can't agree with you – Не могу сказать, что согласен с вами / Не могу с вами согласиться.
Nothing of the kind – Ничего подобного!
On the contrary – Наоборот!
Just the other way round – Как раз наоборот.
You are mistaken, I'm afraid – Боюсь, вы ошибаетесь.
That's where you're wrong, I am afraid – Вот в этом вы как раз и не правы.
I don't think so. – Я так не думаю.
I'm of a different opinion – Я придерживаюсь иного мнения.
It is partially so. – Это верно лишь отчасти.

1. It is wrong for men and women to live together before marriage.
2. Civil marriage has already become a normal thing.
3. It's easier to be a father than a mother.
4. A woman's place is in the home.
5. People should have more than one child.
6. Married couples who don't have children are selfish.
7. Parents should never punish their children physically.
8. Loving children will never send their elderly parents to a retirement home.
9. Children should live with their parents until they get married.
10. If a couple gets divorced, it's better for children to live with their mother.
11. It's not good for a wife to earn more than her husband.
12. It's bad for children if their parents have different races or religions.
13. It's better if adopted children don't know who their biological parents are.
14. Sometimes it's good for married couples to take separate vacations.
15. People who love each other should never be away from each other.

16. Generation gap is areal problem of our society.
17. If parents and their married children live in different communities, they don't keep in touch.
18. In in many families husband and wife usually share important decisions making.
19. The only purpose of a normal family is to provide a shelter and food.

Exercise 4. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Origin, ancestry, place you come from, family structure and occupation.
2. The role of family in our life.
3. Family structure at home and abroad: age to get married, number of children, extensive and nuclear families.
4. Family problems.

UNIT 2. WORKING DAY AND LEISURE

Part 1

The Taylors' daily routine and leisure time

Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework. He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering newspapers, magazines and other correspondence to the houses on his route. Sometimes he helps his neighbors to build something (for example, a garage) or goes swimming at the local pool.

Sara plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in

tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behavior of other children, but also to condemn her own violent behavior. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boy friends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

In their free time the family watches TV, reads newspapers, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, fit in shelves, cupboards. Not long ago Bill turned the roofspace into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

Tasks

1. Read the text for detailed understanding. Translate the 5th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Bill Taylor;
 - 2) Carol Taylor;
 - 3) Sarah;
 - 4) Peter;
 - 5) Kate.

Dialogue

Steve: Hello, Bob. Let's go and play chess.

Bob: Sorry, Steve, I can't. I'm washing up, today is my turn.

Steve: Do you mean you and your wife take turns in performing home duties?

Bob: Oh, yes. My wife feels exhausted and she desperately needs sleep. She was working all the day yesterday.

Steve: As for me, I'm free from family routine. I never tidy the rooms, wash up, clean the floor or carpets, cook or scrub out the sink. My wife does all these things.

Bob: Is she a full-time housewife?

Steve: No, she has a permanent job. She is a shop assistant at the department store.

Bob: Poor thing. And you don't help her, do you?

Steve: Yes, I do. I throw away the garbage, walk with our dog and sometimes get the laundry. You see, the duties are strictly distributed between us.

Bob: But don't you think that your wife needs more rest?

Steve: No, when you are gentler with them they become lazy.

Bob: Well, I guess our opinions on this point vary enormously. But you know there's a proverb: «Don't poke your nose into somebody's affairs».

Steve: That's all right. Come to dine with us tomorrow.

Bob: Thanks, with pleasure.

Steve: So long then.

Bob: See you tomorrow.

Tasks

1. Read the dialog for detailed understanding
2. Retell the dialog as if you were one of the participants/their wives.
3. Act out your own dialog "Talking about home duties" on the analogy.

Vocabulary

- 1) family routine – ежедневные домашние заботы
- 2) establish (to be established) – устанавливать (быть установленным)
- 3) similar – одинаковый (Syn. – the same)
- 4) an early-riser – «ранняя пташка»
- 5) to take turns in doing smth – делать что-либо по очереди
- 6) to feel exhausted (to be squeezed as an orange) – чувствовать себя истощенным (быть выжатым как лимон)
- 7) to include (to contain, to consist of) – включать в себя (содержать, состоять из)
- 8) to make (to have) an appointment with – назначать встречу (встречаться)
- 9) to work out – разрабатывать
- 10) to reduce – уменьшать (снижать)
- 11) a workshop – семинар/практическое занятие/мастер-класс/симпозиум
- 12) leisure time (free time, spare time) – досуг (свободное время)
- 13) to play the cello (the violin, the flute) – играть на виолончели (скрипке, флейте); to play basketball, football etc. – играть в баскетбол, футбол ...)
- 14) local – местный
- 15) amateur – любительский (Ant. – professional – профессиональный)
- 16) to be in a rush (Syn. – to be in a hurry, to hurry) – спешить. Hurry up! – поторопись

- 17) to get smth done – сделать что-либо
- 18) to scrub out the sink – чистить раковину на кухне
- 19) to scoop the rubbish into the bucket – собирать мусор в ведро
- 20) a dustbin – (мусорный контейнер)
- 21) to shop (to go shopping) – делать покупки
- 22) relationship – взаимоотношения
- 23) to suffer from – страдать от
- 24) to grow up – расти
- 25) conditions – условия
- 26) to vary enormously – сильно различаться
- 27) to fit for (to fit smb, to fit in smth) – подходить для (подходить по фигуре (об одежде), вмещать, встраивать)
- 28) a wash-basin – раковина в ванной
- 29) nervous break-down (to break down) – нервный срыв (расстраиваться)
- 30) to distribute the duties (to be distributed) – распределять обязанности (распределяться)
- 31) to tidy the rooms – прибирать в комнатах
- 32) to wash up (to wash the dishes, to get the dishes, to do the dishes) – мыть посуду
- 33) to wipe the dust – вытирать пыль
- 34) to get the things into order – приводить вещи в порядок
- 35) to empty the bin (to throw away the garbage) – выносить мусор
- 36) senior (Ant. – junior) – старший (младший)
- 37) to attend – посещать
- 38) to do very good at school – хорошо учиться в школе
- 39) to tend to be (to do smth) – быть склонным к чему-либо (делать что-либо)
- 40) to rush through smth – бегло просматривать что-либо
- 41) to be fed up with (to be sick and tired of) smth – быть сытым по горло чем-либо (устать от чего-либо)
- 42) to deliver to – доставлять куда-либо
- 43) route – маршрут
- 44) neighbour – сосед
- 45) particularly – особенно
- 46) to find oneself in tears – плакать
- 47) to keep doing smth – продолжать делать что-либо
- 48) to be bullied by – подвергаться нападению (to bully – задираться)
- 49) to hit smb – бить кого-либо

- 50) to protect smb from the cruel behavior of smb – защищать кого-либо от грубого поведения кого-либо
- 51) to condemn (to disapprove) – осуждать (Ant. – to approve – одобрять)
- 52) violent behaviour – резкое поведение
- 53) to explore notorious spots – исследовать места, пользующиеся дурной славой (notorious – известный с плохой стороны)
- 54) nuclear weapons – ядерное оружие
- 55) to destroy rainforests – уничтожать тропические леса
- 56) to argue with smb – спорить с кем-либо
- 57) exclusively – исключительно
- 58) to turn into – превращать в
- 59) needle work – шитье
- 60) to sew – шить
- 61) cushions – подушки
- 62) to knit – вязать

Conversational formulas

- 1. Don't poke your nose into other people's affairs! – Не суй свой нос в чужие дела!
- 2. Mind your own business! /It's none of my (your etc) business – Не лезь не в свое дело! / Это не мое (твое и т.д.) дело
- 3. Be concerned in the privacy of your own apartment! – Занимайся своим делом!
- 4. I don't care. – Мне все равно. Who cares! – Какая разница!
- 5. Just the other way round (around). – Совсем наоборот.
- 6. On the contrary... – напротив ...
- 7. To make a long story short... – короче говоря ...
- 8. It's a different story. – Это совсем другое дело.

Reading Comprehension and Vocabulary Exercises

Exercise 1. *Give the English for:*

- 1) каждодневные домашние заботы; 2) ранняя пташка; 3) делать что-либо по очереди; 4) чувствовать себя истощенным; 5) сильно нуждаться во сне; 6) чистить раковину; 7) сильно различаться; 8) быть сытым по горло; 9) осуждать жестокое поведение; 10) быть сконцентрированным на шитье.

Exercise 2. Give the Russian for:

1) to be squeezed as an orange; 2) to work out; 3) to get the housework done; 4) to scoop the rubbish; 5) dustbin; 6) to rush through the homework; 7) to find oneself in tears; 8) to keep telling; 9) to be bullied by other children; 10) notorious spots

Exercise 3. Make up sentences, matching the columns:

1. They	to vary enormously	in an amateur orchestra
2. Bill and Carol	to be distributed	at the school orchestra
3. Living conditions	to feel exhausted	at school
4. The duties	to be fed up with	towards the end of the day
5. Sarah and Kate	to take turns	between the children
6. Peter	to play the flute	in Britain and Russia
7. Bill	to spend many hours	about politics
8. Sarah	to argue a lot	In getting up at night
9. Kate	to do very good	Talking to Kate's teachers
10. The parents	to play the cello	Exams and schoolwork
11. Kate and her friends	to baby-sit	Always in a rush
12. Senior children	to travel a lot	Notorious spots of London
13. Carol	to explore	For junior ones
14. The family	to be	On holidays

Exercise 4. Answer the questions to the text:

1. Is daily routine different in the majority of families?
2. Only Carol had to get up at night to look after the children, didn't she?
3. What were Bill's responsibilities about his job?
4. When did Carol return to work?
5. The children do not do any duties about the house, do they?
6. Does Sarah play the flute or the cello?
7. Who had discipline problems at school?
8. Who enjoys needle work in the family?

Exercise 5. Ask questions to match the following answers. Think of all possible variants:

1. A:...?

- B: No, I don't. On weekends at 8 a.m. – an hour later.
2. A: ...?
B: No, she is not. She wakes up quite late.
3. A: ...?
B: All the home duties. He's a home-maker and I work the whole week.
4. A: ...?
B: No they aren't. Everybody does something about the house when they have time.
5. A: ...?
B: These conditions are the same.
6. A: ...?
B: No, he is fed up with all this.
7. A: ...?
B: She did. She was very aggressive to other schoolchildren.
8. A: ...?
B: No. He enjoys doing laundry more.
9. A: ...?
B: Very late. She was at the demonstration against the war in Iraq.
10. A: ...?
B: He was. And the parents condemned his violent behavior.

Exercise 6. *Insert prepositions where necessary:*

1. We take turns ... washing up.
2. My friend plays ... the piano very well.
3. The mother is looking ... her children almost the whole day.
4. They desperately needed ... sleep.
5. The boss is worried ... his business.
6. I am suffering ... terrible headache.
7. Carol returned ... her work.
8. The apartment doesn't fit ... human beings.
9. The atmosphere ... my workplace is very pressing.
10. They didn't like to tidy ... the rooms.
11. Who baby-sits ... your brother?
12. My neighbour does very well ... the University, just the other way round ... me.
13. Just a minute, I am rushing ... my homework.
14. Jack was fed ... his wife.
15. The postman delivers newspapers ... houses.
16. The parents protected their daughter ... the cruel behavior ... her schoolmates.

17. Why were they exploring notorious spots ... New York?
18. The father fitted ... two new shelves yesterday.
19. Very soon the baby turned ... a lovely little girl.
20. I like to swim ... the local pool.

Exercise 7. *Paraphrase the following sentences:*

1. The work about the house is established in the same way in many countries.
2. They changed each other in washing up.
3. Towards the end of the day I am squeezed as an orange.
4. I need sleep very much.
5. He went to buy some things.
6. Do you enjoy sewing?
7. They feel bad because of the flue.
8. Their characters differ greatly.
9. Children perform different duties.
10. Older children help the younger ones.
11. Did you empty the bin?
12. Which school do they go to?
13. How do you spend your free time?
14. He quickly looks through the newspaper in the morning.
15. I am sick and tired of you.
16. The person next door didn't hear anything.
17. She cries very often.
18. He continued arguing with his parents.
19. She was attacked by other children at school.
20. I disapprove your behavior.
21. She was always in a hurry.

Exercise 8. *Find the opposites:*

1. She often laughed.
2. They get up very late.
3. The living conditions in Britain and Russia are very similar.
4. I play in a professional football team.
5. They were very bad pupils.
6. Your creative work is over.
7. I like my lessons and exams.
8. He did his homework very carefully.
9. Other children did not hurt her.

10. He approved her violent behavior.
11. She is very gentle to her children.
12. Why are you so slow!
13. He was very brave.
14. They missed all workshops.
15. She always agrees with her parents.

Exercise 9. *Insert the words from the vocabulary:*

1. There is a large desert in Africa because in past people
2. My granny ... a beautiful sweater for my previous birthday.
3. Can you ...? – No, I can't. I buy all my clothes and linen in a department store.
4. Go to places that are safe and don't ... of our city.
5. The furniture is dirty. ..., please.
6. You'd better not discuss this matter by phone. ... with the manager.
7. The wall is empty. I think it would be nice to ... some shelves.
8. What is he doing in the kitchen? – He It is terribly dirty.
9. What is she going to do with the broom? – She is going to
10. Can ordinary people buy such a thing? – No, it is ... for the rich.
11. What happened? – Somebody ... me on the head when I was going home.
12. I want to take a nap. Are there any ...?
13. Don't be so aggressive. People condemn
14. In spite of all failures you must ... crying.

Exercise 10. *Translate into English:*

1. Я сыт по горло своими повседневными заботами.
2. Они не встают рано.
3. Как вы обычно устанавливаете новые правила?
4. Вы убирали в комнате по очереди?
5. К концу дня они не чувствуют себя истощенными.
6. Сейчас он разрабатывает новую компьютерную программу.
7. Когда Вы назначили встречу с клиентом?
8. В прошлом году он играл на скрипке в местном любительском оркестре.
9. Прости, я очень спешу.
10. Она очень нуждается во сне.
11. Что ты делал вчера в 11? — Я делал покупки.
12. Она страдает от головной боли, не так ли?
13. Она почистила раковину, собрала мусор в ведро и вынесла его в мусорный контейнер.

14. Мэри, ты убираешь в комнате или читаешь?
15. Ты нянчился со своей сестрой, когда она была маленькой?
16. Он имел склонность много есть.
17. Я не люблю мороженое, особенно в холодную погоду.
18. Кэрол часто плачет.
19. Она продолжала спорить.
20. Я осуждаю ваше резкое поведение.
21. Он редко защищал ее от грубого поведения других детей.
22. Члены организации «Гринпис» протестуют против уничтожения тропических лесов.
23. Родители превращают его в эгоиста.
24. Иногда она шьет занавески или вяжет.

Part 2

British leisure

How do British people spend their time when they are not actually working? Leisure time of British people isn't very much organised. They might for instance watch TV. Television is the most popular entertainment in many countries. Statistics says that we spend an average of 25 hours a week watching it or at least keeping it switched on. Theatre, opera and ballet, sorry to say, are almost exclusively the pleasures of the educated middle class. The author of the book «Understanding Britain» Caren Hewitt is convinced that people who are deprived of the great works of art suffer a diminishment of spirit no matter whether they are intellectuals, blue-collar or white collar and so forth.

Private leisure is characterised by the national enthusiasm for gardening. About 44% of the population claim to spend time gardening. In fact they don't need to grow vegetables, but home grown fruit and vegetables taste much better than those in shops, which have been grown commercially. They also grow flowers and have a passion for lawns of grass, which stay green throughout the year.

The other popular home-based activity is «D-I-Y» or «Do-It-Yourself». It means improvement of one's home by decorating, making furniture, fitting in shelves, cupboards, etc. There are excellent stores (such as hardware stores), which supply the materials and tools, and books with detailed advice are everywhere on sale. Women more concentrate on needlework – sewing curtains and cushions as well as clothes. About half the women in the country spend time on needlework or knitting.

It is extremely difficult to decide how important books are for in the lives of the British citizens. There are well-stocked shops and a good public library service.

Books are available, brightly coloured, cheerfully designed – and expensive. However there is an unquestionable loss when the attractions of television and videos have reduced the enthusiasm for reading, which is for many people just glancing at a newspaper. And no wonder! TV dramas and documentaries, cultural and scientific programmes and coverage of the world's news are excellent in general, by world standards. And of course, there is a lighter entertainment – games, family comedies, celebrity shows, soap operas and so on.

Music is another way of spending time. People listen to pop and rock music on the radio, on records and tapes, at home and in public places. Music magazines persuade teenagers to buy new and new records with the only purpose to make money. That is why cultivating an individual taste becomes very difficult, and cultivating a serious musical taste is extremely difficult. People often keep on spending money to catch up with what is popular. Some people are interested in music making and might play in amateur or professional orchestras or sing in choirs.

Some words should be said about holidays. Summer holidays is the time to spend as a couple or a family. It may just be like visiting friends, or hiring a caravan on the seashore, or camping. You can walk, explore mountains and streams, and take picnics on boating expeditions on lakes, and visit castles, caves and historic sites.

This is the way the majority spends their time. Of course, there are minorities. They may join various clubs, or just relax each evening in pubs drinking, or do something else. People are free in their choice as they should be. It may be good or bad, but the reality is like this and you know, there are people and people.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 2-3, 5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) a British person.

Dialogue A. Going out

Mark: Hello, Julia. Would you like to go to the movies tonight?

Julia: Why not. And what's on?

Mark: A historical film «The First Knight». They say the film is worth seeing. It's praised to the sky by critics. The publicity is really good.

Julia: How wonderful! Is it a screen version of a novel? I enjoy screen versions of historical novels.

Mark: Unfortunately not. But the playwright did a very good job. The cast is brilliant: Sean O'Connery, Richard Gere and Julia Ormond are starring.

Julia: Oh, they are my favourite actors! And who is the producer?

Mark: What a shame! I'm not sure.

Julia: Never mind. Let's go and book tickets.

Mark: Yes, we should do it in advance for the film has been on for a fortnight already, but each time the house is sold out.

Julia: Oh, Mark, I'm so anxious to see this film.

Mark: No doubt, you'll be carried away by it, if you enjoy historical films.

Task

Read the dialogue for detailed understanding.

Retell the dialogue, as if you were one of the participants.

Act out your own dialogue "Going to the movies" on the analogy.

Dialogue B. Invitation for barbecuing

John: Hello, Steve, hello, Margo. How are you today?

Margo: Hi, John. We are fine as usual.

John: Planning anything special this weekend?

Margo: Actually not.

John: What would you say to barbecuing together?

Steve: It's so nice of you to invite us. We've never barbecued; it'll be so exciting!

John: Are your children going to join us?

Margo: I wish they could, but they are still camping in Michigan.

Steve: You know, there are good camping sites there. And quite civilised: showers, toilets and even a shop are available.

John: Oh, yes. They have a lot of summer activity in Michigan. Many people take in sun and swim there.

Margo: Certainly, it will do our children a lot of good.

Steve: What are we to take with us?

John: Nothing special. Just a couple of blankets and towels and tea or coffee in order not to be thirsty. Annie and I will take care of all the rest.

Steve: What time are we starting?

John: About 10 a. m. on Sunday. Is it all right with you?

Margo: It's fine.

John: Then we'll come to pick you up at 10. You're sure to have a lot of fun. Everything is so tasty when you're out of town.

Steve: Thanks again. We appreciate it so much.

John: My pleasure.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog "Going out of town" on the analogy.

Vocabulary

- 1) leisure – свободное время
- 2) to convince smb of smth (Syn. to persuade, to assure, to be convinced) – убедить (убедиться, быть убежденным)
- 3) to deprive smb of smth (to be deprived of smth) – лишить (быть лишенным)
- 4) to suffer diminishment of spirit — страдать от плохого настроения
- 5) blue-collar (white-collar) – «синие воротнички», (люди, занятые физическим трудом), «белые воротнички», (люди, занятые умственным трудом)
- 6) to claim – заявлять
- 7) a taste – вкус
- 8) to have a passion for – иметь страсть к чему-либо
- 9) hardware stores – магазины, продающие строительные и другие материалы
- 10) «Do It Yourself» stores – магазины «Сделай сам»
- 11) to supply (a supply of) – поставлять, снабжать (поступление)
- 12) to be on (for) sale – быть в продаже
- 13) a loss – ущерб
- 14) an attraction (to attract, attractive) – привлекательность (привлекать, привлекательный)
- 15) to reduce (Syn. decrease, Ant. increase) – снижать, уменьшать
- 16) to glance at – взгляд на
- 17) to hire – нанимать
- 18) to explore – обследовать
- 19) a stream – поток, ручей
- 20) a castle – замок
- 21) a cave – пещера
- 22) majority (Ant. minority) – большинство (ант. меньшинство)
- 23) various (Syn. different) – различный, разный
- 24) to relax – расслабляться, отдыхать

- 25) a pub – «паб», кабачок, пивная
- 26) a knight – рыцарь
- 27) to be praised to the skies – быть расхваленным до небес, сверх меры
- 28) publicity (Syn. advertising) – реклама
- 29) a screen version – экранизация
- 30) a playwright – сценарист
- 31) a cast – труппа
- 32) to star (n. – a star) (Syn. to play the leading role (part) – играть главную роль, быть звездой (звезда)
- 33) to book tickets in advance (beforehand, ahead of time) – покупать билеты заранее
- 34) a fortnight – две недели
- 35) The house is sold out – Все билеты проданы, аншлаг
- 36) to be anxious to do smth / for smth (Syn. to be eager to do smth) – страстно желать что-либо сделать
- 37) to be carried away by (Syn. to be swept away by) – быть захваченным, увлеченным
- 38) to barbecue — выезжать «на шашлыки», барбекью
- 39) to camp (camping, camping sites) – останавливаться лагерем/ездить на отдых с палатками
- 40) to take in sun and swim (Syn. to lie in the sun (to get a tan) and bathe – загорать и купаться
- 41) to do smb a lot of good (Ant. to do smb harm (adj. – harmful) – приносит пользу (ант. приносить вред, вредоносный, вредный)
- 42) a blanket – одеяло
- 43) thirsty – испытывающий жажду
- 44) to pick smb up (Syn. to give smb a lift) – подвезти кого-либо
- 45) to switch on (Syn. to turn on, Ant. to switch (turn) off) – включить (ант. выключить)
- 46) multitasking (multitasker) – выполнение нескольких дел одновременно (человек, который может делать несколько дел сразу)
- 47) to be accustomed to smth / doing smth, to be used to smth / doing smth – привыкнуть что-либо делать
- 48) to be engaged in smth / doing smth (Syn. to indulge in smth / doing smth) – заниматься чем-либо

Conversational formulas

1. There are people and people / There are tastes and tastes / Tastes differ. — О вкусах не спорят. На вкус и цвет товарища нет.
2. What a shame! - Какой стыд!
3. What a pity — Как жаль!
4. I appreciate it. – Я благодарен, ценю это.
5. My pleasure – мне приятно было это сделать (ответ на выражение благодарности)
6. It was nothing — не за что (ответ на выражение благодарности)
7. You're welcome – Пожалуйста!
8. Not at all!

