

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ  
ЕЛАБУЖСКИЙ ИНСТИТУТ**

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## **ENGLISH EVERY DAY**

**Учебно-методическое пособие  
по курсу «Практика устной и письменной речи. Английский язык»  
для студентов I курса языковых специальностей**

**КАЗАНЬ  
2020**

УДК 811.111(075.8)

ББК 81.432.1я73

Д81

*Печатается по рекомендации Ученого совета  
Елабужского института  
Казанского (Приволжского) федерального университета  
(протокол № 3 от 25 марта 2020 г.)*

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**Д81 English Every Day:** учебно-методическое пособие по курсу «Практика устной и письменной речи. Английский язык» для студентов I курса языковых специальностей / И.Ю. Дулалаева, М.С. Ильина, И.А. Щербакова. – Казань: Издательство Казанского университета, 2020. – 136 с.

Данное учебно-методическое пособие предназначено для обучающихся по программам бакалавриата студентов I курса языковых специальностей. Центральное место в пособии отводится тексту. Для облегчения восприятия языкового материала объяснения не обременены сложной лингвистической терминологией и представлены в основном в виде моделей и иллюстраций с использованием переводческой трансформации как способа сравнения эквивалентных структур в сопоставляемых языках. Вопросы для обсуждения прочитанного сочетаются с упражнениями на расширение словарного запаса, при помощи которых отрабатываются и закрепляются общие языковые навыки, навыки восприятия общего смысла, выделения основной мысли, нахождения определенной информации, понимания последовательности аргументации и др.

УДК 811.111(075.8)

ББК 81.432.1я73

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## LET'S SPEAK ABOUT YOURSELF

### About myself

My name is Sveta Suvorova. I am 19 years old. I was born on the 5<sup>th</sup> of March, 1985 in Kazan. Now I live in Nab.Chelny with my parents and my grandmother.

My family is not very large. We have five people in our family. My father's name is Igor Petrovich. He is forty years old. He is a doctor and he works at a hospital. My mother's name is Lyudmila Leonidovna. She is thirty nine years old. She is a housewife. My younger sister is a pupil. She is in the seventh form. My grandmother lives with us. She doesn't work. She is a pensioner. I love my family. We are all friends and we love each other.

I have one aunt and two uncles. Their children are my cousins.

We live in a big flat in a new house. There are four rooms in our flat: a living room, a study, a kitchen, a bathroom and two bedrooms. We have all modern conveniences: gas, hot water, electricity and telephone.

I have my duties about the house. I must go shopping. I help my mother to clean the rooms. It's not difficult for me. I like our home to be clean and tidy.

I am a first – year student of the University now. I study at the branch of Kazan State University. I try to be a good student and I do well in all subjects. But my favourite subject is English. I spend much time on it.

I like reading. I like detective stories but I prefer to read historical novels or modern writers.

I have many friends. We spend much time together, go for a walk, talk about lessons, listen to music and discuss our problems.

I like to listen to modern music, but sometimes I like to listen to some classical music. My favourite composer is Tchaikovsky. I haven't much time to watch TV but sometimes I spend an hour or two watching an interesting film or a news programme. In the evening I often read newspapers or an interesting book. I like fresh air and exercises, but I have not much time to go in for sports.

### Vocabulary

to be born on

a housewife

modern conveniences

to have one's duties about the house

to clean the rooms

to be clean and tidy

to be a first – year student  
to study  
a branch  
do well  
a favourite subject  
to spend time  
to discuss problems  
to go in for sports

**Exercise 1.** Make up your own questions to the text “About myself”.

**Exercise 2.** Answer the following questions:

1. What is your name?
2. Where do you live?
3. Is your family large?
4. What are your parents?
5. How old are your parents?
6. Have you got a sister or a brother?
7. Do you have grandparents?
8. Where do they live?
9. Your grandparents are pensioners, aren't they?
10. Do you have aunts and uncles?
11. Where do your relatives live?
12. What pets have you got in the family?
13. What is your hobby?
14. What do the members of your family like to do in the evening?
15. You are a happy family, aren't you?

**Exercise 3.** Prepare a copy of the form. Fill in it.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone number \_\_\_\_\_  
Marital status \_\_\_\_\_  
Nationality \_\_\_\_\_  
Place of studies \_\_\_\_\_  
Faculty \_\_\_\_\_  
Language spoken \_\_\_\_\_  
Favourite sport \_\_\_\_\_  
Favourite books \_\_\_\_\_

Favourite music \_\_\_\_\_  
 Favourite films \_\_\_\_\_  
 Favourite food \_\_\_\_\_  
 Sign \_\_\_\_\_  
 Date \_\_\_\_\_

**Exercise 4.** Match the questions and the answers.

*Таблица 1*

1. What are you?	a. Yes, but not very well.
2. What is your nationality?	b. Yes. I like to study it.
3. Where do you live?	c. I am a student
4. What is your mother?	d. Yes, two sisters
5. What is your father?	e. I like to visit different countries
6. Have you got any brothers or sisters?	f. Yes, long - distance running.
7. Do you know English?	g. He's a doctor.
8. Are you shy?	h. Classical music.
9. Do you go in for sport?	i. I prefer playing games to watching them.
10. Do you like watching football matches?	j. No, I'm fairly self-confident.
11. What kind of books do you read?	k. In a small town near Vienna.
12. What kind of music do you like?	l. She's a teacher.
13. Can you play the piano?	m. Austrian.
14. Do you like to travel?	n. Mostly novels.
15. What do you like doing in your spare time?	o. Knitting and reading.

Now answer the same questions about yourself.

**Exercise 5.** Interview other student. Ask him questions about his/her day, interests.

**Exercise 6.** Read the questionnaires. Answer and count your total score.

**A) Are you a party person?**

1. Do you like parties?
  - a) yes, they are fantastic;
  - b) they are OK;
  - c) no, I don't like them.

2. When you go to a party, whom do you talk to?
  - a) one or two friends;
  - b) different people;
  - c) nobody.
3. When the music starts, do you dance?
  - a) yes, with a friend;
  - b) no, I sit down;
  - c) yes, with different people.
4. When people play party games, what do you do?
  - a) I go home;
  - b) I watch the games;
  - c) I play the games.

*What is your score?*

1. a = 3    b = 2    c = 1
2. a = 2    b = 3    c = 1
3. a = 2    b = 1    c = 3
4. a = 1    b = 2    c = 3

*Total*

- 10 – 12 = You love parties. You are a real party person!  
 7 – 9 = You are quite a party person!  
 4 – 6 = You don't like parties.

### **B) Are you a peaceful person?**

1. If you have ever been in a political demonstration, score 2.
2. If you have ever lost your temper during the last three days, score 3.
3. If you have ever driven at over 160 km, score 2.
4. If you have ever broken a cup, glass or plate on purpose, score 1.
5. If you have ever been in a fight in the last three years, score 3.
6. If you have seen a war film, gangster film, western or other violent film in the last month, score 1.
7. If you have ever been in love with two people at the same time, score 2.
8. If you ever have violent dreams, score 1.
9. If you have ever walked out of a job, score 2.
10. If you have ever watched a boxing - match, score 2.
11. If you like the town better than the country, score 1.

*Your score:*

0 – 7: You are a very peaceful person.

8 – 13: Average person.

14 – 20: You are not at all peaceful. (Don't take the tests too seriously!)

**Exercise 7.** Work with your neighbour.

**A)** Imagine that you are a very, very rich person! You don't work. Every day, you do exactly what you want to do. Tell about yourself, answering the following questions:

- What do you do?

- What is a typical day for you?

- What are your plans for the future?

**B)** You work for a TV station. You are going to interview the richest person in your country.

You want to know: what he / she does every day: what he / she does with his / her money.

What questions can you ask?

**Exercise 8.** Imagine about your future.

How old will you be in 2020? What do you think you will be like? What will your children be like? Where will you live and work? What about other people in the group? Write a few sentences about the future of yourself and some other students.

Use *will, won't, may, I (don't) think, I hope.*

**Exercise 9.** Here is a horoscope. Read about different signs.

**Aries** (21/3 – 20/4): energetic, bossy, often bad-tempered, warm, generous, sensitive and artistic.

**Taurus** (21/4 – 21/5): hard-working, calm, friendly, interested in business, money, friends and family.

**Gemini** (22/5 – 21/6): clever, witty, very talkative, changeable, interested in books, people and ideas.

**Cancer** (22/6 – 23/7): humorous, conservative, often happy, anxious, shy, interested in history.

**Leo** (24/7 – 23/8): proud, bossy, independent; very tidy or very untidy; passionate and generous.

**Virgo** (24/8 – 23/9): practical, punctual, critical, hard-working, perfectionist, interested in nature.

**Libra** (24/9 – 23/10): friendly, energetic (but also lazy), pleasant, argumentative, interested in sport, animals.

**Scorpio** (24/10 – 22/11): brave, sometimes violent, possessive, passionate and often very religious.

**Sagittarius** (23/11 – 21/12): talkative, self-confident, cheerful, interested in sport and travelling.

**Capricorn** (22/12 – 20/1): conservative, polite, serious, sociable but shy, interested in home, politics, people.

**Aquarius** (21/1 – 19/2): tolerant, sociable but unstable, interested in sport and politics; often brilliant or mad.

**Pisces** (20/2 – 20/3): sensitive, emotional, imaginative, artistic, and depressive.

### **What is your sign? Is it true?**

**Exercise 10.** Read about four elements (Earth, Air, Fire and Water) and decide which one describes you.

#### ***Fire***

Fire is the first of the four signs. People born under fire sign are creative and dynamic. They are also enthusiastic, energetic and show initiative.

#### ***Water***

People born under this sign are emotional and passionate. Their feelings dominate them and they often do things without thinking.

#### ***Air***

Air is the element of reason. Besides being rational and logical, people born under this sign are often good at organizing, analyzing or expressing ideas.

#### ***Earth***

People born under this sign are the most practical as well as being practical, people of this sign like material, things and security.

**Exercise 11.** What elements do these people belong to?

1. Paul is practical. He is good at organizing.
2. Robert is dynamic. He has a lot of initiative and energy.
3. Christine is emotional. She often acts without thinking.
4. Sarah is very practical. She likes material things.
5. Charlotte is very logical. She is good at expressing ideas.

**Exercise 12.** Work in pairs. Write horoscopes for two signs of the zodiac, like this:

Taurus 21 April – 20 May

This week will not be very good for you. Besides having problems with one of your family, you will have an argument with one of your friends.

As well as this, a teacher will get angry with you in the University. Try to stay calm! The week will not be a good time for travelling, so do not go on any long journeys. On Thursday you must be careful with your money or you might lose some. However, it isn't all bad. On Saturdays you will meet a very interesting person who might change your life!

## FAMILY. MARRIAGE

### Topical vocabulary

#### 1. Name

*Таблица 2*

1	name (first name; Christian name)	имя
2	patronymic, middle name	отчество
3	surname (second name; family name; last name)	фамилия
4	namesake	тезка
5	maiden name	девичье имя (фамилия)
6	nickname	прозвище, (v) давать прозвище
7	pet name	ласкательное имя
8	call (v)	называть
9	call by first name	называть по
10	call smb after	назвать чьим-либо именем
11	change one's name back	взять прежнюю фамилию
12	call smb names	ругать, оскорблять кого-либо

#### 2. Age

*Таблица 3*

1	be born	родиться
2	be born in the same generation	принадлежать к одному поколению
3	birthday tenth/twentieth/thirtieth birthday	день рождения/ десятилетие/двадцатилетие/ тридцатилетие
4	name day	именины
5	be sixteen years old be a sixteen-year-old boy  be a man of sixty be seventy years of age	шестнадцать лет ему 16 лет/шестнадцатилетний юноша  шестидесятилетний мужчина в возрасте семидесяти лет
6	nearly sixteen	почти 16 лет

	about twenty	около двадцати
7	under sixteen	менее шестнадцати, еще нет и 16
8	over twenty twenty odd in one's middle twenties (mid-thirties) long past forty be well into one's forty just out of one's twenties be on the wrong (bad) side of forty be on the right (good) side of forty	более двадцати двадцать с лишним примерно двадцать пять (35 лет)  далеко за сорок далеко за сорок только что минуло тридцать более сорока/за сорок  менее сорока/до сорока
9	in one's early forties in one's late forties	чуть более сорока/за сорок почти пятьдесят/ около пятидесяти
10	be twenty seven on one's next birthday	будет двадцать семь в следующем году
11	is nearing (approaching) 50	приближается ("идет") к пятидесяти
12	turn sixty	перевалило за шестьдесят
13	back in one's second childhood	впасть в детство
14	teenager be in one's "teens" be of military age	подросток быть подростком (до 20 лет) быть призывного возраста
15	be of age (under age)	(не) достичь совершеннолетия
16	age (fast/slow)	быстро/медленно стареть
17	middle aged (elderly) person	пожилой человек
18	an elderly lady/man	пожилая женщина/мужчина
19	as old as the hills	старый как мир
20	be of the same age	быть одного возраста
21	more than ten years older than	на десять лет старше, чем
22	five years older/younger than	на пять лет старше/младше
23	no older than	не старше, чем
24	double one's age/twice one's age	в два раза старше
25	(less than) a year apart	с разницей в год (менее года)

26	look one's age (not) look one's age look (much) older than	выглядеть не старше своих лет выглядеть моложе (старше) своих лет выглядеть (гораздо) старше, чем
27	carry one's age well	хорошо выглядеть для своего возраста
28	die die of an illness die for one's country die in childbirth die in infancy ['infənsi]	умереть умереть от какой-либо болезни умереть за родину умереть во время родов умереть в раннем детстве
29	(not) last till morning (may, next year)	не дожить до...
30	be of short-lived stock	в семье все умирали рано
31	outlive smb by (over) twenty years	(более) чем на двадцать лет пережить кого-либо
32	he/she is sinking	угасать
33	speak ill of the dead	плохо говорить о мертвых

### 3. Origin, Nationality

Таблица 4

1	have roots at (be/come from)	быть родом из
2	birthplace	место рождения
3	countryman (woman)	соотечественник (-ца)
4	native tongue	родной язык

### 4. Language

Таблица 5

1	be good at languages	хорошо владеть иностранными языками
2	have a good command of the language (be quite at home with the language)	хорошо владеть иностранным языком
3	speak a language well (fluently, fairly well, abominably)	говорить на языке хорошо (бегло, довольно хорошо, отвратительно)
4	speak poor English (German)	плохо говорить на английском (немецком) языке

5	speak broken English	говорить на ломаном языке
6	speak with a strong accent	говорить с сильным акцентом
7	be bilingual	быть билингвом (владеть двумя языками как “родным”)

## 5. Family

Таблица 6

1	husband/wife	муж/жена
2	mother-in-law	свекровь (мать мужа), теща (мать жены)
3	father-in-law	свекор (отец мужа), тесть (отец жены)
4	brother-in-law	зять (муж сестры)
5	sister-in-law	невестка (жена брата); золовка
6	daughter-in-law	невестка, сноха (жена сына)
7	son-in-law	зять (муж дочери)
8	family man	семейный человек
9	adopt (v)	удочерить, усыновить
10	bring up (raise)	вырастить (воспитывать) детей
11	a widow (grass widow) a widower be widowed get widowed	вдова (соломенная вдова) вдовец быть вдовцом/вдовой овдоветь
12	an orphan	сирота
13	a spinster (old maid)	старая дева
14	a bachelor (be single)	холостяк
15	be pregnant (with one’s fifth child) (carry a child; be in a family way; expect a baby)	быть беременной (с пятым ребенком в семье) (носить ребенка; будьте по-семейному; ждите ребенка)
16	the baby is due on	ребенок должен родиться
17	give birth to (have a child)	родить ребенка
18	deliver a baby	принять роды

## 6. Relations

Таблица 7

1	be (un) related to smb on one’s mother’s/father’s side	быть (не) в родственных отношениях со стороны отца/матери
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	be distantly related	дальние родственники
2	relative the only living relative distant relative Welsh uncle	родственник единственный здравствующий родственник дальний родственник
3	remote kinsman (woman)	"десятая вода на киселе"
4	parents parenthood	родители отцовство (материнство)
5	mother (coll. mum) stepmother	мать мачеха
6	father (coll. dad, daddy) stepfather	отец отчим
7	foster father (foster mother)	приемный отец (мать)
8	godfather (Godmother)	крестный отец (мать)
9	ancestors	предки, прародители
10	grandparents grandmother (coll. granny, grandma) grandfather (coll. grandpa, granddad)	прародители бабушка дедушка
11	ancestry	предки, происхождение
12	grandchildren granddaughter grandson	внуки внучка внук
13	aunt (aunty)	тетя
14	uncle	дядя
15	cousin second cousin distant cousin	двоюродный брат (сестра) троюродный брат (сестра)
16	nephew / niece	Племянник / племянница
17	children (a child) the only child	дети (ребенок) единственный ребенок
18	a baby (new-born) a kid a toddler a grown up son/daughter	малыш малыш (старше baby) ребенок (1-3 года) взрослый сын/дочь
19	be breast-fed (bottle-fed)	грудное (искусственное кормление)
20	rock the baby on one's arms	качать, убаюкивать ребенка
21	baby-sit (v)	сидеть с ребенком (нянчить)

	baby-sitter	приходящая няня
22	nanny	няня
23	son, daughter stepson (daughter) senior (junior) son (daughter)	сын, дочь пасынок (дочь) старший (младший) сын (дочь)
24	son (daughter) by one's first marriage have a son (daughter) by former (present) marriage	сын (дочь) от первого брака иметь сына (дочь) от предыдущего (настоящего) брака
25	godson (Goddaughter)	крестник (-ца)
26	foster child	приемный ребенок
27	twins	близнецы
28	brother, sister stepbrother (sister) half-brother (sister) elder brother (sister) younger brother (sister) next to the older brother (sister)	брат, сестра сводный брат (сестра) сводный брат (сестра) старший брат (сестра) младший брат (сестра) за старшим братом (сестрой) идет...
29	take after	пойти в кого-либо
30	resemble (v) resemblance have a strong resemblance to	быть похожим сходство быть очень похожим
31	be the image of (be a copy of; be a replica of)	быть очень похожим на..., быть просто отражением кого-либо
32	inherit smth the talent passed on him	унаследовать что-либо он унаследовал талант
33	descend from	происходить из

**Exercise 1.** Study the vocabulary of the Unit.

**Exercise 2.** Practise these sentence patterns

**1.**

Is your family big? Yes, it is. I have a wife and 4 children.

Is your family large? Not very. There are only two of us.

Is Mr Day's family big? Yes, rather. There are 7 of them.

**2.**

Is your son married yet? Not yet. But he is engaged already.

Is your sister married? Yes. She has been married for 5 years.

Is your elder brother married? No, he isn't. He isn't going to.

**3.**

Is Bob single or married? He is a family man.

Is Mr Fox single or married? Oh, he's an old bachelor.

Is Ann single or married? She is divorced. She and her husband have separated. Her husband has divorced her.

**4.**

My father wants me to get a good education.

My sister wants me to help her with her English.

My mother does not like me to come home late.

My uncle would like me to become a schoolteacher as he is.

**Exercise 3.** Translate the sentences paying special attention to the italicized parts

1. He was *in his late eighties*.
2. Elaine Kent was *well in her twenties*.
3. They were *long past forty*.
4. He *didn't look his age*.
5. We were *born in the same generation*.
6. Roma was *two years my senior*.
7. He was *seven years her junior*.
8. He is *of short lived stock*.
9. My family on both sides is *noted for longevity*.
10. Barney *is gone*.
11. I made it a rule never *to speak ill of the dead*.
12. He had a *steady girl-friend* at the moment.
13. I don't *have relatives* on my mother's side.
14. He had a daughter *by his first marriage*.
15. He was a *male replica* of his mother.
16. She changed her name back to *the one on her birth certificate*.
17. He saw a classmate with *a date*.
18. She was *married into the Evans family*.
19. Tom *dated* the girl every now and then.
20. Do you have *a boy-friend*?
21. Everyone said that Tom was *the image of my mother*.
22. They *had a strong resemblance to each other*.

**Exercise 4.** Match the words and phrases in column A with those in column B

**A.**

1. Christian name
2. teenager
3. twenty odd
4. look one's age
5. come from
6. native tongue
7. be good at languages
8. nickname
9. be of age
10. speak broken English
11. bring up children
12. a widower
13. an old maid
14. stepmother
15. ancestry
16. call smb after
17. half-brother

**B.**

- a. прозвище
- b. назвать чьим-либо именем
- c. достичь совершеннолетия
- d. родом из
- e. говорить на ломаном английском
- f. вдовец
- g. мачеха
- h. предки
- i. сводный брат
- j. воспитывать детей
- к. хорошо владеть иностранным языком
- l. выглядеть не старше своих лет
- m. двадцать с лишним
- n. подросток
- o. имя
- p. родной язык
- q. старая дева

**Exercise 5.** Fill in the blanks with the corresponding word

1. John is your second cousin. He is your ... relative.
2. They all ... me by my first name.
3. He is called Red, it's his ... .
4. Our family name is Smith, I don't know my mother's ... name.
5. He has the same name as his grandfather, he was ... his grandfather.
6. We call our baby "Ducky", it is his ... .
7. Are you ... or just friends?
8. He is 13 years old, he is a ... .
9. He is 17, he is not ... yet.
10. He is 25 and his sister is 30. She is ... than he.
11. He is 48, he is in his ... .
12. That man is also from France, we are ... .
13. If I want to know smb's birthplace, I ask "Where ... ?"
14. He is Swedish, he ... in Sweden.
15. She is from Germany, she speaks German, it is her ... .

**Exercise 6.** Fill in prepositions or adverbs where necessary

1. He goes ... the name Bill.

2. I'm distantly related ... her.
3. We are distantly related ... my father's side.
4. He is not ... age, he is ... 18.
5. I'm not 20 yet. I'm still ... my "teens".
6. Thank you for the compliment, I'm well ... 20.
7. He is about 50, he is ... the prime of his life.
8. I was born ... the 5th ... May ... 1956.
9. What country are you ... ?
10. He descends ... a pleasant family.
11. They have brought ... 3 children.
12. He didn't return from the war, he died ... his country.
13. Did Mrs. White divorce ... her husband?
14. They say she took ... her mother.
15. They still love each other, they married ... love.
16. He is much younger, he married her ... convenience.
17. My son is ... double her age.
18. He had a son ... former marriage.
19. The girls looked ... so much alike.
20. At fifty six she looked ... forty.
21. I made a date ... her ... 7 o'clock.

**Exercise 7.** Make up questions to which the following sentences could be the answers

1. They all call me Mr. Know-all. (*2 quest.*)
2. Sure, you can call me Mary.
3. No, he is a bachelor. He is not the marrying sort.
4. Yes, the wedding was splendid..
5. No, he is not. He is my step-brother.
6. No, I don't. My English is very poor.
7. Yes, they are. I can't tell one brother from the other.
8. Yes, he is 6 years my junior.
9. No, she is my stepmother, that's why she looks so young.
10. No, they don't. They have adopted the child.
11. I was born on the 15-th of May, 1954 in London.
12. No, she is my grandmother.
13. No, I am not from Georgia. I come from Bulgaria, I am Bulgarian.
14. No, he died of an illness.

**Exercise 8.** Memorise these dialogues. Practise them in pairs

**1.**

**Glebov:** Is your family big, Mr Morton?

**Morton:** Not very. It's better to say "very small". I'm alone.

**Glebov:** You have never been married, have you?

**Morton:** No, I'm a bachelor.

**Glebov:** Aren't you thinking (going) to marry some day? Excuse my intruding upon your private life (privacy), though.

**Morton:** That's all right, Mr Glebov. Well, one can never tell.

2.

**Glebova:** Is your family large, Mrs Hall?

**Mrs Hall:** Yes, rather. I have a husband and three children. Besides, my old mother lives with us.

**Glebova:** Are your children grown up yet?

**Mrs Hall:** Oh, yes. The elder son, Paul, works at a factory, our daughter, Nancy, studies at a Secretarial College, and the junior son, Alan, is finishing school.

3.

**Krotov:** I say, isn't that little boy your son, Mr Thomas?

**Thomas:** My son? Oh no! I have no children. I haven't been married yet.

**Krotov:** Anyhow the boy looks like your relation.

**Thomas:** But he is my cousin. We are travelling together, he and his mother, Mrs Cooper.

**Krotov:** See? I was right. I noticed at once that you were related somehow. The boy resembles you very much.

4.

**Ivan:** I say, Jack, who is that beautiful little woman?

**Jack:** Do you like her? Well, she's Mrs Roberts, the mother of five children.

**Ivan:** Five children, you say? It's almost incredible!

**Jack:** She loves them and they love her, too. She's proud of them.

**Ivan:** Are all the children boys or girls?

**Jack:** Three of them are boys and two are girls. One boy and one girl are twins.

**Ivan:** Are any of them like her?

**Jack:** One of them is very much like her; the others are like their father. One doesn't resemble either, though. He has been adopted by them.

5.

**Mrs Smith:** Tell me, Harry, do your children work yet? What do they do?

**Mr Baker:** Well, John is a driver and Ann works in a hospital.

**Mrs Smith:** Do they help you much about the house?

**Mr Baker:** Not very much. They come home very tired. Anyhow John likes to do something in the garden on Sunday and Ann cleans the rooms, does some shopping and cooking.

**Mrs Smith:** I see it's rather hard for you without a wife.

**Mr Baker:** It's hard indeed. Three years have passed since Alice died.

6.

**Davy:** I say, Fred, what relationship is Paul to you?

**Fred:** Do you mean Paul Black? He's some distant relative. I myself met him first last year.

**Davy:** But he tells everyone he's your cousin whom you like very much.

**Fred:** Well, I've got a lot of new relatives lately since the film I starred in turned out to be very successful.

7.

