

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

Кафедра английской филологии

О.С. Бочкова

## **SOCIOLOGY AND ENGLISH**

*Утверждено редакционно-издательским советом университета  
в качестве практикума*

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В практикуме теоретический материал и упражнения подобраны с учетом программных требований, предъявляемых к владению данным языковым материалом студентами социологического факультета.

При составлении разработок в качестве опорных использовались работы ведущих отечественных и зарубежных специалистов в области преподавания английского языка.

Предназначен для студентов первого и второго курса специальности «Социология», «Социальная работа» и «Культурология» (1-3 семестр).

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## UNIT 1

### ABOUT MYSELF & MY FUTURE CAREER

#### 1. Answer the questions in writing.

What is your full name?

When were you born? I was born on the -th of -, so I'm - years old now.

Is Samara your home town? Where were you born?

I was born in - ... , so Samara is not my native town.

How did your family come to live there?

What school did you study at? What were your favourite subjects at school?

When did you finish school? - in 19.../20.../a year ago/I have finished school this year.

What do you do? Are you a student at the moment? I am a first-year student (2<sup>nd</sup>, 3<sup>rd</sup>) of Samara State University, Faculty/School of Sociology, ... Department.

What subjects do you take at the University?

We have a lot of work to do in the first year. We take...

When do your studies begin? Our classes begin at 8.30 a.m. (1.20 p.m.), we study in the first (second) shift and I think it is (not) very convenient.

What are your hobbies?

Do you do sports?

I don't do sports professionally, but I like swimming and playing tennis in summer and skating or skiing in winter.

Do you live with your parents or do you have a family of your own? Are you married?

Is your family large? My family is neither very large nor very small. We are three...

What is your father / mother? Are you the only child in the family?

I have an elder brother/a younger sister How old is he? He is - years older / younger than me.

What does your family like to do in their spare time?

Where do you live? In the centre of the city / in the suburbs / in the hostel

What street do you live in? (Am. on)

How do you get to the University? by bus / by tram / by trolley-bus / I walk

How long does it take you to get there?

Why did you enter this department?

I am glad I went to the State University, I think studying here is involving and challenging.

Do you enjoy traveling and where have you been?

What is the most important thing in your life right now?

What is your motto for life?

## 2. Use your answers and make up a topic about yourself.

### VOCABULARY

**full name** – полное имя

**home town** – родной город

**first-year (second-year) student** – студент первого (второго) курса

**Samara State University** – Самарский государственный университет

**department** – отделение, факультет

**fee-paying department** - платное отделение

**maintained department** – бюджетное отделение

**full-time department** – дневное отделение

**in the first (second) shift** – в первую (вторую) смену

**to do sports** – заниматься спортом

**neither ... nor** – ни... ни...

**spare time** – свободное время

**the only child** – единственный ребенок

**in the suburbs** – на окраине, в пригороде

**in the hostel** – в общежитии

**skating** – катание на коньках

**skiing** – катание на лыжах

**to get in, to go to** – поступить, быть принятым (в учебное заведение)

### VOCABULARY WORK

## 3. Copy out the registration form and reconstruct the words omitted (\*\*\*\*) in it:

REGISTRATION FORM	
	University of Newcastle United Kingdom Email: claire.smith@ncl.ac.uk Fax: +44 (0) 191 222 8788 Tel: +44 (0) 191 222 7999
**** ****:	<u>Maria Ivanova</u>
Address:	<u>49 Novosadovaya Ulitsa, Apt 45, Samara, Russia</u>
****:	<u>mivanova1999@vand.ru</u>
Cell phone:	<u>+71234567890</u>
**** *****:	<u>+78469992233</u>
*****:	<u>Samara</u>
High school attended:	<u># 124</u>

**4. Copy out and fill in your own registration form for your University classes of English:**

**REGISTRATION FORM**

Samara State University  
Russia  
English Department

\*\*\*\* \*\*

.....