Reading comprehension and vocabulary exercises

Exercise 1. *Find the English for:*

- 1) не очень хорошо организован; 2) самое популярное развлечение; 3) в среднем 25 часов в неделю у телевизора; 4) или, по крайней мере, держим его включенным; 5) неважно, кто он, интеллектуал или «синий воротничек»; 6) овощи и фрукты, выращенные в домашних условиях; 7) около половины женщин страны; 8) очень трудно решить; 9) доступны и красиво оформлены; 10) бесспорная потеря; 11) способ проводить время; 12) с одной только целью – сделать деньги; 13) люди часто тратят деньги на то, что популярно; 14) любительские и профессиональные оркестры; 15) что-то вроде посещения друзей; 16) реальность такова.

Exercise 2. *Find the Russian for:*

- 1) statistics says; 2) are almost exclusively the pleasures of educated middle class; 3) people who are deprived of the great works of art; 4) about 44 % of the population claim to spend their time; 5) which have been grown commercially; 6) spend time on needlework or knitting; 7) well-stocked shops; 8) cheerfully designed; 9) there is an unquestionable loss; 10) coverage of the world's news; 11) cultivating serious musical taste; 12) to catch up with what is popular; 13) hiring a caravan on the seashore; 14) take picnics on boating expeditions on lakes.

Exercise 3. *Answer the questions to the text:*

1. Is leisure time of British people very much organized?
2. What is the most popular entertainment in Great Britain and other countries of the world?

3. Are theatre, opera and ballet available for all people?
4. What is the British national enthusiasm?
5. Why do British people grow vegetables and fruit?
6. What do British people have passion for?
7. What does "do-it-yourself" activity mean?
8. What are women's activities in Great Britain?
9. Is music a perfect activity to spend one's free time?
10. What music do people listen to?
11. Is it difficult to cultivate individual taste in music and why?
12. Do people always spend their money to buy what they like?
13. Concerning one's leisure time summer is a boring season, isn't it?
14. Are people free in their choice?

Exercise 4. Ask questions to match the following answers. Think of all possible variants:

1. A: ...?
B: Unfortunately they don't. These are the pleasures of educated middle class.
2. A: ...?
B: I'd rather go to the movies.
3. A: ...?
B: Yes, I think so. It happens because they are deprived of great works of art.
4. A: ...?
B: I think, national enthusiasm for gardening.
5. A: ...?
B: No, we needn't but they are much better than ones grown commercially.
6. A: ...?
B: It's a home based activity which includes making furniture and so on.
7. A: ...?
B: Mostly women. They enjoy needle work very much.
8. A: ...?
B: Hard to say. I think it's happening because of TV and videos.
9. A: ...?
B: Scientific programs mostly.
10. A: ...?
B: My father does. But mother is a professional musician.
11. A: ...?
B: Not only. We enjoy visiting historic sites as well.

12. A: ...?

B: No. This is an entertainment for minorities.

13. A: ...?

B: Yes, he is. Like most modern kids he does several things at one time.

Exercise 5. Paraphrase using the active vocabulary:

1. How do you spend your free time? 2. I can't convince her to go on a picnic with us. 3. She enjoys reading. 4. There were different works of art presented there. 5. We employ 15 people. 6. They're still studying the cave. 7. Who's playing a leading part in this film? 8. We needn't book tickets in advance. 9. They wanted to drink very much. 10. Will you give me a lift? My car is being repaired. 11. He is engaged in sports. 12. She is not used to getting up early.

Exercise 6. Find the opposites:

1. People are in good mood because of it. 2. We have the opportunity to see the great works of art. 3. The number of people who read much is increasing. 4. Ever morning she carefully looks at newspapers. 5. These are pleasures for majority. 6. Every Saturday they work hard in night clubs. 7. I don't want to see this movie. 8. He was bored by the book. 9. It'll do you a lot of good. 10. I'm tired! Turn the TV off.

Exercise 7. Insert prepositions where necessary:

1. The reality of our time is that leisure time ... of the people is not very much organized.
2. It is an open secret that television is the most popular entertainment ... many countries.
3. People spend an average ... 25 hours ... a week watching it or, ... least, keeping it switched
4. Theatre, opera and ballet are the pleasures ... the rich.
5. Psychologists are convinced ... that people, who are deprived ... the great works
- 6... art, suffer ... a diminishment ... spirit.
7. About 44% ... the population ... Great Britain claim to spend time ... gardening.
8. Englishmen have a passion ... lawns ... grass.
9. Women concentrate ... needlework.
10. Books are very important ... the lives ... people ... many countries.
11. Attractions ... television have reduced the enthusiasm ... reading.
12. ... many people reading is like just glancing ... a newspaper.
13. In general, TV programmes are excellent ... world standards.

14. Music is an excellent way ... spending time.
15. People listen ... different music, according ... their tastes.
16. We can listen ... the music ... radio, ... records, ... tapes, ... home and ... public places.
17. People often keep ... spending money to catch ... what is popular.
18. If you are a good musician, you can play ... a professional orchestra.
19. People are free ... their choice.

Exercise 9. *Insert the words from the vocabulary:*

1. He dropped in at a ... to have a pint of beer.
2. She is always busy having almost no
3. Look at this ...! It was built by a very famous architect.
4. I'm May I have a glass of water?
5. This movie is a ... of a very famous novel.
6. I've been busy the whole week. Now I want to
7. People who work at factories and plants are called
8. Are there any good actors playing in this movie? – Sure. The whole ... is excellent.
9. They go to the seaside every summer in order to
10. Is one week enough for your? – Not, actually. It will take me a ... to get this work done.
11. My car is broken. – Don't worry! I'll ... on my way to work.
12. I want to buy the latest of Steven King's book. – Unfortunately it is not ... yet.
13. Did the critics like the new movie? – Even more than that. They
14. We're going to go camping. – It will be rather cold. Take a couple of ... with you.
15. You must see this movies! Your favourite actress ... there.
16. There are too many tourists this summer. We must ... more people to serve them.
17. What does she do? – She ... selling clothes.
18. Do all British people go to the theater? -- Actually not. Many of the British ... this pleasure.
19. How can I ... him? He doesn't want to listen to any of my arguments.
20. I ... to go to Greece. I've been dreaming about it all my life.

Exercise 10. *Translate into English:*

1. Они убедили меня пойти на экранизацию романа «Война и мир».
2. Мне просто необходимо упорядочить свой досуг.

3. В детстве Том был лишен красивых игрушек.
4. Моя страсть – коллекционирование марок. К сожалению, сейчас очень трудно приобрести хорошие марки, потому что они не всегда в продаже.
5. По статистике каждый второй подросток страдает от плохого настроения.
6. Вы были у Браунов? – Да. На их дом приятно посмотреть! Везде газоны с травой и цветы. – Вы правы. У них страсть к садоводству.
7. Зачем вы выращиваете овощи, ведь их можно купить в любом магазине? – Да, но домашние овощи вкуснее, чем те, которые выращены из коммерческих соображений.
8. У меня есть отличный набор инструментов для изготовления мебели. Давай займемся улучшением нашего дома.
9. Большинство людей проводит свой досуг, сидя у телевизора.
10. В наше время музыкальные компании убеждают людей покупать новые записи.
11. Сейчас появилось очень много детских книг. Все они ярко раскрашены и, к сожалению, дороги.
12. Привлекательность телевидения бесспорна. Телевизионные культурные, научные программы, документальные фильмы познавательны и соответствуют мировым стандартам.
13. Ты свободен в своем выборе и можешь хоть каждый вечер отдыхать в клубах, попивая пиво и так далее, но каждое утро ровно в восемь ты должен быть в офисе.
14. Ты знаешь, о вкусах не спорят. Я, например, предпочитаю театр опере и балету, но, к сожалению, сейчас для меня это недоступно. Театр, опера и балет – в основном удовольствие для богачей.
15. За завтраком я привык бегло просматривать финансовые газеты. Я банкир, и это правило уменьшает риск потерять деньги.
16. Необходимо сказать несколько слов о вреде телевидения. По статистике, каждый человек проводит около 25 часов в неделю у телевизора или, по крайней мере, держит его включенным. Это плохо влияет на зрение.
17. В Москве очень много любительских и профессиональных оркестров.
18. Я провела две недели в Британии. Мне очень понравилось посещать старинные замки и пещеры.
19. К сожалению меньшинство проводят свободное время посещая театры, оперу, балет.
20. Если погода будет хорошей, мы выедем на шашлыки или поедем отдыхать с палатками. Весь день мы будем загорать и купаться.

Communicative Exercises to Part 1

Exercise 1. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

1. It is much better for a person to get up early and go to bed early.
2. Women perform much more duties than men do.
3. There are some home duties that men should not do.
4. There are some home duties that women should not do.
5. Children should start performing home duties not earlier than from the age of twelve.
6. It is absolutely necessary to distribute home duties very strictly.
7. There should be no strict distribution of home duties. Family members should take turns in doing the housework.
8. Senior children hate baby-sitting for junior ones.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Your home duties.
2. Home duties that you enjoy and the ones that you hate.
3. Home duties of men and women.
4. Differences of a daily routine of a British (American) person and a Russian one.

Exercise 3. *Speak on:*

1. Your daily routine.
2. Problems of distributing home duties between the members of the family.
3. Working day of a woman/man.
4. The ideal model of distributing and performing home duties in a family.

Communicative exercises to Part 2

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Leisure time of British people is very much organized
2. Television is not very popular in England.
3. Private leisure is characterized by the national enthusiasm for gardening.
4. They need to grow vegetables because it's impossible to buy them.
5. "D-I-Y" activity is not very popular.
6. Television has reduced enthusiasm for reading.

7. Books are well-designed, brightly coloured and expensive.
8. Music magazines persuade teenagers to buy new and new records with the purpose to develop individual taste.
9. People buy records which they like.
10. People are free in their choice. It concerns their leisure time as well.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favourite movies
2. Widespread and rare ways of spending leisure time.
3. Differences between Russian and British ways of spending free time.

Exercise 3. *Speak on:*

1. Leisure in Russia and Britain.
2. Television, movies, theater and books as popular entertainments.
3. Your favourite ways of spending free time.

UNIT 3. EDUCATION IN THE UK

Part 1

School education

British education is in a state of crisis. In the nineteen sixties there was the great educational debate about grammar-and-secondary-modern schools versus comprehensive schools. Today the issues are different. The following description is of the present system in England and Wales – arrangements in Scotland are not quite the same and there are variations in Northern Ireland. In all parts of the UK, although laws govern the ages at which our children must attend school (5-16), and the hours that they must work during the year, the organisation of education is the responsibility of each local authority.

The government passed laws to ensure that all children spent a high proportion of their time on a group of ‘core subjects’ – English, mathematics, science, and in the secondary schools, a foreign language. Problems arise when teachers or local authorities argue that other subjects should be given more time because they also are important. How do you squeeze into a timetable history and geography, other sciences (a choice of physics, biology, chemistry instead of a general science course), art, another foreign language, music, practical subjects like woodwork or needlework, may be Latin, even Greek, P.E. (physical education), religious studies, courses for personal development, economics, politics, commercial subjects? The local government argues for the variety but the central government is concerned that all children should have a proper basic education.

The vast majority of children, including those from professional and business homes (about 93%), attend state schools. The other 7% attend private schools, sometimes called ‘independent’ schools. A minority of these private schools are boarding schools where children live as well as study. Less than 3% of children are boarders. Private schools are very expensive.

For the first two years of schooling children are expected to learn to read and write, to do simple sums, to learn basic practical and social skills, and find out about the world through stories, drama, music, crafts and through physical exercise. Children are more encouraged to do and make things themselves than in the kindergarten. For children up to 12 class teacher is still the central figure teaching many basic lessons. But increasingly there is more emphasis on subjects with subject teachers.

Classrooms are often informal in arrangement. In the course of studying a practical topic children move fairly freely and do not sit in rows listening to a

teacher in front of the blackboard. Thus children can follow their own inclinations. Clever children flourish in either type of class, and slow children will find both difficult, though they will probably enjoy the more active informal teaching. Formal teaching gives solidly based skills, informal teaching encourages to ask questions and understand relationships.

At about 11 or 12 children move to the 'big' school, usually a comprehensive school accepting all the children from three or four neighbouring junior schools. Vast majority of secondary schools are comprehensive (i.e. accept children of all abilities). A few authorities practice rigid streaming sending clever children to one school and slow to another. With rigid streaming children who are at the bottom will always be at the bottom. That is why rigid streaming is considered reactionary and unfair to children who are denied opportunities for educational advancement. The most common solution is to organise children into both classes of mixed abilities and groups of similar abilities.

At 16 every pupil has to take a national examination (in 'core' subjects plus three or four or five subjects chosen from the list), called GCSE (General Certificate of Secondary Education). Options are not free choice because of timetables and demands for coherent education. Academic pupils can choose mostly academic subjects; others can concentrate on practical and technical subjects.

The examinations involve written (and sometimes practical) papers, sometimes two papers in each subject. Exams are usually marked, out of 100, and then converted into grades – may be five or seven or eight grades.

At the end of the year in which he or she reaches 16, a British pupil can leave school and go on to further training for employment. Pupils who want to enter the University can stay at school (17-18) and take a variety of further courses. The most important is the 'A-level' which is usually intensively studied in three subjects.

'A-levels' are also marked nationally (and there is no personal appeal against the grades). Grades are crucial, because the university and politechnic places are awarded on the basis of A-level grades. Bad A-levels can change your life!

Such system is convenient for the universities, but is it fair on the pupils to be forced to specialise so soon? Some people want a broader education; others support the present 'deep' education.

Tasks

1. Read the text for detailed understanding. Translate the 2nd and the 6th paragraphs the text.

2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) a rigid streaming supporter;
 - 2) a supporter of classes with mixed abilities;
 - 3) a parent;
 - 4) a federal authority;
 - 5) a local authority.

Part 2

University education

All British universities and polytechnics are state institutions. Entry is by academic merit, and those who win places get their fees paid and are also paid a grant (stipend). Students enter university at 18 or 19. Most of them complete their degrees in three years, a few in four years. A degree is awarded on the basis of examination, and sometimes a course work. Afterwards a minority competes for places to do graduate research work; the rest go out into the world to look for jobs. Polytechnics also provide degree courses; and those who do not reach university or polytechnic, there are all sorts of lower courses and qualifications by studying part-time at local colleges.

One of the major debates at university level is about assessment, which requires university lecturers to reconsider what is actually taught. British education has traditionally been directed towards academically clever children. Emphasis has therefore been made on memory, on clear expression of arguments, on intelligent selecting of evidence and reaching conclusions – not just a memory test, but a test of knowledge and rational judgment. The same process happens in universities, where a degree used to be awarded on the basis of many examination papers taken at the end of the course.

Since the seventies, step by step, teachers have been introducing ‘continuous assessment’ on the basis of course work – that is the work which a student does during a course. Most of this will be written, but some will be oral. In many universities students follow a syllabus in which course work is marked as well as exam papers. The question is whether degree courses should depend wholly upon examinations or weekly or fortnightly essays should also be taken into account. If yes, there is much more opportunity for selecting ‘optional short courses’ which together make up a degree.

Some university lecturers are delighted at the freedom to build ‘mixed’ courses, while others worry that students will have no coherent body of knowledge but just a mixture of bits and pieces for their degree.

Students learn quickly which lecturers are generous with their marks, which ones are harsh; and not surprisingly they join the courses where they can expect to get good marks even if they prefer the other topics or teachers. Results are crucial! Such a situation tempts teachers into academic corruption. It can be avoided if anonymous examination papers are marked. However, many university lecturers and school teachers feel that continuous assessment and assessment of course work are fairer ways of judging a student than end-of-year exams.

Russian students are fluent at talking because the emphasis is made on oral work. Oral examination and oral tests are unknown in British universities, so while making an oral response many English adults hesitate and stumble.

Teachers often try to distinguish between 'effort' and 'achievement'. There are ways to reward hard working but not successful students and challenge the bone-idle boy or girl who can get good marks without effort.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) a British university teacher;
 - 2) a Russian university teacher;
 - 3) a Russian student;
 - 4) a British student.

Dialogue A

Mary: Today is a very special workshop. There is no text to read or listen to, no exercises to do. You may ask me all sorts of questions, if you have any.

Student A: Do English students take examinations every term?

Mary: No, they don't. They do exams — they are called «finals» in their last term at the University.

Student B: Only once? Then they can enjoy life in the first years.

Mary: They have a lot of work to do. They attend lectures, seminars and tutorials and write essays. Technical students do a lot of work in the lab. And then they take class exams every year about May, but these are not public exams.

Student A: We do class exams every other week. That is not difficult.

Student C: What is a tutorial?

Mary: In a tutorial a teacher discusses individual work with a student. The teacher is called a tutor. He reports to the Head of the Department, so the professor knows everything about the students.

Student B: What do they do in a seminar?

Mary: Discuss things.

Student A: Do all students live in the halls of residence?

Mary: Most first year students do. Others rent a flat or a bedsitter in town.

Student C: Where do married students live?

Mary: Married students? They do not normally marry while at the University. They wait till they get a job and can support a family.

Student C: Do English students receive grants?

Mary: It depends on their parents' income.

Student A: Are there any clubs?

Mary: A lot of them. The Students' Union organises social, sporting and cultural activities.

Student B: What is the latest dance in England now?

Mary: I'm afraid I don't know.

Student C: What do you think of the «Police»?

Mary: Do you mean demonstrations and all that?

Student C: No, I mean the pop group.

Mary: Ah, that «Police» group. Personally I don't like them. But I have a suggestion. What about having a party - a music party in the English club. We may listen to my tapes or your records and have a nice talk.

Students: That's a great idea. When?

Tasks

1. Read the dialogue for detailed understanding.
2. Retell the dialogue, as if you were one of the participants.
3. Act out your own dialogue "Discussing University studies" on the analogy.

Dialogue B

Henry Robinson is twenty-two and he is in his final year at Cambridge. Liz Robinson is twenty and is at a redbrick university in a northern industrial city. Patricia, who is nineteen, has just started at one of the new universities.

Pat: We live in halls of residence around the main university building. We are a real community. We've got comfortable common rooms and bars. We arrange

dances and parties. We've got clubs, theatre groups, choirs and so on. And we've got an orchestra. I play the drums in it.

Liz: We've got bars and common rooms and clubs too. But I hate to live in the sort of closed community you live in, Pat. Two other girls and I rent a house in the middle of the city, about ten minutes walk from the university. The district is poor and the house is falling to pieces.

Henry: I couldn't work in a place like yours.

Pat: Nor could I.

Liz: You're a couple of snobs. We live among real people, who treat us as a real people. We prefer to be independent. It's nice to belong to the city and to do things outside the university.

Henry: What sort of things do you do outside the university?

Liz: Well, there's a group of us who go and help in a home for handicapped children. And I sing in the city Bach choir. We get on well with the local people — not like Henry and the people in Cambridge.

Henry: Oh, most of us get on very well with the local people. Cambridge isn't a big place.

Liz: So you're sorry you chose Cambridge?

Henry: No, I'm reading chemistry and Cambridge is one of the best universities for any science subject. Besides, Cambridge, like Oxford, has got a special atmosphere.

Pat: I chose my university because of its progressive ideas on education and its broader and more varied courses. Many of the new universities are experimenting with new subjects. And besides I am fond of this «seminar» system which is common in the new universities. It works, because we get on well with the professors and lecturers. Some of them aren't much older than we; and they don't mind at all, if we disagree with them.

Liz: You're lucky. We have classes, but we hardly ever ask questions or discuss anything. The profs don't seem to be able to do anything but lecture. Besides, the course itself is out of date. It hasn't changed for twenty years.

Henry: Just so the professors and lecturers are more interested in their own research than in helping students in their studies. However, we attend lectures given by some of the most brilliant scholars in the country. I go to classes as well as to lectures, but most important person in my academic life is my tutor. I enjoy my weekly tutorials.

Tasks

1. Read the dialogue for detailed understanding.

2. Retell the dialogue, as if you are one of the participants.
3. Act out your own dialogues: a) “Living conditions at the University, b) “My extracurricular activities”.