**A:** Tom and Ted are twins, aren't they?

**B:** Yes, they are. Everyone knows that.

**A:** Well, I can never tell one from the other. They're so much alike.

**B:** That's difficult, really. But what's worse they are going to marry two girls who are twins, too.

**A:** Oh, it's going to be a complete mess.

8.

**Lena:** You say you have an elder sister. What's her name?

**Helen:** Katrine, or Kat for short. She was called after our granny. Father wanted her to be called after his mother.

**Lena:** Really? How curious, we both have sisters and each of them is called Katrine.

**Helen:** Well, Kat is quite a popular name with Englishmen as well as Katya is with Russians.

**Lena:** I'd like them to meet and have a talk like we do.

**Exercise 9.** Answer the questions using the prompts. Use the Past Perfect Tense in your sentences

*Model: Why did the young Browns look so happy? (to buy a tour of Russia)*

*The young Browns looked happy because they had bought a ten days tour of Russia.*

1. What did you learn about Tom and Mary? (to marry) 2. Why did your son come home so soon from his holiday? (to spend all his money) 3. Why was Paul Rawlings so upset? (to lose his job) 4. Why was your cousin

Mabel so tired? (to give a birthday party) 5. What did she learn about her father from a letter she received yesterday? (to be ill for a month) 6. Why didn't you see your daughter when you came to Leningrad? (to leave) 7. What did Ellen write to you about herself and her husband? (to divorce)

**Exercise 10.** Give definitions of these notions

*Model: grandfather*

*My grandfather is my mother's father or my father's father.*

Grandmother; uncle; aunt; sister-in-law; mother-in-law; niece; nephew; cousin; widower; bachelor; stepfather; orphan

**Exercise 11.** Make up statements using the situations and prompt words below. Use the Complex Object in your sentences

**Situation:** Jane Mitchell studies at a London Secretarial College. She is a long way from home. Her family want her to do a lot of things. For example:

*Model: a good typist*

*They (The family) want Jane to become a good typist.*

Good marks in her tests; exams very well; a letter home every week; to eat regularly; with a good family in London; home for holiday; her birthday with her new friends; a new warm coat, good shoes and a hat; a good job later; a rich man.

**Exercise 12. React to the statements using the scheme of typical responses given below**

*Model:*

Pavel Dmitriyev: I've just received a telegram, my elder son entered an Institute.

a) Exclamation:

-

Congratulations!

-

Splendid!

b) Question:

-

What (kind of) institute did he enter?

-

What's your sonny's name?

c) Statement:

-

So our children have entered (reached) the age of entering colleges, getting married. We are becoming old people, aren't we?

d) Request:

-

I'd like to ask your son to write something about his institute. I want my daughter to enter it next year.

e) Suggestion:

-

I think this event must be celebrated somehow.

1. *Mr Jenkins*: I first met my wife when I was a schoolboy.
2. *Dr Weston*: It's my second marriage.
3. *Mrs White*: I learned from the letter I received yesterday that my daughter and Mr Hill had been married.
4. *Alan Steward*: We are relations with him by marriage.
5. *Mrs Cooper*: Unfortunately, I can't say that the relations between Johnny and his stepfather are always good.

### **Exercise 13. Make the direct questions indirect and answer them**

*Model: Is your family large?*

*I wonder (I'd like to know) whether your family is large.*

1. Do any of your uncles or aunts live with you?
2. Is your father or brother a member of the Communist Party of Russia?
3. You live in Vernadsky Prospekt, don't you?
4. Did you really come from Siberia?
5. Is Smolensk your mother's native town?
6. Do your family live in a new comfortable flat?
7. You will be 25 next week, won't you?
8. Maria is surely the youngest child in your family, isn't she?

### **Exercise 14. Answer the questions**

1. How many brothers (sisters) have you?
2. What is your sister's (brother's) profession (trade)?
3. Where do your parents come from?
4. Who is your sister married to? (Who is your sister's husband?)
5. What's the name of your mother-in-law?
6. What relationship is Peter to Mary?
7. What are your uncles' names?

8. What can you say about your family (in general)?

**Exercise 15.** Say it in English

1. У вас большая семья?
2. Моя семья небольшая: я, жена и ребенок.
3. Ваш сын уже женат? - Нет, он еще холост.
4. У моей дочери большая семья: муж, трое детей, и с ними живет еще свекровь.
5. Отец мой хочет, чтобы я получил хорошее образование.
6. Энн Хопкинс живет одна, она развелась с мужем.
7. У вас много детей, м-р Миллер? - У меня? Нет, ведь я еще не женат. Правда, я собираюсь жениться. Вообще-то я уже помолвлен.
8. Кто та девушка? Она ваша дочь? - Что вы! Я ведь не так стар. К тому же (кроме того), я не женат еще. А та девушка, Джейн, моя двоюродная сестра. Правда, она намного младше меня. - Вот видите. Я не очень ошибся. Все-таки вы родственники, она очень похожа на вас.
9. Вчера я получил письмо от Кейт, из которого узнал, что у нее родилась дочь.
10. У вас довольно редкое (unusual) имя. - Да. Меня назвали в честь известного музыканта, которого очень уважали (to respect [ris'pekt]) в нашей семье.

**Exercise 16.** Study these problem situations. Try to solve them

1. Mary Wright is the mother of two children. Her husband, a miner, died as a result of an accident in the mine. Mary has also an old mother to support. Now they live in a Birmingham slum. Mary hopes to meet a man who will pull them out of the slums.

Who is Mary Wright?

What was her husband?

What's Mary's problem?

Dramatise a talk with a man she meets.

2. Mrs Wilkins met an old friend yesterday. "How's your husband? How are your children?" were the friend's first questions. Mrs Wilkins smiled. She really didn't know what to say. Her husband had lost his job. Bob didn't do well at school. Susan had left home and they didn't know her address. "Oh, they are very well", Mrs Wilkins said.

Who did Mrs Wilkins meet yesterday?

What were her old friend's questions?

What was Mrs Wilkins' problem?

What did she actually answer?

## **Exercise 17.** Language game “Associations”

### **Language point: Vocabulary review**

Procedure: Take a word and ask the group to suggest all the words they associate it with. Write each suggestion on the board with a line joining it to the original word, in a circle, so that you get a “sunray” effect. If the original word was “marriage”, for example, you might get: children, a mother, a father, a son, a daughter, marriage, trust, support, etc.

**Exercise 18.** Now listen to some short stories of several people. Imagine that you are one of them. Tell about the family, add more extra information

**Exercise 19.** Describe your or your friend’s family following the plan given below

1. Say how many people there are in your family.
2. Then tell us where your family lives (country, town; in a flat, in a cottage), who lives separately.
3. Describe each member of the family indicating his name, age, and place of birth, occupation, and plans for the future.
4. Say a few words about the relations between the members of the family.
5. Give some more details.

## **Families and Family Life**

A family may include parents and their children, grandparents, aunts, uncles and cousins, as well as more distant relatives. But when British and American people use the word *family* they often mean only a mother, father and their children. In a general social context “the family” is usually taken to mean this nuclear family.

### ***The family unit***

Society in Britain and the US is traditionally based on a nuclear family living in the same house and closely involved in each other’s lives. Fifty years ago, the typical family was a husband and wife, and two or three children. The father spent all day at work and made most of the decisions about how the money he earned was spent. The mother stayed at home to manage the house and look after the children. Children were expected to obey their parents.

Many modern families live rather differently, and because of this some people think that the family unit is dying and society is being weakened. Many couples still get married, but others live together without getting

married. A few years ago, couples living together usually got married when they wanted to start a family (= have children), but this happens less now. Another trend is for people to get married later in life and to have fewer children, so the size of the average family is shrinking.

Many families are disturbed each year as a result of divorce. In the US about half of all married couples get divorced. In Britain the divorce rate has more than doubled since the early 1980s. Many children are brought up in single-parent families (= families in which children are looked after by their mother or father, not both) and only see the other parent occasionally. Other children have two homes and divide their time between them. If their parents remarry (= each marry other people) the children may have to fit into a step-family (= a family in which the parents have been married before and have children from their previous marriages). They may later have half-brothers or half-sisters from the new marriage. Families in which some children are adopted (= legally and permanently made part of another family) or fostered (= looked after by another family for a period of time) because their own parents cannot take care of them.

An increasing number of organizations are recognizing that there are different family structures. For instance, family tickets to amusement parks, etc. used to be based on two adults and their children, but now there are special deals for families with only one adult and children.

Many mothers now have jobs, and young children spend part of the day being cared for by a child nurse or at a day-care centre. Some politicians and religious leaders, and many ordinary people, still believe that the traditional family in which the mother stays at home is best and criticize mothers who work. But most people accept that this is often not possible, and that other types of families can be loving and caring. In recent years fathers have become more involved in childcare, though the mother is still mainly responsible.

### *The extended family*

Americans often move from city to city, so it is common for members of the extended family (= grandparents, aunts, uncles, etc.) to live far away. Some grandparents see very little of their grandchildren. Families try to stay in contact with each other by writing and telephoning, by visiting occasionally, and sometimes by holding big family reunions. In Britain members of the same family may live close to each other and see each other regularly, but many do not.

Family loyalty is still important, and many people feel they have a duty to care for members of their family when they need it. But it is not part of British or American culture for old people to live with younger members of their family. Most elderly people live in their own homes and, when they cannot care for themselves, move into an old people's home or a nursing home.

Indian, Pakistani and Bangladeshi families in Britain often have closer contact with their relatives and may live with them in the same house. In some of these families women play a more traditional role of mother and homemaker, though many have jobs.

### ***Family life***

Some families are very child-centred (= put the children's interests first). The closest families eat meals at the same time and spend their free time together. Some families, however, only see each other for a short time in the evening, and though the children are still considered important, they have to fit in with the lives of their parents.

The average day for many families begins with, getting the children up and ready for school. There is usually a rush for everyone to use the bathroom, find clean clothes, eat breakfast, and catch the bus.

In the meantime the parents have to get ready for work themselves. Early mornings are a scramble for many families.

The school day usually ends at about 3 p.m. in the US and 4 p.m. in Britain, and the working day at 5 p.m. or later, so many parents have to make arrangements for younger children to be cared for after school. They may go to an after-school club (*Am* afterschool centre) or stay with neighbour's children. Older children often do activities like sports or music at their school, or go home and do their homework. Children often also have to do chores (= small jobs around the house).

In many families, the children eat when they get home and their parents eat later. In the evenings the children play or go and see friends. If everyone is staying in they may watch television together. Many parents make an effort to spend much time with their children, an hour or so each day when they give them their full attention.

At the weekend families may go to sports games together, go shopping or go on trips to museums, parks, etc. In school holidays/vacations they may visit other family members or go to the beach.

American families are often criticized for the way they do things separately, though many people believe that it is good for children to learn

to be independent. From an early age children are encouraged to decide what they want to do, eat or wear, and their parents try to respect their opinions.

**Exercise 1.** Find in the text the Russian equivalents to the following.

Distant relatives; nuclear family; to make a decision; to earn and spend money; to manage the house; to look after the children; to obey parents; to get divorced; to bring up children; single-parent family; stepfamily; half-brother (sister); to adopt a child; to foster a child; to take care of smb (to care for); day care centre; to be involved in childcare; to be responsible; extended family; to live far away; to stay in contact; to hold a family reunion; family loyalty; old people's home; a nursing home; a child-centred family; to spend free time; scramble; to make arrangements to do smth; after-school club (*Am.* afterschool centre); to do chores; to stay in; to make an effort; go shopping; go on trips; to be independent; to be encouraged to do smth.

**Exercise 2.** Answer the following questions.

How many members are there in a nuclear family? What was the role of the father and mother in a family fifty years ago? What has changed in modern families? What does it mean to start a family? Why are many families disturbed every year? What is a single-parent family? What do children do when their parents decide to remarry? Who takes care of children if their mothers have jobs? What are the views on working mothers in British and American societies? What is the role of fathers in childcare? Why do some grandparents see very little of their children? How do families try to stay in contact? Is it a part of British or American culture for old people to live with younger members of their family? Where do most elderly people move when they can't care for themselves? What's the peculiarity of Indian, Pakistani and Bangladeshi families in Britain? What is a child-centred family? Why are early mornings a scramble for many families in Britain? What do children usually do after school? Do children and their parents often spend evenings together? What do families usually do at the weekends? Why are American families often criticized?

**Exercise 3.** Translate the following sentences.

1. Was it a love match?
2. It was a misalliance.
3. It was a marriage of convenience.
4. We were married in a civil form of marriage.
5. It was an illegal marriage.

6. It was not of the marrying sort.
7. To adopt a child.
8. They are twins.
9. She is an expectant mother.
10. He is a widower (bachelor).
11. He is a family man.
12. He is a pet-model.
13. It was a run-away marriage.

**Exercise 4.** Explain the meaning of the following phrases. Make up your own sentences with them.

- to be married
- to get married
- to be married to
- to be engaged
- to be divorced

**Exercise 5.** Fill in the gaps in the following sentences using an appropriate word.

Single-parent; scramble; obey; responsible; child-centred; extended; to be independent; stepfamily; couples; to do chores; childcare; nursing home; divorce; family.

1. But when British and American people use the word \_\_\_\_ they often mean only a mother, father and their children.
2. Children were expected to \_\_\_\_ their parents.
3. Many \_\_\_\_ still get married, but others live together without getting married.
4. Many families are disturbed each year as a result of \_\_\_\_.
5. Many children are brought up in \_\_\_\_ families.
6. If their parents remarry the children may have to fit into a \_\_\_\_.
7. In recent years fathers have become more involved in \_\_\_\_, though the mother is still mainly \_\_\_\_.
8. Americans often move from city to city, so it is common for members of the family (= grandparents, aunts, uncles, etc.) to live far away.
9. Most elderly people live in their own homes and, when they cannot care for themselves, move into an old people's home or a \_\_\_\_.
10. Some families are very \_\_\_\_ (= put the children's interests first).
11. Early mornings are a \_\_\_\_ for many families.
12. Children often also have \_\_\_\_ (= small jobs around the house).

13. American families are often criticized for the way they do things separately, though many people believe that it is good for children to learn.

**Exercise 6.** Think and answer the question: “What problems do the young married people have?”. Use the following expressions.

- to wash dishes together
- to bring up children
- to cook meals
- to earn money
- to iron the husband’s shirts
- to clean the floor
- to rent the flat (house)
- to develop relations with new family

**Exercise 7.** Give some useful pieces of advice to the young married couples, using the following phrases:

- to keep the house
- to be a good wife
- to be serious
- to take care of each other
- to be calm in any situation
- try to make the house comfortable
- to solve the problems together

**Exercise 8.** Choose one of the statements to ponder on.

- a. The young married couple is always happy.
- b. Marriage of convenience is always unhappy.
- c. Marriage is a serious step in the life of young people.
- d. It is difficult to make a proposal to a young girl.
- e. Wedding day is the happiest day in the life of young people.

**Exercise 9.** Discuss in pairs the problems of young married couples.

### **The Family is one of the Nature's Masterpieces**

A vocabulary defines a family as “people who are closely related”. Psychologists usually refer to a family consisting of mother, father and their children, who are either twins or siblings, as a nuclear family. Some of them are one-parent or single parent families. They usually call all the family including aunts, uncles, nephews, cousins, nieces, grandparents, daughters- and sons-in law as an extended family. George Orwell (1903-1950) wrote that he came from a "stuffy Victorian family, with not many black sheep in

it but with all its cupboards bursting with skeletons (family secrets). It has rich relations who have to be kow-towed to and poor relations that are horribly sat upon, and there is a deep conspiracy about the source of income. It is a family in which the young are generally thwarted and most of the power is in hands of irresponsible uncles and bedridden aunts. Still it is a family".

To my mind there is no exact definition, what a family is. It is definitely a fabulous phenomenon, cemented by blood, which is thicker than water. It is really a masterpiece and as every genius creation of humanity it is immortal. Its roots date back to prehistoric times, and it has made a long way from polygamy to monogamy. Like a real masterpiece it constantly changes preserving its essence. Prehistoric mothers used to be as caring, over-protective and ambitious about their adorable offsprings, as all today's mothers are.

Most of families start with marriages, which are said to be made in heaven. Ancient philosopher Diogenes (the Cynic) said, "Marriage is the greatest earthly happiness when founded on complete sympathy". Like every masterpiece this highly personal matter is strictly controlled and supported by law. Young people nowadays are to understand that it is not enough to promise to love and cherish each other, it is important to realize that they have taken a big step both legally and financially by deciding to get married. A husband is entitled to a married man's allowance, and both husband and wife can claim tax relief. They start sharing common property and if they decide to split up they will both have to start a divorce proceeding. If they have children and decide to separate they will have to agree who gets the custody over their children and set the proposed arrangements for children to meet both parents. In fact, it is such a fragile social organization that a slight error can cause unpredictable consequences. Crime statistics shows that 70% of the murderers, maniacs, muggers and misfits are products of the broken families.

### **Words and expressions**

polygamy – practice of having more than one wife or (less usual) husband at once

kow-tow – to be too eager to obey or be polite to someone in authority.

set upon – to attack violently

a skeleton in the closet – an embarrassing or unpleasant secret about something that happened to you in the past.

offspring – someone's child or children

tax-relief – the right to not have to pay tax or part of what you earn  
misfit – someone who does not seem to belong in a place because they  
are very different from the other people there.

turn a cold shoulder on somebody – to ignore, to boycott.

**Exercise 1.** Answer the questions

1. What is a family?
2. Why is the family one of the nature's masterpieces?
3. How do you understand Diogenes's words?
4. What do young people understand today?
5. Why is the family a fragile social organization?
6. What things can spoil the nature's masterpiece?
7. What problems does a happy family face?
8. Why will the family remain in one's heart for ever?

**Exercise 2.** Choose the right answer

**1.** A family is

- a) people who live under one roof
- b) parents and children
- c) people who aren't closely related
- d) grandparents and grandchildren

**2.** Most of the families

- a) start with divorce
- b) are very large
- c) are one-parent families
- d) start with marriages

**3.** Every masterpiece

- a) a product of its time
- b) born in happiness
- c) to be appreciated
- d) born in pain

**4.** The fantastic thing about the family ties is that

- a) it always associates with bad feelings
- b) it always stirs the best feelings in people
- c) it is never late to create your own one
- d) the members of the family tease each other rather often

**5.** Everybody realizes the family

- a) is nothing serious
- b) is important
- c) helps develop the world

d) will remain in one's soul for ever

**Exercise 3.** Do you agree or not? Comment on the following statements

1. A dictionary gives an exact definition of a family phenomenon.
2. A family constantly changes preserving its essence.
3. A marriage has become a common thing nowadays.
4. Too much perfection can't spoil the family.
5. Every masterpiece is born in pain.
6. Family ties never stir best feelings in people.
7. There are times in one's life when everything seems to be going

badly.

**Exercise 4.** What do you think? Give a reason for your opinion?

1. The family is immortal.
2. There is no exact definition what a family is.
3. Mothers of all times and nations resemble each other.
4. Young people today are to understand that a marriage is a very

serious step.

5. 70% of all murderers are products of the broken families.
6. The parents should be constructive.
7. The family ties always stir the best feelings in people.
8. When everything seems to be going badly you always turn to

your parents for advice and understanding.

**Exercise 5.** Ask a psychologist questions concerning the family problems

- 1.....
- 2.....
- 3.....

**Exercise 6.** List all the problems touched upon in the text

- 1.....
- 2.....
- 3.....

**Exercise 7.** Role play. You are going to be married. Your Mum is not very happy

**Exercise 8.** Comment on the following quotations

1. "To us, family means putting your arms around each other and being there". Barbara Bush.

2. “Many men can make a fortune, but very few can build a Family”. J. C. Bryan.
3. “The happiest moments of my life have been the few which I have passed at home in the bosom of my family”. Thomas Jefferson.
4. “There are secrets in all families”. George Farquhar.

**Exercise 9.** Write a paragraph on the topic. Use extra material

### **Young Family. Wedding Day**

At the age of 21, persons of both sexes in England come of age. Boys and girls are permitted to become engaged or betrothed, when still in their teens. A boy can, with his parents, consent propose to a girl and then marry her before he is twenty-one years of age. As a pledge of good faith he presents his bride-elect with an engagement ring. Which is worn on the third finger of the left hand.

In ordinary speech, a man who is engaged, but not yet married to a lady, when speaking of her, says: “My intended”, or “My fiancé” The young lady, on a similar, will say the same. Generally, English girls receive no marriage portion (wedding – dower) on marrying, as a man is obliged to maintain his wife and children himself.

On the day of the wedding, the bridegroom and bride with the best - man and bride’s maids, family and friends, go to church for the wedding service. There they are joined matrimony by the clergyman, who slips a wedding ring on the bride’s ring finger. This ring she wears for the rest of her life.

When the ceremony is over, all go back to the house, where the lady has been living, to the wedding breakfast. The prominent feature of the wedding breakfast is the highly decorated “wedding cake”. After the guests have drunk the bride’s and the bridegroom’s health, the happy newly – married couple take leave and depart on their honey - moon or to their new home.

According to an old English custom, they get pelted, at the moment of leaving the room, with handfuls of rice or with old shoes and slippers, which is supposed to bring them good luck.

**Exercise 1.** Answer the questions

1. What is the definition of “wedding”? When do people have such event?
2. What are the customs and traditions of wedding in your country?
3. What is the average age of getting married?

4. What is the attitude towards marriage in your family?
5. What pieces of advice can you give to just married couples?

**Exercise 2.** Explain the meaning of the following phrases:  
 marriage; a run-away marriage; wedding; religious wedding; civil ceremony; registry office; average age; “living sin”.

**Exercise 3. Give words or phrases for the following definitions:**

1. to win the affections with a view of marriage;
2. unsuitable marriage;
3. a woman whose husband died;
4. a woman, who has never been married;
5. a second wife of one’s father;
6. a child of an earlier marriage of one’s stepfather or stepmother;
7. to take a child into one’s family (as a relation);
8. a man, who has never been married;
9. to educate, to raise children;
10. to put an end to a marriage by law;
11. man (woman) to whom one is engaged;
12. your father’s (mother’s) parents;
13. jubilee after 25 years of marriage;
14. a circular band (often of gold) given as a token of love.

**Exercise 4.** Fill in the right words

***Ties of Relationship***

1. Your relatives on your wife’s side are: Your wife’s sister is your ... , and her brother is your ..., your parents will refer to your wife as their ... while your brothers and sisters will refer to her as ... . Your wife’s parents will speak of you as their ...
2. Your brother’s and sister’s sons and daughters are your ... and ... .
3. Your mother’s and father’s brothers and sisters are your ... . The children of your uncles and aunts are your... and the children of your first cousins are your.....
4. Your mother’s and father’s parents are your ... and the latter will refer to as their ..
5. Someone’s second wife will speak of her husband’s children as her ..., whereas the latter will speak of her as their ... . Someone’s second husband will also refer to his wife’s children as his ... while the latter will speak of him as their ... .

**Exercise 5.** Translate the following sentences:

1. Это моя племянница.
2. Разрешите вас называть по имени, вы так молоды.
3. Почему ему дали такое прозвище?
4. Все члены семьи называли его Си-Си для краткости.
5. Ребенок должен родиться в мае.
6. Она пережила своего мужа на 10 лет.
7. Ему было далеко за 40.
8. Они очень похожи, как две капли воды.
9. Он на 5 лет младше меня.
10. Я семейный человек, я не могу работать так поздно.

**Exercise 6.** Give two or more words falling under the same category:

1. name;
2. family;
3. children;
4. ancestors;
5. stepparents;
6. relatives;
7. stepchildren;
8. people who are not married.

**Exercise 7.** Choose the word or words which best complete the sentences

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| 1. His figure was well preserved    | a. in the same generation.         |
| 2. We were born                     | b. about his own age               |
| 3. Winslow was not yet sixty        | c. her name back, but...           |
| 4. David judged him to be...        | d. living relative                 |
| 5. In age we were less than...      | e. considering marriage again      |
| 6. After her divorce she            | f. he was a man of sixty, changed  |
| 7. She is only...                   | g. he was aging fast               |
| 8. She was pregnant...              | h. a year apart                    |
| 9. He is divorced and says          | i. an enormous dowry, he is not... |
| 10. People often confused           | j. single, them, they ...          |
| 11. His wife brought to             | k. looked very much alike, her     |
| 12. I am forty five years of age... | marriage...                        |
|                                     | l. with her third child            |

**Exercise 8.** Comment the following statements:

- a) What rule you'd certainly follow (when you're married). Prove your point.

- b) Comment on all the rules formulated by J.G.Thurber.
- c) Add your own rules even though you haven't got J.G.Thurber's experience yet.

**Exercise 9.** Have you ever been to somebody's wedding? Describe it in detail. Or probably you are married, then tell about your own wedding, showing your photos

### **British Wedding Customs and Superstitions: Past and Present**

The decision to get married is one of the most important decisions in life. Therefore, it is no wonder that there are so many customs and superstitions associated with weddings. A lot of wedding traditions go back to folklore and pre - Christian times and used to protect marrying couples against bad luck and evil spirit.

In the past, however, choosing when to marry was a serious affair. Saturdays were considered unlucky, and so were Friday, especially Friday the 13<sup>th</sup>. This famous old rhyme advises a wedding to happen in the first half of the week:

Monday for wealth,  
Tuesday for health,  
Wednesday the best day of all,  
Thursday for losses,  
Friday for crosses,  
Saturday for no luck at all.