Address:

.....

\*\*\*\*:

Foreign Language studied at  
school:.....

Favourite Subjects at School:  
.....  
.....

My name is ... . I am a ...-year student of Samara State University. I'm pursue a degree in Sociology and specialize in ... (Cultural studies/Political Science/Social Work/ ...). They say that a man is so many times a man how many languages he knows and I share this opinion. At the University we study English.

You know, English is widely spread. It is really an international language. It is spoken in the United Kingdom of Great Britain and Northern Ireland, in the United States of America, Canada, Australia, New Zealand, India and in South of Africa.

We all know that knowledge of English is useful when you are abroad, especially in an English-speaking country. Modern English is the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy. A working knowledge of English is a

requirement in a number of fields, occupations and professions such as medicine and over a billion people speak English at least a basic level.

We have English classes two times a week and I am doing well. When the teacher comes into the classroom we stand up and say “Good morning” or “Hello” and the lesson begins. At the lesson we learn to speak, to understand, to read and to write English.

We learn new grammar rules and do a lot of exercises, orally and in writing. We learn new vocabulary, ask and answer questions. We translate sentences and texts from Russian into English and from English into Russian. If we don't know the meaning of a word, we look it up in a dictionary. My wish is to read English books in the original. We check our homework. During our English class we don't speak Russian, we do our best to speak English. Sometimes we write dictations and grammar tests. I usually get good marks because I prepare for the tests beforehand.

I want to know English well that's why I am attentive in class and I always prepare my homework. I seldom miss classes.

English is difficult but we like it and work hard in class and at home.

## VOCABULARY

**a first-year (second, third, fourth, fifth) student** – первокурсник (второкурсник и т.д.);

**a foreign/international language** – иностранный/международный язык;

**to be abroad** – быть за границей

**a working knowledge of English** – практическое знание английского языка

**over a billion** (амер.) – более миллиарда

**speak English to at least a basic level** – говорить по-английски на начальном уровне

**vocabulary** – список слов; лексикон, словарный запас;

**meaning** – значение (слова);

**dictionary** – словарь; (the English-Russian, the Russian-English)

**grammar test** – контрольная работа по грамматике;

**to do one's best** – стараться изо всех сил

**mark** – оценка (excellent – отлично; good – хорошо; satisfactory –

удовлетворительно; unsatisfactory – неудовлетворительно; bad – плохо).

## 5. Give the English equivalents to the following.

Учиться на социологическом факультете; быть широко распространенным; англоязычная страна; доминирующий иностранный язык в общении, практическое знание, на начальном уровне; делать успехи; на уроке; устно и письменно, задавать вопрос; отвечать на вопрос;

переводить (с ... на); посмотреть слово в словаре; в оригинале; стараться говорить по-английски, проверять домашнее задание; готовиться к контрольной работе; заранее; быть внимательным; готовить домашнее задание; пропускать занятия; усердно заниматься; в классе; дома.

**6. Read the following statements and say whether they are true or false.**

1. We study French.
2. English is widely spread.
3. Knowledge of English is not useful when you are in an English-speaking country.
4. Modern English is a minor language.
5. We have English classes four times a week.
6. Our English class usually starts with a grammar test.
7. My wish is to read English magazines and web-sites in the original.
8. We learn grammar rules and do many exercises.
9. We never read texts in English.
10. We always speak Russian during our lessons.
11. English is difficult.
12. When the teacher comes to the class, we usually say "How do you do?".
13. English is a simple language.