Vocabulary

- 1) a nursery (primary, secondary, grammar, technical, secondary modern, comprehensive, boarding) school – младшая школа/детсад (начальная, средняя, средняя классическая, техническая, средняя современная, школа для детей с разными способностями, школа-интернат)
- 2) attend, ~ school/classes – ходить в школу/посещать учебное заведение, посещать/ходить на занятия
- 3) authority/authorities – власть/сила, власти/представители власти
- 4) to pass laws – принимать законы
- 5) compulsory – обязательный
- 6) core subjects – основные/базовые предметы
- 7) to be concerned with – быть озабоченным/обеспокоенным чем-либо
- 8) to squeeze into – с трудом вместить/ “втиснуть”
- 9) proper/appropriate – соответствующий
- 10) vast – обширный
- 11) public/private – государственный (общественный)/частный
- 12) to encourage – поощрять/способствовать
- 13) to arrange, arrangement – организовывать, организация/расстановка
- 14) inclination – склонность
- 15) rigid streaming – жесткое разделение (напр. по способностям)
- 16) fair, unfair, reactionary – честный/честно, нечестный/нечестно, реакционный
- 17) to deny – отрицать/отвергать
- 18) advancement – прогресс/успех/развитие
- 19) abilities, similar ~, mixed ~ – способности, одинаковые ~, смешанные ~
- 20) coherent – связный
- 21) further – дальнейший
- 22) appeal against smth. – выступать против чего-либо
- 23) level – уровень
- 24) grade – класс (напр. первый класс средней школы и т.п.)
- 25) crucial – важный/жизненно необходимый
- 26) to go on for higher education – продолжать образование до получения высшего
- 27) institutions – учреждения

- 28) academic merit – академические заслуги/итоговые оценки в школьном аттестате
- 29) fee – плата
- 30) grant, stipend – грант, стипендия
- 31) research – исследование
- 32) part-time – на неполный рабочий день
- 33) course work/paper – курсовая работа
- 34) various courses – различные курсы
- 35) assess, assessment – оценка, оценивание
- 36) evidence – доказательство/свидетельство/признак
- 37) curriculum/syllabus – учебная программа
- 38) tempt into corruption – склонять к коррупции/способствовать возникновению коррупции
- 39) to respond, response – отвечать, ответ
- 40) fluent – быстрый/беглый (о речи)
- 41) to hesitate – сомневаться
- 42) to stumble – запинаться/спотыкаться
- 43) the source of funding – источник финансирования
- 44) free (~of charge) – бесплатный
- 45) to go on for higher education – продолжать образование до получения высшего
- 46) to enter the university, university enterant, entry – поступать в университет, абитуриент, поступление
- 47) to graduate from – закончить
- 48) to apply to the university – подать заявления для поступления в университет
- 49) to obtain a degree – приобретать степень
- 50) Bachelor of Arts (Science, Law) – бакалавр искусств (наук, юриспруденции)
- 51) to leave much to be desired – оставляет желать лучшего
- 52) to compete for – соревноваться
- 53) option, optional subject — выбор, предмет по выбору
- 54) lecture, seminar, workshop, tutorial – лекция, семинар, мастер-класс/семинар, индивидуальное занятие/консультация
- 55) term – семестр/условие (напр. контракта)
- 56) halls of residence – студенческое общежитие
- 57) bedsitter – койка-место
- 58) to read chemistry, biology etc – изучать химию, биологию

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

Part 1

1) состояние кризиса; 2) школа с классами, где учатся дети разных способностей; 3) принять закон об образовании; 4) обеспечить изучение детьми основных предметов; 5) курс естествознания; 6) соответствующее базовое образование; 7) школы, где дети живут и учатся; 8) выполнять простые арифметические действия; 9) неформальная обстановка; 10) передвигаться относительно свободно, а не сидеть за партами; 11) следовать своим наклонностям; 12) слабые дети; 13) младшие школы, расположенные по соседству друг от друга; 14) принимать детей разных способностей; 15) практиковать строгое разделение детей по способностям; 16) отказываться в возможности улучшения своего образования; 17) классы/группы детей с разными/одинаковыми способностями; 18) национальный экзамен; 19) предметы по выбору; 20) целостное образование; 21) комплексные знания; 22) переводить в оценки; 23) подавать апелляцию на оценку; 24) разностороннее образование; 25) узкая специализация;

Part 2

1) государственные учреждения; 2) выпускная работа исследовательского характера; 3) предлагать курсы для получения степени; 4) курсы повышения квалификации; 5) очно, заочно; 6) оценивание в течение всего периода обучения; 7) учебная программа; 8) принимать во внимание; 9) быть щедрым/строгим в оценивании; 10) делать упор на устный/письменный ответ

Exercise 2. Give the Russian for:

Part 1

1) laws govern the school age and working hours; 2) local/federal authorities; 3) to squeeze smth. into a timetable; 4) the government is concerned about; 5) the vast majority; 6) children are expected to learn; 7) basic practical and social skills; 8) children are more encouraged; 9) subject teachers; 10) clever children flourish in either type of class; 11) those who are at the bottom will always be at the bottom; 12) to consider rigid streaming reactionary and unfair; 13) the most common solution; 14) academic pupils/subjects; 15) examinations involve written paper; 16) to go on for further training for employment; 17) A-level is intensively

studied in three subjects; 18) university places are awarded on the basis of A-level grades; 19) it is unfair to pupils to be forced to specialize soon;

Part 2

1) entry is by academic merit; 2) those who win places get their fees paid and are paid a grant; 3) to complete a degree; 4) to award a degree on the basis of; 5) to compete for places to do graduate research work; 6) lower courses; 7) clear expression of arguments, intelligent selecting of evidence and reaching conclusions, and rational judgment; 8) 'optional short courses; 9) mixture of bits and pieces for the degree; 10) academic corruption; 11) anonymous examination papers; 12) to be fluent/ to hesitate and stumble; 13) to distinguish between effort and achievement; 14) to challenge the bone-idle boy or girl

Exercise 3. *Answer the questions to the texts:*

Part 1.

1. Who shares the responsibility about education in Britain?
2. What are 'core' subjects?
3. What problem with the timetable can occur and why?
4. How are schools divided according to the source of funding?
5. What is the atmosphere in a primary school?
6. What are the opinions about rigid streaming?
7. What can you say about exams?
8. How important are A-levels?

Part 2.

1. How do students enter the university?
2. How is degree awarded?
3. What kinds of assessment exist in British universities?
4. What is the disadvantage of 'mixed' courses?
5. Why is it important to distinguish between achievement and effort?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

Part 1

1. A: ...?
B: It's a school where children are not divided according to their abilities.
2. A: ...?

- B: No. I support proper basic education.
3. A: ...?
B: In Britain these are English, Maths, science and a foreign language.
4. A: ...?
B: Independent schools.
5. A: ...?
B: They live and study there.
6. A: ...?
B: No. At this period children study with subject teachers.
7. A: ...?
B: We move freely during classes.
8. A: ...?
B: Because we consider asking questions and understanding relationships more important.
9. A: ...?
B: Yes I am. I think clever and slow children must be separated.
10. A: ...?
B: In Britain it happens when they are 16. This exam is rather difficult.
11. A: ...?
B: No. Some of them enter the University.
12. A: ...?
B: Out of hundred. And then converted into grades.
13. A: ...?
B: Very. Because university and polytechnic places are awarded on their basis.

Part 2

1. A: ...?
B: You do it only by academic merit.
2. A: ...?
B: In three or sometimes four years.
3. A: ...?
B: Only a minority. Others look for jobs.
4. A: ...?
B: On the basis of continuous assessment usually.
5. A: ...?
B: Oral mostly.
4. A: ...?
B: No. We always follow the syllabus.

5. A: ...?

B: Not all of them, of course. There are many optional ones too.

6. A:

B: No. Sometimes she is quite harsh with her marks.

7. A: ...?

B: I'm against this idea. I prefer to have coherent body of knowledge.

8. A: ...?

B: It happens because more emphasis is made on written work.

Exercise 5. *Insert prepositions where necessary:*

Part 1

1. Children start school ... the age of 5-6.
2. Organization ... education ... Britain is the responsibility ... local authorities.
3. They spend large proportion ... time ... such subjects as Maths and Sciences.
4. How can we squeeze another foreign language ... our timetable?
5. We argue ... proper basic education.
6. Every day schoolchildren find ... something new.
7. We make more emphasis ... speaking rather than reading and writing.
8. Russian classrooms are very formal ... arrangement.
9. In our educational institutions students spend most of their time at a class sitting ... rows.
10. We accept children only ... neighboring junior schools.
11. We do not send slow children ... another school.
12. Rigid streaming give no chance ... children ... the bottom.
13. It is unfair ... my child. It gives no opportunity ... educational advancement.
14. Tomorrow we are having an exam ... Biology.
15. We wrote papers ... those subjects.
16. Oral responses are marked ... five.
17. How can I convert it ... grades?
18. ... the end of the year he will go ... employment.
19. This summer I am trying to enter ... the University.
20. Is there any chance for appeal ... my examination mark?
21. University places are awarded ... the basis of entrance examinations.

Part 2

1. Entry is ... academic merit.
2. I entered the University ... seventeen.
3. Who is going to compete ... places to do graduate research work?

4. In a year I will go the world to look ... a job.
5. He received qualification ... studying part-time ... different courses.
6. What is assessment like ... university level?
7. Are students suppose to follow ... a syllabus?
8. Which marks should we take ... account?
9. Many students are delighted ... the opportunity of optional subjects.
10. Students need coherent body ... knowledge ... their degree.
11. This teacher is not generous ... marks.
12. Such measures can tempt them ... academic corruption.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. What do you think about strict devision of children according to their abilities.
2. They have changed the system of marking.
3. This student speaks English quickly.
4. These subjects are not obligatory.
5. Most students in Russia receive stipend.
6. Which subjects are included into the curriculum?
7. Smart children do good at any school.
8. Children are inspired to creative work.
9. They will learn main practical skills.
10. Was she going to continue her education?
11. It isn't a usual decision of discipline problems.
12. We try to differentiate between effort and achievement.
13. There are many clever students in every country.
14. The course of studies consists of a certain number of subjects.
15. The task won't be difficult.
16. We have paid attention to marks for your essays and compositions.
17. Is the professor strict with his marks?
18. We want to have systematic knowledge.
19. Our teacher practice assessment during each semester.
20. They do not have opportunities for further education.
21. Can it be one of the basic subjects?

Exercise 7. *Find the opposites:*

1. The student was fluent during his report.
2. They have mostly written exams.
3. He goes to a class with rigid streaming.
4. She has just entered the University.

5. It is an easy sentence for translation.
6. Last year it became a public institution.
7. Why are they so generous with marks?
8. Students acquire bits and pieces from different spheres of knowledge.
9. I am interested in getting 'deep' education.
10. The local authorities don't worry about educational problems.
11. Children from poor families are given the opportunity for educational advancement.
12. He was deprived of a scientific degree.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. Is education in the UK expensive? – Yes, it is. The ... is rather large.
2. I'm against Children should not be divided according to their abilities.
3. At the University you should get a ... body of knowledge but not bits and pieces of information.
4. There are too many subjects in the curriculum. How can we ... one more?
5. Why are you ...? Are you not sure of what you're saying?
6. There are some obligatory subjects and some ... ones.
7. Students on campus live in
8. After finishing school he ... the university.
9. I'm a university student, so I can work only
10. What are the criteria for ...? – Level A presupposes that the whole work is done correctly, Level B demands eighty percent and so on.
11. People enter the university It means that the higher are the results of your entrance exams – the better.
12. The ... is difficult: many complicated subjects are included into it.
13. Is the quality of their education good? – No. It
14. The academic year is divided into two
15. She ... of Bachelor of Arts last year.
16. This question requires a detailed

Exercise 9. *Translate into English:*

1. Почему правительство не обеспокоено кризисом в сфере образования?
2. Сейчас я стараюсь получить целостную систему знаний, а не знания отрывочного характера, достаточные для приобретения степени.
3. Когда дети из бедных семей были лишены возможности улучшить свое образование?
4. Вчера на экзамене она говорила быстро, а не сомневалась и запинаясь.

5. У вас в университете большинство экзаменов устные или письменные?
6. Поступление студентов в университет зависит от их оценок по академическим предметам.
7. Когда вам присвоили степень бакалавра?
8. Министерство образования поддерживает строгое разделение по способностям или школу, где учатся дети разных способностей?
9. Что вы включили в учебную программу помимо основных предметов?
10. Он не раздает оценки направо и налево, наоборот, он слишком строг.
11. В этом университете преподаватели не делают разницы между стараниями и достижениями студентов.
12. Много лет назад мы не поощряли детское творчество.
13. Письменные работы оцениваются по стобалльной системе, количество баллов переводится в уровни.
14. Мы подали апелляцию на оценку, но безрезультатно.
15. Весь прошлый год они задавали сообразительным детям трудные вопросы.
16. Он все еще выполнял выпускную работу исследовательского характера.
17. Ты получил разностороннее или «узкое» образование?
18. Почему дети все еще выполняют простейшие арифметические действия?
19. Когда они заканчивали университет, образование было бесплатным.
20. Мы увидели, что дети передвигались по классу относительно свободно и следовали своим наклонностям.
21. У меня нет желания втискивать этот предмет в расписание.
22. В детском саду мы уделяем больше внимания развитию практических навыков и навыков общения.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. It is difficult to determine the amount of core subject at school.
2. In private and public schools the quality of education is the same.
3. All classrooms should be informal in arrangement.
4. Slow children should be given a priority in schools with mixed abilities.
5. Rigid streaming is unfair discrimination.
6. Examinations in form of testing is much more effective.
7. It is bad to specialize early at school.
8. There are many problems connected with assessment at schools and universities.
9. The emphasis should be made on oral work.

10. Living in the dorm has bad influence on the result of your study.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Modern tendencies in British education.
2. Modern tendencies in Russian education.
3. your experience of entering the university.
4. Your studies at the university.
5. Students' living conditions and their influence on their studies.

Exercise 3. *Speak on:*

1. Difference between British (American, Canadian...) system of education and the system of education in Russia.
2. Advantages and disadvantages of modern tendencies in Russian education.
3. Your University.

UNIT 4. MEALS

Part 1

Food, drink and eating out

The English, though you will find them friendly, do not rush to invite people to their homes – a great pity, but a fact. However, a minority are extremely hospitable, and you may find yourself invited to someone's home for an evening, or at midday – or indeed, for afternoon tea.

Homes and individuals differ so much that it is impossible to generalize about what you will find. But there is an underlying 'pattern' to English hospitality which differs from the Russian 'pattern'. Let us suppose you have been invited out for the evening. You will be given a meal, but it will not be waiting for you as soon as you arrive. First there is a period of anticipation, when people sit around, talking, getting to know each other, sipping a preparatory drink. Assuming your hosts drink alcohol, you will be offered a drink. You may prefer a soft drink. You will eat nothing, except, possibly, a few tiny biscuits. Don't expect much to drink at this stage: you may be offered a second drink but very rarely more, and you will have to reconcile yourself to it. You may find yourself talking for half an hour or even an hour.

Meals will certainly have two courses, and if the occasion is fairly formal, quite probably three courses: a 'first course'/'starter' which will be light and probably cold, or a soup; a 'main course' which will be meat or fish and vegetables, unless your hosts are vegetarians, and a sweet course – a pudding or cheese or fruit. There will probably be bread around, but don't expect to eat half of the loaf.

Your hosts will have prepared and cooked meals and they will normally expect to serve it. If you are asked to 'help yourself', then do so, but very often the hostess will serve out food onto plates and pass it round. Traditionally, when everyone has finished the first helping, you will be asked if you would like a second one. This may mean waiting while someone else slowly empties his or her plate, but it is polite to wait rather than to serve yourself to a second helping. Your hosts' job is to make sure that everyone is served fairly. And don't heap potatoes or rice or whatever onto your neighbour's plate unless you are asked to. Most people in Britain make an effort to finish what they are given. Leaving food is considered wasteful. Food is precious. If you are not feeling hungry, ask for a small helping.

At the meal you will be offered either wine or beer, though you can of course stick to water. English drink is for the pleasure of tasting wine or beer with food

over a long period. Your host will pour the wine or beer. Do not help yourself to wine or beer unless asked to do so. After the meal (and by all means offer to help clear up, but accept your hosts' word if they say, 'No, thank you') you may move to another room, to drink coffee or tea and continue talking. You may (or may not) be offered another drink, perhaps more beer, or spirits or a sweet liqueur. Again, your hosts will pour this and you are not expected to finish the bottle.

Parties are different. Even at parties, however, unless they are very young, guests expect to drink quite a bit but not to get drunk. Spreading the drink out is part of the pattern. It is customary for friends going to a pub to buy drinks for each other. As a guest you will probably not be expected to buy drinks at all, but if you do want a second drink and no one seems to be offering, you should ask at least one other person from the group who has finished his or her drink, 'What would you like?' Solitary buying if you are with friends is unfriendly. The standard English pub drinks are beer or lager, and you can sip your beer over a long, long period. Spirits: whisky, brandy, 'gin and tonic' are expensive, so make sure your hosts have that kind of money. It is not fair to ask for expensive drinks from students or people who are hard up. Like young people all over the world, they have their own codes for being generous without getting into debt and you should respect those codes. Being short of money in a market economy is very serious because everything depends on money. On the other hand, middle-aged business or professional people will probably be happy to buy you a whiskey or a gin.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) an English person;
 - 2) a Russian guest;
 - 3) an American who came to Britain.

Part 2

Food and drink in the US

What is 'American' food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese. When people from other countries came to live in the US, they brought different cooking traditions. Some of them opened

restaurants and food stores, and today Americans enjoy food from all over the world.

Over the years, some foreign dishes changed a little. ‘Tex-Mex’ food is popular in Texas and other states in the Southwest. But it is not quite the same as the Mexican food you will find in Mexico. Doughnuts were originally from Holland. But doughnuts with a hole in the middle are American. In 1847 a young boy complained to his mother that her doughnuts were never cooked in the middle. He cut out the centers and his mother cooked them – and they were delicious!

Maybe the US is most famous for ‘fast foods’. The first fast food restaurants served hamburgers, but now they serve other kinds of food as well. Many fast food restaurants have a drive-in section. Here you can order and pick up your food without even getting out of your car! Inside there is often a ‘salad bar’, where you can help yourself to as much salad as you want.

Americans eat out a lot, and when they go to a restaurant, they don’t expect to be hungry afterwards. Most restaurants will put a lot of food on your plate – sometimes it can be too much. But if you can’t finish it all, don’t worry: the waiter will bring you a ‘doggy bag’ and you can take it home with you.

Busy people don’t have a lot of time to cook at home, and so snack and convenience foods are becoming more popular. Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, hashbrown potatoes, orange juice, and coffee. But on weekends there is more time, and a large late breakfast or early lunch (‘brunch’) is often eaten with family or friends. And if guests come to lunch or dinner, the hosts will make something special. It might be Mexican enchiladas, Japanese sushi, or Italian lasagna – or it might be good old American steak.

Many people take a bottle of wine or some flowers when they are invited to dinner at someone’s home. At a ‘pot luck’ dinner, all guests bring something to eat. You should ask your hosts what kind of food they would like you to bring. Usually it is a salad, vegetable or a dessert. When you are invited to dinner, it is usual to arrive ten or fifteen minutes late. It gives the hosts time to finish their preparations.

Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1-2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) an owner of the fast-food restaurant;
 - 2) a Russian student in America;

3) a British student in America.

Dialog A

Anne is a schoolgirl; James is a schoolboy; Mr Jones is a businessman; and Miss Eccles is a cook.

Anne: I never want any breakfast. Just a cup of tea and a piece of toast...

James: I don't eat much either. Just some cornflakes, and an egg, and coffee, and toast and marmalade.

Anne: I call that a huge breakfast!

James: No, it isn't! Anyhow, I haven't time for any more during the week when I have to get to school.

Mr Jones: Well, what do you have at the weekend, James?

James: Oh, on Sundays it's different. I have orange juice, then porridge, with sugar and cream, and bacon and sausages — and scrambled eggs, of course — and coffee and toast and honey.

Anne: What do you have, Mr Jones?

Mr Jones: Oh! I never change, I always have the same; bacon and eggs. And coffee, of course.

Miss Eccles: But you don't have to cook it yourself, do you?

Mr Jones: Well, no. My wife cooks the breakfast. She cooks the most perfect bacon and eggs in the world! I can smell them cooking, while I'm shaving. I just couldn't start the day in any other way!

Miss Eccles: You're lucky. I have to cook other people's breakfasts. I never eat any myself. Just half a grapefruit and a cup of tea for me.

Anne: You're like me. I can't think how people eat those great huge meals at eight o'clock in the morning!

Mr Jones: You see, James, women always want to keep fit. They're afraid of getting fat...

Miss Eccles: There's just one thing: sometimes, when I'm on holiday, I have a special treat...

Mr Jones: And what's that?

Miss Eccles: A lovely, fat, juicy kipper!

James: Oh, I'd forgotten about kippers! They're the best of all!

Tasks:

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Dialog B

Ann and Fred are newly-weds, Jane, a group mate of theirs, comes on a visit to them.

Ann: Good morning, Jane. Come in, please.

Jane: I hope Fred is at home?

Ann: Yes, he is. So nice of you to have come. We are about to have dinner. Will you dine with us?

Jane: With great pleasure.

Ann: That's fine. I'm off to lay the table. Excuse me, please.

Jane: By all means.

(At table)

Jane : It's good to be in a company like this, I admit.

Ann: Let me help you to some salad, Jane.

Jane: Please, do. It looks so inviting. That's quite enough, thank you.

Ann: Some soup, Jane?

Jane: Why, yes. I think I could manage a plateful.

Ann: How do you find the salad?

Jane: Awfully nice. I have never tasted such a lovely salad; will you tell me how you make it?

Ann: I'm glad you've enjoyed it and it's very nice of you to say so. It is quite easy to make. I'll write down the ingredients and the directions for mixing.

Jane: Thank you very much. Don't you think it's lovely, Fred?

Fred: Yes, it is, indeed. Kindly pass me the salt, Ann, will you?

Ann: Here you are. Some more bread, Fred?

Fred: Yes, please. What comes next, Annie?

Ann: Chops with roast potatoes and vegetables.

Fred: And what follows that?

Ann: Wouldn't you like to make a guess?

Fred: Ice-cream, I suppose.

Ann: There you are wrong, Fred, it's coffee.

Jane: Coffee? It's just to my taste.

Ann: I am happy that I've suited your taste, Jane. Do you take milk in your coffee?

Jane: Yes, I like it milky.

Fred: Well, Jane, what about fruit?

Jane: I'd be delighted.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Dialog C

Mrs Smith: Hello, Mrs Brown! How nice of you to drop in! I'm so glad to see you.

Mrs Brown: Hi, Mrs Smith! How are you?

Mrs Smith: Fine! Jane and I are just having a cup of tea. Do join us!

Mrs Brown: With great pleasure! I've been doing some shopping, and I am a bit thirsty. I'd enjoy a cup with you.

Mrs Smith: Jane, lay the table for Mrs Brown and bring some fresh buns and rolls from the pantry. I haven't any cake to offer you today, Mrs Brown, but I can treat you to a wide choice of jams, I've made this year.

Mrs Brown: Sounds absolutely fantastic! I'm especially fond of strawberry and black currant.

Mrs Smith: Me too. Jane prefers cherry. And we always have several jars of raspberry jam in the house in case of colds.

Mrs Brown: It's surely a good remedy.

Mrs Smith: Strong or weak tea, Mrs Brown?

Mrs Brown: Weak, please. What tasty buns you're having here! Are they from the baker's?

Mrs Smith: Jane did the baking today. She likes cooking a lot.

Mrs Brown: Would you mind telling me the recipe?