As it is important for the bride and groom to look and feel great on the most important day of their life, they need some help. The bride chooses her sister or a close friend to be her chief bridesmaid. Originally, bridesmaids were young women dressed the same way as the bride to confuse evil spirits and protect the bride. The chief bridesmaid, or the Bridesmaid of Honour, helps the bride to choose her dress, get dressed on the day and assists with the actual wedding ceremony. If it is a church wedding, she follows the bride and her father up the aisle and holds the bride's bouquet during the ceremony. The groom also has a helper. The Best Man, who is normally the groom's best friend, plays an important part in any wedding. He helps the groom to get dressed, organizes the stag party and generally coordinates the whole event.

In the past young people could not just fall in love and decide to get marry. First, they needed to obtain their parents' consent. In fact, quite often it was the parents who decided who their children should marry and not the children themselves. When the prospective groom had obtained his

father's consent to marry, a formal marriage proposal had to be made. The prospective groom did not propose in person but sent his friends or members of his family to represent his interest to the prospective bride and her family. If they saw a blind man, a monk or a pregnant woman during their journey, it was believed that the proposal would not be accepted as these signs were thought to bring bad luck.

When people think about Britain of today, very few imagine puritan Victorian Britain where any discussion of sex and sexuality were strictly prohibited and considered immoral. Since then, Britain has seen the crazy sixties with their new ideas of "free love" and "sexual revolution". It has also seen the seventies, when British women finally began to see themselves as career-makers as well as mothers and wives. In the eighties, it became normal to see nude images on TV and in the nineties, nobody was any longer surprised at the increasing number of sexual images in the media.

So have all these social changes forever changed the British attitude to sex and given Victorian Puritanism a well-deserved place in long-forgotten history?

### **Problem**

Unfortunately not. It appears that Britons are still uneasy about discussing sex. The UK has the highest proportion of teenage pregnancies in Western Europe. Every year in England 90000 girls are pregnant. 2200 of these are under 14, and 7700 are under 16 years old.

According to the United Nations, the dramatic situation with teenage pregnancies in the UK is largely due to the lack of sex education. Another factor is lack of general education and appropriate family support, as most teenage mothers come from poorly educated and deprived families. Unfortunately, Britain is still very class-oriented and the difference between life opportunities given to different classes is still significant.

### **Choice**

Being a teenage mother is not easy. Some pregnant teenage girls decide to have an abortion or give their babies for adoption. Quite often, keeping the baby means never continuing education and ending up unemployed, living on scarce benefits from the state.

### **Solution**

So what is to be done in order to improve the situation?

It seems obvious that prevention of teenage pregnancies lies in better and more open sex education, as demonstrated by Sweden and the

Netherlands, and easy availability and awareness of contraception. Although contraceptive advice and services are available in Britain, teenagers are still scared of seeking help and advice in fear of blame for their sexual behaviour.

### **Personal story**

*16-year-old Jane Taylor tells her story:*

“Before I got pregnant I hated school and did not do much work there, concentrating on my social life instead. Every night I would go out drinking and clubbing. Since the birth of my son, Tom, my life has changed. I have realized that having a baby means a lot of responsibility and I now want to do well at school and maybe go to college or university afterwards. However, it is not easy to do with a baby, so I am lucky to have a local support school where I can attend lessons, get medical help and discuss baby problems in the company of other girls in my situation”.

### **Conclusion**

Although all's well that ends well, as in Jane's story, isn't having a baby at an early age too high price to pay for learning to be responsible and mature? Is it wrong to have an abortion? There are no right or wrong answers to these questions, so you need to find the answer yourself – what do you think?

### **Exercise 1.** Answer the question

1. What is one of the most important decisions in life?
2. What are the customs and superstitions associated with weddings?
3. What is the role of bridesmaid?
4. Who helps the groom during the wedding?
5. What is the problem in Britain nowadays?
6. What can be done in order to improve this situation? Answer other questions mentioned in the text.

### **Exercise 2.** Explain the meaning of the following phrases

Bridesmaid; best man; stag party; church wedding; bride's bouquet; puritan Victorian Britain; “sexual revolution”.

### **Exercise 3.** Give your opinion on the following questions

What are the ideas of “free love” and “sexual revolution”? What is your attitude towards civil marriages?

#### **Exercise 4.** Points to ponder

1. People should not marry outside their religion, nation, race, class, education.
2. Interracial marriages should be discouraged.
3. Adopted children should know who their natural parents are.
4. There is no such thing as love.
5. Loneliness can be beneficial.
6. Divorce is on the increase in the country.
7. The heart that once truly loves never forgets.
8. It is the wife who changes for the better or the worse, not the husband.
9. Premarital sex has undermined one of the primary reasons for marriages.

#### **Marriage in the United States**

Americans have one of the highest marriage rates among the industrial nations. Other countries with high marriage rates are Russia, Egypt, and Japan. This has always been so. More than 90 percent of the members of every birth cohort since the early 1800s have eventually married.

Yet the marriage rate has undergone great fluctuations in the past forty years. This is reflected mainly in the behaviour of people between the age of 20 and 24. The percentage of men and women in this age group who have never married started to fall at the beginning of World War II and reached a low point by the end of the 1960s. At that time the media age at first marriage was 22.5 for men and 20.2 for women. Thereafter the percentage rose steadily for twenty years, so that by 1984 more than half of the women in the United States between the ages of 20 and 24 had never been married.

Paul Click and Arthur Norton offer several reasons for this trend. During the Vietnam War many young men postponed marriage in order to enter service or to avoid military service by continuing their education. Women tended to stay in school and then work to support themselves. Moreover, during the late 1960s and early 1970s the children born during the post - World War II baby boom came of age and competed for jobs.

Because many people prefer to postpone marriage until they can get a job and afford to set up a household and raise a family, the tight job market resulted in a lower marriage rate.

#### **Exercise 1.** Read the text and ponder on the following questions:

1. Why do you think marriage rates differ in different countries?
2. What are the reasons for the change of marriage rate in the USA?

3. Do you think it's right to postpone marriage until you can get a job and support your family?
4. What are the most important considerations for our youth when they enter marriage?

**Exercise 2.** Finish the following sentences, using subordinate clauses:

1. The parents will be very happy if....
2. They will be allowed to get married when ... .
3. Their marriage won't work unless ....
4. They decided to wait till ... .
5. The divorce rate will go down when ... .
6. They were told when ... .
7. The mother-in-law wanted to know if ... .
8. You must consider the problem very carefully before ....

**Exercise 3.** Match the two parts of phrases according to their meaning

*Таблица 8*

They have known each other	now
The wedding ceremony had begun	by the end of the month
My sister will have returned from the honeymoon trip	for 10 years
The invitation came	by 3 o'clock
I was writing this letter	at 3 o'clock
The husband has had complete control over family affairs	when you were away
John hoped that his sweetheart would have received his message	when we came
They have lived happily for 25 years	so far
Have you made up your mind	yet

**Exercise 4.** Ask your friend the following questions. Work in pairs

- Are you married?
- Yes, I am.
- How long have you been married?
- For two years.
- When did you marry?
- I married in 1991.
- Had you known each other long before you got married?
- We had known each other for five years (since school years).

**Exercise 5.** Use the proper Tense-forms

**A.**

1. The family always (to be) the fundamental social unit in every society.
2. Some people (to contend) that the family (to break) down.
3. Many different family forms (to exist) or still (to exist) in all countries.
4. To most of us romantic love (to seem) to be the most natural thing in the world.
5. One of the reasons for divorce (to be) that the couple (to grow) apart with time.
6. When she (to marry) him she (to be) fully aware of all the hardships married life (to involve).
7. The woman (to say) that they (to be married) for 10 years and she/always (to obey) her husband.
8. For the past 10 years single-parent households (to become) more common.
9. In 1980 the Census Bureau (to discover) that San Francisco (to become) the first city of singles.

**B.**

A few days (to pass) before Louise (to make) up her mind to go to the marriage office to inquire about her advertisement. She (to find) some letters and (to open) one. It (to seem) very rude and foolish and she (to tear) it into pieces. She (to be) about to do the same with the others, but one of them (to attract) her attention.

“Mademoiselle! I (to watch) all the marriage advertisements for about a month when suddenly I (to see) yours. Let’s be frank from the very beginning. I (to be) a bachelor, and you (to look) for a husband. I (not to give) you the description of my appearance. I (not to consider) it proper under the circumstances. I can only say that I (to have) no physical defects. Yours affectionately, Admon.”

Something (to make) Louise think that Admon (to be) a good match for her, that he (to make) a good husband. So she (to return) home and (to sit) to write an answer. Her brother (to come) up to her and (to ask) what she (to do). She (to be) dismayed thinking Robert already (to understand) everything.

When she (to receive) a second letter from Admon, she (to begin) taking care of her appearance and her brother (to get) more and more surprised. Six months (to pass). At last Louise (to receive) the last letter

from Admon. It (to say) that they (to know) each other for six months but (not to meet) yet. Admon (to fix) the day of their meeting...

**Exercise 6.** Make the following statements disjunctive questions.

Work in pairs

1. Married couples are happiest shortly after marriage.
2. They have been engaged for a year.
3. Things normally went according to plan for him.
4. He had just about everything he wanted.
5. She was reluctant to marry anyone outside her class.
6. When he proposed to her, his proposal was accepted eagerly.
7. Marriage is usually preceded by dating.
8. There can be no perfect marriage without security and understanding.
9. Mabel made up her mind to marry her beloved by all means.
10. Marriage has always been a universal social expectation.

**Exercise 7.** Ask your friend if he/she...

1. is married.
2. is going to marry.
3. is in love.
4. has a family.
5. wants to remain single.
6. has a lot of relatives.
7. has never thought of the problem.
8. knows a happy married couple.
9. knows what romantic love is.
10. has never been in love with anyone.

**Exercise 8.** Make up indirect questions.

*Таблица 9*

A.	What's her husband's education?
She asks She wonders She wants to know	Where did you first meet?
	How long have you been waiting here?
	Why did they divorce?
	When are they moving into the new house?
	Where are you going to spend the weekend?
	What can I do to help you?

*Таблица 10*

B.	Am I right?
She asked She wondered She wanted to know	Is it true?
	Is she an ideal wife?
	Was she born in Paris?
	Have they never met before?
	Were you invited to the reception?
	Will there be many guests?

	Have they broken the engagement?
	Did you convince him?

**Exercise 9.** Change the following questions according to the Model  
*Model: Is her husband really younger than she?*

**Do you think** *her husband is younger than she?*

1. Have they made arrangements about their wedding?
2. Is he fond of drinking beer?
3. Is marriage really her boyfriend's favourite subject?
4. Does he always keep his date?
5. Was she half an hour late for her first rendezvous?
6. Is her mother really a perfect matchmaker?
7. Can they stay in the parents' house after marriage?
8. Is he going to marry a woman with five children?
9. Are good looks most important for him?
10. Does one of the parents have to have a bit of sense to make marriage work?
11. Do politicians often try to win votes by standing for "family values"?
12. Is the family unit in Britain in crisis?

**Exercise 10.** Use Indirect Speech.

1. He said: "She is one of the most remarkable women I've ever met".
2. He asked his friend: "Why did you break your engagement?"
3. The young girl said: "I cannot believe in love in a cottage".
4. The lecturer remarked: "Nowadays people are marrying later and divorcing more often."
5. The boy asked his father: "What is the best way to start marriage?"
6. One girl asked another: "What can't parents be forgiven for?"
7. She asked her mother: "Do you believe in love at first glance?"
8. She asked him: "Do you really love me?"
9. The sociologist asked me: "How is your family similar to or different from the average family?"
10. The advertisement invited: "Come and spend your honeymoon on board of our comfortable liner".
11. The mother warned her teenage daughter: "Don't forget to let me know when you get married."

12. The question was: “Which do you prefer, a boyfriend or a husband?”

**Exercise 11.** Make the following sentences passive.

1. They brought up their children according to old traditions.
2. The government provides single mothers with monthly payments.
3. They often practise corporal punishment in many countries even nowadays.
4. Some parents beat their children.
5. Most colleges and universities will offer jobs to their students.
6. They are building a new child-care centre.
7. Many scientists have characterized this community as oppressive.
8. He didn't know that they had followed him all the way.

**Exercise 12.** Use the correct Tense-form (Active or Passive).

**A.**

1. Our ideas sometimes (to base) on the middle-class ideal family which (to portray) in TV commercials.
2. The family (to be) a group of people who (to relate) to one another.
3. Some Americans (to believe) that the family (to found) on a romantic love.
4. Approximately one in three marriages in Britain (to end) in divorce.
5. When they (to introduce) to each other he (to realize) that they (to meet) before.
6. Roger (to convince) that if a woman (to make) up her mind to marry a man, nothing but instant flight (to save) him. But that (not to be) the case with him.
7. Great alarm (to express) lately in the media about the future of the family in the United States.

**B.**

In Western Ireland among peasant families economic survival, land ownership, kinship ties, and social status (to control) through written and unwritten marriage agreements. If parents (to live) sufficiently long, they (to receive) the old age pension. Before they (to qualify) for this, the farms (to make) over to a son or daughter. This (to do) on the occasion of the son's marriage. The father (to reserve) to himself and his wife the use of a room

and the freedom of the kitchen, and they (to entitle) to all their food. The points carefully (to discuss) at length in the process of matchmaking, and the family of the future wife (to realize) that such points (to form) the final phase of a cycle of life on the farm. By means of such agreements the wife (to bring) into the husband's family.

**Exercise 13.** Make the following sentences passive.

1. Most parents take good care of their children.
2. Psychologists more and more often refer to Z. Freud's works on psychoanalysis.
3. They speak much about the sociological survey in management.
4. I have been looking for you everywhere.
5. They will wait for you first.
6. Who can I turn to for help?
7. You must think over this proposal very carefully.
8. He doesn't understand that people mock at his statements.

**Exercise 14.** Change the following sentences into Passive constructions according to the Model.

*Model: They will enrol 20 more students.*

**I'm sure that 20 more students will be enrolled.**

1. They had visited the American continent long before Columbus.
2. John Lennon wrote "Yesterday."
3. Madonna has performed this song.
4. They have screened "Gone with the Wind" three times.
5. They translated Edgar Poe's poems into many languages.
6. They will add our University in the European University Association.
7. They invite all the students to visit Australia at the end of the term.
8. They are going to abolish entrance exams next year.

**Exercise 15.** Translate the following sentences into English.

**A.**

1. За эти годы его взгляды на семейную жизнь сильно изменились.
2. Причиной распада семьи часто считают социальные проблемы.
3. В статье говорилось, что, если не принять срочные меры, уровень разводов не снизится.

4. Прежде чем дать свое согласие на брак дочери, мать выяснила его финансовое положение, происхождение, а также, не был ли он женат прежде.

5. Американцы предпочитают жениться или выходить замуж, когда они закончили образование, имеют постоянную работу и могут обеспечить семью и растить детей.

6. “Когда мы не были женаты, ты носил меня на руках”, – пожаловалась робко Джоан.

**В.**

1. В наше время многие молодые люди знакомятся, встречаются, влюбляются, женятся и разводятся в течение одного года.

2. Через год их отношения изменились.

3. Совещание проводится раз в месяц.

4. Когда открывается магазин?

5. Мне что-то нездоровится.

6. Книга легко читается.

7. В этой газете публикуются брачные объявления.

8. На нашей улице строятся два новых дома.

9. Мы обменялись впечатлениями.

10. Она со вкусом одевается.

11. Этот журнал уже не продается.

**Exercise 16.** Answer the following questions.

1. What are the advantages and disadvantages of being married (single)?

2. What do you think is the best age for a person to get married?

3. Do you think it's reasonable for the young people to live together for some time before getting married?

4. Why do you think so many couples divorce nowadays?

5. Can you justify the saying “Love - for pleasure, marriage - for convenience”

6. What makes a family typical or unique?

7. Would you feel happier in a large or in a small family? Why?

8. Who has more responsibilities in the family: the father or the mother?

9. How many people should constitute an ideal size family?

10. Do you think parents should be involved in matchmaking for their children?

11. Do you think it's possible to find a good mate through marriage bureau?

12. How does a single-parent family influence children's achievements?

**Exercise 17.** Comment on the following quotations.

1. Let no one who loves be called altogether unhappy. Even love unreturned has its rainbow. (J.M. Barrie)

2. Accidents will occur in the best-regulated families. (Ch. Dickens)

3. The heart has its reasons of which reason knows nothing. (B. Pascal)

4. Marriage is popular because it combines the maximum of temptation with the maximum of opportunity. (G.B. Shaw)

5. Love conquers all. (P.M. Vergil)

6. All happy families resemble one another, every unhappy family is unhappy in its own way. (L. Tolstoy)

**Exercise 18.** Use the following proverbs in situations of your own (Give Russian equivalents if possible)

1. Marriages are made in heaven.

2. A good husband should be deaf and a good wife should be blind.

3. A good wife makes a good husband.

4. Beauty lies in lover's eyes.

**Exercise 19.** The author of this short poem compares love to a butterfly. Say what else love can be compared to

*Butterfly*

*(By D.J. Solomon, student)*

You took my love

Gently in your hands

Like a butterfly;

Then you plucked off

One of the wings

And laughed as it flopped

Upon the ground.

**Render in English**

**A.**

Некоторых мужчин лучше избегать, если вы хотите выйти замуж. Психологи выделяют шесть типов закоренелых холостяков.

*Жажда свободы.* Он ведет интенсивную общественную жизнь. На вид решительный, уверенный в себе. Каждые 2 – 3 года меняет девушку – вынужденно, поскольку не выносит даже намека на женитьбу. Признается: в браке его пугает отказ от свободы, он не хочет никаких оформленных связей, но хочет держать дверь открытой для приключений.

Психологи утверждают: это – от глубокой неуверенности в себе.

*Страх осложнений.* Много лет встречается с девушкой и убеждает ее, что такие отношения лучше. А брак – это множество проблем: зачем они нам? Нам и так хорошо.

Психологи утверждают: у таких мужчин просто нет чувств и качеств, которые необходимы для жизни вдвоем.

*Поиск идеала.* Много лет встречается с одной девушкой – и в то же время позволяет себе мимолетные приключения на стороне. Признается: с ней мне хорошо и мне не удастся найти женщину лучше, но жену я представляю другой...

Психологи утверждают: он недостаточно взрослый, он боится женщин и вообще не способен влюбиться.

*Культ самостоятельности.* Ему далеко за тридцать, последняя девушка намного моложе. Ее предшественницы сами разрывали их отношения. Он считает: семья – это структура, которая ограничивает, подавляет личность.

Психологи утверждают: видимо, в родительской семье он был зажат и ограничен. Поздно вырвавшись из-под этого ига, он начал строить себя. Но уверенности в себе нет, а страх остался.

*Под маминым крылом.* Рос без отца. Глубоко привязан к матери. Ему комфортно возле нее. Но девушке он говорит, что, если женится, мать не переживет одиночества.

Психологи утверждают: это эгоизм неповзрослевшего человека. Он не вырос и не хочет расти. Скорее всего, только смерть матери заставит его искать другую женщину – уже жену.

*Сказка об охотнике.* Чаще всего он разведен. Расстался с женой и расстается с девушками, потому что убежден: мужчина – прежде всего охотник. Если бы не общественное давление, мужчины не женились бы вообще.

Психологи утверждают: все это отговорки. Он хочет снять с себя любую ответственность, потому что в глубине души не уверен в себе и своей силе.

Итак, если вы хотите замуж, а ваш партнер говорит о чем-то подобном, спросите его прямо: готов ли он жениться? Если он вместо четкого ответа продолжит рассуждения в том же духе – бегите от него!

## **В.**

Некоторые заблуждения при решении вступить в брак.

*Заблуждение 1. Со следующим мужчиной у меня все будет иначе.*

Любовь, замужество, развод, знакомство с новым мужчиной, новое замужество, очередной развод: можно ли оградить себя раз и навсегда от ошибок в выборе партнера? На все сто процентов это вряд ли возможно, считают эксперты. Ибо женщины спонтанно ищут один и тот же тип мужчины. Причина: с детства девочка ориентируется на отца, который формирует у нее мужской образ. Позже появляются две возможности: или женщина устремляет свои взоры на соответствующего этому идеалу человека, или она стремится обрести его полную противоположность. Конечно, можно избежать отдельных ошибок, сопровождающих прошлые отношения, но основные принципы выбора обычно остаются неизменными на протяжении всей жизни.

*Заблуждение 2. Противоположности притягиваются.*

Согласно статистике, общие интересы занимают достаточно высокое место среди критериев выбора партнера. Поэтому не случайно все большее число пар знакомятся на работе. Противоположности притягиваются? Только тогда, когда это не касается крупных проблем, в решении которых партнерам помогает единомыслие. Ведь если, к примеру, она желает работать в вечернее время, а он против, если он предпочитает проводить свободное время в компании, а она – у экрана телевизора, отношения двоих испытывают сильные нагрузки. К сожалению, большинство женщин понимают, что связали свою жизнь не с тем партнером, только через несколько лет после свадьбы. Как следствие и возникает понятие “не сошлись характерами”.

*Заблуждение 3. Раннее замужество – дело ненадежное.*

Практика доказывает обратное: риск развода у скороспелых браков почти на 50% ниже, чем у пар, проверенных временем и только потом зарегистрировавших отношения. Психологи считают, что чем моложе партнеры, тем гибче их характеры и оценки и потому они проще приспосабливаются друг к другу. К тому же молодожены

получают от своих друзей и родственников как бы пробное время на первые годы брака, ибо те полагают, что юные супруги недостаточно созрели для него. Понятное дело, из упрямого стремления не идти на поводу у подобных пророчеств молодые всеми силами стараются доказать обратное.

*Заблуждение 4. Спокойный союз более продолжителен, чем бурный.*

Для брака совершенно безразлично, каков этот союз: спокойный или бурный. Намного важнее существование определенного равновесия гармонии и дисгармонии. Идеальное соотношение составляет 20:100. Это означает: на двадцать ссор должно приходиться сто ночей любви.

*Заблуждение 5. Нужно признаваться партнеру в любом флирте.*

Разумеется, честные отношения важны для двоих, но не как самоцель одной из сторон. В случае измен об этом нередко забывают. Женщины более склонны признаться в измене мужу, чтобы не испытывать потом угрызений совести. Как сильно подобное признание может обидеть партнера и в результате разрушить брак, понимается слишком поздно. Если речь идет о единичной измене, ее лучше сохранить в тайне.

### **Exercise 20.** Solve the problems

1. Your husband beats you, but with eight children he is your only means of financial support. Your mother comes over to visit you and asks you why you are bruised. What's your reply?

2. You and your wife have been married for five years. You've been very happy but lately you have begun to feel very attracted towards another woman. Your wife asks you if anything is wrong. What do you say?

3. You are going to call off the engagement. What do you say to your boy/girlfriend?

4. You are a reporter of the *Daily Mail Gossip Column*. You are going to interview Elizabeth Smith and Richard Brenton, the famous film stars, who got divorced last year but who, according to rumour, are planning to remarry. What questions will you ask them?

5. You are going to get married, but suddenly your future husband (wife) and you had a major quarrel. You apologized, but he (she) still won't talk to you. What can you do?

6. You have invited your future husband (wife) to your birthday party, but you noticed that he (she) took fancy to your best friend. What is the way out of the situation?

7. Your future wife (husband) has a really serious problem, and she (he) made you promise not to tell anyone about it. But you feel that you won't be able to help her (him) without breaking the promise. How will you do it?

8. Your future spouse has just become very famous. In what way will it tell on your relations?

9. You used to have a lot of friends before you got married. Your wife (husband) objects to some of your old relationships, which are very dear to you. What would you do?

10. You have noticed the spots of lipstick on your husband's cheek. What would you say?

**Exercise 21.** Read the following marriage advertisements from "*The Lonely Hearts Column* and make up your own"

English bachelor, 40, own house, seeks sympathetic woman (18 – 35) of any nationality for lasting friendship, possibly marriage. Interests: classical music, golf, wine. Photo appreciated.

Very attractive female, seeks long-term mate. He must be older, wiser and richer than me. I am 24, slim, fair, intelligent, have one child. Tired of doing the rounds of dance halls and want to settle down.

Simon, 25. Slim, attractive, own Sussex home, boat, aircraft and cars. Country and animal lover. Seeks warm, affectionate girl, 17 – 23. No reply without photo.

Who wants a 25-year-old, dark-haired, good-looking, lively woman interested in pop music, driving, clothes, and "living life to the full"? If you are a man aged 25 – 30, with a similar interest in having a good time, then write with photo (or drawing).

Oriental lady, 20, seeks gentleman for friendship and help with language.

Managing director. Well-educated, late 40s, attractive, high income, recently divorced, wants to meet attractive, slim lady, aged 16 – 30, with or without children. Photo appreciated.

I am not tall, dark or handsome, but I do have imagination. Is there a girl (18 – 23), willing to share my dreams? If you like poetry, walking, simple life, then "this is an offer you can't refuse".

Mature man seeks mature woman. Must be kind, home-loving and interested in art. Write with photo.

Divorced woman, 35, with two children, seeks kind, mature man (40 – 60) who feels equally lonely. Interests: children, home, watching TV, bingo. Photo please.

**Exercise 22.** Points to ponder.

1. Love cannot be forced.
2. No herb will cure love.
3. Happiness takes no account of time.
4. Real love lasts long and forever.
5. The childhood shows the man as morning shows the day.
6. He that has no children knows not what love is.
7. Falling in love is as exciting at 50 as it is at 20.
8. To find a match is not easy.
9. Love works wonders.
10. Nothing can cure love.

## **Home**

*(adapted and abridged)  
by W. S. Maugham*

### **Pre-reading Task**

Here is an unhappy story about a great love till the end of life.

**Home is the place where one lives, especially with one's family. What is home to you? Do you know any proverbs about home? Write them down, if you do.**

George Meadows, the master of a prosperous farm, was then a man of fifty, and his wife was a year or two younger. Their three daughters were lovely and their two sons were handsome and strong. They were merry, industrious and kindly. They were happy and deserved their happiness. But the real master of the house was not George, it was his mother. She was about 70, tall, with grey hair and though her face was wrinkled, her eyes were dark, bright and shrewd.