Mrs Smith: Most willingly. All you need is a few cups of flour, some shortening (fat), a little yeast, four egg-yolks, a glass of milk and sugar. You knead the dough stiff, and then cut it up into tiny buns. When the dough has risen, you bake the buns in a hot oven for 20-25minutes.

Mrs Brown: Oh, it's rather quick and not much trouble. Served with tea, they are delicious.

Mrs Smith: Help yourself to some more, Mrs Brown.

Mrs Brown: They're just wonderful with strawberry jam.

Mrs Smith: Have another, my dear! And won't you have another cup of tea?

Mrs Brown: Thank you.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

1. Food and drink

- 1) hospitable – гостеприимный
- 2) to invite – приглашать
- 3) anticipation – ожидание
- 4) wasteful – расточительный
- 5) precious – драгоценный
- 6) food – пища, съестные припасы
- 7) ham – ветчина
- 8) meat – мясо
- 9) egg – яйцо
- 10) scrambled eggs – яичница
- 11) honey – мёд
- 12) porridge – овсяная каша
- 13) cornflakes – кукурузные хлопья
- 14) buttered toast – подрумяненный хлеб с маслом
- 15) potatoes – картофель
- 16) sausage – колбаса
- 17) vegetables – овощи
- 18) juice, juicy – сок, сочный
- 19) cream – сливки
- 20) pastry – печенье, выпечка
- 21) tinned fish – рыбные консервы
- 22) kipper – копченая рыба
- 23) fat, shortening – жир, добавляемый в тесто для рассыпчатости
- 24) buns, rolls – булочки
- 25) strawberry – клубника
- 26) black currant – черная смородина
- 27) raspberry jam – малиновое варенье
- 28) strong tea – крепкий чай
- 29) weak tea – слабый чай
- 30) yeast – дрожжи
- 31) soft drinks – прохладительные напитки

- 32) spirits – спиртные напитки
- 33) strong drinks – крепкие напитки

2. Meals

- 1) meal – пища, прием пищи
- 2) to sip a drink – потягивать (медленно пить) напиток
- 3) to eat out – обедать (ужинать) в ресторане (кафе,...)
- 4) tiny – крошечный
- 5) “first course”/”starter” – первое блюдо
- 6) “main course” – главное блюдо
- 7) “sweet course”/dessert – десерт
- 8) to heap – много накладывать
- 9) to feel hungry – быть голодным
- 10) to stick to – придерживаться чего-либо
- 11) to offer – предлагать
- 12) to spread the drink out – разносить/раздавать напитки
- 13) snack – легкая закуска (to have a snack – перекусить)
- 14) “pot luck” dinner – обед «в складчину» (когда все гости приносят салаты и/или сладкие блюда)
- 15) to clear up – убирать со стола
- 16) to lay the table – накрывать на стол
- 17) to serve the dishes – подавать блюда
- 18) tasty, delicious – вкусный
- 19) to cook – готовить
- 20) to dine – обедать
- 21) to get fat – полнеть
- 22) to treat smb to smth – угощать кого-либо чем-либо
- 23) to taste – пробовать
- 24) white coffee, black coffee – кофе с молоком, черный кофе
- 25) to be thirsty – испытывать жажду
- 26) a good remedy – хорошее средство
- 27) to do the baking – печь
- 28) dough – тесто (достаточно круто замешанное), to knead the stiff – круто замесить тесто, batter – жидкое тесто (для блинов, оладьев и некоторых видов тортов)
- 29) pantry – кладовая
- 30) hot oven – горячая духовка
- 31) reasonable price – приемлемая цена

- 32) to grate – натереть на терке, grater – терка
 33) to mince – молоть, mincer – мясорубка
 34) to chop – крошить/резать кусочками или кубиками
 35) to slice – нарезать тонкими ломтиками

Conversational formulas:

Help yourself to – угощайтесь
 It looks so inviting – выглядит так аппетитно
 I could manage a plateful – я бы съел целую тарелку
 It's just to my taste – это мне по вкусу
 Pass me... – передайте...

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

- 1) быть очень гостеприимным; 2) обедать в ресторане; 3) быть приглашенным на обед; 4) подать первое блюдо; 5) накладывать рис на тарелку; 6) разносить прохладительные напитки; 7) предложить дорогие спиртные напитки; 8) предпочитать пищу быстрого приготовления; 9) перекусить в кафе; 10) придерживаться диеты; 11) полнеть; 12) угодить вкусу сестры; 13) заказать кофе с молоком; 14) зайти куда-либо; 15) широкий выбор блюд; 16) мороженое на десерт; 17) угостить подругу печеньем; 18) убирать со стола; 19) готовить вкусные блюда; 20. накрывать на стол.

Exercise 2. Give the Russian for:

- 1) a period of anticipation; 2) to sip a preparatory drink; 3) to prefer soft drinks; 4) to serve yourself to a second helping; 5.) to be considered wasteful; 6) solitary buying of drinks; 7) to spread brandy out; 8) to have a drive-in section; 9) snack and convenience foods; 10) "pot luck" dinner; 11) a huge breakfast; 12) I am off to lay the table; 13) it looks so inviting; 14) I could manage a plateful; 15) it's just to my taste; 16) he is especially fond of strawberry; 17) to bring different cooking traditions; 18) to order delicious dishes.

Exercise 3. Answer the questions to the texts:

Part 2

1. Do the English often receive guests?
2. Are the patterns of English and Russian hospitality the same?
3. What is anticipation period? Do they drink much alcohol during this period?

4. How many courses do usually meals have? What are they?
5. Are there any traditions to serve a guest during a meal?
6. What are the patterns concerning food?
7. What drinks do they serve at the meal? What are the patterns concerning drinks?
8. What should you do when you finish eating by all means?
9. What are drinking patterns at parties?
10. What actions are considered unfriendly and unfair?
11. What are the standard English pub drinks?

Part 2

1. What cooking traditions are there in the US?
2. What is the story of American doughnuts?
3. What is the US most famous for? How are these restaurants arranged?
4. Do Americans eat out a lot or rather have meals at home? Do they put little food on your plate in cafes and restaurants?
5. What can visitors ask for if they haven't finished their food?
6. Do busy people cook a lot at home?
7. Are there any changes in breakfast traditions?
8. Are an everyday meal and a meal on weekends different?
9. What is a "pot luck" dinner?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: Yes, I'd like a grilled cheese sandwich and a small salad, please.
2. A: ...?
B: If the hosts are vegetarians the "main course" will be vegetables.
3. A: ...?
B. No. You will eat nothing, except, possibly, a few tiny biscuits.
4. A: ...?
B: Usually the hosts' job is to make sure that everyone is served fairly.
5. A: ...?
B: After meal we may drink some coffee or tea and continue talking.
6. A: ...?
B: Yes. When people from other countries came to live in the US, they brought different cooking traditions.
7. A: ...?
B: Pepsi, please.

8. A: ...?

B: We have ice cream and pie for desert.

9. A: ...?

B: That sounds good. I'll have a cup of the soup, please.

10. A: ...?

B: There you can order and pick your food without getting out of your car.

Exercise 5. *Insert prepositions where necessary:*

1. ... dessert they took strawberry ice-cream.

2. In a cafe my boyfriend treated me...an ice-cream.

3. He helped himself... a large piece of apple-pie.

4. ...breakfast I prefer...buttered toasts and white coffee.

5. Yesterday my sister was invited... her girl-friend's home for an evening.

6. As far as I know Americans are famous... fast foods and they also eat... a lot.

7. The guests are coming soon. Will you help me to lay... the table?

8. Drop... .. the baker's and buy some bread.

9. These delicious biscuits are just... my taste.

10. I'm fond ... iced orange juice.

11. Sometimes when I'm ... holiday I have a special treat.

12. Will she dine ... us? No, she is always ... a diet, 'cause she's afraid ... getting fat.

13. Will you pass a half ... grapefruit and a cup ... tea ... Mr. John?

14. It's the perfect bacon ... the world!

15. Will you pass ... me the salt, please!

16. Next will be chops ... roast potatoes and vegetables.

17. Coffee ... milk? It's just ... my taste.

18. I am having a cup ... tea. Do join ... me.

19. Liz, will you bring some fresh bagels ... pantry?

20. My granny's made a wide variety ... jams this year, ...example raspberry jam ... case ... cold.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. Let's take a pudding and ice-cream for a sweet course.

2. My sister is keeping to a diet now. That's why she eats no cakes, chocolate, ice-cream.

3. Americans prefer having a meal at restaurants and in cafes.

4. There's always a wide choice of very tasty dishes on the menu at this restaurant.

5. I'm so hungry. Let's drop in the cafe and have a bite.

6. Tom and Nick are going to the canteen to have dinner.
7. Who's turn to take away the dirty dishes today?
8. When my friends and I come to the restaurant we choose the dishes that we like.
9. It's my mother's birthday today. I must help her prepare the table for supper.
10. You'd better drink your beer in small mouthfuls.
11. For dinner her Granny usually prepares the first and the main course.

Exercise 7. *Find the opposites:*

1. Nobody values food.
2. Help yourself to the apple-pie. – No, thank you. I feel contented.
3. This mushroom soup is tasteless.
4. At the meal you will be offered a strong drink.
5. My daughter always helps me to lay the table.
6. Most Americans have a huge breakfast on week-days.
7. I don't like this pudding.
8. You are getting thinner every minute.
9. As for me I prefer weak tea.
10. I don't want to drink anything.
11. The best thing about bagels is that they are huge.

Exercise 8. *Insert the words from the vocabulary of the Unit:*

1. The Russians are very They like to have people over and treat them with tasty dishes.
2. Whiskey, please! – Sorry, we don't serve ... here.
3. After the dinner we helped the hostess
4. I'm Can I have a glass of water?
5. Have you ... the meat for making veal cutlets?
6. Yesterday we were invited to ... dinner. All the guests including us brought some salads and deserts.
7. I'm not so hungry. Don't ... rice onto my plate, please!
8. ... the potatoes very thin and put them on a frying pan.
9. Don't leave food on your plate! Food is
10. We should quickly ... the table. Our guests will arrive in ten minutes.
11. If you eat so much pastry you'll
12. No substantial meal, please! I just want to
13. What are we having for the ... today? – Meat and potatoes.
14. Have you enjoyed the salad? – Yes, it's
15. Every dinner begins with an ... period.

16. We always ... steak with vegetables.
17. You should drink ... if you need a lot of vitamins.
18. You'd better ... your beer instead of drinking it quickly.
19. If you want white coffee put ... into it.
20. Do you feel contented? – Not actually. These biscuits were so
21. Dough rises if you put enough ... in it.
22. They invited us for lunch and ... us with lots of tasty things.
23. Salad is a typical ... at every substantial meal.
24. They have their own bee-garden. Their ... is very tasty.

Exercise 9. Translate into English:

1. Миссис Браун предложила своей подруге чашечку кофе с молоком.
2. Ты предпочитаешь крепкий чай?
3. Догадайтесь, что у нас сегодня на десерт? – Что-нибудь вкусное? – Именно, мороженое с вишневым вареньем и шоколадными крошками.
4. Вы уже пробовали салат из фруктов? Он очень вкусный.
5. Что ты любишь на завтрак? – Я предпочитаю начинать день с йогурта и фруктов.
6. Сейчас время обеда. Хорошо бы перекусить.
7. Ты любишь готовить? – По правде говоря, нет. Я люблю покупать готовые к употреблению продукты, которые достаточно просто подогреть в микроволновке.
8. Что ты будешь на обед? – Я бы съел пару отбивных или котлет.
9. Ну вот мы в столовой. Что ты будешь? – Дай посмотреть. Суп, ростбиф, салат и фрукты на десерт.
10. Как хорошо, мисс Браун, что вы зашли. Я так рада вас видеть. Мы с Джейн как раз собирались выпить по чашечке чая. Вы к нам присоединитесь?
11. Она сказала, что до того, как вышла замуж, она никогда не готовила так часто.
12. Перед тем, как поставить булочки в духовку, Джейн подождала, пока они поднялись.
13. Бабушка сказала, что может угостить нас черносмородиновым вареньем,
14. которое она сделала прошлым летом.
15. К полуночи все гости разошлись, и хозяйка убрала со стола.
16. Когда мы пришли в кафетерий, все булочки с изюмом были уже проданы.
17. Когда я пригласил ее пообедать в кафе, она сказала, что только что перекусила.

18. Он помолоч мясо, покрошил капусту, натер морковь и тонко нарезал сыр.
19. Я сейчас на диете и поэтому съем только немного вареного мяса и овощей.
20. Ты уже приготовила тесто на блины? – Я не собираюсь сегодня печь блины. Я приготовила тесто на пельмени.
21. Я так хочу пить! Сегодня очень жарко.
22. Моя подруга – вегетарианка, и поэтому она обычно ест овощи, фрукты, молочные продукты и иногда рыбу.
23. Не могли бы вы передать мне соль, пожалуйста?
24. Угощайтесь сливовым пирогом и кофе.
25. Как насчет обеда, мама? – Он готов, ты можешь накрывать на стол.

Communicative exercises

Exercise 1. *Read the jokes and comment on them:*

1

Husband (angrily): What? No dinner ready! That's the limit! I'm going to a restaurant.

Wife: Couldn't you wait a few minutes?

Husband: Will it be ready then?

Wife: No, but then I'll be ready to come with you.

2

Do you know the story of a man having breakfast in an English hotel? The waiter gave it to him and then looking out of the window, said to the man, "It looks like rain, Sir". "Yes", said the man as he took a spoonful of soup, "and it tastes like rain too".

3

Do you know the story of a man having breakfast in an English hotel? He took a drink from his cup and then said to the waiter.

"Waiter, is this tea or coffee?"

The waiter said, "Can't you tell the difference, Sir, by the taste?"

"No", the man said. "I can't". "Well", answered the waiter. "If you can't tell the difference, what does it matter which it is?"

Exercise 2. *Complete and reproduce the dialog:*

At the restaurant

B:...?

A: It's a surprise. Here we are! They serve fantastic dishes of European cuisine here.

B:...?

A: Don't worry, they are quite reasonable.

Receptionist: ...?

A: Yes. We have a table reserved for 2 persons.

Receptionist: ...

A: Thank you. So, how do you find the place?

B:

A: I'm glad you enjoyed it. Let's see the menu. So, what shall we have?

B:

A: Good choice. And I'll have a three-course dinner. I'm awfully hungry.

A: Waiter! Iced orange juice and a glass of mineral water, please.

Waiter: ...?

A: ...?

B: Sweet Vermouth with rocks and a twist, please.

Waiter: ...?

A: I'll have whiskey with soda. Would you like any starters?

B:

A: And I'll have cucumber salad. Would you like any soup?

B:

A: And I'll have mushroom soup. What are the specials tonight?

Waiter:

A: Sounds fantastic! So, what will you take?

B:

A: The same for me.

Exercise 3. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are no better cooks than women.
2. Anticipation period is boring.
3. Leaving food on your plate is wasteful.
4. If you're invited by a foreign friend to a bar don't be shy to order whatever drinks!

5. At dinner you should drink quickly. When your glass is empty you should help yourself to the drink.
6. Solitary buying of drinks is not a polite thing.
7. In Russian cafes and restaurants it is not normal to ask for a 'doggy bag'.
8. 'Pot-luck' dinner is becoming more widespread in Russia.
9. Every nation has its traditional food.
10. It is hard to name authentic American dish.
11. There are many dishes we can call genuine Russian.

Exercise 4. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favorite recipes.
2. Diets.
3. Fast food.
4. Healthy food.

Exercise 5. *Speak on:*

1. Recipe of your favorite dish.
2. Your week-day menu.
3. Possibilities of eating out.
4. Fast food and convenience food
5. Healthy nutrition

UNIT 5. SHOPS AND SHOPPING

Shopping in London and in the US

One of the features of London is the number of big stores, most of which are to be found in or near the West End. These stores are a mixture of tradition and modernity. They developed in the nineteenth century; they maintain the dignity of that century, yet they are always ready to follow new trends. The big stores of London are vast buildings, many stores high, equipped with speedy lifts and escalators, with well-planned lighting and ventilation.

Departments are carefully named; for example, “Budget Dresses” are really cheap dresses, “Mother-to-be” or “Lady-in-Waiting”, “Mix-and-Match”, “Unisex” (new trends in fashion) and many others. In these departments you can buy ready-made clothes. If you can’t find clothes that are the right size, you can go to a tailor’s shop. Clothes made to measure, are called tailor-made clothes.

Another feature of London’s shopping life is the chain-stores, in which the goods are displayed on open counters. A wide variety of goods is offered: foodstuffs, household goods, clothing and stationery. These chain-stores have branches in most British towns of importance.

One very well-known firm of chemists has shops in many parts of London; here you may buy not only medicines but also cosmetics and toilet supplies.

Dairy firms have shops in various parts of London, too, and in these you may buy not only dairy produce but also groceries, soap and household articles.

Moreover there are a lot of supermarkets in London. These large stores are brightly lit and usually well laid out. The goods are tidily arranged on trays and long shelves on which the various prices are clearly marked. There is plenty of room for the customers to walk about. The shelves are well stocked with a very wide selection of attractively packed goods – everything from quick-frozen food to washing powder, from shoe polish to new-laid eggs, from tinned fish to toothpaste. These stores operate on the self-service system: you go in, pick up a basket, walk round the shop and choose what you want. At the exit there is a check-out point, a cash-desk where you pay for all your goods together. The cashier reckons up the bill on a cash register which automatically adds up the various items. In the meantime another shop assistant packs the goods into your shopping bag.

In America, just as in England, you see the same shops with the same boards and windows in every town and village. Shopping, however, happens to be an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist’s. A chemist’s shop is called a drug-store in the United States; it is a national institution and a very good institution at that. In the larger drug-stores you are likely to get drugs, too, but their main business consists

of selling, stationery, candy, toys, fountain pens, furniture and imitation jewelry. Every drug-store has a food counter with high stools in front of it and there they serve various juice, coffee, ice-cream, sandwiches, omelette and other egg dishes.

If you want cigarettes, you are expected to go to the grocer; if you want to have your shoes cleaned, go to the barber. Men in America like to go to the hardware store. But most shopping is done at the mall. They have stripped malls as well as enclosed malls. As a rule women prefer going to the mall and almost 60 per cent of everything is sold in malls. Sometimes women just walk through the mall and look at things. They call this window shopping.

Tasks

1. Read and translate the text.
2. Make up a summary of the text.
3. Retell the text as if you were:
 - 1) a Russian person;
 - 2) an American;
 - 3) an English man.

Dialog A. At the Footwear Department

Salesgirl: What can I do for you, madam?

Customer: I'd like a pair of strong walking shoes for everyday wear.

Salesgirl: What size do you take in shoes?

Customer: My size is 37.

Salesgirl: Will you try on these brown shoes?

Customer: Don't you think that the heels are a bit too high for everyday wear?

Salesgirl: Well, yes, but such heels are all the fashion now. But you can try on another pair. This is a pair of nice flat-heeled shoes. Do they pinch?

Customer: I like them much better than those ones. Will you give me a shoe for the left foot, please? It's a perfect fit. How much are they?

Salesgirl: 30 dollars. Shall I wrap them up for you?

Customer: Yes, please? Where is the cash desk?

Salesgirl: It's at the end of the department. Thank you.

Customer: Thank you. Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog B. At the Ready-Made Clothes Department

Customer: I'd like a summer frock.

Salesgirl: Certainly. What is your size?

Customer: 46. I'm stock size.

Salesgirl: The dresses on that rail are all size 46. Look them through and you may find something to your taste.

Customer: I want to try on this cotton dress.

Salesgirl: Sure. Here you are. The fitting room is over there.

Customer: Thank you. (a couple of minutes later) Does it fit?

Salesgirl: Perfectly but I don't think the color really becomes you. It's too dark.

Customer: Have you got something a shade lighter?

Salesgirl: I'm afraid, we haven't. Would you mind trying this light-blue one on?

Customer: But it's artificial silk. It's too hot for summer wear.

Salesgirl: Will you drop in in a couple of days? We are expecting most of our summer stock at the end of the week.

Customer: Yes, of course. Thank you. Good-bye.

Salesgirl: Good-bye.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

Dialog C. Buying Food Stuffs

Mother: Ann, will you, please, do the shopping today? I'm very busy.

Ann: Of course, I shall. What am I to buy?

Mother: I want to make a festive dinner tomorrow. Your aunt Liza and her husband promised to come and see us on Saturday.

Ann: What are you going to cook? Shall we have something special?

Mother: For the first course I want to make chicken broth. Buy a chicken, but mind, it mustn't be very fat.

Ann: Must I buy anything else at the butcher's?

Mother: If they have lean mutton, buy 2 kilos, I'll make mutton chops for the second course.

Ann: Is that all?

Mother: I'm afraid we've run out of potatoes and tomatoes. Drop in at the greengrocer's and get two kilos of potatoes and one of tomatoes.

Ann: I believe, that is all now?

Mother: Not yet. Will you look in at the cake shop and buy a chocolate cake? Aunt Liza is very fond of it. That seems to be all. Here is the money.

Ann: Give me a shopping bag and I'll start.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Dialog D. At the greengrocer's

Jane: Good morning. Have you got any nice pears?

Salesman: We have some, but they are not very good, I'm afraid.

Jane: Let me see what you've got. Oh, yes, they are very hard, aren't they, Natasha?

Natasha: Yes, they are. Haven't you got any better ones?

Salesman: Sorry, we have no other pears. Try some of these apples instead. Look, aren't they nice?

Jane: Let's take two pounds of the apples, Natasha, and some strawberries. Have you got any?

Salesman: Oh, yes, we have some very good ones.

Jane: How much are they?

Salesman: They are 40 pence a pound.

Jane: Well, one pound of these, please. Here's money.

Salesman: And here are your apples and your strawberries and here's your change. Thank you.

Natasha: Just a moment, Jane. Have they any sweets in the shop? Let's get some chocolates to take home.

Jane: They haven't got any chocolates here. They've only got fruit and vegetables. Let's go to the confectioner's. They have all sorts of sweets.

Natasha: O.K., let's go there.

Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

Vocabulary

- 1) a department store – универсальный магазин
- 2) the grocer's/grocery store – магазин «Бакалея»
- 3) the baker's/bakery – булочная
- 4) the butcher's/butchery store – мясной магазин
- 5) the greengrocer's/greengrocery – овощной магазин
- 6) the confectioner's/confectionery – кондитерский магазин (кулинария)
- 7) the outfitter's – магазин верхней одежды
- 8) the chain-store – один из филиалов, принадлежащих одной торгующей организации
- 9) hardware store – магазин инструментов (столярных и т.п.)
- 10) mall – торговый центр
- 11) stripped malls – торговый центр под открытым небом
- 12) enclosed malls – торговый центр в помещении
- 13) a ready-made clothes department – отдел готовой одежды
- 14) tailor-made clothes – одежда, сшитая на заказ
- 15) a shop-assistant – продавец (a salesman – продавец, a salesgirl – продавщица)
- 16) a counter – прилавок
- 17) a cashier – кассир
- 18) a cash desk – касса
- 19) a customer – покупатель
- 20) to give the bill – выдать счет
- 21) to reckon up – подсчитывать
- 22) a check – чек
- 23) change – сдача
- 24) to weigh on scales – взвешивать на весах
- 25) goods – товар (packed goods – упакованный товар)
- 26) household goods – хозяйственные товары
- 27) toilet supplies – туалетные принадлежности
- 28) to wrap up – завертывать
- 29) a size – размер
- 30) to wear (wore, worn) – носить, быть одетым
- 31) to try smth on – примерять что-либо
- 32) fashion – мода (trend in fashion – направление в моде)
- 33) in fashion – в моде
- 34) out of fashion – не в моде
- 35) fashionable – модный

- 36) old-fashioned – старомодный
 37) to fit – сидеть, годиться, быть впору, fitting room – примерочная
 38) to match – подходить по цвету, тону
 39) to suit – устраивать, подходить по цвету, идти (об одежде)
 40) to become smb., to be becoming – идти/быть к лицу (о цвете)
 41) to go with – гармонировать
 42) to look through – просматривать
 43) artificial – искусственный
 44) to drop in – заглянуть, заглядывать
 45) to run out of smth – истощить свой запас
 46) to have hardly any – почти не осталось
 47) to do the shopping, to go shopping – делать покупки
 48) to pinch – жать (об обуви), Syn. – to be tight (об одежде и обуви) – быть
 49) тесным/жать, Ant. – to be loose (об одежде и обуви) – быть
 50) свободным/большим по размеру

Topical Vocabulary

Departments: footwear, knitted goods, leather goods, textiles, “Mix-and-Match”, “Unisex”, cosmetics, stationery.

Kinds of clothes: a coat, a costume (for women), a shirt, tee-shirt/T-shirt, a blouse, a cardigan, a sweater, a skirt, a suit (for men), a pull-over, a dressing-gown, pajamas, a nightgown, frock, a jersey, shorts, trousers/pants, jeans, corduroy trousers (corduroys), breeches.

Parts of clothes: a collar, a sleeve, a belt, a pocket.

Articles of clothing: socks, stockings, a scarf, a muffler, a kerchief, gloves, mittens, a tie, a handkerchief, tights, underwear (undies).

Footwear: slippers, sandals, sport shoes, walking shoes, court shoes, running/jogging shoes, sneakers, rubber boots, training boots (trainers), winter boots.

Textiles: silk, cotton, velvet, woolen cloth, print; plain, flowered, striped, chequered, polka dot, lace and thread.

Jewelery: a ring, a bracelet, ear-rings, a chain, a brooch, a necklace.

Cereals: buckwheat, rice, semolina, wheat, millet, oatmeal (oatmeal porridge).

Meat: poultry, game, beef, veal, pork, mutton, chicken, goose, turkey, duck, tinned meat.

Fish: herring, sprats, smoked fish, tinned fish, pike, perch, salmon, Siberian salmon, sardine, sprat, sturgeon, trout, crab, lobster, shrimp (prawn), squid.

Dairy products: cream, sour cream, yogurt, cheese, cottage cheese, curd(s), .

Confectionery: sweets, candies, toffee/taffee, biscuits, cake, pie, chocolate, pastry, cookie.

Vegetables: green, onions, garlic, potato, tomato, cucumber, carrot, a turnip, a melon, a water-melon, cabbage, cauliflower, marrow/squash, eggplant/aubergine, beets/beetroot, radishes, peas/green peas, beans, soy beans, sunflower (sunflower oil), lettuce, parsley, celery, dill.

Fruit and berries: apple, pine-apple, pear, peach, apricot, lemon, orange, grapefruit, tangerine, banana, mango, grapes, plum, strawberry, raspberry, black current, blueberry, blackberry, cranberry, cloudberry, hips

Reading comprehension and vocabulary exercises

Exercise 1. Give the English for:

1) следовать новым направлениям; 2) одежда, сшитая на заказ; 3) широкое разнообразие товаров; 4) хозяйственные товары; 5) работать по системе самообслуживания; 6) платить в кассу; 7) давать чек и сдачу; 8) заворачивать товар; 9) класть в пакет (сумку); 10) делать покупки в магазине инструментов, в торговом центре; 11) чем я могу вам помочь; 12) для повседневной носки; 13) примерять туфли; 14) быть в моде; 15) эти туфли жмут; 16) найти что-либо по вкусу; 17) это платье мне идет?; 18) на тон светлее; 19) летний ассортимент; 20) готовить праздничный обед; 21) у нас закончилось масло; 22) сколько стоит килограмм яблок?; 23) вот ваша сдача.

Exercise 2. Give the Russian for:

1) a mixture of tradition and modernity; 2) vast buildings, many stores high; 3) departments are carefully named; 4) "Mix-and-Match"; 5) new trends in fashion; 6) to have branches in most British towns; 7) toilet supplies; 8) household articles; 9) to be well laid out; 10) to be tidily arranged on trays; 11) a very wide selection of attractively packed goods; 12) to be an art of its own; 13) to have a food counter; 14) to have one's shoes cleaned; 15) window shopping; 16) a pair of strong walking shoes for everyday wear; 17) What size do you take in clothes...?; 18) flat-heeled/flat-heeled shoes; 19) this skirt is a perfect fit; 20) I'm a stock size; 21) quick-frozen food.

Exercise 3. Answer the question to the text:

1. What are big stores in London?
2. Where can you buy ready-made clothes?
3. What is called tailor-made clothes?

4. What is offered in the chain-stores?
5. Do supermarkets in London differ from Russian ones?
6. How do large stores operate?
7. Where do women in the US prefer to go shopping and why?
8. What is window shopping?
9. What is there in American drug-stores besides medications?

Exercise 4. *Match the words on the left and on the right to to act out dialogs:*

a kilo a bag a bottle a packet a box a dozen a tube a tin a cake a bar a loaf a bunch a pound a jar a roll	Of	milk sugar toothpaste matches bread sardines tea butter honey potatoes paper chocolate grapes eggs soap
------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	---------------------------------------------------------------------------------------------------------------------------------------------------

Model:

Customer: A bottle of juice, please.

Shop assistant: Anything else, sir/ma'am?

Customer: No. That's all.

Shop assistant: 2 pounds 50 cents./2 dollars 50 cents./2 Euros 50 cents.

Customer: Here you are.

Shop assistant: Here is the change and the receipt, sir/ma'am.

Exercise 5. *a) Make up a situation of 5-7 sentences using the corresponding topical vocabulary:*

- 1) buying clothes;
- 2) buying footwear;
- 3) buying textiles for making clothes;
- 4) buying serials;

- 5) buying dairy goods;
- 6) buying fish;
- 7) buying meat;
- 8) buying confectionery goods;
- 9) buying vegetables;
- 10) buying fruit and berries.

b) Act out dialogs using the corresponding topical vocabulary and the appropriate conversational formulas from the list given below:

Can I help you?; I'm looking for.../I'd like...; It's over there/It's to the right (left) from ...; Look at...; Just a moment; O.K. I'll take it; I'll wrap it up for you; Anything else, sir/ma'am?; Here you are; Here is the receipt/your change

- 1) buying clothes (between customer and shop assistant);
- 2) buying footwear (between customer and shop assistant);
- 3) buying jewelery (between customer and shop assistant);
- 4) buying textiles for making clothes (between customer and shop assistant);
- 5) discussing the shopping list of food items for festive dinner.

Exercise 6. *Ask questions to match the following answers. Think of all possible variants.*

1. A: ...
B: Here you are. That's 10.50. Anything else?
2. A: ...
B: Those are seventy pence a pound and these are sixty pence.
3. A: ...
B: I would recommend you this one. This brand is sold better than that.
4. A: ...
B: That's wonderful! We have just run out of carrots and potatoes.
5. A: ...
B: I bought this sweater at the Seventh Avenue Store.
6. A: ...
B: It's on the fifth floor, to the left of the escalator.
7. A.: ...
B: It costs 70 dollars.
8. A: ...

B: Yes, there is the food section on the second floor.

9. A: ...

B: I'm afraid these gloves won't go well with this hat.

10. A: ...

B. Cut 3 meters, please. I'd like to sew a cardigan.

Exercise 7. *Insert prepositions where necessary:*

1. What size do you take ... shoes?
2. What size ... collars do you wear?
3. I should like a pair ... black laced boots.
4. Let me try this cardigan....
5. Give me another one, ... a size bigger.
6. You may pay ... the goods ... the cash-desk.
7. A wide variety ... food products that save preparation time is available ... supermarkets.
8. We've run ... salt. Let's drop ... the grocer's and buy some.
9. Supermarkets usually operate ... the self-service system.
10. This frock ... artificial silk is too hot ... summer wear.
11. Will you wrap ... the pull-over, please?
12. Most shopping in the US is done ... the mall.
13. The main business of American drug-stores consists ... selling stationery, candy, toys, furniture.
14. The gloves don't go ... my shoes.
15. I want white shoes to match ... my new bag.

Exercise 8. *Paraphrase the sentences:*

1. Strong shoes with high heels are popular this spring.
2. We are short of rice. Go to a food store and buy 2 kilos.
3. This brown skirt goes well with my jacket.
4. This black suit is of right size for my husband.
5. My mother prefers to buy food in a shop where there are no salesgirls or salesmen.
6. As a rule goods in shops are arranged on long tables or shelves.
7. A woman serving in the shop helped me greatly to choose a gift for my niece.
8. Could you roll this nightgown into paper?
9. Women in the US like to do shopping at large areas with many shops and restaurants in nearby buildings.

10. These flat-heeled shoes squeeze me tightly. Will you give me another pair of the same model, just a size bigger?
11. At the outfitter's Jane put practically all the fur coats on to see if they fit well.
12. Generally my roommates and I go to shops for buying food 2 times a week.

Exercise 9. *Find the opposites:*

1. To my thinking this hat is old-fashioned.
2. This summer frock is a bit loose on me.
3. My girl-friend prefers tailor-made clothes.
4. We are well stocked of different cereals.
5. In this shop there are shop-assistants to serve customers.
6. This dress is made of pure silk.
7. A little choice of foodstuffs is offered in the market.
8. These sandals pinch.
9. I want to buy shoes. Where is a customer?
10. She's always preferred enclosed malls.

Exercise 10. *Insert the words from the vocabulary of the Unit:*

1. The dress doesn't ... well. It is a bit too loose in the waist and tight round the hips.
2. This color doesn't ... you.
3. I want a gray jacket ... my skirt.
4. The gloves don't ... with my shoes.
5. Does the price ... you?
6. He went to the ... to buy some cereals.
7. Unfortunately, I'm not So I buy tailor-made clothes.
8. ... silk is too hot for summer wear.
9. These shoes I need the same color and style but a size larger.
10. I will ... this jacket ... to see how it fits.
11. This is a ... of Wal-Mart, which is famous all over the world.
12. People go to the ... to buy suits, costumes, pants and shirts, blouses and skirts.
13. I think, I'll take this blouse. – Very well, ma'am. I'll ... it ... for you.
14. The cashier ... the bill and told the whole sum I had to pay.
15. It is a bit loose. – Yes, it is. I'll bring another one a ... smaller.
16. In order to know the exact mass of something you should ... it
17. It's absolutely out of date. Buy something, which is ... now.
18. There are many ... lining up at the cash desk.

Exercise 11. Translate into English:

1. Она искала шляпу в тон своему светло-коричневому пальто.
2. Мне кажется, вам не идет этот цвет.
3. Жакет не очень хорошо сидит на тебе, он узок в плечах.
4. Ей очень идут шляпы с большими полями.
5. Такие костюмы сейчас в моде.
6. По дороге домой зайти в гастроном и купи килограмм сахара.
7. Ассортимент продуктов в этом супермаркете очень широкий.
8. Покрой этого платья ей очень идет.
9. Какого цвета шарф ты мне посоветуешь купить, чтобы он гармонировал с моим темно-синим пальто?
10. У меня мало времени на приготовление пищи, поэтому я часто покупаю мороженые полуфабрикаты и овощи.
11. Этот цвет мне идет, но это платье плохо сидит.
12. Меня не устраивает цена этих туфель.
13. Срок годности этого йогурта истекает через неделю.
14. В нашем универмаге сейчас большая распродажа готовой одежды.
15. Мне хотелось бы примерить вот эту шелковую блузку.
16. Ей пришлось поменять туфли. Ведь те, которые она купила, жали ей.
17. Я смогу приготовить праздничный обед, если ты зайдешь в мясной магазин и купишь килограмм мяса.
18. Эти туфли уже не в моде. Неужели ты их еще носишь?
19. К сожалению, эти джинсы мне велики. У вас есть такого же цвета, но на размер меньше?
20. Я предпочитаю покупать продукты именно в этом магазине, потому что они всегда свежие и обслуживание на высоком уровне.
21. Как мне пройти в кондитерский отдел? – Это на противоположной стороне торгового зала.
22. До которого часа открыта аптека?
23. Мне нужно сделать сегодня кое-какие покупки.

Communicative exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Supermarket at home and abroad are rather different.
2. Unfortunately there are no real malls in Russia.
3. Shops with speedy lifts, well-planned lightning, ventilation are expensive.

4. Discount store are becoming more and more popular.
5. Long line is what I hate about shops that operate on a self-service system.
6. If there is a flaw in the item you bought you can return it to the shop and demand a refund or an adequate substitute.
7. Do not buy any goods after the expiration date.
8. Very often we have to make a choice between comfort and beauty of our clothes and footwear.
9. In general men don't like shopping.
10. There are some kinds of shops that men/women do not like.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Shopping list to prepare a big meal.
2. Choosing a gift.
3. Favorite places where you can buy food.
4. Favorite places where you can buy clothes.

Exercise 3. *Speak on:*

1. Buying food.
2. Buying clothes and footwear.
3. Shopping opportunities at home and abroad.

UNIT 6. GREAT BRITAIN

Part I

Pre-reading questions:

1. What things do you associate with Britain? Why?
2. Is Britain a conservative country? In what way?
3. Can you describe an ordinary British person? What is his/ her appearance, character, behavior?
4. How many British traditions do you know? What are they?

Attitudes to nowadays Britain

The British tend to be attributed with certain characteristics, which are supposedly typical. However societies change over time while their reputations lag behind. Many things which are often regarded as typically British derived from books, songs or plays that were written a long time ago and are no longer representative of modern life. One example is that most tourist brochures claim that Britain is the land of traditions: the annual ceremony of the state opening of Parliament, for instance, carefully follows customs which are centuries old. Likewise, the changing of the guard outside Buckingham Palace never changes.

However, in their private daily life, the British as individuals are probably less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic in video-watching people in the world – the very opposite of a traditional pastime!

Another example is the stereotyped image of London ‘city gent’ includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional ‘British’ (or ‘English’) breakfast is a large ‘fry-up’ preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10 % of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call ‘continental’ breakfast. The image of the British as a nation of tea-drinkers is another stereotype which is somewhat out of date. It is true

that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country's shops.

Even when a British habit conforms to the stereotype, the wrong conclusions can be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds. So, the British hate having to wait and have less patience than people in many other countries.

There is an opinion that Britain is a very conservative country. Mostly, it is true. The British have few living folk traditions and are too individualistic to have the same everyday habits as each other. However, this doesn't mean that they like change. They don't. They may not behave in traditional ways, but they like symbols of tradition and stability. They don't consider it especially smart to live in a new house and, in fact, there is prestige in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer, times. Their Christmas cards usually depict scenes from past centuries; they like their pubs to look old.

The British can be particularly and stubbornly conservative about anything which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine they will ever agree to change from driving on the left-hand side of the road to the right-hand side driving. Why should they change just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

Development of European Union level which might cause a change in some everyday aspects of British life are usually greeted with suspicion and hostility. System of measurement is an example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has only limited success. British manufactures are obliged to give the weight of their tins and packets in kilos and grams. But everybody in Britain still shops in pounds and ounces. The weather forecasters on the TV use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit.

The tourist view of Britain involves lots of formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes are a good

indication of this difference. It all depends whether the person plays a public role or a private role. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. On the other hand, when people don't play a public role – when they are just themselves – there seem to be no rules at all. The British are probably more tolerant to 'strange' clothing than other people: you may find the same bank employee on his lunch break in hot weather, walking through the street with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Generally the British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than other Europeans. Many people buy second-hand clothes and are not at all embarrassed to admit this. If you are somewhere in a Mediterranean holiday area it is usually possible to identify British tourist – he or she is the one who looks so badly dressed.

The difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title, not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved.

It is probably true that the British, especially the English, are more reserved than the people of other countries. They find it comparatively difficult to indicate friendship by open displays or affection. It is not the conventional to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in the British person's house, and you are told to help yourself to something, your host is not being rude – he or she is showing that you are completely accepted and just like 'one of the family'. In the last decades of the 20th century, the general amount on informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (but still never man and man!).

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Young citizen of Britain;
 - 2) Conservative citizen of Britain;
 - 3) Foreign tourist.

Part 2

Pre-reading questions:

1. What names of Britain do you know?
2. What nationalities inhabit Great Britain?
3. What is the geographical position of Britain?
4. What is the UK made of?
5. What is the climate of GB?
6. What type of government does it have?
7. What are the major political parties in GB?
8. Is it an industrial country? What does it produce?
9. What do British people prefer to do in their spare time?
10. What sports do British people like to play most of all?
11. What is the most popular hobby in the UK?

Peculiarities of British life

Political life and law

Britain is almost alone among modern states in that it doesn't have 'a constitution' at all. Of course, there are rules, regulations, principles and procedures for the running of the country – all the things that political scientists and legal experts study and which are known collectively as 'a constitution'. But there isn't any single document which can be applied to as the highest law of the land and the final arbiter of any matter of dispute. Nobody can refer to 'article 6' or 'the first amendment' or anything like that, because nothing like that exists. Instead, the principles and procedures by which the country is governed and people's rights are derived come from a number of different sources. They have been built up over the centuries. Some of them are written down in laws agreed by Parliament, some of them have been spoken and then written down (judgments made in a court) and some have never been written down at all: there is no written

law in Britain that says anything about who can be the Prime Minister or what the powers of him/ her are.

Britain is one of the very few European countries whose citizens don't have identity cards. Moreover they aren't obliged to carry any identification with them. You don't even have to have your driving license with you in your car. If the police ask to see it, you have 24 hours to take it to them. There is no national service (military or otherwise); people aren't obliged to vote at elections if they can't be bothered; people don't have to register their change of address with any government authority when they move house. On the other hand, Britain is the only country in Europe without a Freedom of Information Act. There is no law which obliges a government authority to show you what information it has collected about you.

The monarchy

Britain is a constitutional monarchy, but what is the real role of monarchy nowadays? There are three widespread opinions. First, it is the personal embodiment of the government of the country: people can be as critical as they like about the real government, and can argue that it should be thrown out, without being accused of being unpatriotic. Because of the clear separation between the symbol of government and the actual government, changing the government doesn't threaten the stability of the country as a whole. Second, it is argued that monarch could act as a final check on a government that was becoming dictatorial. If the government ever managed to pass a bill through Parliament which was obviously terribly bad and very unpopular, the monarch could refuse the royal assent and the bill would not become law. Similarly, it is possible that if a Prime Minister who had been defeated at a general election were to ask immediately for another dissolution of Parliament, the monarch could refuse the request and dismiss the Prime Minister. Third, the monarch has a very particular role to play. By being a figurehead and representing the country, Queen Elisabeth II can perform the ceremonial duties which heads of state often have to spend their time on. This way, the real government has more time to get on with the actual job of running the country.

The economy

The economic system in Britain is a mixture of private and public enterprise. From 1945 until 1980 the general trend was for the state to have more and more control. Various industries became nationalized, especially those concerned with the production of energy. So too did the various forms of transport and

communication services. From 1980 the trend changed. A major part of the philosophy of the government was to let 'market forces' rule and to turn state-owned companies into companies owned by individuals. As a result, nowadays private enterprises prevail public ones, so there are more shareholders in the country than members of unions.

There is a statement: "The one thing the English will never forgive the Germans for is working too hard." Of course, it's not literally true, but it reflects a certain lack of enthusiasm for work in general. Perhaps it is the reason why the working day, in comparison with most countries, starts rather late (usually at 8 o'clock for manual workers and around 9 for non-manual ones). However measured by the number of hours worked in a week, the British reputation for not working hard enough appears to be false. The normal lunch break is an hour or less, and most people continue working until 5 or later. Many people often work several hours overtime a week. Moreover the normal retiring age for most people is 65 (60 for some, including a greater proportion for women).

There exists an interesting irony with regard to the two sexes. The decline of heavy industry means fewer jobs in stereotypical 'men's work', while the rise in service occupations means an increase of stereotypical 'women's work'. In 1970 around 65% of all those in work in Britain were men. In 1993 men made up only 51% of the workforce. When the law against sex discrimination in employment was passed in 1975, it was intended to protect women. However, in 1994 nearly half of the complaints came from men. That year there were two-and-a-half times as many unemployed men as there were unemployed women. Many men looked for employment as nurses, child carers, shop assistants and secretaries.

Although it's illegal for women to be paid less than men for the same job, the average full-time male employee earns about 50% more than the average female worker.