I knew the story of George's mother and his uncle, whose name was also George. About fifty years ago uncle George and his younger brother Tom had both courted Mrs. Meadows when she was Emily Green. George was a good-looking fellow, but not so steady as his brother, that's why Emily chose Tom. George had gone away to sea for twenty years. Now and

then he sent them presents. Then there was no news of him. When Tom died Mrs. Meadows wrote George about it but they never got an answer and decided that he must be dead.

Some days ago to their greatest surprise they got a letter, which informed them that George Meadows, who was ill and felt that he had not much longer to live wanted to see the house in which he was born. I was invited to come and see him.

It goes without saying I accepted the invitation. I found the whole family in the kitchen. I was amused to see that Mrs. Meadows wore her best silk dress. I was introduced to the old captain. He was very thin and his skin hung on his bones like an old suit that was too large for him. He had lost nearly all his teeth. It was strange to see those two old people and to think that half a century ago he had loved her and she was in love with another.

“Have you ever been married, Captain Meadows?” I asked. — “Not me,” he said and added: “I said I would never marry anyone but you, Emily, and I never have”. There was some satisfaction in his voice.

**Exercise 1.** Comprehension questions.

1. How old was George Meadows?
2. Was his wife older or younger than he?
3. How many children did they have?
4. What were his daughters like?
5. What were his sons like?
6. Why did they deserve to be happy?
7. Who was the real master of the house?
8. How old was George’s mother?
9. What was the name of George’s uncle?
10. Who had courted Mrs. Meadows when she was Emily Green?
11. Whom did Emily marry?
12. Why did Emily marry Tom not George?
13. What did George, Tom’s brother, do?
14. Why did George go to sea?
15. Why did Mrs. Meadows decide that George was dead?
16. What did a letter inform them of?
17. Why did George decide to return?
18. Why had Captain Meadows never married anyone?

**Exercise 2.** Find in the text English equivalents to the following.

- 1) Хозяин фермы;
- 2) пятидесятилетний мужчина;

- 3) дочери очаровательные;
- 4) сыновья красивые и сильные;
- 5) они заслужили свое счастье;
- 6) ей было около 70;
- 7) оба ухаживали за Мисс Грин;
- 8) она выбрала Тома;
- 9) отправился в море (стал моряком);
- 10) не было никаких известий;
- 11) дом, где он родился;
- 12) немного осталось жить;
- 13) само собой разумеется;
- 14) принял приглашение;
- 15) был женат;
- 16) меня представили старому капитану.

**Exercise 3.** Use one of the words or word combinations from the box in an appropriate form to fill each gap

to go to sea

to have smth in common

as far as I can see

to deserve

to come to the conclusion

to grin

to boast

to court

- 1) They were happy and they \_\_\_\_\_ their happiness.
- 2) When Emily Green married Tom, George \_\_\_\_\_.
- 3) At last they \_\_\_\_\_ that he must be dead.
- 4) She thought that because we had both been in China we must \_\_\_\_\_.
- 5) He, talking to her, with his toothless gums \_\_\_\_\_.
- 6) Well, one thing you haven't done, George, \_\_\_\_\_, and that's to make a fortune.
- 7) He thought that he would live for another twenty years.
- 17) 8) George Meadows and Tom \_\_\_\_\_ Mrs. Meadows when she was Emily Green.

**Exercise 4.** Say the opposite of:

- lazy

- dull

- unbalanced
- to do smb harm
- to go broke
- to spend money

**Exercise 5.** Choose the right word and use it in an appropriate form.

(*landlady; the master of the house; a hostess*)

- 1) He owned his month's rent.
- 2) As Mrs. Hill was away, Jane, the eldest daughter, acted as \_\_\_\_\_ at the dinner party.
- 3) But the \_\_\_\_\_ was George's mother.  
(*to court; to take care of*)
- 4) George Meadows and Tom both \_\_\_\_\_ Mrs. Meadows when she was Emily Green.
- 5) The officers \_\_\_\_\_ Loise as though they were all her husbands.  
(*to be interested; to wonder*)
- 6) He will \_\_\_\_\_ to know what the old man has seen in his life.
- 7) I \_\_\_\_\_ if they remembered what they had felt then and what they had said to one another.  
(*to persuade; to convince*)
- 8) They had a good deal of difficulty in \_\_\_\_\_ him to go to bed.
- 9) The old man's words \_\_\_\_\_ him that he had made a success of his life.

**Exercise 6.**

**A.** Which of the verb tenses in the sentences below is used to describe:

- a) an action in a period of time up to the present?
  - b) an action in the past, in a period which is finished?
  - c) recent events that have results in the present?
- 1) And mind you, I've not been out of my bed for two years.
  - 2) They carried me down and put me in the car.
  - 3) But when I saw those elm-trees, I felt I could walk.
  - 4) I walked down the drive fifty-two years ago when I went away and now I've walked back again
  - 5) It's done me good.
  - 6) I feel better and stronger than I have felt for ten years.

**B.** Use the verbs in brackets in the Past Simple or the Present Perfect.

- 1) – They are not black in China, they are yellow.

– Perhaps, that’s why you (to get) so yellow yourself. When I (to see) you I (to say) to myself, why, he (to get) jaundice.

2) Just fancy, he (not to be) here for more than fifty years. He (to see) never my George, who is fifty-one next birthday.

3) He (to be) a good-looking young fellow when he (to leave) but not so steady as his brother. But he probably (to quieten) down by now.

4) – I’m glad to see you (to get) here safely, Mr. Meadows.

– He (to walk) here when he (to get) to the gate, he (to make) me stop the car and (to say) he (to want) to walk.

### Exercise 7.

A. Match the italicized modal verbs below to these meanings:

a) possibility

b) general advice

c) certainty

d) an expected action

1) You ought to know better than that, Emily, they are yellow.

2) Well, you might have regretted if you had married.

3) He was to arrive that afternoon.

4) At last they came to the conclusion that he must be dead.

B. Choose the right modal verb (must, may, ought to, be to) and use it in an appropriate form.

1) They \_\_\_\_\_ have remembered what they had felt then.

2) He was sure he \_\_\_\_\_ see the house where he was born.

3) His great nephew \_\_\_\_\_ fetch him in his car.

4) Mrs. Meadows thought he \_\_\_\_\_ have had a dozen black wives in his day.

5) They never doubted they \_\_\_\_\_ respect the master of the house Mrs. Meadows.

6) The author see the old man the next morning.

7) She thought because we had both been in China we \_\_\_\_\_ have something in common.

8) “He have quietened down by now,” she says.

9) He said it very simply, as a man \_\_\_\_\_ say, “I said I’d walk twenty miles and I’ve done it”.

10) He \_\_\_\_\_ have enjoyed his life.

**Exercise 8.** Ask “do you think questions” as in the example:

Example: Who do you think is coming here today?

1) They deserved their happiness. (general)

- 2) Mrs. Meadows was the master of the house. (Who?)
- 3) They remembered what they had said to one another. (What?)
- 4) He didn't make a fortune. (Why?)
- 5) For the last ten years he had been living in the sailor's home.  
(Where?)
- 6) He would tell all the stories I wanted to hear. (What?)
- 7) Fate was kind to him. (general)
- 8) "I'm glad he came back," she said. (Why?)

**Exercise 9.** Match the adjectives on the left with the nouns on the right according to the story. Say which character of the story each word combination refers to

stolid, sturdy and unpretentious	life
patriarchal	old man
tall, upright and dignified	eye
bright and shrewd	people
despotic but kindly	woman
toothless, crippled, penniless	rule

**Exercise 10.** Tell the story of Captain George Meadows according to the below:

- 1) The old man and his home.
- 2) he old man and Emily Meadows.
- 3) The old man and his exile's life.
- 4) The old man back home.

**Exercise 11.** Discuss the following:

- 1) Why does the author call the life of the Meadows patriarchal? What kind of life is patriarchal to you?
- 2) Why do you think they were a happy family? What makes a family happy?
- 3) Why do you think George Meadows had gone to sea?
- 4) Do you think he was a one-woman man? What do you think there was about Emily Meadows that he would never marry anyone but her?
- 5) Why had he never visited them during his exile's life?
- 6) Make guesses about the things he had seen in his day.
- 7) "Fate was kind to him". What do you think the author means?
- 8) Why do you think Mrs. Meadows was never quite sure that she'd married the right brother?
- 9) What is your main impression of the story?

10) Read out the proverbs you wrote down in the pre-reading task.  
Do you remember the proverbs:

*East or West — home is best*

*There's no place like home?*

Comment on the proverbs with reference to the story.

### Dialogues

**Exercise 1.** Read and translate the following conversation from a soap opera.

**A:** You never listen to me, do you?

**B:** Eh? What did you say?

**A:** You never listen to me!

**B:** Ah. Sorry. I was reading the paper.

**A:** Do you know what I was talking about?

**B:** Um, yes, you ... er ... um.

**A:** I was telling you about Carol Foster.

**B:** Yeah?

**A:** She's getting married.

**B:** What, Carol?

**A:** Yes, Carol.

**B:** Oh! I thought she was about seventy.

**A:** No, she isn't. She's only fifty-five.

**B:** She looks seventy.

**A:** Well. She met this man in the supermarket car park.

**B:** Uh-huh.

**A:** She crashed into his car.

**B:** Muuu...

**A:** She was so nervous. He took her into the café and bought her a cup of tea.

**B:** Uh-huh.

**A:** They started talking and he asked her out. That was two weeks ago.

**B:** Eh?

**A:** He's bought her a beautiful diamond ring. It cost two thousand pounds.

**B:** Oh! Do you know how old he is?

**A:** Yes. Thirty-seven.

**B:** I don't believe it! I just don't believe it.

**Exercise 2.** Read and translate the following dialogues.

### ***1. Looking at photos***

**A:** Good afternoon, is your wife in?

**B:** No, Jane isn't home yet. Won't you sit down?

**A:** Thank you. It's a fine day, isn't it?

**B:** Oh, yes, it's very warm and sunny. While waiting would you like to have a look at our family album?

**A:** Sure. Who are these people?

**B:** They are 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.

**B:** And father? He is still a very handsome man, isn't he?

**A:** How old is he now?

**B:** He is 67, but he is still very handsome. And this is our son Martin. He is nineteen. He is a student.

**A:** 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:** This is a 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!

### ***2. The Family Album (continued)***

**A:** And who is this elderly woman?

**B:** This woman is my grandmother. She is a very nice, kind and loving grandmother.

**A:** And whose photo is this? Who is this man?

**B:** This man is my grandfather.

**A:** In this photo, your grandfather is young and he's riding a horse. Is he alive?

**B:** No, he isn't. He is dead.

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

**B:** With us, in St. Petersburg.

**A:** And who's this pretty girl?

**B:** This is Helen, my girlfriend. She is very, very beautiful.

**A:** How old is she?

**B:** She's 19. She's a ballet dancer.

**A:** Oh, I see. And who are these people?

**B:** They're Helen's parents. Helen's mother is a very nice woman and very kind. And Helen's father is a very good person, too. He is kind and generous.

**A:** Helen's mother is your future mother-in-law, isn't she?

**B:** Yes, I hope so.

### ***3. Bush and Clinton Are Remote Relatives***

**A:** Did you happen to know that George Bush and Bill Clinton are distant cousins?

**B:** Well, I've never heard of it! Where on earth did you find that out?

**A:** I've just read it in "The Japan Times", in the October 23, 1992 issue.

**B:** What information agency does the paper refer to?

**A:** Reutor-Kyodo from London.

**B:** Oh, that's a reliable source. What does the article say?

**A:** Both presidents share royal ancestors traced back to the 13-th century in England.

**B:** Any relationship to Queen Elizabeth of Britain?

**A:** Exactly. Bush is her 13-th cousin. It's a matter of common knowledge now.

**B:** How interesting it is! And who is the common ancestor Clinton and Bush are descended from?

**A:** Both are descended from King John of England, Bush through John's son Henry III and Clinton through his daughter Eleanor.

**B:** Fancy that! Both have connections to ancient noble families and even to the royal ones!

**A:** There is one more interesting point. Clinton also descended from Eleanor's husband, Simon de Montfort, Earl of Leicester, who was a great democrat of his days and was called "the champion of Parliament".

**B:** So, the descendant of a democrat is himself a representative of the Democratic Party of the USA.

**A:** Yes, exactly! At the same time, Bush is a representative of the opposition party, the Republicans.

**B:** So, Henry III and Simon, brothers-in-law, were opponents in those far away days, and their descendants were presidential contenders in the fall of 1992.

### ***4. Brigitte Bardot. An Impromptu' Marriage***

**A:** I looked through an English newspaper and came across a short article titled "Bardot admits impromptu marriage".

**B:** Is it about the famous French actress who starred in so many films in the 60's and 70's?

**A:** Yes, she is not in films any more. She is on the bad side of her fifties and she leads a secluded life rarely appearing in public.

**B:** How did she meet her present husband, then?

**A:** They met at a party, they say.

**B:** Does it say there that they decided to marry? Love at first sight?

**A:** Not quite so. The urge to get married came upon them when they took their trip to Norway, where Brigitte's son lives.

**B:** They both had to get divorced from their previous marriages, I suppose.

**A:** No, Brigitte had been divorced for 23 years. It was her fourth marriage, by the way.

**B:** Which marriage is her son by?

**A:** Brigitte's son Nicolas was born during her second marriage. His father was an actor, too.

**B:** What does her present husband do?

**A:** He is a businessman, 7 years her junior.

**B:** Was it a marvellous wedding ceremony in a church?

**A:** Nothing of the kind. This is how Brigitte describes it, "We came upon a chapel. I lost in the romantic countryside. It was raining hard. We went through the doors of the chapel. And there, suddenly, we decided to get married".

**B:** But the pastor could give them his blessing only in the presence of witnesses. **A:** The taxi driver and the church caretaker served as witnesses.

**Notes:**

impromptu – экспромт

secluded – замкнутый

chapel – часовня

caretaker – сторож, смотритель

**5. N answers the door and shows in her friend, Ann**

**N:** Ann, meet the aunts and uncles, grannies and grandpas, the nephews and nieces, and all the rest.

**A:** Pleased to meet you all, I'm sure. My, what a big family you are!

**N:** This is only the immediate family. You're the only outsider here now. You will sit next to the oldest member of family present – my great-grandfather. Grandpa, dear, I'm going to put my friend in this seat near you.

**GR.-GRANDF:** The pleasure is all mine. Please sit down, my dear. Make yourself at home. So, Nadya must give me away at once and tell my age.

**A:** You don't look your age at all. So don't mind her.

**GR.-GRANDF:** A person is as old as he feels, they say. Still...

**A:** Nadya is your great-grand-daughter, isn't she? She's the exact image of you (there's a strong family resemblance between you) – of course, taking the difference in age into consideration.

**GR.-GRANDF:** Does she really look like me so much? I'm flattered. She's a good-looking girl, isn't she?

**A:** How wonderful it must be for you to look round the table and see four generations of your descendants!

**GR.-GRANDF:** We are a long lived family. Only your dear granny died young.

**N:** (to A) She was 50 when she died.

**A:** Your family, it seems to me, are very much attached to each other.

**N:** Well, more or less, I suppose.

**Exercise 3.** Translate these dialogues from Russian into English.

### *1. "Сам себе дедушка"*

**A:** Хорошо, Сэм, я расскажу тебе, как это все получилось. Видишь ли, я женился на вдове, у этой вдовы была дочь. Тогда мой отец, тоже вдовец, женился на нашей дочери, таким образом, мой отец стал моим зятем. Понятно?

**B:** Да, понятно. Но как же ты стал самому себе дедушкой?

**A:** Слушай, моя падчерица стала моей мачехой, не так ли?

**B:** Да, ведь она была женой твоего отца.

**A:** Да, тогда ее мать – моя бабушка, не так ли?

**B:** Да, правильно.

**A:** Я женат на ней, на моей бабушке. Таким образом, я становлюсь дедушкой самому себе, правильно?

**B:** Хм, теперь никто не может в этом сомневаться.

### *2. На свадьбе*

**A:** Я никогда ещё не была на свадьбе!

**B:** Правда? А я уже была на одной. Помнишь моего двоюродного брата Брена?

**A:** Я помню мальчика, которого я видела у твоей тети Полли несколько лет назад. Он – ее младший сын, не так ли?

**В:** Да. Но он уже не мальчик. Он вырос и превратился в красивого молодого человека. И ему сейчас за двадцать.

**А:** Правда?

**В:** Да. И недавно он женился. Я была приглашена на венчание.

**А:** На ком он женился?

**В:** Он женился на девушке на три года моложе его. Хорошенькая блондинка, зеленоглазая, и видно, что у нее хороший характер.

**А:** Они женились по любви?

**В:** Да. Брен влюбился в нее, когда она ещё заканчивала школу. Поэтому им пришлось ждать, пока она достигнет нужного возраста.

**А:** Итак, он теперь семейный человек. Надеюсь, они будут счастливы. А кто был на свадьбе?

**В:** О, там было много народа. Все наши родственники, а также родственники жены Брена, и большинство их друзей. И знаешь, у Джессики (так зовут жену Брена) есть брат. Он очень симпатичный.

**А:** Почему ты говоришь о нем? Я полагаю, ты влюбилась в него, Эллис?

**В:** Пока нет. Но, сказать по правде, он – самый лучший парень из всех, кого я до сих пор встречала. Он добрый и великодушный. И у него сильный характер.

**А:** Ты встречаешься с ним?

**В:** У нас было уже два свидания с ним, и завтра мы собираемся с ним в театр.

**А:** Ну что ж, удачи!

### ***3. Родители и взрослые дети***

**А:** Твои родители действительно очаровательны. Мне они очень понравились при встрече.

**В:** Да, я тоже их люблю. Они не вмешиваются в мои дела.

**А:** Удивительно. Мои родители всегда говорят мне сделать то-то или то-то, приказывают чего-то не делать, хотя я уже достаточно взрослый.

**В:** Ты хочешь быть независимым?

**А:** Нет, я их очень люблю. Может, в этом-то и причина. Поскольку я так люблю их, я полностью нахожусь под их влиянием.

**В:** У меня много друзей, имеющих проблемы с родителями: мать или отец, ожидающий совершенства от своей дочери.

**А:** Мне понравилось, что твои родители не задавали вопросов о наших взаимоотношениях.

**В:** Плохая манера (для родителей) вмешиваться в дела других.

**А:** Но это (звучит) фантастично, что хорошие манеры должны распространяться даже на отношения между родителями и детьми.

**В:** Да, я очень признательна родителям за то, что они предоставляют меня самой себе.

**А:** Не означает ли это, что твои родители очень отдалены (обособлены от тебя?)

**В:** Вовсе нет, поскольку я всегда чувствую их поддержку. И мне нравится быть независимой.

**А:** Думаю, что мне тоже хотелось бы от родителей независимости и теплоты.

**Exercise 4.** Listen and complete the dialogue.

**Josh is leaving for Venezuela. His parents, his sister and her friend have come to the airport to see him off.**

**Mother:** Have you got everything?

**Josh:** Yes,... What's the time?

**Mother:** Half past six.

**Meera:** Oh, I forgot to tell you. Eva rang just as we.... She asked what time... and said... to come to the airport.

**Josh:** Oh, good. She said she... to get off early.

**Farther:** Well, she'll have to hurry.

**Meera:** By the way, Josh,... Your Walkman while you're away?

**Josh:** O.K. But don't break it! Ah, there's Eva.

**Eva:** Josh! I thought perhaps you....!

**Josh:** Almost but not quite...!

**Eva:** I hate....

**Josh:** Don't say that! It's not for a long. Promise....

**Eva:** I'll write....!

**Father:** Come on, Josh. Time to go.

**Mother:**...

**Meera:** Be good!

**Josh:** Why?

**Mother:** Josh!

**Josh:** ....Bye Mum, Dad, Meera. Bye Eva. Take care!

**Complete the summary of the dialogue with the past simple, past continuous or past simple, past continuous or past perfect simple tense of verbs in brackets.**

Josh (go) to the airport with his parents and his sister, Meera. While they (wait) at the airport, Meera suddenly (remember) that she (have) something important to tell Josh. Eva (phone) just as they (leave) to ask what time Josh's flight (leave). Previously Eva (think) that she wouldn't be able to get to the airport in time but in fact, she (turn) up while Josh (say) goodbye to his parents. He finally (go through) passport control and everyone (wave) goodbye.

**Exercise 5.** Listen to the dialogue and answer the questions

1. Where did the action take place?
2. Why did the man decide to go to London?
3. What happened at the airport?
4. What did the traveller tell when the clerk told him that it was late and the flight was boarding?

**Role – play:** Make up a conversation and improvise an ending.

**Exercise 6.** Listen to the dialogue.

**Here is a conversation between a husband and a wife. The husband has just returned from the work and asks his wife how she spent the day.**

*Answer the questions.*

- What did the woman do while her husband was working?
- Why did the man become angry?

***Try to act it out.***

**Exercise 7.** Compose dialogues using the key words for the situations given below.

1. Two women sitting on a bench in the park are talking. Ann is no longer young. Nina is a young mother holding a baby in her arms: son or daughter/daughter/her name, age/2 children-twins/ married/have children/questions about grandchildren.

2. Mrs. Smith and Mrs. Jones are discussing their neighbour Eva: is getting married/for the third time/knows her first husband well/second divorce 3 months ago/ lose count of her husbands/we won't.

3. Two friends are looking at an old photograph: grandmother's family/on the right/on the left/wedding/family gathering at large/brothers and sisters/young people/their children/father-and mother-in-law.

**Exercise 8.** Compose dialogues for the following imaginary situations.

1. An old lady of your acquaintance will be eighty years old tomorrow. You discuss with your mother the age of the members of the old lady's family.

2. Tell your friend about your little sister. She is such a nice kid...

3. Your sister's engagement is announced. A friend calls to congratulate her.

4. You talk to a distant relative trying to find out in what relationship you and to each other. The only way is to ask questions about all the relatives you know.

5. Your father tells you about his brother (sister) you've never seen. You have to find out all the details of his (her) life in that distant city.

### **Exercise 9.** Translate the text into English.

Когда поднялся занавес, мы увидели, как какой-то красивый, но не очень молодой человек разговаривает с какой-то женщиной, которая выглядела гораздо моложе его. Она была одета по последней моде. Я поняла, что это была его жена.

Вдруг вошла горничная и сказала этому человеку, что кто-то к нему пришел. Тогда его жена вышла из комнаты, и горничная ввела застенчивую белокурую девочку лет 14. Я догадалась, что эта девочка – дочь того человека и что он оставил свою семью.

Войдя в комнату, девочка осмотрелась вокруг и протянула отцу деньги. Она пришла, чтобы отвергнуть его помощь. Она старалась взять себя в руки, но в её глазах стояли слёзы, настоящие слёзы. Она старалась убедить отца, что им ничего не нужно, что её мать может воспитать детей сама, но у меня было такое чувство, что она хочет сказать ему: «Мы все тебя любим, папа, мы так несчастны без тебя».