People and nature

Most of the British live in towns and cities. But they have an idealized vision of the countryside. To the British, the countryside has almost none negative associations which it has in some countries, such as poor facilities, lack of educational opportunities, unemployment and poverty. To them, the countryside means peace and quiet, beauty, good health and no crime. Most of them would live in a country village if they thought that they could find a way of earning of living there. Ideally, this village would consist of thatched cottages built around an area of grass known as a 'village green'. Nearby, there would be a pond with ducks on it. Nowadays such village is not so common, but it is stereotypical picture that is

well-known to the British. Even if they cannot get into the countryside, many British people still spend a lot of their time with 'nature'. They grow plants. Gardening is one of the most popular hobbies in the country. Even those unlikely people who do not have a garden can participate. Each local authority owns several areas of land which it rents very cheaply to these people in small parcels. On these 'allotments', people grow mainly vegetables.

As for the love of animals, it is said that the British often treat their animals as if they were people. Moreover they have a sentimental attitude to any animals. Nearly half of the households in Britain keep at least one domestic pet. The status of pets is taken seriously. It is, for example, illegal to run over a dog in your car and then keep on driving. You have to stop and inform the owner. If their pets die many British people are prepared to pay quite large sums of money to give their pets a decent burial. So, there are some official animal graveyards in Britain. But the love of animals goes beyond sentimental attachment to domestic pets. Wildlife programs are by far the most popular kind of television documentary. Millions of families have 'bird-tables' in their gardens. These are raised platforms on which birds can feed, safe from local cats, during the winter months. There is even a special hospital which treats injured wild animals. Perhaps this overall concern for animals is part of the British love of nature.

Tasks

1. Read the text for detailed understanding. Translate the 8th paragraph of the text.
2. Give the summary of the text.
3. Retell the text as if you were:
 - 1) Ordinary citizen of Britain;
 - 2) British politician;
 - 3) British historian;
 - 4) Representative of the government;
 - 5) Economist.

Vocabulary

Part 1

- 1) to be attributed with – характеризоваться, определяться
- 2) to lag behind – отставать, запаздывать
- 3) to regard as – считать
- 4) to derive smth. from smth. -- получать/извлекать что-либо от/из чего-либо, to derive profit – извлекать прибыль, to be derived from – происходить;
- 5) annual – ежегодный, ~ceremony – ежегодная церемония

- 6) likewise – также, более того, подобно
- 7) to be inclined to – быть расположенным к
- 8) to follow – следовать, идти за, придерживаться
- 9) the majority – большинство, Ant. – minority – меньшинство
- 10) genuine – истинный, подлинный, настоящий
- 11) to be individualistic for – иметь индивидуальное отношение (подход) к
- 12) pastime – времяпрепровождение
- 13) bowler hat – шляпа-котелок
- 14) to be preceded by – предшествовать, идти перед
- 15) to wash down – запивать
- 16) to cut out – исключать
- 17) to be out of date – устареть
- 18) to draw the conclusion from – сделать вывод из
- 19) to conform to/with – согласоваться/соответствовать/подчиняться
- 20) a queue – очередь, Am. – line, to queue up – стоять в ~, Am. – to line up
- 21) patience/tolerance – терпимость/терпеливость, patient/tolerant – терпимый
- 22) to have an attachment to – иметь привязанность к
- 23) to depict – изображать, Syn. – to portray
- 24) stubborn – упрямый, неподатливый, упорный
- 25) token – признак/знак/символ
- 26) suspicious – подозрительный, suspicion – подозрение
- 27) hostility – враждебность, hostile – враждебный
- 28) system of measurement – система измерения
- 29) to promote – выдвигать/продвигать/повышать в чине, promotion – продвижение по службе, to get a promotion – получить повышение
- 30) attitudes towards – отношение к ...
- 31) afford – позволять (по средствам)
- 32) a good indication – хороший знак
- 33) to criticize smb for – критиковать кого-то за ...
- 34) income – доход(ы), to spend ~ on – тратить доход(ы) на ...
- 35) to be embarrassed – быть смущенным, приведенным в замешательство
- 36) to shake hands – пожимать руку
- 37) to make a request – просить
- 38) to put a distance between smb – устанавливать дистанцию
- 39) reserved – сдержанный, необщительный
- 40) affection – привязанность, любовь
- 41) conventional – обычный, общепринятый
- 42) casual – случайный/нерегулярный/неформальный, to wear ~ clothes –

носить/одеваться в повседневную одежду, casually – неформально
43) to break down – разваливаться, рассыпаться

Part 2

- 1) regulations – предписание, правило, устав
- 2) to apply to smth./smb. – обратиться/прибегнуть, to apply smth. – применять/использовать
- 3) to refer to – сослаться/прибегнуть
- 4) to derive smth. from smth./doing smth. – устанавливать/выводить/ извлекать
- 5) dispute – диспут/дебаты/полемика/спор, to dispute – спорить
- 6) amendment – поправка
- 7) identity card – удостоверение личности, identification – документ (любой), удостоверяющий личность/опознавание/отождествление
- 8) to be obliged to do smth., to be obliged to smb. – быть обязанным делать что-либо, быть обязанным кому-либо
- 9) driving license – водительское удостоверение
- 10) to bother smb. – беспокоить/надоедать, to be bothered – беспокоиться/утруждать себя
- 11) to vote at elections – голосовать на выборах; vote – (избирательный) голос, voter – избиратель
- 12) to move house – переезжать
- 13) to be accused of – быть обвиненным
- 14) to argue with smb. – спорить, to argue – аргументировать/ утверждать/ настаивать
- 15) to throw smth. out – выбрасывать, избавляться
- 16) to threaten – угрожать
- 17) dictatorial – диктаторский, властный
- 18) to pass a bill – принять законопроект
- 19) royal assent – королевская санкция/одобрение
- 20) to defeat – наносить поражение, to be defeated – потерпеть поражение
- 21) to dismiss – распускать, увольнять
- 22) figurehead – первое лицо
- 23) dissolution – расторжение, отмена, роспуск
- 24) enterprise – предприятие, entrepreneur – предприниматель
- 25) to prevail – преобладать/доминировать
- 26) discrimination – дискриминация/неодинаковое/неравное отношение, discriminate – относиться по-разному/пристрастно
- 27) shareholder/stockholder – акционер

- 28) manual – физический, ~worker – работник физического труда, ~ labor – физический труд, Ant. – sophisticated/intellectual labor – интеллектуальный труд
- 29) to work overtime – работать сверхурочно
- 30) retiring age – пенсионный возраст
- 31) decline – падение, to decline – падать
- 32) to complain – жаловаться/подавать жалобу, complaint – жалоба
- 33) employee – работник, employer – работодатель
- 34) legal – законный, illegal – незаконный
- 35) to make up – составлять
- 36) to intend to – намереваться, иметь в виду
- 37) child carer – няня
- 38) thatched cottage – коттедж с соломенной крышей
- 39) unlikely – здесь: редкий
- 40) allotment – надел, Syn. – parcel
- 41) household – семья, домашнее хозяйство
- 42) to run over a dog – задавить собаку
- 43) to go beyond – повышать что-то, выходить за пределы
- 44) to give smb a decent burial – похоронить должным образом
- 45) by far – намного
- 46) overall concern – всеобщая забота/глобальная проблема

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

Part 1

- 1) не являться отражением современной жизни; 2) по особым случаям; 3) кроме того; 4) традиционное времяпровождение; 5) запить большим количеством чая; 6) готовить что-либо особым способом; 7) считать что-либо особенно модным; 8) характерная черта/признак Британии; 9) правостороннее движение; 10) иметь ограниченный успех; 11) играть общественную роль; 12) зона отдыха в средиземном море; 13) быть плохо одетым; 14) «британская холодность»; 15) обращаться к кому-то по званию

Part 2

- 1) управлять страной; 2) юрист; 3) быть принятым парламентом; 4) воплощение правительства в лице одного человека; 5) не дать королевской санкции; 6) отклонить просьбу 7) служба связи/услуги связи; 8) частных

предприятий больше, чем государственных; 9) недостаток энтузиазма; 10) на самом деле неверна; 11) перерыв на обед; 12) тяжелая/легкая промышленность; 13) увеличение количества рабочих мест в сфере услуг; 14) в два с половиной раза; 15) среднестатистический мужчина, работающий на полную ставку; 10) идеализированное представление; 11) слабо развитая сфера услуг; 12) домашнее животное; 13) относиться к животным как к людям; 14) лечить раненых диких животных.

Exercise 2. *Give the Russian for:*

Part 1

1) private life; 2) 'city gent'; 3) 'fry-up'; 4) a nation of tea-drinkers; 5) they don't consider it especially smart; 6) an employee is expected to wear a suit; 7) in these matters; 8) European Union; 9) observing formalities and being formal; 10) a gross breach of privacy; 11) you are not bothering with formalities; 12) to indicate friendship by open displays of affection; 13) by behaving as casually as possible; 14) buffet-type meal

Part 2

1) for the running of the country; 2) there isn't any single document; 3) the highest law of the land; 4) the final arbiter in any matter or dispute; 5) what the powers of him/her are; 6) to carry any identification with them; 7) widespread opinion; 8) people can argue that it can be thrown out; 9) national service; 10) to act as a final check on a government; 11) to perform ceremonial duties; 12) to get on with the actual job of running the country; 13) general trend; 14) to let 'market forces' rule; 12) the law against sex discrimination in employment; 13) lack of educational opportunities; 14) to find a way of earning of living; 15) those unlikely people who do not have a garden; 16) official animal grave yard; 17) wildlife programs; 18) 'bird-table'; 19) safe from local cats; 20) general behavior; 21) Freedom of Information Act; 22) to threaten the stability of the country.

Exercise 3. *Answer the questions:*

Part 1

1. Where are British typical features usually derived from? Do they correspond with British modern reality?
2. Which traditional ceremonies are mentioned in tourist brochures?
3. Do the British follow tradition in their daily life? What facts prove it?
4. Are there any changes in the English language? How are they explained?

5. What are the British the most enthusiastic about? Is it the same with other people in the world?
6. What is the stereotyped image of London 'city gent'? Is it true to fact?
7. What is the idea of traditional English breakfast? What do many people have instead?
8. What is the situation with queues in Britain? What is British people's attitude to queuing up?
9. Do the British have many living folk traditions? Are their habits the same? Why?
10. Do the British prefer living in new houses? Do they prefer modern-looking pubs?
11. What do their Christmas cards depict? How can all these facts be explained?
12. How are changes in everyday aspects of life greeted by the British?
13. What system of measurement do most British people prefer to use in their daily life?
14. What is the difference between observing formalities and being formal in everyday life?
15. Do the British always dress officially? What is considered a gross breach of privacy?
16. Do the British care very much about clothes? Which facts prove it? How can you recognize a British tourist?
17. What is considered as coldness among the British by people from other countries? . What do these signs really mean?
18. What signs show that the British are more reserved than other people? What is their friendship really symbolized by?
19. What are modern changes of British patterns of behavior?

Part 2

1. What is constitution for countries that have it?
2. Does Britain have a written constitution? What do they have instead? Where are all these things derived from?
3. Identity card is an obligatory document in Britain, isn't it? Are the British obliged to carry any identification with them?
4. Are the British obliged to have a driving license with them in the car? What do they have to do if the police ask the to see it?
5. What are other things that the British aren't obliged to do?
6. Does Britain have a Freedom of Information Act?

7. What is the first opinion about the monarchy of the UK? What can people do in this connection? Why is it possible? Does changing of the government threaten the stability of the country?
8. When can the monarch refuse the royal assent? What is its consequence? When can the monarch dismiss the Prime Minister?
9. What is the third opinion of the monarch? What does it allow the real government to do?
10. What is the general characteristic of British economy? What was its general trend from 1945 until 1980?
11. How did the economic trend change after 1980? What is the result of that change?
12. When does the working day in Britain start? Is it the same as in other countries? How long is British lunch break? When do they usually finish work? Is it true that they never work extra hours? What is their retirement age? Judging by these facts can you say that the British reputation for not working hard is true?
13. Are there any changes as far as stereotypical man's and women's work is concerned?
14. What was done to protect women against sex discrimination? When was it done? Who did most complaints about sex discrimination come from in 1994?
15. Are there more unemployed women than men? Which untypical jobs did men start to look for?
16. What vision of the countryside do the British have? What does it mean?
17. What are negative association of the countryside characteristic of some other countries?
18. What is the ideal description of a British village?
19. What do the British do if they cannot live in the countryside?
20. What attitudes do the British have for their animals? What is their status?
21. What is considered illegal in terms of pets?
22. What do many British people do for their dead pets?
23. How do the British care about wild animals?

Exercise 4. *Paraphrase the sentences using the active vocabulary:*

Part 1

1. Many tourist brochures stick to stereotypes while describing life in the UK.
2. Is it considered a symbol of Britishness?
3. It's a party for friends where everybody behaves informally.
4. There are many people waiting for their turn at the ticket counter.

5. He never says 'please' when he asks for something.
6. The kiss is the way of showing your love to someone.
7. Video-watching habit is the very opposite of a traditional leisure activity in Britain.
8. British postcards usually portray scenes from past centuries.
9. Most tourists come to enjoy this ceremony that takes place every year.
10. The British never demonstrate aggressiveness to foreigners.
11. These so called 'typical' features are taken from folk stories and songs.
12. It is a traditional way to entertain guests in Britain.
13. The greatest part of students of our university attend extras after their classes.
14. The British are patient to the way other people dress.
15. The British tend to be ascribed with certain characteristics, which are supposedly typical.
16. He wasn't confused when his friends learned that he buys second-hand clothes.
17. All his dreams crashed when he understood the situation.
18. Several contract terms were excluded.
19. I have no money to buy this beautiful ring.
20. She is impossible to persuade.
21. They have a lot of doubt about that person.
22. Many foreigners are ready to think that Britain is a land of traditions.
23. It is true that the English are more restrained than the people of other European countries.

Part 2

1. It is a global worry of our society.
2. In Middle Ages not all British families had their own pieces land.
3. The Parliament introduced several corrections into the Constitution.
4. As all the members of Steward family worked, they decided to hire a baby-sitter for their one-year-old daughter.
5. They always work extra hours.
6. Get rid of this stuff!
7. He is the most important person in the government.
8. He wanted to leave the country.
9. Such specialization requires a lot of physical labor.
10. How many business people created this company?
11. The Bill needs the monarch's approval.
12. The student quoted that famous writer several times.
13. Do blue collar jobs dominate white collar ones?

14. I don't think I must do that.
15. The law against sex inequality in employment was passed in 1975 in Britain.
16. Over a seven-year period the number of marriages has decreased by forty percent.
17. They referred to some special methods of analyzing the economic situation in European Union.
18. Their actions are against the law.
19. We insist that these signs are not characteristic of British society.
20. Mr. Smith was charged with several crimes.
21. The chief of the company fired Mr. Brown for being inefficient and unpunctual.
22. Do not disturb the manager. He is very busy.
23. Last year they changed their place of residence.

Exercise 5. Find the opposites:

Part 1

1. Different changes in everyday aspects of British life are greeted with trust and peace.
2. Should I be dressed officially for this cheese-and-wine party?
3. They are progressing in hi-tech field.
4. Those are not originally British traditions.
5. The minority of Mary's friends trust her and share all their problems and secrets with her.
6. He was very proud of that fact.
7. We treat other religions with irritation.
8. He's got a lot of debts recently.
9. She is a very obedient person.
10. There is nobody at the cash-desk.
11. A lot of new employers were hired to the factory last month.
12. The British don't care about animals.
13. I refuse to follow your rules.
14. They are very sociable and open-hearted.
15. Nobody demonstrates their hatred on public.
16. It's unusual among young ladies in our country to kiss when meeting each other.
17. Bowler hat is fashionable in the UK.
18. Many British people included 'fry up' in their breakfast.

Part 2

1. While tidying the room she collected and kept a lot of old newspapers and magazines.
2. Let's see how many people are involved in manual labor jobs.
3. It's not my duty to do it.
4. The amount of genuine folk traditions increased.
5. They decided to stay.
6. This decision is against our legislation.
7. Governments of certain countries behave in a democratic way.
8. The company hired many workers.
9. We won the battle.
10. He is the least important person in the government.
11. Everybody is talking about equal attitude to people in employment.
12. She is always satisfied with everything.
13. He works less then necessary.

Exercise 6. *Insert words from the vocabulary:*

Part 1

1. Greeting each other Japanese businessmen bow to each other, but Europeans
2. What do the British traditionally have for breakfast? – ... British breakfast is a packeted cereal or a bowl of cornflakes with tea or coffee.
3. British people are considered ... because they don't express their feelings on public.
4. It is not love but You've just got used to this person.
5. Such ... as gardening, woodwork, music and toy making are considered to be traditional in UK.
6. How do I know that I'll win the elections? – Your high rating is a ... of your popularity.
7. I've bought an art calendar which ... some ancient legend.
8. Their ...income is roughly thirty thousands pounds.
9. There were some ... circumstances about his death. We still don't know all the details.
10. His monthly ...was over three hundred pounds.
11. The meeting was held to ... better understanding between the two countries.
12. You should ... this dish. It's not good for your health.
13. It took her a vast amount of ... not to shout at him.
14. This word is ...and isn't used in English nowadays.
15. They can't ... to rent this flat because its price is very high.

16. I felt really ... when they asked me about my age.
17. He has been ill for a month, so he ... the group now.
18. She has a strong ... to her grandparents. She visits them every day and helps them a lot.
19. I made repeated ... for money from my father but he refused to help.
20. Such a change would not ... to the present wishes of the great majority of people.
21. What came after the children's dinner? – It was ... by party games.
22. A ... is a round, hard, black headgear with a narrow curved brim, worn especially by some British businessmen.
23. Having analyzed the economic situation I ... that it's time for drastic actions.
24. International ... is not accepted by many Britons and they still use pounds and ounces.

Part 2

1. Every year they ... a lot of profit selling CDs.
2. Let me give it to you in ... of my goodwill.
3. Is it really what you want to do? – Yes. I ... to move house.
4. It is not just a problem of your region. It's an ... of our society.
5. Did the Constitution change? – Yes it did. There was a number of ... concerning people's rights.
6. He made a ... about discrimination in employment.
7. There is a lack of ... labor in that country. That's why they can't produce hi-tech goods.
8. Get out of the car, please. I want to see your
9. Don't ... the President with these minor things. He needs to concentrate on more important issues.
10. As the Minister of Foreign Affairs you ... to know what happens in the world.
11. I ... that these measures should be taken urgently.
12. Are there any enemies who ...?
13. After the election they counted all the ... and announced the results.
14. It is ... to officially discriminate people in employment.
15. What is the ... in your country? – 55 for women and 60 for men.
16. In Russia President is the ... of the country.
17. Will the monarch sign the Bill? – No. Such a dictatorial law will never get ...
18. Domestic pets must be given a ... when they die.
19. This employee is very industrious. He ... almost every day.
20. He ... of many economic crimes but it was hard to prove all of them.

Exercise 7. *Insert prepositions where necessary:*

1. British conservatism can combine ... their individualism.
2. British people are rather proud ... being different.
3. It would be better for you to wash this medicine down ... lots of water.
4. British Christmas cards usually depict scenes ... past centuries; they like their pubs to look old.
5. British people are not obliged to vote ... elections if they can't be bothered.
6. The law against sex discrimination ... employment wasn't passed in our country, that's why there exist a lot of manifestations of this phenomenon in our daily life.
7. It's illegal in the UK to run over a dog in your car and then keep ... driving.
8. Even if they can't get ... countryside, the British people still spend a lot of their free time with 'nature'.
9. The statement given in the text reflects a certain lack of enthusiasm ... work in general.
10. He spends the biggest part of his salary ... gambling every month.
11. His educators always criticize him ... ill discipline and laziness.
12. There isn't any single document in Britain which can be applied ... as the highest law of the land.
13. Russian government always passes laws ... Duma.
14. In order to earn more money, many Russian people work several hours overtime ... a week.
15. Different changes in everyday aspects of life in Britain are usually greeted by its citizens ... hostility.
16. The British are rather tolerant ... 'strange' clothing than other Europeans, moreover they are comparatively uninterested ... clothes in general.

Exercise 8. *Translate into English:*

1. Он больше не является акционером нашей компании.
2. Первое лицо государства не носит повседневную одежду на официальных церемониях.
3. Средний пенсионный возраст в России – 60 лет.
4. Её обвинили в плохом отношении к домашним животным.
5. В следующем году они намереваются переехать в сельскую местность.
6. Боюсь, что эта система измерения уже устарела.
7. Он достаточно необщительный человек, поэтому свое свободное время проводит дома за чтением газет.

8. Этот закон был принят парламентом, но не получил королевского одобрения.
9. Количество проголосовавших на прошедших выборах составило 60 % населения страны.
10. В прошлую пятницу все работники предприятия были уволены в связи с его закрытием.
11. Большинство британцев терпимо относятся к иммигрантам.
12. Ежегодная церемония вручения премии «Оскар» состоится в апреле этого года.
13. Шляпа-котелок уже давно вышла из моды.
14. Если вы собрались переезжать, избавьтесь от ненужных вещей и мебели.
15. Мы намереваемся нанять няню нашему годовалому ребенку.
16. В этом ресторане вы можете попробовать блюда настоящей японской кухни.
17. Более того, вы должны исключить кофе из своего рациона.
18. Она не испытывала к нему ни привязанности, ни любви.
19. Они поздоровались и пожали друг другу руку.
20. Он очень упрям и не желает соответствовать требованиям компании.
21. Как обычно изображаются британцы?
22. Они не могут позволить себе купить такой большой дом.
23. Весь прошлый год предприниматели извлекали прибыль из международной торговли.
24. Она полностью соответствует современным представлениям об успешном руководителе компании.
25. Не угрожайте политику, который потерпел поражение.
26. Этот регион отстает в области высоких технологий, однако губернатор не расположен говорить всем об этом.
27. Пожимать руку – это признак вежливости.
28. Не критикуйте всех за все, а изложите свою просьбу в письменном виде.
29. Мы сделали вывод, что ни британцы, ни русские не любят стоять в очереди.
30. Некоторые люди относятся к переменам с подозрительностью и враждебностью и никогда не проявляют терпеливости.
31. В конституцию была внесена поправка о роспуске парламента.
32. Если вы хотите получить постоянную работу в США, вам нужно показать удостоверение личности, водительские права либо любой документ, удостоверяющий личность.

33. Почему в Британии частные предприятия преобладают над государственными?
34. Машина переехала собаку, и хозяева похоронили своего любимца должным образом.
35. Падение экономики – глобальная проблема нашего общества.
36. Многие британцы занимаются садоводством на своих земельных участках, которые они арендуют у правительства.
37. Дискриминация по половому признаку при приеме на работу – обычное дело в некоторых странах.
38. Недавно ее повесили.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are some things that can be considered as a token of Britishness.
2. All people are very conservative in food.
3. It is no good to give up national traditions.
4. Many people greet changes with suspicion and hostility.
5. Most people observe formalities but are informal in everyday life.
6. Criticizing people for casual clothes when they are not at work is a gross breach of privacy.
7. There is nothing embarrassing to buy clothes in second-hand.
8. The absence of constitution is very harmful for Britain.
9. Everybody is obliged to carry identification cards and driving licenses with them.
10. It is not correct to say that the monarch in Britain has no power.
11. There are a lot of people who work overtime in many countries.
12. Discrimination in employment is a widespread phenomenon.
13. In many countries countryside is characterized by poor facilities, unemployment, poverty and the general lack of opportunities.
14. Both British and Russian people have a real passion for gardening.
15. Some people treat their domestic pets better than their neighbors.

Exercise 2. *Act out dialogs discussing:*

1. Stereotypes.
2. Countryside and gardening.
3. Love towards animals.

4. Political systems and problems.
5. Economic systems and problems.

Exercise 3. *Speak on:*

1. True and false stereotypes in Britain.
2. True and false stereotypes in Russia.
3. Differences and similarities in British and Russian political system.
4. Differences and similarities in British and Russian economies.
5. Attitude to traditions and ceremonies in Britain and Russia.
6. The possibility of having a figurehead in our country that could perform the functions of a monarch.

UNIT 7. USA

Pre-reading questions

1. Which continent does the US occupy? Are there any American lands located distantly from where most of the US territories are? What are these lands?
2. Which countries does the US border?
3. Describe land and water resources of the US.
4. What can you say about climate variations in the US?
5. Who was the first American president? What are the most famous presidents?
6. What are they famous for? Who is the current president?
7. How many states are there in the US? What are the states you have most frequently heard of? What are the cities you have most frequently heard of?

The United States of America

Part 1. Government

In 1776, the thirteen weak British colonies came together, stood up, and told that from now on they would be free and independent states. The British were neither impressed nor amused, and a bitter seven-year Revolutionary war followed. A new republic was founded, turning into reality the dreams and ideals of a few political philosophers. The former colonies, now “the United States of America,” first operated under an agreement called the articles of Confederation (1781). This loose agreement was not working well. The central, federal government was too weak, with too few powers for defense, trade and taxation. In 1787, delegates from the states met in Philadelphia and wrote a completely new document, the Constitution, which after much argument, debate, and compromise was finished in the same year and officially adopted in 1789.

The Constitution sets three separate branches, each one having powers (“checks and balances”) over the others. The ultimate power under the Constitution is not given to the President (the executive branch), or to the Congress (the legislative branch), or to the Supreme Court (the judicial branch).

The Constitution has been repeatedly amended to meet the changing needs of the nation. The first ten Constitutional Amendments are known as the Bill of Rights (1791). They are considered to be the fundamental rights of any American. Among these rights are the freedom of religion, speeches, and the press, the right of peaceful assembly, and the right to petition the government to correct wrongs. Other rights guarded the citizens against unreasonable searches, arrests, and seizures of property, and established a system of justice guaranteeing orderly legal

procedures. All these are seen as the natural “inalienable” rights of every American.

American governmental system comprises federal, state, county, and local levels. One of the basic principles at all levels of American government is “one person, one vote.”

Congress is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The House has 435 members elected every two years for two-year terms. They represent the population of “congressional districts” into which each state is divided. The number of representatives from each state is based upon its population. For instance, California with the largest population has 52 Representatives while Delaware has only one.

The President of the US is elected directly by voters (as Senators and Representatives) every four years to a four-year term of office with no more than two full terms allowed. In any case, the President’s policies (proposals and programs, treaties, declaring war etc) must be approved by the House of Representatives and the Senate before they are up and running. In domestic as well as foreign affairs the President can seldom count upon the automatic support of Congress. Therefore he must be able to convince the Representatives and Senators of his point of view. He must bargain and compromise.

Within the executive branch, there are a number of executive departments (currently – of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs. The head of each department (called Secretary) is appointed by the President with the Senate’s approval. None of these Secretaries can be serving in Congress or in other part of the government. They are Presidential assistants and advisers – “the President’s Cabinet.”

There has always been a battle between federal and states’ rights because of traditional American distrust of a too powerful central government. The US Constitution limits the federal government to only very specific powers (e.g. the FBI is limited to handling very few federal crimes, for instance kidnapping). The federal government sets laws concerning working conditions, transportation, wages, and working hours, environmental protection laws and equal employment laws (which are among the strictest in the world!).

Each state has its own state police and its own criminal laws, marriage and divorce laws, driving laws and licenses, drinking laws and voting procedures. Each city has its own police force. Neither the President nor the governor of the state has

direct power over it. Other areas which are also concerns of cities, towns and villages are opening and closing hours for stores, street and road repairs, architectural laws, exercising censorship of books, newspapers, magazines and films, and other regulations. Most states and some cities have their own income taxes, laws on owning a gun, laws about drug use, capital punishment (36 states have death penalty while other 14 do not), abortion, and homosexuality.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) a politician/representative;
 - 2) the President of the US;
 - 3) the Senator;
 - 4) a member of “the President’s Cabinet”;
 - 5) a mayor of an American city;
 - 6) historian.

Part 2. Economy

Today with only about 5 % of the world’s population and 6 percent of its land area, the US produces around 25 percent of the world’s industrial products, agricultural goods, and services retaining the largest share of the world market. Its gross national product (GNP) has more than tripled since the end of the Second World War. America remains the world leader in many areas, for instance, biochemical and genetic engineering, airspace research and development, communications, computer and information services, and similar high-technology (hi-tech) fields. In such areas American companies are faced with intense competition. Similarly, many countries now have their own silicon valleys, but the first and biggest computer research and production area is still Silicon Valley, near San Francisco, where some 4,000 hi-tech firms are located.

Having less than 2 percent of America’s total population involved the US is also the world’s leading agricultural nation. It is the biggest supplier of grains growing wheat, corn (maize), cotton, oats and sorghum. American farmers and ranchers account for 14 percent of the world dairy products, 17 % of meats, 27 % of vegetable fats and oils, and 53 % of soybeans.

America’s economic vitality, spirit of enterprise and initiative, constant willingness to experiment and find new solutions to old problems have played an

important role. American government has always encouraged citizens to vigorously pursue their economic interests.

More than half of all working Americans are in white-collar jobs. Over 15 million Americans own their own businesses and more than three times that number are part-owners of businesses and industries through stock. American blue-collar worker is among the highest paid in the world.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) an ordinary citizen of the US;
 - 2) historian;
 - 3) a farmer;
 - 4) a businessman.

Part 3. American people

The United States has often been called “a nation of immigrants.” First, the country was settled, built and developed by generations of immigrants and their children. Secondly, even today America continues to take in more immigrants than any other country in the world. It is not surprising, therefore, that the US is counted among the most heterogeneous societies in the world with many different cultural traditions, ethnic sympathies, national origins, racial groups, and religious affiliations. Nonetheless, it would be very misleading to view America as simply a collection of different immigration groups and ethnic or religious loyalties. In fact, 91.4 % of all Americans in 1990 were born in the US. Those tens of millions of Americans who proudly acknowledge their ethnic roots are still more American than they are Irish, Korean, Chinese, Puerto Ricans, Italians, Lebanese, or Filipino. What they have in common is more significant than what makes them, as Americans, different from one another.

The US is often called the “melting pot” because some of many nationalities and ethnic groups assimilated having largely lost or intentionally given up their many of those specific markers which would make them different from their neighbors. Other Americans maintained much of their ethnic identities. In this sense, US society has been linked to a “salad bowl.” Perhaps a better metaphor for American society than either “the melting pot” or “the salad bowl” would be that of a “pizza”. The different ingredients are often apparent and give the whole its particular taste and flavor, yet all are fused together into something larger.

A majority of Americans are white and claim their European ancestry. Hispanics are the largest minority. They make up 21 % of the total population of 81 million people. Hispanics are followed by Blacks with 16 %. It is estimated that some 20 million people in the US may have some Indian blood. More than 8 million Americans chose to give their ancestry as “American Indian” in the 1990 Census. A little over 400,000 American Indians live on reservations but no Indian has to stay on a reservation. Since 1927, all American Indians have been citizens of the US.

Part of being an American is not being, and not wanting to be, typical. General statements about American lifestyles are frequently resented by Americans. Generalizations e.g. that Americans are incurable optimists are usually not welcomed, even if they are basically accurate. There are at least two generalizations that can be safely made. First, Americans tend to be trend setters in lifestyles. And, secondly, what is thought to be typically American today probably won't be so for a long.

Three American “national characteristics” which are most frequently mentioned are a friendliness to people, a strong sense of community and neighborliness, and a great informality.

Tasks

1. Read and translate the text;
2. Give the summary of the text;
3. Retell the text as if you were:
 - 1) ethnography researcher;
 - 2) a person, immigrated to the US two years ago;
 - 3) young American;
 - 4) American citizen who has European ancestry;
 - 5) Hispanic;
 - 6) Afro-American.

Vocabulary

Part 1

- 1) weak – (Ant. – strong) слабый
- 2) agreement – (to operate under ~, loose ~) договоренность, соглашение
- 3) to defend – защищать, defense – защита;
- 4) to tax – облагать налогом, taxes (n) - налоги, taxation - налогообложение
- 5) former – (Ant. – latter) бывший
- 6) to adopt (a document/the Constitution) – принять (документ, конституцию)

- 7) branch – ветвь, legislative ~ – законодательная, executive~ – исполнительная, judicial ~ – судебная;
- 8) “checks and balances” – система сдерживания и противовесов
- 9) ultimate – максимальный/последний/конечный
- 10) supreme – верховный, ~ Court, ~ Law
- 11) to amend – вносить поправку, amendment – поправка
- 12) to guard against smb./smth – защищать от, оберегать от
- 13) unreasonable searches – незаконный обыск
- 14) to seize, seizures of property – опись имущества
- 15) to establish a system of smth./rules and regulations etc. – установить систему правил, положений и т.д.
- 16) inalienable – неотъемлемый
- 17) to comprise – составлять, включать в себя
- 18) county – округ
- 19) vote (v, n) – голосовать/голос , voter – избиратель
- 20) term – срок/условие (напр. контракта)
- 21) instance, for instance – например
- 22) to propose – предлагать, proposal – предложение
- 23) treaty – соглашение, договор
- 24) to approve – (approval) одобрять
- 25) to be up and running – продолжать работать/функционировать
- 26) affairs – дела, domestic~ – внутренние дела, foreign~ – международные отношения
- 27) to convince – (Syn. – to assure, to persuade) убеждать/уверять
- 28) to bargain – (bargain (n)) заключить сделку/договориться/торговаться
- 29) to appoint – (appointment) назначать
- 30) to trust – (trust (n), distrust, trustful, trustworthy) доверять
- 31) to kidnap – (kidnapping) похищать
- 32) to handle a problem/a crime/ a case – рассматривать проблему и т. д.
- 33) to exercise censorship – применять цензуру
- 34) income tax – подоходный налог
- 35) capital punishment = death penalty – смертная казнь

Part 2

- 1) to retain – владеть, держать
- 2) a share of market – доля рынка
- 3) gross national product (GNP) – валовой национальный продукт, gross domestic product – валовой внутренний продукт (GDP)

- 4) to compete – (competition, competitor, competitive) конкурировать
- 5) to face smth. – (to be faced with smth) сталкиваться с чем-то
- 6) to supply – (supply (n), supplier) снабжать
- 7) to account for – нести ответственность/отвечать/принимать во внимание/
приходиться на долю/объяснять
- 8) to pursue – преследовать (цель)/искать/добиваться
- 9) vital – важный, насущный, необходимый, Syn. – crucial, vitality – живучесть
- 10) enterprise – предприятие, entrepreneur – предприниматель
- 11) stocks – акции, Syn. – shares, stockholder/shareholder – акционер/держатель
акций, stock – запас/фонд, share – доля

Part 3

- 1) heterogeneous – (Ant. – homogeneous) многонациональный
- 2) affiliation – принадлежность
- 3) misleading – вводящий в заблуждение
- 4) loyalty (loyalties) – верность, преданность, лояльность
- 5) to acknowledge – допускать, признавать, подтверждать
- 6) root – корень, roots – происхождение (корни)
- 7) common – общий, to have smth. in common with smb./smth.– иметь что-либо
общее с кем-либо/чем-либо
- 8) significant – значительный, важный, существенный
- 9) to assimilate – сравнивать, уподоблять
- 10) intention – (intentional / unintentional, intentionally / unintentionally)
стремление, цель, намерение
- 11) to give up – (Syn. – abandon) отказаться, отменить
- 12) apparent – несомненный, видимый
- 13) to fuse – (fusion) объединять(ся)
- 14) majority – (Ant. – minority) большинство
- 15) ancestry – происхождение, ancestor – предок
- 16) census – перепись, ~Bureau
- 17) to resent – негодовать, возмущаться, обижаться
- 18) to cure – (Syn. – treat, cure/treatment (n)) излечивать, incurable --
неизлечимый
- 19) to be welcomed – быть желанным, долгожданным
- 20) trend – общее направление, тенденция.

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the Russian for the following:

Part 1

1) turning into reality the dreams and ideas; 2) the articles of Confederation; 3) after much argument, debate, and compromise; 4) ultimate power; 5) has been repeatedly amended; 6) the Bill of Rights; 7) to meet the changing needs; 8) fundamental rights; 9) freedom of religion, speeches, press, and peaceful assembly; 10) natural, “inalienable” rights; 11) the House of Representatives; 12) for six-year terms of office; 13) to declare war; 14) department of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs; 15) street and road repairs; 16) driving laws and licenses; 17) drinking laws; 18) laws on owning a gun

Part 2

1) has more than tripled; 2) genetic engineering; 3) airspace research and development; 4) computer and information services; 5) to be faced with intense competition; 6) hi-tech fields; 7) Silicon Valley; 8) farmers account for 14 % of; 9) spirit of enterprise; 10) to vigorously pursue economic interests; 11) part-owner; 12) white-collar jobs; 13) blue-collar worker

Part 3

1) was settled, built and developed by generations of immigrants; 2) ethnic sympathies, national origins, racial groups, and religious affiliations; 3) it would be very misleading; 4) religious loyalties; 5) to proudly acknowledge ethnic roots; 6) to have something in common with smb.; 7) “melting pot”; 8) “salad bowl”; 9) are fused together into something larger; 10) Blacks, Hispanics; 11) general statements; 12) generalizations that can be safely made; 13) incurable optimists; 14) to be trend setters in lifestyles; 15) a strong sense of community and neighborliness, and a great informality.

Exercise 2. Give the English for the following:

1) бывшие слабые колонии; 2) свободное и независимое государство; 3) направлять петицию правительству с требованием устранить ошибки; 4) система правосудия, гарантирующая должное соблюдение юридических процедур; 5) неотъемлемые права; 6) один человек – один голос;

7) избирательный участок при выборах членов конгресса; 8) избираться непосредственно теми, кто имеет право голоса; 9) министр иностранных дел, министр внутренних дел; 10) с одобрения Конгресса; 11) собрание акционеров; 12) совладелец; 13) считать кого-либо принадлежащим какой-либо группе; 14) в этом смысле; 15) быть по существу точным.

Exercise 3. *Answer the questions:*

Part 1

1. When and why did the seven-year Revolution start?
2. What was the result of it?
3. When was the American Constitution adopted?
4. What does the Constitution set?
5. What was the name of the first ten Constitutional Amendments? What are they considered to be?
6. What rights are mentioned in the Constitution?
7. What does American governmental system include?
8. What is Congress comprised of? How many members are there?
9. All all members of Congress elected using the same method?
10. How is the President of the US elected? How many full terms is the President allowed?
11. Is the President independent in the decisions? How does the President interact with Congress?
12. What are executive departments of the US.
13. What are the powers of the federal government?
14. What are the powers of the government of states?
15. Why is there a strict division of federal and state powers?

Part 2

1. How large is the population of the US? How much land does the country occupy? What share of the world market does America retain?
2. In what industries does America take the leading position? Is it easy to be the world's leader in economy? Why?
3. What is Silicon Valley?
4. What facts show that the US is the world's leading agricultural nation?
5. What characteristics helped America become the leading nation?
6. What is the structure of jobs in the US? Are blue-collar workers among the lowest-paid in the world?

Part 3

1. Why is America called “a nation of immigrants”?
2. Has the US stopped taking immigrants recently?
3. Can the US be called a simple collection of different groups? Why?
4. Why is the US called the “melting pot”?
5. What is the reason for calling the US a “salad bowl”?
6. What is a better metaphor for American society and why?
7. What is American population structure according to their ancestry?
8. Do Americans like when other people generalize about them? Why?
9. What generalizations can be safely made about American people?
10. What three American “national characteristics” can you name?

Exercise 4. *Insert prepositions where necessary:*

1. Congress is made upthe Senate and the House of Representatives.
2. According to Russian Constitution the President is elected every four years
four-year terms of office.
3. The number of representatives from each state is basedits population.
4. The executive managers are usually appointed.....the chief of the corporation.
5. He is limitedhandling this part of the department.
6. The governor of the state doesn't have any direct power ...police force.
7. Do you know Russian laws ...drug use?
8. Nowadays many Americans face... the problem of unemployment.
9. McDonald's company accounts.....45 per cent of all American fast food
market.
10. More than 10 per cent of all working Americans are ... heavy industry.
11. The USA is a heterogeneous country and this fact makes it different...its
neighbors.
12. One personality trait which is common for almost all the Americans is
friendliness... people.

Exercise 5. *Paraphrase the sentences using the active vocabulary:*

1. People in democratic countries have a certain number of freedoms that can not
be taken away.
2. This problem is very important for our government.
3. American farmers produce more than 20 per cent of the world's agricultural
goods.
4. What is the name of American ex- president?
5. Hi-tech and other fields are vital for the US economy.

6. American Congress includes such executive branches as the Senate and the House of Representatives.
7. Our company has already signed an agreement with the US airspace research and development center.
8. American government has come across the necessity of supporting farmers and ranchers.
9. That tendency was evident to everyone.
10. What are your roots?
11. This company continues functioning.
12. How big is the amount of money the government takes from people's wages or salaries?
13. How are these politicians going to manage the housing problem?
14. Have you heard of the President's goal to resign?
15. A lot of nations fuse within that country.
16. Whites are the main part of American population.
17. Does this country have death penalty?
18. They refused to continue debates connected with religious freedom in American society.
19. The shares of this company are growing.
20. The Parliament ratified the Bill a week ago.
21. Our organization protects domestic producers from piracy.
22. They protested against new job cuts.
23. They offered several corrections of the Constitution.
24. America takes leading position in many fields of modern life, for example, in biochemical and genetic engineering.
25. Business people will have a lot of profit next year.
26. How does the end product look like?
27. People come to America to look for their happiness.

Exercise 6. *Find opposite sentences:*

1. The company has stopped functioning again.
2. It's unnecessary to know the history of your native place.
3. A lot of nationalities are separated within the US.
4. Hispanics, Indians and Afro-Americans are the main majorities in the USA.
5. It is a correct idea of the structure of Russian government.
6. He dissuaded them from the necessity of doing this.
7. He started smoking several years ago.
8. The workers of this enterprise are happy when their salaries are delayed.

9. The law having been discussed was rejected by the government.
10. A new senator was fired yesterday morning.
11. His goal is unclear.
12. The territory of modern America presented the current colonies of Great Britain.
13. Do they have a restriction of religion in their country?
14. Do the ideas of these parties have anything different?
15. They've already faced a sluggish competition.

Exercise 7. *Insert words from the active vocabulary:*

1. It's impossible to ... this illness.
2. He works in Foreign ... Department.
3. What is your religious ...?
4. The President of the US is elected directly by ... every four years to a four-year ... of office.
5. They've made a ... on favorable terms.
6. What is your ...? – My grandparents come from Ireland.
7. The ... is responsible to make laws while the ... does everything to enforce them.
8. Mass media can not publish and say whatever they want because the government ... strictly.
9. The extreme penalty in this country is
10. American producers ... all the world with modern computers and their inputs.
11. He is a good citizen. He always demonstrate ... to the government.
12. Is anybody going to help me? – Yes, you can ... me.
13. While calculating ... you need to take all income of our citizens who work at home and abroad into account.
14. What goals do they ...?
15. Two terrorists ... a child and are demanding a million dollars.
16. Is your enterprise able to ... with these huge old companies?
17. Russian oil industry ... a rather large share of the world market.
18. ... is responsible for keeping data about all people living in the country.
19. If you want a discount you should
20. Instead of the ultimate power the three branches have ... over each other.

Exercise 8. *Translate the following sentences into English:*

1. На днях Конгресс внес поправку в закон об неотъемлемых правах граждан.
2. Соединенные штаты представляют собой многонациональное государство, состоящее большей частью из иммигрантов.

3. Сельское хозяйство – одна из наиболее развитых сфер экономики США. На её долю приходится около 25 % от всего производства страны.
4. Сегодня в их квартире были произведены незаконный обыск и опись всего имущества.
5. Последняя перепись населения показала, что в нашей стране имеется тенденция к урбанизации.
6. У вас есть какие-либо видимые причины к принятию таких мер?
7. Данный договор включает в себя несколько пунктов.
8. Менеджер был уволен из компании, так как преследовал только свои интересы.
9. Какую религию вы исповедуете? (Какова ваша религиозная принадлежность?)
10. История этого народа уходит корнями в далекое прошлое.
11. Первые 10 поправок Конституции США известны как Билль о Правах.
12. Снижение подоходного налога стало долгожданным событием для многих американцев.
13. Многие штаты Америки могут устанавливать свои законы, связанные с любыми сферами общественной жизни.
14. Расследование похищения людей является федеральным делом.
15. Многие люди с гордостью признают свои этнические корни.
16. Подоходный налог никогда не берется с пенсионеров.
17. Министр иностранных дел говорил, что наша страна сталкивается с новой проблемой.
18. Может ли смертная казнь быть одобрена в демократическом обществе.
19. У нас есть одна общая черта: мы оба пытаемся решать проблемы как можно быстрее.
20. Вас здесь не ждут.