## **HOUSE. FLAT**

### **Vocabulary**

**apartment house** — многоквартирный дом

**barrack** — барак['bærək]

**building** — здание['bildiŋ]

**bungalow** — бунгало, одноэтажный дом с верандой['bʌŋgələʊ]

**cabin / log cabin** — домик, бревенчатая хижина['kæbin]

**camp site** — кемпинг

**cottage** — коттедж, загородный дом['kɒtɪdʒ]

**country house** — загородный дом (как правило, богатый особняк)

**dwelling** — жилище, дом (*более употребительно в формальном и книжном языке*) ['dweliNG]

**dwelling house** — жилой дом

**dwelling place** — местожителство

**flat / apartment** — квартира

**guesthouse** — домик для гостей

**home** — дом, домашний очаг ['həum]

**hotel** — гостиница, отель [hō'tel]

**house** — дом [haus]

**hovel** — лачуга ['hɒvəl]

**hut** — хижина [hət]

**inn** — маленькая гостиница [in]

**lodge** — охотничий домик, помещение садовника [ləj]

**lodging** — жилище ['ləjiNG]

**lodgment / lodgement** — жилище, квартира

**mansion** — особняк ['mænfɪn]

**motel** — мотель [mō'tel]

**multistoried building / multi-storey building** — высотное здание, многоэтажное здание

**private residence** — большой частный дом

**resort** — курорт [ri'zɔ:t]

**shanty** — хибарка ['SHantē]

**summer house** — летний домик

**youth hostel / hostel** — хостел

### Гостиница, номера

**accommodation** — жилье (*обычно на непродолжительное время*) [ə,kəmə'dāSHən]

**air-con / fan** — кондиционер / вентилятор

**bunk bed / bunk beds** — двухъярусная кровать

**dining room** — обеденный зал

**dormitory / dorm** — *разг.* общая спальня (*как правило, в общежитии*)

**double bed** — двуспальная кровать

**double room** — номер на двоих с одной двуспальной кроватью

**jacuzzi / hot tub** — джакузи [dʒə'ku:zi]

**no vacancies** — нет свободных мест (в отеле, хостеле, и т.п.)

**queen size bed** — очень широкая кровать

**reception** — стойка регистрации (в гостинице, отеле и т.п.) [ri'sepSHən]

**receptionist** — человек, который работает на стойке регистрации, и принимает посетителей [ri'sepSHənist]

**room service** — обслуживание номеров

**shower / bathtub** — душ / ванна

**single room** — номер на одного

**suite** — номер-люкс ['swi:t]

**twin room** — номер на двоих с двумя односпальными кроватями

**twin size bed** — односпальная кровать

**vacancies** — надпись, которая означает, что в гостинице (отеле, хостеле, и т.п.) есть свободные места ['vākənsē]

**water bed** — кровать на водяном матрасе

### **Внутренняя часть дома, здания**

**attic** — чердак, верхний чердачный этаж ['ætik]

**balcony** — балкон ['bælkəni]

**bathroom** — ванная [-, room]

**bedroom** — спальня [-, room]

**cellar** — погреб, подвал ['selər]

**cloakroom** — гардероб [-, room]

**closet / store room / lumber room** — чулан

**dining room** — столовая

**drawing room / sitting room** — гостиная

**entrance hall** — прихожая

**flight of stairs** — лестничный пролет

**floor / storey** — этаж

**front of the house** — фасад дома

**hall** — передняя, вестибюль, холл [hɔl]

**kitchen** — кухня ['kiCHən]

**landing** — лестничная площадка ['lændɪŋ]

**lavatory / toilet** — уборная ['lævətəri]

**library** — библиотека ['laibrəri]

**living room** — общая комната

**loft / garret** — чердак ['gærət]

**nursery** — детская ['nə:səri]

**pantry / larder / box room** — кладовая

**parapet** — перила, парапет ['pærəpɪt]

**roof** — крыша, кровля [ru:f]

**staircase / stairs** — лестница  
**study** — рабочий кабинет['stədə]

### **Прилегающая к дому территория**

**arbor / arbour** — беседка  
**barn / shed** — сарай, амбар  
**court** — площадка для спортивных игр[kôrt]  
**cowshed** — коровник['kou, SHed]  
**flower bed** — клумба  
**flower garden** — цветник  
**garage** — гараж[gə'ra:ʒ]  
**garden** — сад['gärdn]  
**garden plot** — участок земли под сад  
**hayloft** — сеновал['hā, lôft]  
**hedge** — живая изгородь, плетень[hej]  
**kennel** — собачья будка['kenl]  
**lawn** — лужайка, газон['lɔ:n]  
**orchard** — фруктовый сад['ɔ:tʃəd]  
**pigsty** — свинарник, хлев['pigstai]  
**pond** — пруд[pænd]  
**stable** — конюшня['stābəl]  
**yard** — двор[yärd]

### **Бытовые принадлежности**

**armchair** — кресло['ärm, CHe(ə)r]  
**ashtray** — пепельница['aSH, trā]  
**bath tub / tub** — ванна  
**bed** — кровать[bed]  
**bedclothes** — постельное белье['bed, klō(TH)z]  
**bedspread / counterpane / coverlet** — покрывало  
**blanket** — одеяло['blaNGkit]  
**blanket cover** — пододеяльник  
**blinds** — шторы['blainds]  
**carpet** — ковер['kärpit]  
**chair** — стул[CHe(ə)r]  
**comforter** — стеганое пуховое одеяло['kəmfərtər]  
**couch / sofa** — диван['səufə]  
**crib / cot** — детская кроватка  
**cup** — чашка[kəp]  
**curtains** — занавески['kз:tns]

**desk** — письменный стол [desk]  
**fork** — вилка [fôrk]  
**freezer** — морозильник, морозильная камера ['frēzər]  
**furniture** — мебель ['fз:nitʃə]  
**garbage can** — мусорное ведро ['gɑ:bidз 'kən]  
**heating** — отопление ['hētiNG]  
**key** — ключ [kē]  
**lavatory / restroom, bathroom** — *амер.* туалет ['lævətəri]  
**lift / elevator** — лифт ['eliveitə]  
**light bulb** — электрическая лампа  
**mattress** — матрас ['mætrəs]  
**mug** — кружка [mæg]  
**oven** — духовой шкаф, духовка ['ʌvн]  
**pan** — сковородка / кастрюля [pɑn]  
**pillow** — подушка ['pilō]  
**pillow case** — наволочка  
**plate** — тарелка [plāt]  
**quilt** — стеганое покрывало [kwilt]  
**refrigerator / fridge** — *разг.* холодильник [ri'fridzəreitə]  
**safe** — сейф [sāf]  
**shampoo** — шампунь [SHɑm'pʊ̄]  
**sheet** — простыня [SHēt]  
**sink** — раковина [siNGk]  
**soap** — мыло [sōp]  
**spoon** — ложка [spʊ̄n]  
**stairs** — лестница (в здании) [ste(ə)r]  
**stool** — табурет [stʊ̄l]  
**stove** — печка, печь [stōv]  
**swimming pool** — плавательный бассейн  
**table** — стол ['tābəl]  
**tablecloth** — скатерть [-, kläTH]  
**tap / faucet** — водопроводный кран ['fə:sit]  
**toilet tissue** — туалетная бумага ['tɔilət 'tifu:]  
**towel** — полотенце ['təul]  
**water supply** — водоснабжение

### **View of the Dunes' House**

The Dunes' House was sixteen miles outside of Burlington, a narrow road was the only access to the property. We took a bus to get there. The

bus turned off the main road before we reached the road to the Dunes' home, so we had to walk the last two miles. We stopped at the gate to the private road leading up to the Dunes' home. We sat on the rock and surveyed the peaceful surroundings. This place was so quiet, so beautiful.

We turned up the drive and slowly climbed what we hoped would be the last mile to the house. Soon we were out of the forest and came into a clearing, so we could see the house across a broad expanse of lawn. It was unusual house for the area. Instead of being one story high and spread out across the lawn, this one was compact and rose like a tower on the hill. From the windows you must have a view of the entire valley.

It was a two-storied building with an attic. Its brick walls were plastered and white washed. It had a red tile roof and a deep veranda which ran along its front. There was a gravelled driveway to a two-car garage which was to the right of the house. One could see a wonderful orchard with blossoming apple-trees and a small vegetable garden near the house.

Nobody was in sight. So we climbed the low concrete steps and rang the entrance door bell.

**Exercise 1.** Comprehension questions on the Text.

1. Where was the Dunes' house situated?
2. Was it possible to get there by bus?
3. Was it usual house for that area?
4. What view can one have from its windows?
5. What can one see around the house?
6. What was the house built of?

**Exercise 2.** Make up questions to which the following sentences might be the answers:

1. We had to walk the last two miles to the Dunes' house.
2. This place was so quiet and beautiful.
3. It was a compact building and rose like a tower on the hill.
4. The windows faced the entire valley.
5. It was a two-storied building with an attic.
6. A two-car garage was to the right of the house.
7. There was an orchard and a vegetable garden near the house.
8. We climbed up the steps and rang the door bell.

**Exercise 3.** Find Russian equivalents to the following:

- 1) a cottage;
- 2) to face smth;

- 3) a semi-detached house;
- 4) a grass plot;
- 5) chimney;
- 6) a residential area;
- 7) neighborhood;
- 8) a driveway;
- 9) a hedge;
- 10) a fenced garden;
- 11) a southern exposure;
- 12) to renovate;
- 13) a porch;
- 14) a sloping roof.

**Exercise 4.** Match the words and phrases in column A with those in column B.

- |                              |                                |
|------------------------------|--------------------------------|
| 1) To whitewash walls        | a) выходить на море            |
| 2) A construction site       | b) строительная площадка       |
| 3) An arched door            | c) позади дома.                |
| 4) A flower bed              | d) чердак                      |
| 5) Upstairs                  | e) арочная дверь               |
| 6) To overlook the sea       | f) белить стены                |
| 7) A basement                | g) клумба                      |
| 8) To live next door to smb. | h) навехру( вверх по лестнице) |
| 9) A garret                  | i) жить по соседству с кем-л   |
| 10) At the rear of the house | j) фундамент, цокольный этаж   |

**Exercise 5.** Match the words which have something in common.

Dwelling: ranch, cottage, bungalow, mansion.

Loan, staircase, brick, stained-glass, window, grass- plot, basement, wood, arched door, premises, roof, tile, architectural decorations, orchard, chimney, balcony garden, parts of the house, construction materials, column, count, wing.

**Exercise. 6.** What do we call:

A fence, a veranda (h), a penthouse, a greenhouse, a loft, a detached house, a patio, a terraced house, a basement, a den.

1. A house in a row of houses which are all joined together;
2. A house which stands alone and is not joined to any other;
3. A galley in a church, hall or room;
4. A paved area near a house, used for eating outside, etc.;

5. The lowest part of a building, partly or wholly below ground level; inhabited room(s) in this part;
6. A barrier made of wood or metal, put round a field, garden, etc.;
7. A roofed and floored open space along the side(s) of a house, sports pavilion, etc.;
8. A room in which a person works and studies without being disturbed;
9. An apartment or flat built on the roof of a tall building;
10. A building with sides and roof of glass, used for growing plants.

**Exercise 7.** Replace the words in brackets with the corresponding English words:

- 1 The building is poorly (проектировать)
- 2 This bench is very (удобный).
- 3 My kitchen is very (просторный).
- 4 There is (гараж для трех машин) in this house.
- 5 (Внизу) a guest is waiting for you.
- 6 There is no booking office (поблизости, по соседству).
- 7 There is (тропинка) to the back door.
- 8 The attic window (выходить на) an orchard.
- 9 This door (вести) to a wooden staircase.

**Exercise 8.** Make up questions to which the following sentences might be the answers.

1. The hall and kitchen are on the side facing the road
2. Windows of the living-room and dining-room look on to the garden.
3. The division between the living-room and the dining-room can be made by built-in book-shelves and cupboards
4. On the left side of the hall there is a cloak-room with a wash-basin in it
5. Wales offered to make the door on the west side of the kitchen half glass
6. The garage is on the west side of the house.
7. There is a wide path from the road straight to the garage.
8. The surface of the path can be concrete or tarmac.
9. Each of the bedrooms has a large closet.
10. Sandra and Bob didn't want standard lamps or table lamps.
11. The cables will be built into the wall.
12. There'll be plenty of space for a refrigerator, a washing-machine and a dish-water in the kitchen.

13. In the living-room there will be a fireplace on the east wall.

14. Bob wanted to know when the builders, carpenters, plumbers start work because he was going to come and see the house going up

**Exercise 9.** Find English equivalents to the following:

- 1) квартира
- 2) ванная комната
- 3) камин
- 4) входная дверь
- 5) встроенный шкаф
- 6) обои
- 7) подметать пол
- 8) вытирать пыль
- 9) стиральная машина
- 10) комод
- 11) полка
- 12) жалюзи
- 13) плита
- 14) паркетный пол
- 15) расставлять мебель
- 16) въезжать в новую квартиру
- 17) заменить мебельный гарнитур на новый
- 18) раковина
- 19) жить на верхнем этаже
- 20) люстра

**Exercise 10.** Match the words which have something in common.

Pattern. Furniture: a working top, a stool, an armchair, a coffee table a dresser (dressing table).

A room, wainut, to whitewash, a blind, a vacuum cleaner, to tidy (do), a hall, mahogany, to paper, a curtain, a dish-washer, to air, a kitchen, oak, to parquet, a venitian blind, to dust, a family room, wood, to furnish, curtain lace, an appliance, to sweep, a sitting room, hangings, a washing-machine, a study, cherry, to paint, an iron, to brush, a nursery, birch, to decorate, maple, to clean.

**Exercise 11.** What do we call:

A coat rack, a cushion, hangings, an armchair, a tile, a step, a condominium to move in, a desk, a lamp, a chest of drawers, a chandelier, to renovate, a screen to arrange, a studio apartment.

1. a piece of furniture (not a table ) with a flat or sloping top and drawers at which to read, write or do business;
2. a framework with bars or pegs for holding things, hanging things on;
3. a plate of baked clay for covering walls etc, often painted with designs or pictures;
4. a chair with supports for the arms;
5. to take a possession of a new dwelling-place;
6. a small bag filled with feathers or other soft material, to make a seat more comfortable
7. an apparatus for giving light (from gas, electricity, etc.)
8. a place for the foot when going from one level to another;
9. curtains or tapestry hung on the walls
10. a piece of furniture with drawers for storing clothes, etc.
11. a branched support, hanging from a ceiling, for a number of lights.
12. one of the apartments in a building in which apartments are individually owned
13. to repair, to renew apartment .
13. an often movable up-right framework (some made so as to fold), used to divide a room, protect from draughts, etc.
14. to put pieces of furniture into a certain order, to adjust;
15. a one room apartment with a kitchen and bathroom

**Exercise 12.** Replace the words in brackets with the corresponding English words.

1. We have no (место) for this wardrobe.
2. He has a (с двумя спальнями) apartment.
3. She lives on/in the second (этаж) of a (многоэтажный) house.
4. I'm afraid we'll have to whitewash (потолки).
5. Come to my place. You should see my new (мебельный гарнитур).
6. Could you help me (расставить) furniture in my (гостиная).
7. (Встроенная мебель) saves a lot of space.
8. Your kitchen is very well (оснащенный) with modern (бытовые электроприборы)
9. I prefer (паркетный) floor rather than (покрытие ковром).
9. What brand of (стиральная машина) and (посудомоечная машина) could you recommend?

10. The house has all modern (удобства), such as (центральное отопление) electricity, (горячее водоснабжения).

11. I don't think these (занавески) match the colour of (обои)

### **Buying a House**

There are two types of organisations which are central to the buying of houses and flats.

The first is the estate agent. An estate agency is, essentially, a shop which arranges for the sale of homes.

Let us imagine that Mr and Mrs Smith want to sell their house. First, they ask one or more local estate agents to visit the house and tell them how much they should be able to sell it for. They will also want to know how much the agent will charge for his services (usually between 1 % and 2% of the selling price). If the Smiths are happy with his proposals, the agent will publish details of the house in the form of giveaway leaflets and possibly in the local or even national newspapers. The leaflet will describe the house in detail, describing the position, number and sizes of its rooms, the garden and so on.

Mr and Mrs Smith then wait for prospective buyers to arrive.

Imagine that Mr and Mrs Johnson want to buy a house in the same area.

They go to the estate agency and inspect the details of the houses on offer. If they are attracted by the description of the Smiths' house, they will visit the property to look at it. If they are still interested after seeing the house they may make an offer to the Smiths via the estate agent. Often the offer will be slightly less than the official "asking" price. If the Smiths agree, the house can be sold.

But the Johnsons probably do not have enough money to pay for the house immediately, so what do they do? They go to the second type of institution involved in house buying and selling - the building society.

A building society's main function is to lend people like the Johnsons enough money to buy a house. Banks also offer a similar service.

Building societies make their money by borrowing money from some members of the public - their "depositors" and lending it to others. Many British people have building society savings accounts. They save their money with a building society, which pays them interest. The society then lends this money to people who want to buy a house or flat and charges them a higher interest rate on the amount borrowed. This long-term loan is called a "mortgage".

So Mr and Mrs Johnson go to a local building society where they will be asked a number of questions - what type of jobs do they have? How much

do they earn? What are their monthly expenses? And so on. The society will also inspect the house to see if it is worth the money they are being asked to lend. All being well, it will offer to lend the Johnsons up to about 90 per cent of the price of the house, to be paid back with interest over 25 years, or sometimes less. When all is agreed and the papers signed, the money is paid to the Smiths or to their legal representative - usually a solicitor- and the Johnsons can move in.

Over the 25 years, the Johnsons, because of the interest on the loan, will pay far more than the original price of the house- but since they are paying it in fairly small sums once a month they are, at least, able to afford it.

**Exercise 1.** Comprehension questions on the Text.

1. What is an estate agency?
2. If Mr and Mrs Smith want to sell their house, what will they do first?
3. What will they want to know from an estate agent first?
4. What will the agent start his work with?
5. How can Mr and Mrs Johnson know about the houses on offer?
6. Can the price be negotiated?
7. Where can people get money to buy a property?
8. How do building societies function?
9. What is a mortgage?
10. What questions will Mr and Mrs Johnson be asked at a local building society and why?
11. How will the mortgage be paid back?
12. Why do people want to get mortgages?

**Exercise 2.** Make up questions to which the following sentences might be the answers:

1. Usually an estate agent charges between 1% or 2 % of the selling price of the property for his services.
2. The ad (advertisement) will describe the house in detail, describing the position, number and sizes of its rooms, the garden and so on.
3. Then Mr and Mrs Smith will wait for prospective buyers to arrive.
4. If the Johnsons are attracted by the description of the Smiths' house, they will visit the property to look at it.
5. The offer will be slightly less than the official asking price.
6. Many British people save their money with a building society, which pays them interest.
7. The society will inspect the house to see if it is worth the money they are being asked to lend.

8. Johnson can move in when the papers are signed and the money is paid to the Smiths or their solicitor.

9. Over the 25 years, the Johnsons, because of the interest on the loan, will pay far more than the original price of the house.

10. They can afford to buy a house because they pay the money back in fairly small sums once a month.

**Exercise 3.** Find Russian equivalents to the following:

- 1) 1) an estate agent;
- 2) to purchase a house;
- 3) landlord/landlady;
- 4) to get a mortgage;
- 5) downpayment;
- 6) to rent a studio apartment;
- 7) to inherit a property;
- 8) a tenant;
- 9) a room to let;
- 10) a newspaper ad;
- 11) to pay interest
- 12) full board;
- 13) an apartment owner.

**Exercise 4.** Match the words and phrases in column A with those in column B.

**A**

- 1) to share an apartment with a mate
- 2) bed and breakfast (B&B)
- 3) a mortgage
- 4) to be behind with one's
- 5) an annual rent
- 6) a real estate agency
- 7) the house is for sale
- 8) downpayment
- 9) to afford to buy smth

**B**

- a) агентство по продаже недвижимости
- b) комната внаем с предоставлением завтрака
- c) запаздывает с платой за квартиру
- d) первоначальный взнос за квартиру
- e) меблированная комната
- f) кредит, полученный для покупки недвижимости
- g) годовая плата за квартиру
- h) снимать квартиру на двоих
- i) позволить себе купить что-либо

10) a furnished room

j) дом продается

**Exercise 5.** Translate the sentences into English.

1. Перед нашим домом много цветов.
2. Наша квартира на втором этаже.
3. Можно мне поговорить с вами сейчас, или я должна прийти завтра?
4. Могу ли я купить этот приемник?
5. Квартира моей сестры очень удобная и уютная.
6. Есть ли в вашей квартире кладовая? — Нет.
7. В этой квартире две комнаты и кухня.
8. Можно ли детям пойти на каток? — Нет, уже слишком поздно.
9. Могу ли я поговорить с преподавателем? — Да.
10. Должна ли я отвечать вам сейчас? — Нет. Вы можете это сделать завтра.
11. В спальне моих родителей две кровати, кресло, два стула и туалетный столик.
12. У вас есть телевизор? — Нет. — А холодильник? — Да, есть.
13. Вы можете почистить (to clean) ковер пылесосом. Это очень легко.
14. Мне нравится мебель в вашей квартире. Она совсем новая и вполне современная. Вы должны только купить ковер и торшер для столовой.
15. Я живу в новом доме. В нашей квартире есть все удобства: электричество, газ, водопровод, центральное отопление, мусоропровод и телефон.
16. В вашей ванной комнате есть зеркало?
17. У вас дома есть английские книги? — Нет.
18. Вы не можете мне позвонить (to ring up)? — У меня нет телефона.
19. Вы должны исправить все ошибки в переводе.
20. Кто муж твоей сестры? — Он врач.
21. На ком женат твой брат? — Он женат на моей приятельнице. — Как ее зовут? — (Ее зовут) Елена. — Сколько ей лет? — (Ей) двадцать лет. — Кто она по профессии? — (Она) машинистка.
22. В вашем саду есть цветы? — Нет, в нашем саду нет цветов, но есть несколько фруктовых деревьев.

23. Есть ли студенты в комнате 20? — Нет. Они должны прийти туда через полчаса.

24. Который сейчас час? — Половина шестого. — Ваши часы спешат. Сейчас только четверть шестого.

25. У меня есть немного свободного времени. Я могу пойти на каток.

26. На столе есть молоко? — Да, немного.

## OUR ENGLISH LESSON

### Vocabulary

#### I.

**I expect = I believe = I think** — я ожидаю = я верю = я думаю

**to be absent from** — отсутствовать

**to be present** — присутствовать (на лекции, собрании и т. д.)

**what's up?** — что случилось?

**temperature** — температура

**that's too bad** — очень жаль

**to check (go through) the homework** — проверять домашнее задание

**exercise book** — тетрадь

**transcription** — транскрипция.

**shall I write it in transcription?** — (Следует ли) написать его в транскрипции?

Форма **Shall I...?** соответствует русской конструкции вопроса, начинающегося с инфинитива глагола. Запомните: **Shall I begin?** Начинать? **Shall I read?** Читать? **Shall I open the window?** Открыть окно?

Обратите внимание на употребление количественных числительных после существительных.

Артикль в этом случае не употребляется, а существительное чаще всего пишется с прописной буквы, за исключением слова **page**: **Find page 81.**

**to write (put) down** — записывать

**to follow** — следовать; слушать

**louder** — громче

предложение **Will you read louder?** выражает просьбу, несмотря на его вопросительную конструкцию.

**that'll do** — достаточно.

**noticed** — отмеченный, замеченный

**palatalization** — смягчение, палатализация

**that's it** — вот именно.

**to pronounce** – произносить;  
**pronunciation** – произношение  
**weak point** – слабое место  
**have another try** – попытайтесь (попробуйте) еще раз  
**distinct** – отчетливый  
**headphones** – наушники, головной телефон  
**here they are** – вот они!  
**to switch on** – включать; **to switch off** – выключать  
**cassette recorder (tape recorder)** – магнитофон  
**get up early / late** – вставать рано/ поздно

## II.

**go to bed early / late** — ложиться спать рано/ поздно  
**make the bed** — заправлять кровать  
**take a shower** – принимать душ  
**take a bath** — принимать ванну  
**dress (get dressed)** — одеваться  
**wash my face** — умываться  
**clean my teeth** — чистить зубы  
**shave myself** — бриться  
**have breakfast** — завтракать  
**have lunch** — перекусывать  
**have dinner** — обедать (ужинать)  
**have .... for breakfast** — есть на завтрак  
**go to work** — ходить на работу  
**leave home for work** — уходить из дома на работу  
**come home from work** — приходить домой с работы  
**have English lessons** — заниматься английским языком  
**read books** — читать книги  
**watch TV** — смотреть телевизор  
**surf the Net** — быть в сети  
**do the cooking** — готовить еду  
**cook breakfast (lunch, dinner)** — готовить завтрак (ланч, обед)  
**do the washing** — стирать  
**do the ironing** — гладить  
**wash up** – мыть посуду  
**do housework** – делать что-либо по хозяйству  
**clean the flat** — убирать квартиру  
**do homework** — делать домашнюю работу

**feed the dog** — кормить собаку  
**go for a walk** — гулять  
**take the dog out** — выводить собаку гулять  
**go out** – ходить куда-либо, проводить время вне дома  
**go shopping** – ходить по магазинам  
**have a rest** — отдыхать  
**go to see smb** – навещать кого-либо

### III.

**education** – образование  
**free of charge** – бесплатно  
**to be admitted n competitive basis** – быть принятым на конкурсной основе  
**to be given equal opportunities** – даны равные возможности  
**to be streamed according to the results** – распределены по потокам согласно результату  
**to ignore smb's interests and talents** – игнорировать чьи-либо интересы и таланты  
**to be motivated** – быть мотивированным  
**to enter** – поступать  
**to pass entrance exams** – сдать вступительные экзамены  
**school-leaver, university entrant, applicant** – абитуриент  
**selection committee** – приемная комиссия  
**to attend preparatory courses** – посещать подготовительные курсы  
**entrance examinations** – вступительные экзамены  
**to show good results** – показывать хорошие результаты  
**graduate from, to finish** – заканчивать  
**grading system** – балльная система  
**to evaluate of students' progress** – оценить результат студентов  
**grading scale** – балльная шкала  
**proper assessment** – должное оценивание  
**level of skills and knowledge** – уровень умений и знаний  
**grant, scholarship** – стипендия  
**proposed field of study** – предполагаемое поле изучения  
**free of charge** – безвозмездно (на бесплатной основе)  
**well-educated** – хорошо образованный  
**literate** – грамотный  
**monitor** – староста  
**faculty** – факультет

**distribute homework assignment** – распределять домашнее задание

**confer with the other faculty members** – совещаться с ...

**to attend courses** – посещать курсы

**grow up an obedient robot** – воспитывать послушного робота

**fail in, to flunk (at the exam)** – «провалиться» на экзамене

**curriculum** – учебный план

**timetable** – расписание

**resume** [‘re(i)zjumei] – резюме

**the dean of the faculty** – декан факультета

**a flunking grade** – непроходной бал

**to give smb the highest grade** – поставить высшую оценку

**to get high grades** – учиться на отлично

**to get good (bad) mark at an examination** – получить хорошую (плохую) оценку на экзамене

**to get top marks in the exam** – получать хорошую (плохую) оценку на экзамене

**to give smb 8 marks out of 10** – сдать на отлично набрать 8 из 10

**to give smb full marks for trying** – высоко ценить за старания

**pass an exam/credit** – сдать экзамен/зачет

**to pass me in** – поставить зачет

**students’ record-book, mark book** – зачетная книжка

**test period** – зачетный период

**to lag behind** – отставать

**to be a good hand at** – быть знатоком

**a mark** – оценка

**graduating** – получение высшего образования

**student; final-year student** – выпускница; студент последнего курса

**detentions** – дополнительные занятия после уроков

**extramural** – заочный

**thesis** – тезисы, диссертация

**council** – совет

**confer** – совещаться

**to continue one’s education** – присуждать ученую степень

**give general knowledge in** – дать общие знания по

**to be compulsory** – быть обязательным

**curriculum** – учебный курс

**to offer programmes of academic subjects** – предлагать программу академических предметов

**free-paying** – бесплатно  
**to be funded by the state** – финансироваться государством  
**extramural courses** – заочные курсы  
**by correspondence** – по переписке  
**optional subjects** – необязательные предметы  
**comprehensive** – общеобразовательные  
**term** – семестр  
**compulsory subjects** – обязательные  
**an individual approach to everybody** – индивидуальный подход к

каждому

**distinguished scholars** – выдающиеся ученые  
**associate professor** – доцент  
**research** – исследование  
**oriental languages** – восточные языки  
**full – time tuition** – очное обучение  
**external student, student taking correspondence course** – заочник  
**fee for tuition** – плата за обучение  
**long / midday break** – большая перемена  
**public activities** – общественная жизнь  
**higher educational establishment** – высшее учебное заведение

### OUR ENGLISH LESSON

**Teacher:** Good morning, all! Sit down, please! I expect no one is away?

**Monitor:** Nobody is. All are present. Oh, sorry, Ann is not here.

**Teacher:** What's up? Is she ill?

**Monitor:** It's flu with a high temperature.

**Teacher:** That's too bad. Well now. Let's begin. We'll check our homework. Mike, will you take your exercise book and come to the board?

**Mike:** Shall I write the words in transcription?

**Teacher:** Do. And you, Helen, read Text 7, will you? The others should write down the mistakes if she has any. Do you follow me? Will you read a little louder, please. That'll do. Any mistakes noticed?

**Julia:** I believe there's some palatalization in the nouns "family" and "Benny".

**Teacher:** That's it. Please, Helen, pronounce the words. Now it's correct. You must work more. Pronunciation is your weak point, I'm afraid.

**Helen:** Shall I read the text again for the next time?

**Teacher:** Yes. Have another try and make your reading more distinct. Now everybody look at the board!

**Mike:** Shall I read the exercise?

**Teacher:** Of course. (Mike reads). Is everything correct, Pete?

**Pete:** I think it is.

**Teacher:** Thank you, Mike. Clean the board, please, and go to your seat. (To the monitor). Have we got the headphones?

**Monitor:** Here they are.

**Teacher:** Fine. Let's listen to the new text. Open your books at page 81. Will you please switch on the cassette recorder? Thank you.

**Exercise 1.** Answer the following questions.

1. How many students are there in your group?
2. How many students are absent?
3. How many students are present?
4. Who is the monitor in your group?
5. What is the monitor's name?
6. Have you got any bag?
7. Where is your bag?
8. Have you got a ball pen? Is it a good one? What colour is it?
9. Is there much chalk at the board?
10. Have you many books at home?
11. Are there Russian or English books in your bag?
12. Have you got a watch? Is it right or wrong?
13. Is N's watch fast or slow?
14. Is A's dress black or brown?
15. Is B's ball pen green or yellow?

**Exercise 2.**

**a)** Write the interrogative and negative forms of the following sentences:

1. She can spell the noun correctly.
2. You may take your exercise book.
3. He can write this in transcription.
4. There are some mistakes in her dictation.
5. My sister has got two interesting magazines.
6. Doctor Sandford is busy in his study.
7. Spelling is her weak point.

**b)** Express your surprise at the given statement as in the model.

*Model: You may take those pencils.*

Oh, may I?

Of course, you may.

c) Respond to the same statement in the negative.

*Model: You may take those pencils.*

Oh, no. I'm afraid, I may not take them.

### Exercise 3.

Work in pairs. Ask your fellow student logical questions on the given statements and answer them. Use the modal verbs:

1. We have got headphones for the whole group.
2. Every body must go to the laboratory today.
3. Mary can help us with the cassette recorder.

### Exercise 4. Fill in the missing modal verbs:

1. You ... go out today. It's too cold.
2. ... I take your fountain pen? — Do, please.
3. We ... not carry the bookcase up stairs. It is too heavy.
4. When ... you come to see us? — I ...come only tomorrow.
5. Shall I write a letter to him? — No, you ..., it is not necessary.
6. Mary ... finish the work at once.
7. ... you cut something without a knife?
8. Peter ... return the book to the library. We all want to read it.
9. Why ... not you understand it? It is so easy.
10. ... we do the exercise at once?
11. ... you pronounce this sound?

### Exercise 5.

a) Write sentences according to the following models using the words and word combinations given below.

*Model 1: Let's begin our morning exercises.*

read the text; write on the blackboard; do the exercises; speak to the dean.

*Model 2: Shall I write it in transcription?*

clean the blackboard; bring some chalk; do my homework; answer your question; spell the noun; press the button; pronounce it.

*Model 3: Listen to the new song.*

the teacher; your fellow students; the radio, the story; the text; the tune; the cassette recorder; the actor.

*Model 4: Look at the clock.*

the picture; the house; the blackboard; the bird; the child; the lamp; the cup; the plate.

b) Give sentences of your own using the same models.

c) Make up micro dialogues, as in the following models. Use the above mentioned words and word combinations. Give short answers. Add a sentence or two of your own.

*Model 1: Let's begin our morning exercises.*

Yes, let's. (I'm afraid I can't.) In half an hour we must have breakfast.

*Model 2: Shall I write it in transcription?*

Do, please. (No, you needn't.) We are to discuss it then.

*Model 3: Let's listen to the new song.*

I'd love to. I'm fond of folk songs.

*Model 4: Look at the clock.*

Oh, it's beautiful (lovely, ugly, etc.). I'd like to have one.

### **Exercise 6.**

a) Make up sentences on the following model. Make your sentences interrogative and negative.

*Model: We have got skates.*

b) Express your surprise at the given statements as in the model.

*Model: I have got a cassette recorder.*

Have you really got a new one?

c) Respond to the same statements in the negative.

*Model: I have got a new cassette recorder.*

That can't be true. You haven't got any (cassette recorder).

### **Exercise 7.** Make up sentences according to the model.

*Model: This apple is mine.*

**Exercise 8.** Translate the following into English using classroom expressions:

1. Кто сегодня дежурный? — Елена. Сегодня кого-нибудь нет? — Да. Трех студентов нет.

2. Никто сегодня не отсутствует. Все девять студентов сегодня здесь.

3. Виктор здесь? — Нет, он отсутствует.

4. Какое сегодня число? — 15 октября.

5. Можно задать вам вопрос? — Пожалуйста. — Где комната № 48? — Я не могу ответить на ваш вопрос. Спросите, пожалуйста, секретаря.

6. Как по-английски «наушники» («письменный стол», «палатализация»)?

7. Включить магнитофон? — Да, пожалуйста. Выключить магнитофон? — Нет, подождите немного. Мне начинать читать? — Да. Стереть с доски? — Пожалуйста. Открыть окно? — Нет, не надо. Прочитать это предложение снова? — Да, пожалуйста.

8. Читайте громче, пожалуйста. Говорите громче, пожалуйста. Пойте громче, пожалуйста. Достаточно.

9. Повторите предложение два раза. Прочтите текст три раза.

10. Давай пойдём в деканат во время перерыва. Давай исправим ошибки в диктанте.

11. Не принесёте ли вы классный журнал (мел, тряпку, список студентов, наушники)?

12. Вы можете сделать это упражнение сегодня? — Да. Вы можете написать текст сегодня? — Нет. Я не могу написать текст сегодня.

13. Эти упражнения трудны. Повторите их. Эти тексты легкие. Вам незачем повторять их.

14. Можете садиться (идти, начинать читать).

15. Продолжайте читать (писать, говорить, работать).

16. Тише, пожалуйста. Занятие не окончено. Сколько времени до звонка? — Только две минуты.

17. Как произносится слово «палатализация» («транскрипция», «оглушение»)?

18. Как пишется слово «произношение» («журнал», «достаточно», «отвечать»)?

19. По ставьте вопросы к тексту.

20. Не подсказывайте, пожалуйста.

21. Сдайте тетради, пожалуйста.

22. Сначала поставьте кассету, а затем включите магнитофон.

23. А теперь, пожалуйста, перемотайте кассету.

24. У вас есть занятия в пятницу? — Да, есть, но они кончаются рано.

25. Можно Бобу не ходить в школу сегодня? — Нельзя. Он должен идти в школу.

26. Попробуйте еще раз и читайте громче.

### **Exercise 9.**

**a)** Write the following numerals in words:

395, 745, 1950, 13 408, 282 867, 345 296, 5 712 133.

**b)** Read the following numerals:

273, 1882, 19 176, 30 016, 55 744, 81 614, 389 107, 6 271 398.

### **Exercise 10.**

**a)** Ask your fellow student for permission ...

to go out; to come in; to open the window; to take the news paper; to read; to go home; to begin reading; to close the door.

(The person you ask must give any of the following answers: Certainly. You may. Do, please. I'm afraid not. You mustn't.)

*Model: May I speak to the dean? — You may. May I leave now? — I'm afraid not.*

**b)** Give your permission to perform the actions given above.

*Model: You may speak to the dean.*

**c)** Ask your fellow students to perform the actions given above. Don't forget to be polite.

*Model: Speak to the dean, please. (Will you speak to the dean?)*

**d)** Ask your fellow students not to perform the actions given above.

*Model: Please, do not smoke here.*

### **Exercise 11.** Arrange short dialogues using modal verbs.

*Models:*

1. *May I take your pencil? — I'm afraid not, I need it. Have you got a pen? — Yes, I have. — May I take it? — Certainly. (Of course, you may.)*

2. *Can you come to see us tonight? — Sorry, I can't, but I can come tomorrow. — All right.*

3. *Shall (must) I read this exercise once more? — No, you needn't. That will do. Your reading is quite good.*

### **Exercise 12.**

Write a short description of your classroom using the construction there is, there are.

### **Exercise 13.** Act as a teacher of English. Ask your pupils:

- 1) to clean the blackboard; to use the duster; to bring some chalk;
- 2) to tell you the date; to write it on the board; not to stand in front of the board;
- 3) to come up to your desk; to read the text; not to go so fast; to go to his place;
- 4) to check home work; to correct the pronunciation or spelling of some word;
- 5) to collect the exercise books and to hand them in;

- 6) to switch on the cassette recorder; to listen to the text;
- 7) to wind (play) it back; to switch off the cassette recorder;
- 8) to have another try and read distinctly.

### **Exercise 14.**

Stage a dialogue between a teacher and a student using class room expressions:

- 1) beginning a lesson;
- 2) checking homework;
- 3) reading the text;
- 4) writing on the blackboard;
- 5) listening to the cassette re corder;
- 6) giving homework.

### **A STUDENT'S DAY**

1. What is there in this picture? There is a bedroom in it. Is it still dark in the room? No, it is already light. What time is it now? The clock has just struck seven. Who(m) do you see in this picture? We see Mary in it. Is she still asleep? No, she is not. She is already up, she has opened the window and turned on the radio. She is doing her morning exercises to the music. What is she going to do next? She is going to have a wash.

2. It is a quarter past seven. Mary is in the bathroom. She has just taken a cold shower, dried herself on the towel and cleaned her teeth. Now she is doing her hair before the looking-glass. What is she going to do next? She is going to dress.

3. Mary is in the bedroom again. She has already brushed her clothes and shoes. What is she doing now? She is dressing. She has just put on her dress. She is putting on her shoes now. Has she made her bed yet? Yes, she has.

4. It is a quarter to eight. The family has already had breakfast. While Mary is sweeping the floor with a broom her mother is washing up. Is Mary going to stay at home? No, she is not. She is going to the Institute.

5. It is eight o'clock. Mary is hurrying to the Institute. She is a first-year student of the English faculty. Her classes begin at half past eight. Mary is never late for her classes. Does she walk to the Institute? No, she does not. She goes to the Institute by metro. How long does it take her to get to the Institute? It takes her half an hour to get there.

6. It is two o'clock. Has the bell gone? Yes, it has. The classes are over. Mary and her friends are having dinner. Are they going home after

dinner? No, they are not. Mary is going to the laboratory to have some practice in pronunciation. Her friends are going to the reading-room to prepare their homework there.

7. It is nearly six o'clock in the evening. Mary has just come after a walk. She is having a short rest now. She is reading. Is Mary going to do any work about the house? Yes, she is. She is going to iron her father's shirts.

8. It is ten minutes to ten. The working day is over. The family are all together, Mary is playing the piano. Her brother David is repairing the TV-set. Their mother is knitting. Their father is going to turn on the radio and listen to the news. The family are not going to bed yet.

**Exercise 1.** Listen to the text.

**Exercise 2.** Answer the questions.

1. (At) what time do you get up?
2. Is it light when you get up?
3. You do your morning exercises to music, don't you?
4. What do you do in the bathroom?
5. What do you do with a tooth brush (a towel, a comb)?
6. Do you take a shower in the morning or before you go to bed?
7. What do you clean your teeth with?
8. What do you dry yourself on?
9. You do your hair before a looking glass, don't you?
10. At what time do you usually have breakfast?
11. What must you do with the dishes after having a meal?
12. What do you usually do before you leave the University?
13. What do you clean your flat with?
14. (At) what time do you leave for the University?
15. It takes you long to get to the University, doesn't it?
16. How long does it take you to get to the University?
17. Do you go to the University by bus?
18. (At) what time do your classes begin?
19. What do you do when the classes are over?
20. Where do you usually have dinner?
21. Do you prepare for your English lessons at home or do you prefer to work in the University reading room?
22. How long does it take you to do your homework?
23. Do you work at the laboratory every day?
24. When do you usually come home?
25. What do you usually do when you come home?

26. In what way do you help your mother about the house?
27. What do you do with an iron (a vacuum cleaner, a broom)?
28. What do you usually do in the evening?
29. Do you often go to the theatre or to the cinema?
30. You are fond of skating, aren't you?
31. What do you do when you stay at home in the evening?
32. Do your friends often come to see you?
33. How do you spend the time when your friends come to see you?
34. You listen to the news every day, don't you?
35. What do you do when you are going to listen to the latest news?
36. (At) what time do you usually go to bed?
37. Who does the shopping in your family?

### **Exercise 3.**

a) Write the interrogative and negative forms of the following sentences.

b) Ask and answer questions on the following statements as in the model. Use the Present Perfect Tense. Add a sentence or two to develop a situation.

*Model: He has already repaired the iron. Has he repaired the cassette recorder yet? No, he hasn't. But he is sure to do it soon.*

1. Mary has already ironed the table cloth.
2. I have already turned off the light.
3. The girls have already done the room.
4. It takes me long to prepare for my English lesson.
5. It has taken Peter five minutes to shave.
6. We are going to the skating rink after classes.
7. My sister is very good at sewing.
8. Peter is going to repair our TV set.
9. We are going for a walk after classes.
10. I must do some knitting today.

### **Exercise 4. Translate**

1. I have dinner at two.
2. I leave for the Institute at eight o'clock.
3. I go to the Institute by bus.
4. It has taken me three hours to do my homework.
5. David has already repaired the radio.
6. It has taken me a fortnight to knit this sweater.
7. I am going to have some practice in intonation at the laboratory.

8. I am going to the theatre today.
9. Robert is going to press his coat.
10. I do my room with a vacuum cleaner once a week.
11. You needn't switch on the light, it is quite light.
12. Mary has gone to bed.
13. It takes me a quarter of an hour to have breakfast.
14. I take a bath every morning.
15. I go to the Institute by Metro.
16. We are going to the skating rink.
17. I do my hair with a comb.

**Exercise 5.** Rewrite the sentences in the Present Perfect using the adverbs already, just.

*Model: My brother is going to repair the cassette recorder. My brother has already repaired the cassette recorder.*

1. I am going to have some practice at the laboratory.
2. I am going to clean the flat.
3. John is going to shave.
4. They are going to have a rest in the country.
5. Ann is going to turn off the gas.
6. The boy is going to brush his clothes, isn't he?
7. I am going to turn on the light.
8. His family are going to listen to the seven o'clock news, aren't they?
9. Who is going to have a bite?
10. What are you going to do?
11. They are going to stay out of town for a fortnight.
12. I'm going to look through his article.

**Exercise 6.** Make up as many sentences as you can according to the following models. Use the words, word combinations and phrases of the lesson.

*Model 1: I am (not) going to turn on the light. I am (not) turning on the light. I have (already, just) turned on the light. (I have not turned on the light yet.)*

*Model 2: Are you going to turn on the light? Are you turning on the light? Have you turned on the light (yet)?*

**Exercise 7.** Fill in articles wherever necessary:

1. Mary has taken ... cold shower and is going to dress.
2. Let me have ... look at your translation.

3. I always do ... room with ... vacuum cleaner.
4. Let's turn on ... cassette recorder and dance to ... music.
5. What are your fellow students doing? — Mary is playing ... piano. Peter and David are playing ... chess.
6. I don't go to ... Institute by ... bus. I prefer to go there by ... metro.
7. How long does it take you to do ... homework?
8. Something has gone wrong with ... vacuum cleaner. I am sure it's ... plug.
9. It is not pleasant to go by ... Metro on such ... fine day. Let's go on ... foot.
10. Will you turn on ... radio? I should like to listen to ... seven o'clock news.
11. It's ... pity you have never been to ... England.
12. My parents are still in ... town.

**Exercise 8.** Fill in prepositions or adverbs wherever necessary.

1. Ann begins to work ... half past eight. At half past twelve she goes ... to lunch. After lunch she comes back ... her office and works ... four o'clock. At four o'clock she puts ... her hat and coat and goes ... home.
2. The students ... our group are never a minute late ... classes.
3. It doesn't take me long to get ... the Institute.
4. When do you usually get ...?
5. Will you turn ... the light? The children are going ... bed.
6. We have turned ... the cassette recorder and are going to dance ... the music.
7. When I come ... home I take ... my coat and hang it ... the hook. Then I go ... the bathroom, turn ... the tap, wash my hands and dry them ... the towel.
8. What do you press your clothes ...?
9. Have you cleaned ... the table yet?
10. Let's hurry or we'll be late ... the first lesson.
11. What kind of dress are you going to wear ... our party?
12. The button has come ... my coat. — Shall I sew it ... for you?
13. Why have you turned ... the radio? — I am going to listen ... the seven o'clock news.
14. Are you going ... bus?
15. Hurry ..., I'm short ... time.
16. Are you through ... your housework?

**Exercise 9.** Fill in the missing words:

**A.**

1. Something has gone ... with the cassette recorder. Can you put it ...?
2. She is not up yet; she is still ... .
3. The classes are over. I am ... to go home.
4. I am ready to have a hot ..., ... my teeth and go to bed.
5. If you want to have a ..., let's go for a walk.
6. I have ... my hands and now I am going to ... them on the towel.
7. Before putting on my clothes and shoes I always ... them.
8. While the mother serves breakfast Susan and Peter ... the flat and ... the beds.
9. I am going to present my brother with a sweater which I have ... myself.
10. In the evening we usually have some music or ... to the radio or ... the TV programme. Sometimes we ... to see our friends or our friends ... to see us. Once a week we go to the cinema or to the theatre.
- 10 . Do you usually sit up late or do you ... to bed early?
11. Peter is a good sleeper, he ... .. late and often has no time for breakfast.
12. If the water feels cold on winter mornings you must rub yourself with the ... .
13. There is a ... this evening at the club.
14. Some thing has gone wrong with the ... . Will you have a ... at it?
15. Please, turn on (off) the ...!
16. Have you cleaned the ...?
17. I'm ... for time, will you help me?

**B.**

1. He is forty. His wife is thirty five. He is ... than his wife.
2. David is ten. Bob is eight. Bob is ... than David.
3. Seventeen is ... than ten.
4. In August the weather is generally ... than in October.
5. In May the days are ... than in March.
6. This book is ... interesting than that one.
7. I think this exercise is the ... diffi cult.
8. How are you? — Thank you. I'm ... today.
9. I know Ger man ... than English.

**C.**

1. ... your lessons and be off.
2. You look so smart today. Where have you your hair...?
3. How could you possibly ... so many mistakes in your dictation?

4. If you want to make a good sportsman you must ... morning exercises every day.
5. On her way home mother usually ... some shopping.
6. I'm pressed for time. Will you ... the room yourself?
7. Skating will ... a lot of good.
8. I'd like you to ... friends with all the students of your group.
9. Isn't it your turn to ... a report today?

**Exercise 10.** Form one sentence of the given two using the following model.

*Model: This mistake is gross. That mistake is not so gross. That mistake is not so gross as this one.*

1. These apples are tasty. Those apples are not so tasty.
2. The Volga is long. The Don is not so long.
3. My house is tall. Your house is not so tall.
4. Tom's pronunciation is good. Your pronunciation is worse.
5. The winter in Moscow is cold. The winter in London is not so cold.
6. Your mother is young. My mother is not so young.

**Exercise 11.** Respond to the following sentences as in the model.

*Model: I have already swept the floor. — Have you? I haven't aired the room yet. — Haven't you?*

1. Mary has gone by bus.
2. The bell hasn't gone yet.
3. I've had much practice in English.
4. Something has gone wrong with the gas stove.
5. I haven't done my washing yet.
6. She has just come.
7. I've done a lot to help him.
8. I haven't been to the club for ages.
9. I've never been late for the lectures.
10. I've already looked through the article.

**Exercise 12.** Complete the following sentences and let your fellow student respond to them:

1. I am (not) going to ... .
2. Are you going to ... ?
3. It has taken me ... .
4. Something has gone wrong with ... .
5. David is sure to ... .

6. Are you sure to ...?
7. Look here, Mary ... .
8. I'm afraid ... .
9. I should like to ... .
10. It is so nice to ... .
11. What about ...?
12. It doesn't take me long to ... .
13. Has it taken you long to ...?
14. How long does it take ...?
15. It's a pity to ... .
16. It's a pity you haven't ... .
17. It's a pity he can't ... .
18. How clever of you to ... .
19. I look forward to ... .
20. He can't manage to ... .

**Exercise 13.** Think of stimulating phrases to which those below could be replies. Work in pairs:

1. Thank you ever so much.
2. No more, thank you.
3. I'm afraid, I can't.
4. Certainly!
5. Here you are.
6. Just a moment.
7. It is out of the question.
8. I'd love to.
9. That's all right.

**Exercise 14.** a) Respond to the following sentences. Work in pairs. b) Continue the exercise suggesting your own verbal context of the same type:

1. May I come in?
2. What about going to the country to gether?
3. Will you help me, Nick?
4. I've read many English books this month.
5. I should like to see that magazine.
6. Shall I air the room?
7. Will you have another cup of tea?
8. Let me have a look at it.
9. Something has gone wrong with my ball pen.

**Exercise 15.** Translate the following sentences into English:

**A.**

1. Петр еще спит? — Нет, он уже проснулся.
2. Когда я прихожу домой, я иду в ванную, открываю кран, мою руки и вытираю их полотенцем.
3. Вы должны проветривать (to air) спальню, прежде чем ложиться спать.
4. Мать просит мальчика взять щетку и подмести пол.
5. Вы ездите в институт на автобусе?
6. Что ты обычно делаешь после занятий?
7. Сними пальто и повесь его на крючок.
8. Давай потанцуем? — С удовольствием.
9. Ты обычно делаешь зарядку под музыку? — Да.
10. Сколько времени у тебя уходит на то, чтобы добраться до института? — Около получаса.
11. На то, чтобы причесаться и одеться, у меня уходит четверть часа.
12. Что то случилось с телевизором, он не работает.
13. Включи (to plug in), пожалуйста, утюг и отутюжь отцу пиджак.
14. Что ты сейчас делаешь? — Я глажу белье.
15. В восемь часов отец надевает пальто и шляпу и идет на работу.
16. Что ты собираешься делать? — (Я) собираюсь принять ванну.
17. Пойдем на каток! — Боюсь, что (я) не смогу.
18. Давай, я помогу тебе убрать комнату.
19. Сколько времени ты затратила на подготовку лабораторной работы № 12?
20. Очень жарко. Я бы хотела принять холодный душ.
21. Мальчик уже кончил есть кашу и пьет кофе с бутербродом.
22. Я открыла окно, чтобы проветрить комнату.
23. Ты уже связала свитер? — Нет еще. Я собираюсь кончить его завтра.
24. Скорее, а то (or) мы опоздаем на первый урок.
25. Где твоя сестра? — Она моет посуду на кухне.
26. Мальчик попросил мать пришить ему на пальто пуговицу.
27. Давай включим магнитофон и послушаем музыку.

28. Что ты делаешь? — (Я) готовлюсь к уроку английского языка. — Что ты собираешься делать потом? — (Я) собираюсь поиграть на рояле.

29. Ты слышала последние известия? — Да.

30. Что ты делаешь? — (Я) постирала белье, а сей час глажу его.

31. Давайте соберемся после занятий и прогуляемся вместе.

32. Мне нравится платье, которое было на тебе вчера.

33. Почему в комнате темно? — Что-то случилось с лампой.

34. Ты уверена в том, что выключила свет? — Да.

**В.**

1. Сейчас в деревне почти каждая семья имеет радиоприемник или телевизор. Поэтому люди могут посмотреть телевизор или послушать радио дома. Некоторые из них идут в читальню, чтобы почитать книгу, газету или журнал. Другие идут в клуб, если там концерт или идет новый фильм.

2. Хорошо ли для ребенка просиживать целый вечер перед телевизором? — Конечно, нет. Дети должны проводить больше времени на воздухе (out of doors).

3. Что вы обычно делаете по вечерам? — Обычно бываем дома. Раз или два в неделю мы ходим на каток, в театр или кино. Моя сестра очень любит музыку и часто бывает на концертах. Иногда мы смотрим телевизор, если в программе (on the programme) есть что-нибудь интересное. — Вы идете куда-нибудь (to go out) сегодня вечером? — Не думаю. — Тогда пойдете со мной в наш университетский клуб. Там будет концерт. Вам он наверняка понравится. — Спасибо, с удовольствием.

4. Что-то случилось с приемником. Он не работает. — Дай мне посмотреть. — Ты думаешь, что ты можешь его починить? — Конечно. — Сколько тебе на это потребуется времени? — Совсем немного. Готово. Пожалуйста. — Какой ты молодец! Большое спасибо! — Не стоит.