Communicative Exercises

Exercise 1. *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. The division of powers into three branches is universal.
2. American people have a lot of rights and freedoms.
3. In democratic countries there are no unreasonable searches, arrests and seizures of property.
4. American states have much more power than Russian regions.
5. Two-Houses Parliament is characteristic both of the USA and Russia.

6. American and Russian presidents can count upon the automatic support of their parliaments.
7. The division of federal and local powers is very strict both in America and Russia.
8. The US is the leader of the world economy.
9. There are some typical features of American character that help survive intense competition.
10. Both the US and Russia are multinational countries.
11. Most people in the world proudly acknowledge their ethnic roots.
12. Minorities are discriminated neither in the US nor in Russia.
13. It's easy to make generalizations about any nation.
14. Many Russian people do not differentiate between nation and nationality.

Exercise 2. *Act out dialogs between an American and a Russian person discussing:*

1. American and Russian national characteristics.
2. Differences of the notions “nation” and “nationality”.
3. Federal and state/regional powers.
4. Political systems and problems.
5. Economic systems and problems.

Exercise 3. *Speak on:*

1. True and false characteristics of Russian and American people.
2. Nation and nationalities in Russia and America. What can a person mean saying 'I'm Russian'?
3. Differences and similarities in American and Russian political system.
4. Differences and similarities in American and Russian economies.
5. Attitude to traditions and ceremonies in the USA and Russia.

UNIT 8. TRANSPORTATION

Transportation in the US

Waterways

From the earliest days up until the railroad became dominant after the Civil War, travel by water was the favorite means of transportation for both passengers and freight. It is no accident that most of America's largest cities first grew around ocean harbors, along rivers, or later, by canals. "Downtown" once meant exactly that: down where the ground was the lowest, near the harbor docks or by the river where the first houses and buildings were constructed. The Americans had a great advantage when it came to boats and ships, whether for the inland waterways or the oceans. From 1820 until the Civil War, the United States was the leading maritime nation.

The greatest achievement of American merchant shipbuilding was the clipper. The first true clipper ships were built in the mid-1840s, these ships traveled very fast. The three decades before the Civil War saw the domination of merchant shipping by American clippers. But the era of the steamship soon put an end to this romantic period of fast and elegant wooden sailing ships. The first commercially successful steamboat in the world was Robert Fulton's *Clermont*, which appeared on the Hudson River in New York in 1807. Steamboats were an important means of transportation which helped to expand the frontier further and further west. Canals also did a great deal to open up the interior of America, to take settlers and immigrants to new areas, to carry their farm goods to city markets, to move freight at low cost, and to transport manufactured products and materials.

Railroads

As early as 1833, a railroad in South Carolina and Georgia was running trains over a route of more than 200 km, the longest in the world at that time. Because of greater speed and directness, the railroad was beginning to win out over the steamboat. Trains could go where boats and ships could not. This was especially important west of the Mississippi, where there were fewer large rivers. The government supported many railroads by giving them land for building tracks and lending them money at a low rate of interest. Millions of immigrants reached the new territories with the help of the railroads. Later, trains transported the goods they produced. Fresh meat, fruits, and vegetables could be transported more quickly. As a consequence, food became less expensive in the urban areas. The materials needed for constructing railroads stimulated the iron and steel industries.

While the early decades of the 20th century were the “golden age” of the railroads in America, their significance for passenger service has declined since then. In 1971, Congress created Amtrak, the National Railroad Passenger Corporation, to provide a balanced transportation system by developing and improving intercity rail passenger service. Compared with railroad passenger transport in Germany, France or Britain, however, Amtrak is of relatively little importance. The Amtrak system works best and most profitably in densely populated areas where distances are short and getting to and from airports is convenient and expensive. On the longer distances, Amtrak has a hard time competing with the airplane. Freight trains, by contrast, are still very important, especially for the transportation of ‘bulk goods’ such as coal or grain. And, after many problems in the 1980s, the largest railroads are now much more competitive. In fact, when measured by tons carried per mile, the railroads transport 37 percent of all American freight compared with about 27 percent for trucks (and 16 percent of freight on inland waterways). Trains are now both cheaper and more efficient than trucks.

The Car Culture

America B. C. (Before the Car) was a much different place than it was after all those Fords and Chevys became available to millions of Americans. Soon the average “man next door”, and his teenage son and daughter as well as his wife, could afford a car. Figures show that the United States has developed an enormous modern transportation system, an extensive network of roads and highways which enables Americans to travel freely and comfortably wherever they want without having to give up their independence, consult timetables, or wait for connections. For example, the American interstate highway system – the non-stop, interconnected “motorways” – stretches for over 72,000 km. In the U. S. there are more cars and trucks and buses per person than anywhere else.

One could easily reach the conclusion that America is one big parking lot, clogged by cars and trucks, stinking of exhaust, covered by concrete, and marred by service stations. Such images, however, are highly misleading. Urban areas in the United States, towns and cities, large and small, only take up less than 2 percent of the country’s total land area. It is sometimes forgotten that in the U. S. today – a country over 30 times the size of Italy and over 40 times that of the United Kingdom – one third of the land is still covered by forests.

Public, state-supported mass transportation systems – buses, commuter trains, streetcars, subways – only make sense in economic and practical terms for those parts of the U. S. that are densely settled. For example, 53 percent of all New

Yorkers use the mass transit, public transportation system. Cities such as Chicago, Boston, Washington D. C., Philadelphia, and San Francisco are also examples of cities where public transportation plays an important role. Experience has shown, however, that many people still prefer to go by car, and would continue to do so, even if public transportation were more readily available and less expensive.

The most extensive and one of the least expensive means of transportation in America is the bus. Both city traffic and intercity transportation are largely provided by bus companies, public and private. Intercity and suburban bus companies operate between some 15,000 cities, towns, and villages. America's intercity buses transport more than 350 million passengers every year, more than Amtrak and all airlines combined. This cheap way to cover long distances in the U. S. is used by many American and foreign travelers.

Americans started relatively early giving thought to the problems caused by cars. In the 1950s, some cities began to ban cars from their central shopping areas. So-called malls were built within cities, changing traffic-filled streets to areas reserved for pedestrians, landscaped with grass, flowers and trees. Many universities forbid students to have cars on campus, unless, of course, they are handicapped. Programs such as car-pooling or "share-the-ride" and "park-'n-ride" are also common approaches.

In most U. S. states the national speed limit of 55 mph (about 88 km/h) is in effect, but outside a several kilometer radius of larger cities, a speed limit of 65 mph (about 104 km/h) is allowed on major rural interstate highways. Some Americans, of course, always try to go just a little bit faster, but overall, most adhere to speed limits. This general acceptance is helped along by the police, who strictly enforce speed limits in and outside the cities. Studies show that there is less pollution at lower speeds, gas is saved, and, perhaps most importantly, there are fewer lives lost. Americans are sometimes surprised to learn that they have a reputation of being polite and courteous drivers. Much tougher drinking-and-driving laws in many states have meant that in some areas traffic deaths have dropped as much as 30 percent in one year. There are very strict laws, rigidly enforced, for protecting school children. Children have special crossing areas and school zones in which the maximum speed limits for cars are usually from 5 to 15 mph (8 to 44 km/h). American courts have little sympathy for those who speed near school zones or pass school buses as children are getting out. Automatic fines of up to \$500 for first-time offenders are not uncommon.

Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 7.
2. Give the summary of the text
3. Retell the text as if you were:
 - 1) a Russian tourist in America;
 - 2) an American who likes to travel;
 - 3) a driver;
 - 4) the head of the bus company.

Vocabulary

- 1) to become dominant – стать преобладающим
- 2) means of transportation – транспортные средства
- 3) to grow around – возникать возле
- 4) harbor – гавань (порт)
- 5) downtown – центр города
- 6) inland waterways – внутренние водные пути
- 7) maritime nation – морская нация
- 8) clipper – клипер
- 9) merchant shipping – торговый флот
- 10) steamship – пароход
- 11) to expand the frontier – расширять границу
- 12) to open up the interior – открывать внутренние районы страны
- 13) freight – груз/товарный поезд, to move ~ at low cost – перевозить грузы по низкой стоимости
- 14) manufactured products – промышленные товары
- 15) to run trains over a route of – направлять поезда по маршруту
- 16) to win out over – одерживать верх над
- 17) to give smb. land for building tracks – давать землю для строительства железной дороги
- 18) a low rate of interest – низкая процентная ставка
- 19) to transport the goods – перевозить товары
- 20) urban areas – городские территории
- 21) to stimulate the iron and steel industries – стимулировать развитие металлургической и сталелитейной промышленности
- 22) to provide a balanced transportation system – обеспечивать сбалансированную систему транспорта

- 23) to improve intercity rail passenger service – улучшать услуги в сфере междугородних перевозок пассажиров по железной дороге
- 24) to work profitably – работать прибыльно
- 25) densely populated (densely settled) areas – густонаселенные территории
- 26) bulk goods – товары, перевозимые крупными партиями
- 27) competitive, efficient – конкурентоспособный, эффективный
- 28) an extensive network of roads and highways – разветвленная система дорог и скоростных шоссе
- 29) to consult timetables – сверяться с расписанием
- 30) interconnected “motorways” – взаимосвязанные автострады
- 31) parking lot – стоянка
- 32) clogged by cars – забитый (переполненный) машинами
- 33) marred by service stations – испорченный обилием станций техобслуживания
- 34) take up – занимать
- 35) commuter trains – пригородные поезда
- 36) subway – метро
- 37) suburban bus companies – компании пригородного автобусного сообщения
- 38) to ban – запрещать
- 39) mall – торговый центр
- 40) traffic-filled streets – переполненные транспортом улицы
- 41) pedestrians – пешеходы
- 42) handicapped (Syn. disabled, physically challenged)– инвалиды
- 43) car-pool/car pooling – автомобильный пул (для поездок на работу): группа автовладельцев-соседей, живущих в пригороде, каждый из которых по очереди возит остальных на работу на своей машине.
- 44) adhere to speed limits – подчиняться ограничению скорости
- 45) enforce speed limits in and outside the cities – заставлять соблюдать ограничение скорости в городах и за их пределами
- 46) pollution, to pollute – загрязнение, загрязнять
- 47) tougher drinking-and-driving laws – более жесткие законы о вождении в нетрезвом виде
- 48) crossing areas – пешеходные переходы
- 49) speed (v, n) – превышать скорость, скорость
- 50) automatic fines – автоматические штрафы
- 51) first-time offenders – правонарушители, совершившие преступление впервые

Reading Comprehension and Vocabulary Exercises

Exercise 1. Give the English for:

1) неслучайно; 2) строиться; 3) преимущество; 4) десятилетие; 5) быстрые и элегантные суда; 6) коммерчески успешный; 7) городские рынки; 8) железная дорога; 9) иметь преимущество над; 10) менее дорогой; 11) обычный парень, живущий по соседству; 12) позволить себе машину; 13) отказываться от независимости; 14) покрытая лесом; 15) государственная система транспорта; 16) в основном обеспечиваются автобусными компаниями; 17) дешевый способ преодолеть большое расстояние; 18) пешеходные зоны; 19) запрещать студентам пользоваться машинами на территории университета; 20) они имеют репутацию вежливых водителей; 21) американские суда; 22) стали доступны миллионам американцев; 23) думать о проблемах; 24) городской транспорт; 25) бензин экономится; 26) давать займы деньги.

Exercise 2. Give the Russian for:

1) up until; 2) the Civil War; 3) travel by water; 4) to move freight; 5) harbor docks; 6) when it came to; 7) the greatest achievement; 8) further and further west; 9) a great deal; 10) settlers and immigrants; 11) to produce goods; 12) as a consequence; 13) significance; 14) the National Railroad Passenger Corporation; 15) relatively little importance; 16) convenient and expensive; 17) has a hard time; 18) measured by tons carried per mile; 19) trucks; 20) an enormous modern transportation system; 21) wait for connections; 22) stretches for over; 23) reach the conclusion; 24) stinking of exhaust; 25) covered by concrete; 26) 30 times the size of Italy; 27) in economic and practical terms; 28) the most extensive; 29) central shopping areas; 30) landscaped with grass, flowers and trees; 31) common approaches; 32) major rural interstate highways; 33) this general acceptance is helped along by the police.

Exercise 3. Answer the questions to the texts:

1. When was travel by water the favorite means of transportation for passengers and freight?
2. What did “downtown” mean once?
3. The US was the leading maritime nation, wasn't it? Why?
4. How successful was the US as far as shipbuilding and traveling by water?
5. What was good about clippers? Why did steamships put an end to the period of clippers?
6. How important are canals for America?

7. Why did the railroad begin to win out over the steamboat?
8. How did the government support many railroads?
9. What did the railroads stimulate?
10. The significance of the railroads has increased, hasn't it?
11. What was the purpose of creating Amtrak? How important is it compared to railroad passenger transport in Europe?
12. Where does the system of Amtrak work best?
13. In what sphere is railroad still very important? Why?
14. How available are cars in modern America?
15. What enables Americans to travel freely and comfortably?
16. What are the advantages of traveling by car?
17. How can you characterize American interstate highway system?
18. What is one of the misleading images of America connected with cars? What is the real situation there?
19. What does public mass transportation system include? Where does it make sense? What cities are given as examples? Do all people prefer public transport in such cities?
20. What is the most extensive means of transportation in the US? What transportation is provided by bus companies? What companies are involved?
21. Where do bus companies operate? How many passengers a year do they take?
22. What measures were taken to solve problems caused by cars in shopping areas?
23. What did universities do to help solve the problem? What other programs were suggested?
24. What are American laws concerning speed limits? Do American drivers often break these limits? Who helps enforce them in and outside the cities?
25. What are the positive results of speed limits?
26. What reputation do American drivers have?
27. Why have traffic deaths dropped?
28. How do laws protect children?
29. What is American courts' attitude to those who speed near school zones?

Exercise 4. *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?
B: Yes, it did. It happened after the Civil War
2. A: ...?
B: They grew around ocean harbors and along rivers.
3. A: ...?

B. It was “*Clermont*”.

4. A...?

B: It happened because of greater speed and directness.

5. A...?

B: Millions of immigrants reached the new territories.

6. A: ...?

B: They gave land and lent money at low interest rate.

7. A: ...?

B: It was done to provide a balanced transportation system.

8. A: ...?

B: I think, for over 72, 000 km.

9. A: ...?

B: Only in densely populated areas.

10. A: ...?

B: Car-pooling or “share-the-ride” and “park-’n-ride”.

11. A: ...?

B: From central shopping areas, on university campus and in school zones.

Exercise 5. *Insert prepositions where necessary:*

1. Most ... America’s largest cities first grew ... ocean harbors and ... rivers.

2. The first commercially successful steamboat in the world appeared ... the Hudson . River ... New York.

3. Police strictly enforce speed limits ... and ... the cities.

4. This system works best and most profitably ... densely populated areas.

5. The Americans had a great advantage when it came ...boats and ships.

6. Many universities forbid ... students to have cars ... campus.

7. This railroad is running trains ... a route ... more than 200 km.

8. Most ... Americans adhere ...speed limits.

9. Compared ...railroad passenger transport ...other countries, this company is ... relatively little importance.

10. Fords and Chevys became available ... millions ... Americans.

11. This extensive network ... roads and highways enables ... Americans to travel freely and comfortably wherever they want.

12. The significance ... railroad ...passenger service has declined since the early decades of the 20-th century.

13. The materials needed ...constructing ...railroads stimulated many industries.

14. Many people think that America is one big parking lot, clogged ...cars and trucks, covered ...concrete.

15. Afterwards the railroad began to win the steamboat.
16. Urban areas in the United States take ... less than 2 percent ...the country's total land area.
17. Experience has shown that many people still prefer to go ... car.

Exercise 6. *Paraphrase the sentences using the active vocabulary:*

1. How do they move cargo within this area?
2. Rural areas occupy the largest part of this country.
3. Local authorities officially disallowed cars in that area.
4. This area is open to cyclists and walking people.
5. They moved the borders forward at an unprecedented rate at the end of the 19-th century.
6. Trains transport goods inexpensively.
7. The company is efficient on the world market.
8. There is a special library entrance for disabled people.
9. Anti smoking laws are very strict in some countries.
10. The banks are paying little percentage of deposited money to depositors now.
11. One of the main role of the police is to make sure that driving laws are obeyed.
12. Most drivers obey driving and drinking laws.
13. A lot of freight is moved along rivers inside the country.
14. This company transports products in large quantities all over the country.
15. Steamers replaced clippers.
16. They never start driving faster near school zones.
17. You should look at the schedule to see when the last train leaves.
18. There are too many cars in the area.
19. My beautiful table was spoiled by cigarette burns.
20. You can leave your car in a specialized area.
21. Gas makes air dirty.

Exercise 7. *Find the opposites:*

1. Steamers lost to clippers.
2. You can find many plants and factories downtown.
3. Public transport makes economic sense only in rural areas.
4. Many drivers do not obey laws limiting speed.
5. There are few cars in the area.
6. The ship is in the ocean now.
7. She is a recidivist.
8. Bus is gradually losing its leading position in the US.

9. American government has always done a lot to make the lands beyond the border inaccessible.
10. They transport small amount of products.
11. There are few people living in this region.
12. It is an intercity train.
13. They suffered losses.
14. Cycling is permitted in this part of the city.
15. There are many roads for pedestrians.
16. That beautiful landscape was improved by the large amount of gas stations.
17. Many cities and towns were destroyed around harbors and along rivers.
18. This type of car is meant for healthy individuals.
19. Are there many drivers in the street?
20. They are a land nation.
21. That bus company operates in the suburbs.

Exercise 8. *Insert the words from the vocabulary:*

1. It is very expensive to drive to work every day for people living in the suburbs. That is why automobile owners organized ... to to take turns in driving several neighbors to work.
2. If the authorities of American states want to decrease the amount of car accidents they must ... and
3. In order to move freely from one city/town to another it is necessary to
4. Using ... you can avoid traffic jams.
5. Where am I to leave the car? There is no ...!
6. The air is ... by large amount of cars.
7. ... helps move quickly and freely across the US.
8. Drivers who speed near school zones pay large....
9. There are ... that move people downtown from suburbs.
10. It is easy to pay on the loan because of
11. They are a great ...: their merchant shipping is one of the largest in the world.
12. If the government wants its people to move freely within the country it must
13. The demand on goods made of metal is growing. This fact

Exercise 9. *Translate into English:*

1. Пароход стал преобладающим транспортным средством в Америке после Гражданской войны.
2. Многие люди предпочитают делать покупки в торговых центрах.
3. Если вы нарушите правила дорожного движения, вам придется заплатить

штраф.

4. Строительство железной дороги стимулировало развитие многих отраслей промышленности.
5. Пароходы способствовали расширению границ страны, доставляя иммигрантов в новые районы, а также перевозя грузы по низкой стоимости.
6. Эта система общественного транспорта работает прибыльно только в густонаселенных территориях.
7. Система дорог и скоростных шоссе позволяет путешествовать свободно туда, куда вы хотите.
8. Существует ошибочная точка зрения, что Америка – это огромная стоянка, переполненная машинами.
9. В этом университете студентам запрещено оставлять машины на территории кампуса.
10. Работа городского транспорта и междугородние перевозки обеспечиваются многими государственными и частными компаниями.
11. Товарные поезда очень важны для перевозки так называемых основных грузов, таких как уголь и зерно.
12. Во многих городах автомобильное движение запрещено на центральных улицах.
13. Удивительно, что американцы имеют репутацию вежливых водителей.
14. Мы должны принять более жесткие законы о вождении в нетрезвом виде для защиты школьников.
15. Недавно он был оштрафован за нарушение правил об ограничении скорости.

Communicative Exercises

Exercise 1. *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

1. Wooden ships have no future.
2. There is no economic sense in developing public transport in small towns.
3. Trains are the most popular for moving passengers and freight in Russia.
4. It is more logical to develop motorways and highways than railroad in the US.
5. It is enough to make tough driving law in order to decrease the amount of car accidents.
6. It's easy to get a driving license.
7. All drivers in the world are polite and courteous.

Exercise 2. *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Advantages and disadvantages of traveling by ship, train, bus, and car.
2. Driving laws in your country and abroad.
3. Public transport at home and abroad.
4. Railroad system at home and abroad.
5. The system of motorways and highways and services for drivers at home and abroad.
6. Environmental problems connected with transport and ways of solving them at home and abroad.

Exercise 3. *Speak on:*

1. Advantages and disadvantages of different ways of traveling.
2. Difference between American and Russian transportation system.
3. Past, present and future of your favorite means of transport.

REFERENCES

1. Богацкий И.С. и др. Бизнес-курс английского языка. Киев, 1997.
2. Выборова Г.Е., Махурян К.С. и др. Advanced English. М., 1997.
3. Полякова Т.Ю. и др. Английский язык для инженеров. М., 2000.
4. Hewitt K. Understanding Britain. – 2nd ed. – Oxford, 1996.
5. O'Driscoll J. Britain. – Oxford University Press, 1996.
6. Stevenson D. K. American Life and Institutions. – Ernst Klett Verlag, 1998.

CONTENTS

Введение.....	3
Unit 1 Family Life.....	4
Unit 2 Working Day and Leisure.....	23
Unit 3 Education.....	44
Unit 4 Meals.....	60
Unit 5 Shops and Shopping.....	76
Unit 6 Great Britain.....	89
Unit 7 USA.....	110
Unit 8 Transportation.....	124
References	136
Contents.....	137

Светлана Викторовна Андросова,

канд. филол. наук, доц. кафедры иностранных языков № 1 АмГУ;

Светлана Викторовна Деркач,

канд. филол. наук, доц. кафедры иностранных языков № 1 АмГУ;

Ольга Николаевна Морозова,

канд. филол. наук, доцент кафедры иностранных языков № 1 АмГУ;

Лариса Михайловна Левентова,

доц. кафедры иностранных языков № 1 АмГУ;

Людмила Олеговна Блохинская,

доцент кафедры иностранных языков № 1 АмГУ;

Людмила Витальевна Васильева,

ассистент кафедры иностранных языков № 1 АмГУ;

Юлия Петровна Иванашко,

ассистент кафедры иностранных языков № 1 АмГУ

Let's Speak English together: Учебное пособие.

Изд-во АмГУ. Подписано к печати . Формат 60x84/16. Усл. печ. л. , уч.-изд. л.

Тираж . Заказ .

Отпечатано в типографии АмГУ.