**Exercise 16.** Make up short dialogues using the given statements:

*Model:*

**A:** I have done a lot of work about the house.

**B:** What do you tell me?

**A:** I tell you that I have done a lot of work about the house.

**B:** What does A tell B?

**D:** A tells B that she has done a lot of work about the house.

1. I have never been to London.
2. Mary has already had some practice at the laboratory.
3. We don't like this poem.
4. They are leaving for the Crimea tomorrow.
5. I am not going to stay at home.
6. It takes me half an hour to get to the skating rink.
7. My parents always listen to the seven o'clock news.
8. I can sew a button on for you.
9. There is a new film on this evening at the club.
10. Nick can repair your cassette recorder very easily.

**Exercise 17.** Read and translate the following. Pick out all the words, word combinations and phrases that can be used for the topic "Housework" or "The Daily Programme".

### I

**David:** Look, dear, a button has come off my coat.

**Mary:** Have you got the button?

**David:** Yes, I have.

**Mary:** Well, bring me my sewing basket from the next room.

**David:** Here you are!

**Mary:** Thank you. I must get a needle and some thread.

**David:** Shall I thread the needle for you? It is not an easy thing to get the thread through the eye of the needle, is it?

**Mary:** Ah, I've done it. Now take your coat off and I'll sew the button on for you.

### II

This is my daily programme. I wake at about seven o'clock and then it is time for me to get up. I like a cold shower every morning, so I put on my dressing gown and slippers and go to the bathroom. The water feels very cold on winter mornings, but I rub myself hard with the towel and soon I feel quite warm.

Then I shave, brush my teeth, wash my face and go back to the bedroom to dress. I brush and comb my hair, take a clean handkerchief out of the drawer and have breakfast at a quarter past eight. After breakfast I sit and read my morning paper. If the weather is fine, I usually walk to my office. At nine o'clock the day's work begins. At twelve thirty I have a break for lunch. I generally finish my work about six o'clock. Then I have a cup of tea and a biscuit, and in summer I spend an hour or so out of doors, play a few games of tennis or volley ball.

We have supper about seven thirty or eight o'clock and then we sit and talk, or listen to the wireless. Often in summer we take out the car and go for a run in the country; in winter we go to the cinema or the theatre. But that is not often. I have a lot of work to do, and usually after supper I read or write until twelve or one o'clock.

### **Exercise 18.**

a) Watch Film Segment Two "Early in the Morning" for general content.

b) Watch the film segment again to find English equivalents to the following:

вы уже встали?; отправляться за покупками; осматривать достопримечательности; беспокоить, портить, нарушать; звучит как...; регби; электрическая бритва; чинить; электрическое оборудование; ничего особенного; как следует побриться; неслыханно! (вот так-так!); любительский фильм.

c) Answer your teacher's questions on the content of the film segment.

d) Listen to the sound track recording of Segment Two and speak on the Browns' activities throughout the day.

### **Exercise 19.**

a) Make up a dialogue on the following situation:

You ask your friend when she usually gets up and at what time she leaves her house. You ask her if she does any work about the house in the morning and how long it takes her to get to the Institute.

b) Suggest a situation for your fellow student to give it in the form of a dialogue.

### **Exercise 20.**

Make up a conversation using the vocabulary of the lesson and conversational phrases.

### **Exercise 21.**

a) Speak on the topic "Housework".

b) Give an account of your own daily programme (your father's).

### **Exercise 22.**

a) Think of a proverb which could be applied to your daily round.

b) Make up a conversation with your fellow student to finish it with this proverb.

**Exercise 23.** Answer the following questions using vocabulary on «My Daily Duties / Household Chores»

*Vocabulary* «My Daily Duties / Household Chores»

1. lay the table – накрывать на стол
2. clear the table, to clear away (the dishes) – убирать со стола
3. do the washing – стирать
4. iron — гладить
5. tidy up the room – прибраться в своей комнате
6. do a room — убирать комнату
7. do cleaning up – проводить уборку
8. dust the furniture – вытирать пыль с мебели
9. air the room – проветривать комнату
10. sweep the floor – подметать пол
11. wash the floor – мыть пол
12. clean with a vacuum cleaner – чистить пылесосом
13. wipe the table — вытирать со стола
14. wash the windows – мыть окна
15. water the plants – поливать растения
16. wash the dishes (= to wash up) – мыть посуду
17. empty the dustbin – выносить мусорное ведро
18. peel the potatoes – чистить картошку
19. do household chores – выполнять домашние обязанности
20. arrange the things – приводить в порядок вещи (scatter things – разбрасывать вещи)

*The questions*

1. What are the typical family duties for a teenager?
2. What are your family duties?
3. What are your parents' household chores?
4. What is an ideal situation concerning household chores in a family?
5. Is there any way to divide daily duties between the member of a family so that nobody could argue?

**Exercise 24.** Tell about your working day.

**Exercise 25.** Make up a dialogue describing each others' working day.

**Exercise 26.** Translate into English

Мой рабочий день Мой рабочий день начинается рано утром. Я встаю в 7 утра, делаю зарядку, принимаю душ, чищу зубы и затем завтракаю. Мой завтрак обычно состоит из каши, двух яиц и бекона.

Затем я кладу в сумку все необходимые вещи, такие как ключи, мобильный телефон и кошелек и еду на работу на машине. Дорога занимает у меня 40 минут. Я работаю менеджером по продажам, поэтому мне приходится совершать много телефонных звонков, отвечать на электронные письма, общаться с людьми, присутствовать на совещаниях и писать отчеты.

Вы можете сделать вывод, что я постоянно занят. В час дня у нас перерыв на обед. Я обычно ем в столовой с коллегами. Мы мило беседуем и время от времени даже играем в настольные игры.

В 2 часа мы возвращаемся к работе. Я обычно уйду с работы в 6.15. Я встречаюсь с лучшим другом в торговом центре, мы ужинаем в кафе и затем покупаем еду в супермаркете. Пока я еду домой, я слушаю свою любимую радиостанцию.

Я приезжаю домой около 9.30. Если я не слишком устал, то я выполняю работу по дому: я убираю квартиру, поливаю цветы, мою посуду, стираю белье и готовлю еду. Затем я принимаю душ и читаю в постели или смотрю любимое телевизионное шоу. Затем я выключаю свет и засыпаю.

### **Why do we Learn the English Language?**

It is necessary to learn foreign languages. That's why students have got such subject as a foreign language in high educational institutions. Everybody knows his own language, but it is useful to know foreign languages.

I learn English, because I understand that I can use it. For example, if I go to England I'll be able to speak English there. If I go to the USA, I'll speak English too. English is used not only in England, but also in other parts of the world.

I learn English because I want to read foreign literature in the original. I know and like such English and American writers as Charles Dickens, Mark Twain, Lewis Carroll and others. I understand that I must learn English. If I know English well, I'll be able to go to the library and take books by English and American writers in the original.

I like to travel. But it is difficult to visit countries, when you don't know the language of these countries. If I know the language of the country, where I am going to, it will be easy to travel there. If I want to ask something, I can do it in English.

I like to read books. And I like to read newspapers, too. If I know, for example, English I'll be able to read English newspapers and magazines.

Knowledge of foreign languages helps young people of different countries to understand each other, to develop friendship among them. For example, we have a foreign exhibition in Moscow. If I know a foreign language, it is easy for me to visit this exhibition.

You can see a lot of advertisements, signboards and names in the streets. They are in foreign languages. Very often they are in English. If you know English, you can read and understand them.

Now we buy many clothes from other countries. If you know English well, you can read something about the size of this or that thing. It is clear for you what it is made of.

There are a lot of films in foreign languages. If you know them, you can understand films without any help.

There are international friendship camps in the world. If you can speak foreign languages, it will be easy for you to visit such camps and speak with the boys, girls, men, women who do not know Russian.

In short, I understand that I have to learn English in proper way and I try to do it.

### **Vocabulary**

to know foreign languages

to speak English / the English language

to learn English in proper way

to read foreign literature in the original

to travel

to understand smb

to develop friendship among smb

to visit the exhibition

advertisements

signboards

to buy many clothes

international friendship camps

### **Exercise 1.** Answer the following questions:

1. Why do you think it is important to learn English?
2. When did you begin studying English?
3. Do you listen to pop English songs? What songs do you like?
4. Have you ever watched a film in English? What film?
5. Have you ever read a book in English? What's the title?
6. Give yourself a mark out of ten for:
  - a) speaking –

- b) grammar –
- c) reading –
- d) writing –
- e) pronunciation –
- f) vocabulary –
- g) listening –

**Exercise 2.** Work in pairs. Interview your partner and find out which of these classroom activities he/she likes doing.

*Таблица 11*

listening to English cassettes	acting out situations
working in group	vocabulary exercises
speaking	pronunciation exercises
reading	grammar exercises
speaking games	crosswords / puzzles
writing letters / stories	“Test yourself” activities
tests	projects / grammar games

**Exercise 3.** Answer the questions of the test.

Are you a Good Student?

1. Do you try to speak English in the class?
  - a) usually
  - b) never
  - c) sometimes
2. When the teacher says something that you don't understand what do you do?
  - a) ask the teacher to repeat it in your language
  - b) say nothing
  - c) ask somebody to help you
  - d) ask the teacher to repeat it in English
3. When you come to the class what do you bring?
  - a) nothing
  - b) your book and a piece of paper
  - c) your exercise – book, textbook, dictionary
4. Which of these things do you try to do outside the class?
  - a) listen to English songs
  - b) read stories in English
  - c) write to a pen – friend in English
  - d) watch films in English

Scores:

1. a) = 3      b) = 0      c) = 1
2. a) = 1      b) = 0      c) = 1      d) = 3
3. a) = 0      b) = 1      c) = 3
4. = 2 points for each answer

Results:

13 – 17 = You are an excellent student! You will learn a lot of information this year!

6 – 12 = You are a good student. But think about your learning. What else can you do to improve your English?

Under 6 = You are waiting for someone to “teach” you English. Remember, you must work hard to have good results!

#### **Exercise 4.**

In pairs. Read these pieces of advice about listening activity. Decide if they are good or bad.

1. Before listening, you should think about what you are going to hear.
2. When you look at the questions, you should try to predict the answers.
3. The first time you listen, you should try to understand everything.
4. The first time you listen, you should try to get the general idea.
5. Stop listening if you do not understand everything.
6. If you have problems, ask your teacher to play the tape again.
7. You should use your dictionary while listening.

#### **Exercise 5.**

Write down three problems you have with English learning.

Example: understanding grammar; writing stories and learning vocabulary.

Now, work in pairs. Give the list to your partner. He/she writes three sentences giving you some pieces of advice.

Example: You should study grammatical rules more and more.

You must ask your teacher if you have problems.

You should write all new words in your vocabulary book.

#### **Exercise 6.**

If you are shopping in an English – speaking country, which of the following things should you do?

1. If you don't know a word, say it in your own language.
2. Speak as fast as possible.

3. If you don't know a word, try to explain it with other words.
4. Use your hands and facial expressions to help you to communicate.
5. Look at the shop assistant when you are speaking.
6. If you make a mistake, stop and repeat the sentence.
7. If you make a mistake, don't worry, just continue.
8. Before you go into the shop, prepare what you're going to say.

### **Exercise 7.**

Work in pairs. Discuss your answers to the questions below.

1. What do you do when you know that you have made a mistake?
  - a) I stop speaking;
  - b) I continue speaking normally;
  - c) I try to correct it.
2. What do you do when you hear your partner has made a very simple mistake?
  - a) I do nothing;
  - b) I correct it;
  - c) I laugh at him.
3. Should your teacher correct your mistakes when you are speaking?
  - a) yes, all of them;
  - b) only the important ones;
  - c) no, because I get nervous.

### **Exercise 8.**

Read the note below. Correct mistakes in it.

Example: 1 sister = sisters

To: Ms Tomasini

Date: 23rd Septermber

I am sixteen and I have two sister and one brother. I really like swim and I go swimming every day. When I leave school I want to go university and study to be a doctor.

I think English is important for work. If you are a doctor you have speak and understand some English. When we study English I like speaking in class, especially when we discuss things. The biggest problem for me is listening, and I often don't understand the cassette.

### **Exercise 9.**

Now write about yourself and your English lessons. Use the scheme below as a plan what you are going to write

Таблица 12

Family 2 sisters 1 brother		Interests/ hobbies (swimming)
Age (18 years old)		Ambition (to be a teacher )

Why English is important for you?

### Exercise 10.

Work in pairs. Look at the table below and discuss the following questions. Which of these subjects are necessary for a good education? Which are useful? Which are useless?

Таблица 13

English	
mathematics	
history	
geography	
sports	
physical	
training	
literature	
biology	
religious	
education	
English	
cookery	
Russian	
Latin	
Art	
psychology	
philosophy	
chemistry	

### Exercise 11.

Work in groups. Choose four jobs and decide which subjects are: necessary; useful; useless for each one.

Таблица 14

Subjects	Teacher	Doctor	Lawyer	Economist
----------	---------	--------	--------	-----------

English				
Russian				
Latin				
Psychology				
Literature				
Sociology				
Biology				
Art				
Cookery				
Religious education				

**Exercise 12.** Reading for discussion.

Can we Have too Much Knowledge?

You have read that knowledge is power. The more man knows the greater power he has.

But how much knowledge do we need? Can we have too much knowledge?

Sometimes a boy or a girl says, “Why do I have to know this? I don’t need it?”

Do you think that people should know only those things which they need for their work?

A person like this will be useful in his own limited field. But when he moves out of his own speciality, he has nothing interesting to say to other people. It is impossible to describe such person as a well-educated.

As you know, today’s purpose is the all-round development of the individual. Of course, we cannot know everything, but we must always try to acquire knowledge.

In modern age of electronics and computers, the road to knowledge is opened to everybody. The only thing you need is a great desire to learn.

Discuss the following questions:

1. What must a man do to be a well – educated person?
2. Why is it important to be a well – educated person?
3. In what way can you be useful to others?
4. “Why do you learn English?”

For future profession –

For fun and pleasure –

For communication and corresponding with friends abroad –

For listening to popular music groups –  
For watching satellite programs –  
For exploring Internet –  
For reading foreign writers and poets in original –  
Because teachers force me –  
I am at a loss to answer –

### **Exercise 13.**

Which of these things do you think are the most important in a job?  
Choose the most important and the least important things. Then try to find someone else in the group who has made the same choice as you.

- a) Working with nice people;
- b) good holidays; good salary;
- c) short hours; getting on with your boss;
- d) traveling; comfortable working conditions; a good pension;
- e) interesting work; the chance of promotion;
- f) responsibility;
- g) freedom.

### **Exercise 14.**

Work in pairs. One of you chooses a job from the table. Other students ask the following questions trying to guess it.

1. Do you have to get up early?
2. Do you have to get your hands dirty?
3. Do you have to travel?
4. Do you have to think a lot?
5. Do you have to study for a long time to learn the job?
6. Do you have to work long hours?
7. Do you have to handle money?
8. Do you work with people or alone?
9. Do you have to write letters?
10. Do you have much responsibility?

Teacher; translator; interpreter; architect; business man or business woman; coal miner; doctor; electrician; housewife; lorry driver; photographer; pilot; shop assistant; builder; butcher; conductor; gardener; hairdresser; mechanic; musician; painter; scientist; secretary.

### **Exercise 15.**

*Prepare a short speech (maximum two minutes).*

In your speech you must try to make other students do something.

For example: stop studying English; leave the room; give up smoking; become vegetarians; change his/her religion; give you a lot of money; buy you a car; change the job.

*Discuss the following*

The role of the English language in society. What cross-cultural problems do people face?

Can you give any examples of cross-cultural problems from your own experience, either at work or when visiting other countries?

Say why you have chosen the profession that is connected with foreign languages. What should be done to become an experienced philologist or a good teacher of English?

### **Our University**

My name is Peter Ivanov. In June I left (finished) school and in July passed my exams and entered Kazan State University. Admission to the University is by examination and selection. Women are admitted on equal terms with men. Usually the number of applications for places at the University exceeds the number available. This year the level pass to our University was 15, some of us passed the United State Exam. Though it was rather difficult but everybody tried hard.

Now I am a full – time first-year student of Kazan State University. It's one of the oldest Universities of Russia. It was founded in 1804. The lives of many outstanding people were connected with the University. Among them: Lobachevsky, Lenin, Butlerov, Bechterevev and others.

We are students of the Branch of the University of Kazan, which is situated in the town of Naberezhnye Chelny. The University has day and correspondent departments. It has law, economic and journalistic faculties, faculty of arts and of foreign languages.

We study at the philological faculty. We study Practice of Written and Oral English, Grammar, Phonetics, Linguistics, the history of England, Mathematics, Physical Training and other subjects. The course of study lasts five years. There are two terms in the course of study.

The academic session began on the first of September and will end in June. Our studies begin at 8 o'clock, usually we have 3-4 lessons (periods) a day. We have a lunch break at 12.20. We have a good canteen and during our lunch period we take our meals there. There is a gym (gym hall) on the second floor. Our library is on the ground floor. It contains a lot of textbooks and fiction. It's open from 9 a.m. till 8 p.m. in term-time. There is a large

reading-hall and we often do our homework there. Our classrooms and laboratories are large and light. Our labs have modern equipment.

Part of teaching is by means of lectures organized by the University. The students listen to the lectures, attend seminars and have tests and examinations. Much work is done in the libraries, laboratories and in the computer classrooms. At the end of the term we'll take exams and I'll try to pass them successfully.

Though students are very busy they leave much time for their rest and sporting activities. There are many societies and clubs, enough for every interest one could imagine. There are political, sporting, and dramatic societies. Happy and easy relationships are established very quickly. I do well because I want to become a good specialist (philologist). We like to study at Kazan State University.

*Explain the meaning in English.*

Level pass, a period, a break, gym term, equipment, academic session, to attend lectures, hostel, to do well.

### **Educational system in Russia**

Russians have always shown a great concern for education. The right to education is stated in the constitution of the Russia Federation. It's ensured by compulsory secondary schools, vocational schools and higher education establishment. It is also ensured by the development of extramural and evening courses and the system of state scholarship and grants.

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and senior school for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study.

After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exam.

Higher education institution, that is institutes or universities, offer a 5-years programme of academic subjects for undergraduates in a variety of

fields, as well as a graduate course and writes a thesis, he or she receives a candidate's degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Protectors are in charge of academic and scientific work. An institute or a university has a number of faculties, each specializing councils which confer candidate and doctoral degrees. The system of higher and secondary education in Russia is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students.

All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

*Words*

Compulsory – обязательный

Applicant – претендент

Undergraduate – студент

Fee-paying – бесплатный

**Exercise 1.** Answer the questions

The right to education is stated in the constitution of the Russia Federation, isn't it?

What are the stages of compulsory schooling in Russia?

Are higher educational establishments headed by Rectors?

What are the main objectives of the reforms?

**Exercise 2.** Complete the sentences

Education in Russia is compulsory .....

After finishing the 11th form of a secondary school,.....

Higher education institution..... offer .....

An institute or a university has a number of faculties, .....

The main objectives of the reforms are: .....

**Exercise 3.** Fill in the gaps with the words from the text

Russians have always shown ..... for education.

The stages of compulsory schooling in Russia are: primary education for ages ..... to ..... inclusive; and senior school for ages ..... to ..... inclusive, and senior school for ages ..... to ..... Inclusive ..... school together comprise 11 years of study.

Every school has a .....of academic subjects.

All applicants must take.....

**Exercise 4.** Describe shortly each kind of school

*Таблица 15*

A kind of school	Description
Primary	
Secondary	
Vocational	
Higher educational establishments	

**Exercise 5.** Make up a plan of the text

**Exercise 6.** Retell the text

**Exercise 7.** Imagine that you are a Minister of Education and you are taken an interview for British program. Make up a dialogue on the theme: "Educational system in Russia."

### **General Information about KSU**

Founded in 1804, Kazan State University is the second oldest university in the Russian Federation. An internationally acknowledged centre of academic excellence, it is routinely listed among the 5 to 10 best institutions of higher education in the country. The history of KSU is associated with many world-renowned figures, like the father of non-Euclidian geometry, Nikolai Lobachevsky; the writer, Leo Tolstoy; the discoverer of the Antarctic, Ivan Simonov; the founder of organic chemistry, Alexander Butlerov; a father of modern linguistics, Ivan Baudouin de Courtenay; the discoverer of electron spin resonance, Evgeniy Zavoisky; and the Soviet leader Vladimir Ulianov, otherwise known as Lenin. Today many of our graduates are prominent politicians, famous professionals, successful businessmen and distinguished scholars working in a variety of countries.

The University stands out as one of the architectural diamonds in the centre of the 1,000 year-old city of Kazan, the capital of the Republic of Tatarstan and a city populated by 1.2 million people, mostly Russians and Tatars. While located in the same time zone as Moscow, Kazan straddles Europe and Asia on the left bank of the great Volga River, some 500 miles east of Russia's capital. To reach the city from Moscow takes an hour by plane, overnight by train or four-days by a leisurely boat ride down the main waterway of Russia's heartland.

The main centre of higher education for a vast region, KSU has 17 faculties and 105 academic departments. It has over 14,000 full-time students,

who follow 54 major degree programs and many more 'specializations'. With about 250 full professors and 900 associate and assistant professors, KSU offers one of the best student-to-teacher ratios in the country.

The University carefully preserves the traditions of its world renowned scientific schools of mathematics, physics, chemistry, biology, and linguistics. Over the last decade it has succeeded in promoting state-of-the art research in the areas of computing and environmental sciences, as well as social and cultural studies, often taking advantage of interdisciplinary approaches.

KSU continues to serve as a leading national research centre, providing its students and staff, as well as academic visitors, with many laboratories, excellent museums, a botanical garden, research field stations, three astronomic observatories and many other facilities. Our Lobachevsky Library, containing over five million works, is one of the largest and oldest in Russia. The University also has IT centers, publishing houses and a recreational centre that is at the heart of the cultural and sporting life of the city.

The University is a recognized leader in international cooperation. Each year KSU members win dozens of grants from international foundations, involving themselves in projects with cutting-edge research centres in many countries. Our students and professors actively participate in bilateral research and educational exchange programs with about 50 partner institutions in more than 20 countries.

Academic visitors from all over the world are attracted by both the University's reputation and the cultural richness of Kazan and Tatarstan. The number of visitors to KSU has increased following the University's 200th anniversary in November 2004 and the city's millennium celebrations in August 2005, both of which were celebrated as Russian national events.

## **History**

### **Innovators and Educators**

On November 5, 1804, Emperor Alexander I granted a Royal Charter to Kazan Imperial University. This date is now known as the birthday of Russia's second oldest university, an institution fated from its birth to play a prominent role in developing Russian science, education and culture.

Since its foundation, the University has been the centre of the Kazan Educational District, a district covering the vast regions surrounding the Volga River, including the cities of Nizhniy Novgorod, Yekaterinburg, Perm, Orenburg, Penza and Tambov, as well as areas of the Caucasus, the Urals, and Siberian provinces reaching as far as the Pacific. During the first century of the University's existence, its professors, managers and alumni greatly contributed

to the development of new universities in Russia. One of these luminaries, professor Vasiliy Florinskiy, was appointed Head of the West Siberian Educational District in 1885, opening Tomsk University in 1888 and becoming that university's first Rector. Professor of medicine Vasiliy Razumovskiy was appointed the first rector of Saratov University (1909) and later the first rector of Tbilisi University (1918), eventually also contributing to the opening of Baku University in 1919. In the 19th and early 20th centuries our alumni have headed Moscow's Lomonosov University (mathematician and astronomer Dmitriy Perevozchikov), Saint-Petersburg University (botanist Andrey Beketov), Kharkov University (linguist Karl Feugt) and the Novorossiysky University at Odessa (geologist Nikolay Golovkinskiy). Professor of medicine Nikolay Bushmakin helped establish Irkutsk University in 1919. A KSU graduate from the Faculty of Physics and Mathematics, Professor Semyon Saikin, was the first rector of Chuvash University.

The University's history abounds with the names of prominent people who have worked here and created numerous research schools of international acclaim. Since the 1920s, over 50 KSU professors and alumni have been elected to the Soviet and Russian Academies of Sciences, many of them going on to head distinguished research institutions.

It is noteworthy that during the course of the development of the city of Kazan, at the heart of which KSU is situated, of the city's dozen 'older' universities, five have been raised as Kazan's daughter institutions. Still today the professors and students of the city's Medical University, Technical University (the former 'Aircraft Institute'), Technological University (the former 'Chemical Institute'), Agricultural Academy and Institute of Finance and Economics consider KSU their second home.

The University reflects and exemplifies classical Russian culture in all senses, and is a masterpiece of architectural classicism. It was originally housed in a large and beautiful mansion of the Imperial School built in 1796, later reconstructed together with three neighboring houses as the present KSU main building. During the rectorship of the great mathematician, the father of non-Euclidian geometry and devoted librarian Nikolay Ivanovich Lobachevskiy, the University's classical architectural ensemble was completed with the addition of a chemistry laboratory, an anatomy theatre, library and an astronomical laboratory. The Faculty of Geology later occupied the building of an 18th century theological seminary. In the 1950s KSU built the Faculty of Chemistry and since the 1970s has added two high-rise blocks, one for the Faculty of Physics and the other for mathematics and

humanities. Also constructed were a cultural and sports complex and a few new dormitories.

It was at the University that theatre and musical performance evolved in Kazan. The University's atmosphere of creative searching and imagination has always resulted in an aesthetic flair and a propensity to artistic creativity. Musical masters consider it an honor to perform at the University's historical Assembly Hall, with its superb acoustics.

Kazan, a major Eurasian crossroads and formerly the capital of a Khanate that succeeded the ancient Bolgar Kingdom, the empire of Genghis Khan and the Golden Horde, was conquered in 1552 by Ivan the Terrible as the first large-scale acquisition of the future Russian Empire. In the 18th and 19th centuries the city became the centre of culture and European enlightenment for Russians, Tatars and other Turkic and Finno-Ugric peoples living between Moscow and the Urals. Today the renaissance of Tatar language and culture, which have greatly contributed to the development of modern Russian Federation, is in many ways aided by the University's involvement in all spheres of the Republic of Tatarstan's intellectual and social development.

Kazan is one of the most economically dynamic and culturally diverse cities in Russia, and is nowadays recognized by many as Russia's 'third capital'. With the long-term peaceful coexistence of its Christian Russian and Muslim Tatar populations, Kazan has had the unique honor of being simultaneously an eastern outpost of Christianity and the northernmost Islamic cultural centre on the planet. This vibrant mixture of cultures has welcomed the modern world: with its forty institutions of higher education, numerous theatres and sports facilities, modern industries from oil production to aircraft engineering and a rapidly developing tourist infrastructure the city buzzes with life while cherishing the University as its special pride. In return, the University breeds good citizenship and encourages insightful visions of peace and harmony for a diverse world in the age of globalization.

### **University Museums**

Kazan State University is the only university in Russia that possesses its unique combination of different museums. The University's Royal Charter of 1804 established the Cabinet for Natural History and the Mineral Cabinet, the foundations for the present day Mineral-Geological, Zoological and Botanical Museums. The Cabinet of Rarities, the foundation for the Ethnographic and Archeological Museums, was established in 1815. The

foundation of the present day Museum of the History of Kazan University was laid when a 'memorial zone' was created in 1948.

KSU museums enjoy international repute for their quality, and information on their collections can be found in international catalogues and reference books. These collections are used for educational, research and cultural purposes by university staff, as well as by city and Republic of Tatarstan educators and cultural embassaries.

The Botanical Museum was established by Karl Fuchs, who had just brought the first finds from his trip to the Urals in 1801. It was complemented by the collection of Prince Potemkin, donated by Emperor Paul I to the Kazan Imperial School in 1798. Later the large collections of abbot de Grenadier (1,500 pieces) and Ruprecht (6,500 pieces) were added, to be joined by other collections.

The Edward Eversman Zoology Museum similarly arrived at KSU as a part of the Prince Potemkin's unique collection and was used for teaching by Fuchs and other early professors. Today, it boasts over 50,000 exhibits, giving a complete view of the diversity of wildlife from unicellular organisms to primates, thus occupying one of the most important places among Russia's natural museums.

The Ethnographic Museum was started under the auspices of the University's Oriental Department. During the first half of the 19th century numerous articles from the Pacific, Mongolia, Tibet and China were collected. The Museum's most exemplary collection is that of the artifacts characterizing the ways of life of different peoples of Russia, especially Siberia and the multiethnic Volga region. In this respect, it is a one-in-a-kind museum with an outstanding collection regarding Volga ethnic groups such as the Tatars, Chuvashs, Mari, Mordva and Udmurts.

The Archeological Museum started in 1810, when its first coins and rarities were acquired; by the mid 19th century it had one of the biggest numismatic collections in Europe. The main exhibition presents wide-ranging illustrations of general archeology, anthropology, ancient and medieval history and the history of archeological science in Kazan.

The Alexander Stuckenberg Geology Museum is one of the most famous and richest natural museums, being one of the top three such university museums in Russia. It was established in 1804 and now comprises over 100,000 articles from 60 countries, including collections of meteorites, rocks and fossils of ancient plants and animals.

The Museum of the Kazan School of Chemistry was first founded in 1863 as the Alexander Butlerov Cabinet-Museum. It is the only museum of

a whole chemical research field to be found in the entire world. Scholars who have worked in this museum in the footsteps of Butlerov have taken pains to preserve the 19th century interior, including beautiful glass bookshelves, redwood ornamentation, and antique desks and armchairs. The visitor can see authentic 19th century equipment, unique chemical samples and halls decorated with portraits of outstanding scholars.

The Museum of the History of Kazan University, which opened in 1979, is located in the former University Chapel and is one of the most remarkable rooms of the main University building. A thousand exhibits familiarize the visitor with the history of Russia's second oldest university. It illustrates the scientific advances of KSU scientific schools and presents the outstanding discoveries that have brought worldwide renown to KSU.

The Memorial Laboratory Museum of Yevgeny Zavoisky opened in 1997 presents the Room 253 of the Main Building of Kazan State University, where in 1944 Yevgeny K. Zavoisky observed signals of magnet spin resonance for the first time. The collected materials include memories of Ye.Zavoisky's colleagues and contemporaries – professors of Kazan State University.

KSU Senate  
Council of Educational Work  
Teaching Methods Office  
Office of KSU 200th Anniversary  
Social and Educational Work Office  
Financial Office  
International Office  
Planning Office  
Personnel Office  
Administrative Office  
Informatization Unit  
Postgraduate Service Unit  
Personnel Certification Office  
Continuing Education Office  
1st Department  
Labour Safety Office  
Legal Unit  
Information-Analytical Centre  
Civil Defense Unit

### **Academic division**

The main centre of higher education for a vast region, KSU has 17 faculties and 105 academic departments. It has over 14,000 full-time students, who follow 54 major degree programs and many more 'specializations'. With about 250 full professors and 900 associate and assistant professors, KSU offers one of the best student-to-teacher ratios in the country.

Faculty of Biology and Soil

Faculty of Geography and Ecology

Faculty of Geology

Faculty of History

Faculty of Mechanics and Mathematics

Faculty of Physics

A.Butlerov Institute of Chemistry

Faculty of Law

Faculty of Computer Science and Cybernetics

Faculty of Philology

Faculty of Tatar Philology and History

Faculty of Journalism and Sociology

Centre for the Sociology of Culture

Faculty of Economics and Management

Faculty of International Relations and Political Science

Institute of Oriental Studies

Faculty of Psychology

Institute of Languages

Interuniversity Department of Physical Training

Zelenodolsk Campus of KSU

Naberezhnye Chelny Campus of KSU

### **Exercise 1.** Answer the questions

1. What are your plans after graduating the University? What profession do you want to choose?
2. Do you want to be a teacher? Why?
3. Is it typical for students to work after classes? Where do students usually work?
4. Was it difficult to enter the University? Who influenced your choice?
5. What do you do to master the language?
6. What traits do you value in a teacher?
7. What don't you like in KSU?
8. What do you like most in KSU?

## **Exercise 2. Translate into English**

### **I.**

1. Каковы перспективы вуза, что планируется усовершенствовать, что будет предпринято для улучшения жизни студентов?

2. Как обстоят дела со строительством нового здания? Когда у нас будет возможность заниматься в новом, уютном здании? Так как иногда нам приходится заниматься в таких ужасных условиях, не пригодных для учебы, что отрицательно сказывается на результате обучения.

3. Будет ли оборудован лингафонный кабинет новыми современными компьютерами?

4. Для студентов филологического факультета очень важно иметь практику общения с самими носителями языка. Насколько я слышала в КГУ г.Казани часть предметов ведут сами носители языка. Будут ли у нас хотя бы организованы встречи с представителями Англии или Америки для совершенствования навыков общения и понимания иностранной речи на слух. Я считаю, что это очень важно для нас и будет хорошей мотивацией в обучении.

5. Я бы хотела затронуть состояние нашей столовой. Можно ли как-то изменить как внутренний распорядок, так и качество приготовления пищи. Во время большой перемены образуется такая очередь, что едва хватает времени поесть. Приходится с такой скоростью заглатывать пищу, что соответственно пагубно оказывает влияние на наше здоровье.

6. Где и когда у нас будет практика? В чем будет заключаться наша практика?

7. Как проходит процесс обучения в вузе? Предоставляется ли общежитие иногородним студентам?

## **Educational system in Great Britain**

### **(Part I)**

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18.

Before 1965 all children had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance of with the results of the tests. State schools are divided into the following types:

**Grammar schools.** Children who go to grammar schools are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

**Technical schools.** Some children go to technical schools. Most courses there are either commercial or technical.

**Modern schools.** Boys and girls who are interested in working with their hands and learning in a practical way can go to technical schools and learn some trade.

**Comprehensive schools.** These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools which the State doesn't control. They are private schools. They charge fees for educating children and many of them are boarding schools, at which pupils live during the term time.

After leaving school many young people go to colleges or further education. Those who become students at Colleges of Technology (called "Techs") come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

#### Words

Final examination – выпускные экзамены

In accordance with – в соответствии с

To be interested in - интересоваться

Private school - частные школы

Further education – дальнейшее образование

#### **Exercise 1.** Answer the questions

1. When must children stay at school?
2. What types of schools are in Great Britain?
3. What schools combine all types of secondary education?
4. Are there many schools which the State doesn't control?
5. Why students are called "Techs"?

#### **Exercise 2.** True or false.

1. All British children must stay at school from the age of 5 until they are 16.

2. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance of with the results of the tests.

3. State schools are not divided into the different types:
4. Every school is controlled by State.
5. After leaving school many young people go to work.

**Exercise 3.** Translate from English into Russian.

1. Many grammar schools have some technical courses.
2. Some children go to technical schools. Most courses there are either commercial or technical.
3. Boys and girls who are interested in working with there hands and learning in a practical way can go to a technical schools and learn some trade.
4. Comprehensive schools usually combine all types of secondary education.
5. They have physic, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

**Exercise 4.** Describe shortly each kind of school

*Таблица 16*

A kind of school	Description
Grammar	
Technical	
Comprehensive	

**Exercise 5.** Compare the systems of education in Russia and in Britain. What are particular things and how the systems differ?

*Таблица 17*

THE SYSTEM OF EDUCATION IN RUSSIA AND IN BRITAIN			
Likeness		Difference	
Great Britain	Russia	Great Britain	Russia

**Exercise 6.** Prepare a small report about one of the type of schools. Prepare some questions to your groupmates.

**Exercise 7.** Imagine that you live in Britain and your child go to school. You discuss with your friend what type of school is better. Make up a small dialogue. Introduce it in the class.

### **Educational system in the United Kingdom** (part II)

From the end of World War II the state in the United Kingdom provides a full range of free educational facilities. Those parents who send their children to private institution, and could afford it, are free to do so.

The organization of state schooling is not centralized as in the most European countries. Firstly, there is no prescribed curriculum. Secondly, the types of school available and the age ranges for which they cater vary in different parts of country. In each area Local educational Authority is responsible for education. At any publicly-manicured school no tuition fees are payable.

State schooling in the UK is financed partly by the Governmental and partly by local rates. Schooling is voluntary under the age of 5 but there is some free nursery school education before that age. Primary education takes place in infant schools for pupils ages from 5 to 7 years old and junior schools (from 8 to 11 years). Some areas have different systems in which middle schools replace junior schools and take pupils ages from 9 to 11 years.

Secondary education has been available in Britain since 1944. It is compulsory up to the age of 16, and pupils can stay at school voluntarily up to three years longer. Until 1964 children took an "eleven plus" exam at the age of 11. At this exam they were selected, or «streamed» according to their current level of academic course for the top 20 percent; modern schools provided a general education with a practical bias. There were also a few technical schools-academic equals of grammar schools but specialized in technical studies.

#### Words

Facilitates – возможности, оборудование

Afford – позволять

To vary – изменяться, разнообразить

To be responsible for – быть ответственным за

Voluntary – добровольное

To replace – заменять

**Exercise 1.** Make up 5 questions to the text.

**Exercise 2.** Find the beginning of the sentence.

1. .... provides a full range of free educational facilities.
2. .... rangers for which they cater vary in different parts of country.
3. .... is financed partly by the Governmental and partly by local rates.
4. .... to the age of 16, and pupils can stay at school voluntarily up to three years longer.
5. .... or «streamed» according to their current level of academic course for the top 20 percent; modern schools provided a general education with a practical bias.

**Exercise 3.** Make up sentences.

Education		free
Schooling	is	available i Britain
Exams	are	financed by public funds
School		compulsory

Answer the question: Why is the organization of state schooling is not centralized in the most European countries?

### **Educational system in the United Kingdom** (part III)

In 1965 non-selective comprehensive schools were introduced. Most local education authorities were have now completely changed over to comprehensive schooling.

At the age of 16 pupils take school-leaving examinations in several subjects at the Ordinary level. The exam used to be conducted by eight independent examining boards, most of them connected with the university. This examination could also be taken by candidates at a further education establishment. This exam was called the General Certificate of Education (GCE). Pupils of comprehensive school had taken the examination called the Certificate of Secondary Education either with or instead of the GCE. A GCE of Advanced ("A") level was taken two years after the Ordinary level exam. It was the standard for entrance to university and to many forms of professional training. In 1988 both examinations were replaced by the more or less uniform General Certificate of Secondary Education.

The private sector is running parallel to the state system of education. There are over 2500 fee-charging independent schools in GB. Most private schools are single-sex until the age of 16. More and more parents seem

prepared to take on the formidable extra cost of the education. The reason is the belief that social advantages are gained from attending a certain school. The most expansive day or boarding schools in Britain are exclusive public schools like Eton college for boys and St. James' school for girls.

### Words

To be introduced – быть представленным

Entrance – поступление

Professional education – профессиональное образование

To be replaced – быть замененным

Advantage – преимущество

### **Exercise 1.** Answer the questions

1. When comprehensive schools were introduced?
2. What examination could also be taken by candidates at a further education establishment?
3. This exam was called the GCE, wasn't it?
4. Is the private sector running parallel to the state system of education?
5. How many are there fee – charging independent schools?

### **Exercise 2.** Make up sentences with the following figures.

1965

1988

2500

16

### **Exercise 3.** Make up different types of questions to the following sentence

In 1965 non – selective comprehensive schools were introduced.

### **Exercise 4.** Make up a plan to the text, taking Unit 3, 4.

### **Exercise 5.** Give the title of the text. What is the main idea of the text.

### **Exercise 6.** Try to retell the text according to your plan.

## **Universities in GB**

There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), in the 19th century universities, such as London and Manchester universities, and the new universities.

Some years ago there were also polytechnics. After graduating from polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last three years, language courses 4 years (including year spent abroad). Medicine and dentistry courses are longer (5-7 years). Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents. Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered «an experience». The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

#### Words

To be divided – подразделяться

To graduate – заканчивать (учебное заведение)

Degree – степень

Income – доход

Training- обучение

#### **Exercise 1.** Answer the questions

1. How many universities are there in GB?
2. Are there three types of universities in GB?
3. What are new universities?
4. University life is considered “an experience”?
5. How do colleges differ from universities?

#### **Exercise 2.** Confirm or disprove

1. There are 50 universities in GB.
2. After graduating from polytechnic a student got a degree, but it was not a university degree.
3. Full courses of study offer the degree of Bachelor of Art or Science.

4. Most degree courses at universities last five years, language courses 3 years
5. Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.

**Exercise 3.** Put the sentences into the right order

1. There are also colleges.
2. Some years ago there were also politechnics.
3. Students don't usually have a job.
4. Universities are divided into three types.

**Exercise 4.** Translate into Russian.

1. 31 formers polytechnics were given university status in 1992.
2. Full courses of study offer the degree of Bachelor of Art or Science.
3. The exams are competitive but the social life and living away from home are also important.
4. There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.
5. Universities are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), in the 19th century universities, such as London and Manchester universities, and the new universities.

**Exercise 5.**

- I. Find in the text verbs in Present and Past Indefinite. Write 3 forms of found irregular verbs.
- II. Discuss the following problem. What do you think about student's work during their full time studying. Is a job influence positively or negatively? Write "+" and "-" of it in the table.

*Таблица 18*

“+”	“-”

### **School education in the USA**

Concerning the age of entry to compulsory education in the U.S., it varies, according to the state, between 5 and 7 years of age, 6 being the most

common; the age of exit varies between 16 and 18 years of age, the most common being 16. The length of primary education varies from four to seven years. According to its length it is followed (or not) by a number of years of middle school education (generally three years).

Secondary education occurs in grades 7-12, depending upon the laws and policies of states and local school districts. There is no national structure, curriculum or governing law; all laws and policies are set and enforced by the 50 state governments and the over 14,000 local school districts.

All states and school districts have set the secondary school graduation level as the completion of 12th grade, and the common name for the secondary graduation qualification is the High School Diploma. This diploma name covers a variety of awards for different curricula and standards. There are Honors/Regents, academic/college preparatory, vocational, and general/basic high school diploma tracks. There is a statewide minimum course requirement and other graduation requirements in each State which usually corresponds to the general/basic track.

Vocational and academic/college preparatory or honors/Regents diplomas usually have additional set curricular requirements and/or standards which aspiring graduates must meet or exceed. In addition, the majority of US secondary school districts and private schools permit students to participate in the Advanced Placement (AP) programme of the College Board. This programme allows qualified students to take college level introductory courses in selected subjects taught by certified faculty.

Examinations are offered in each AP subject at the end of an academic year; a score of 3 or higher generally results in universities awarding advanced standing in that subject - exempting the student from distribution requirements. A growing number of secondary schools also offer the International Baccalaureate (IB) as an optional track; completion of IB requirements usually requires an additional summer or semester of study beyond the 12th year. The title "High School Diploma" remains the most commonly recognized name for the U.S. secondary school leaving diploma. Contents of the curriculum leading to this diploma are contained in the record of studies leading to it and grades (marks) obtained, called a High or Secondary School Transcript.

#### Words

According to – согласно

To depend upon – зависеть от

Qualification – квалификация

Award – награда

Remain – оставаться

**Exercise 1.** Make up different types of questions to the text.

**Exercise 2.** Fill in an appropriate preposition

the age ..... entry ..... compulsory education, length ..... primary education, varies ..... four ..... seven years, the majority ..... US secondary school districts, are offered ..... each AP, a number ..... secondary schools.

**Exercise 3.** Find in the text verbs in active and passive voice. Write them in the table.

*Таблица 19*

Active voice	Passive voice

**Exercise 4.** Make up a sentence using the following verbs

To be

To vary

To occur

To depend

To set

To be offered

**Exercise 5.** Make up a plan of the text.

**Exercise 6.** Tell about 8-10 sentences about school education in the USA, using the plan.

**Exercise 7.** Make your own questions to the text.

### **What Features of English or American Education Would You Like to Introduce into the System of Education in Russia?**

To begin with I'd like to say that schools have changed a lot in recent years. Standards have improved and there is a much wider choice of schools, colleges, vocational schools and universities to suit all tastes, income and inclinations.

According to our Constitution everybody has a right to a school place for a child from the age of 7 to 16. These places are provided free of charge. Everybody has a duty to make sure that the child goes to school until the

teenager is 16 or 17. However in some schools the children are admitted on competitive basis, which I personally think to be very unfair and subjective.

English psychologists say that all children must be given equal opportunities in primary school and then streamed according to the results of their progress and tests. Besides, many kids fall victim of their parents' ambitions and go to a school their parents have chosen for him, ignoring their child's interests and talents.

Comparing attitudes to education I'd like to say that Russian students are not so motivated as English or American students. As a rule their results at school are not taken into account when they enter the University. In England those who finish school send their resume and their results to the university and anxiously wait for the answer. They don't pass the entrance exams and therefore don't have to attend any preparatory courses during the school year, which certainly makes Russian students burn the candle at both ends. So English students do their best to show good results at school and get as many A levels as possible. Redbrick universities, such as Oxford and Cambridge demand A-levels in the subjects that the applicant will study. It is relevant to mention that the graduate from a celebrated university automatically gets a higher salary and better prospects than the graduate from the less prestigious university. That partially explains the fact why students abroad are highly motivated to excel at school. Secondly, the system of grading in Russia is not adequate. Say a "3" in English in a school with an intensive course of English can't be compared with a "5" from an ordinary school. It's ridiculous to give a student a "1" or "2" if he hasn't done a single task and 5 points accordingly for 80 or 90 correct tasks. It might work in primary school but in high school the evaluation of the students progress must be reconsidered, as proper assessment is very stimulating. So grading scale that exists in GB and the USA might be used. That's why a system of National tests to define the exact level of skills and knowledge of students is being introduced. It is widely assumed that teachers will conduct these tests and government assessors check that marking is fair. The third thing I'd like to mention is funding. The schools that show excellent results must be grant maintained. In the United States there is money available from thousands of Private Student Aid programmes and every student can qualify for a grant or scholarship for such reasons as academic achievement, religious affiliation, ethnic or racial heritage, community activities, artistic talents, leadership potential, athletic abilities, proposed fields of study, or hobbies and special interests. It's no secret that most of Russian schools experience financial problems and their well-being and prosperity entirely

depend on sponsors and influential parents. I sincerely hope that in future our schools will look like those in America and have hygienic swimming pools, well-equipped labs, spacious gyms, and fantastic workshops of design, computerized classes and first-rate fast food in school cafeterias.

In most of American and English schools books are provided free. Libraries are computerized and possess thousands of books. I'm sure that schools must start scrap paper collecting schemes and provide publishing houses with paper on condition of free textbooks. Nowadays most of schools can't afford buying expensive editions, art books and vocabularies. Another thing that our school system definitely lacks is the new generation of teachers that are ready to teach in a new way. Statistics shows that only 15% of school teachers can operate a computer, which is a "must" for everyone in the next millennium, as computers offer an endless number of opportunities for exciting projects, researches, investigations and inventions. In most European countries education management software is used right in the class-room. Teachers use PC to prepare classes, distribute homework assignments, confer with other faculty members and even track an individual student's progress. It certainly brings exciting new learning opportunities to the classroom. So teachers, pretty much like their American colleagues, must attend summer courses to keep up with progress of science and technology and have a whole new world of resources and instructional software at their fingertips.

As far as I can figure it out the main aim of American education nowadays is not to cram the child's brain with useful information, but to teach him high-order thinking skills through making decisions and choices. School must stir the curiosity and creativity of a child, but not grow up an obedient robot. Besides children must not only be introduced to science, statistics and computers but taught that communicating what they know and using it practically, are as important as knowledge itself. They must be made aware of grammar but not bombarded with stodgy terms. A report must be a joyful discovery but not a boring obligation. There is hardly a schoolboy in Russia who thinks that school is fun and excitement and is honestly upset when the teacher is absent. And to finish with I'd like to mention that it very often happens in our school that the curriculum squeezes the minority subjects like Music, Drama and extras like a second foreign language. To my mind Art must be integrated into the curriculum of all Russian schools. Art is a mighty mean of expression. Experienced teachers know that art is more than being a good drawer; it's essential to their learning and literacy. As far as I know English and American students sit for hours telling stories

through crayon drawings, sketches, watercolours and even paintings in oil. It helps teachers to find ways of opening the door to reading and writing for children with special needs. Moreover art must be integrated into science and art because first and second graders begin to write through making pictures. Scientists say that it is very important to make connections between art, learning and the curriculum.

In conclusion I'd like to say that though our school system experiences a lot of problems it still manages to produce excellent standards of education. The present day students are literate, inventive, well read and intelligent. And I feel enormous gratitude to those enthusiastic workaholics called Teachers.

**Exercise 1.** Answer the questions.

1. Why have the schools changed a lot?
2. Why are Russian students not so motivated as English or American students?
3. Is the system of grading in Russia perfect? Why? Why not?
4. Who helps the Russian schools survive? Do you think it is fair? Why? Why not?
5. What does our school lack?
6. What's the main aim of American educational system?
7. Why is Art a very important subject?
8. What are the present day Russian students?

**Exercise 2.** Do you agree or not? Comment on the following statements.

1. Schools have changed a lot.
2. Russian students are highly motivated.
3. In Russia you can send your resume and the results to the university.
4. All the schools in Russia teach adequately.
5. Schools mustn't be grant maintained.
6. Books shouldn't be provided free at school.
7. The new generation of teachers has been born in Russia.
8. Art must be integrated into the curriculum of all Russian high schools.

**Exercise 3.** What do you think? Give a reason for your opinion.

1. All children must be given equal opportunities in primary school.
2. Russian students are not so motivated as English or American students.
3. There should be introduced the system of National Tests.

4. All the schools should have equal government support and funding.
5. New times demand a new generation of teachers.
6. School should develop students' physical and mental abilities.
7. Russian system of education experiences a lot of problems.

**Exercise 4.** Ask a Minister of Education questions about the development of education in Russia.

**Exercise 5.** List all the problems touched upon in the text.

**Exercise 6.** Role play. You and your English/American friend discuss the advantages and disadvantages of the school educational systems of your countries.

**Exercise 7.** Comment on the following quotations.

1. "Education is learning what you didn't even know you 1 didn't know." *Daniel J. Boorstin.*

2. "Children have to be educated, but they have also to be 1 left to educate themselves." Ernest Dimnet.

3. "There is no end to education. We are all in the Kindergarten of God." Edbert Hubbard.

4. "The aim of education is the knowledge not of facts but 1 of values." Dean William Ralph Inge.

5. "Intelligence plus character — that is the goal of true 1 education." Martin Luther King, Jr.

6. "The aim of all education is, or should be, to teach people to educate themselves." *Arnold J. Toynbee.*

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*Учебное издание*

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**ENGLISH EVERY DAY**

**Учебно-методическое пособие  
по курсу «Практика устной и письменной речи. Английский язык»  
для студентов I курса языковых специальностей**

Подписано в печать 26.05.2020.

Бумага офсетная. Печать цифровая.

Формат 60x84 1/16. Гарнитура «Times New Roman». Усл. печ. л. 7,9.

Уч.-изд. л. 5,8. Тираж 100 экз. Заказ 44/5

Отпечатано с готового оригинал-макета  
в типографии Издательства Казанского университета

420008, г. Казань, ул. Профессора Нужина, 1/37

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