**7. Ask 15 questions to the text and be ready to answer your groupmates' questions.**

**8. Fill in suitable words:**

1. I am a \*\*\*\*\* student of the Sociology department. 2. He pays for his education, because he is at the \*\*\*\_\*\*\*\*\* department. 3. This year we study in the first/second \*\*\*\*\*. 4. I haven't got much \*\*\*\*\*. 5. Masha lives in \*\*\* \*\*\*\*\* , while Zhenya lives in \*\*\* \*\*\*\*\* right near the University. 6. I like sports very much and I \*\* a lot of \*\*\*\*\*. 7. I do tennis, billiards, \*\*\*\*\* and \*\*\*\*\*. 8. I often get good \*\*\*\*\* and \*\*\*\*\* marks. 9. Over a billion people speak English at least \*\*\*\*\*. 10. We work hard \*\* \*\*\*\*\* and \*\* \*\*\*\*\*.

**9. Work with a partner. Ask him/her the following questions:**

1. What is your full name?
2. When and where were you born?

3. What is your mother's full name? Where and when was she born?
4. What is your mother?
5. Are you the only child in the family? Do you have any brothers or sisters? What are their names and dates of birth?
6. Do you live with your parents or do you have a family of your own?
7. Is your family large?
8. What does your family like to do in their spare time?
9. What school did you study at? (I studied at school # ...)
10. When did you finish school? (I finished school in ...)
11. What subjects do you take at the University?
12. What are your hobbies?
13. Do you do sports?
14. Where do you live?
15. How do you get to the University?
16. How long does it take you to get here?
17. Why did you go to the Sociology department? (I went to the Sociology department because ...)

**Look at the answers that you got from your partner and compare them with the answers he/she got from you. How many of your answers are different?**

### 10. Give the English equivalents to the following:

на окраине, в пригороде; катание на коньках; в общежитии; родной город; студент первого (второго) курса; катание на лыжах; Самарский государственный университет; отделение, факультет; единственный ребенок; бюджетное отделение; поступить, быть принятым (в учебное заведение); дневное отделение; в первую (вторую) смену; платное отделение; заниматься спортом; ни... ни...; свободное время; полное имя, заниматься спортом.

**11. Read the classroom vocabulary. Try to guess and/or look up the meaning of these phrases. Memorize them.**

#### ***CLASSROOM VOCABULARY:***

1. Class/Double class/Period
2. Break
3. Room
4. What is the English for ... (*расписание, звонок и т.п.*) ?
5. Could you give me the English for... ?



6. What's this in English?
7. I don't know how to put it in English.
8. To introduce the vocabulary
9. Are the statements right or wrong (true or false)?
10. Ask questions.
11. May I go out?
12. Can I help?
13. May I open the window?
14. Can I say it in Russian/English?
15. Check your answers.
16. Collect information about...
17. Compare your words with your partner.
18. Complete the sentences with words from the text.
19. Complete the text.
20. Copy the chart.
21. Correct the mistakes.
22. Correct the wrong sentences.
23. Divide the text into 2/3/4/5 parts.
24. Do you agree with ...
25. Explain...
26. Fill in the right words.
27. Split into pairs
28. Pair up
29. Find arguments.
30. Make questions to the answers.
31. Finish the story.
32. Give reasons for your opinions.
33. Guess...
34. How might the story go on?
35. Imagine...
36. Look at the pictures.
37. Make notes.
38. Make sentences.
39. Make up more conversations with a partner.
40. Match the sentence parts.
41. Match the sentences to the questions.
42. On page 10
43. Open your textbook at page ... (... 25, 83, etc). (workbook, folder, diary)
44. Put in the right verbs.
45. Put the sentences in the right order.
46. Put the verbs in the right groups.
47. Read out loud.
48. Remember...

49. Sorry, I haven't got (done) my homework.
50. Sorry?
51. Suppose...
52. Swap your paper with your partner.
53. Talk to your partner.
54. Use ...
55. What is the story about?
56. What lines from the text go with the pictures?
57. Write a story.
58. Write about Masha/Yuri/Peter/...
59. Write the sentences in the right order.
60. to say / to speak to / to tell smb. / to talk to smb. / to talk about – говорить
61. the 1<sup>st</sup> of September / September the 1<sup>st</sup> / on the 1<sup>st</sup> of September
62. to do exercises / to make mistakes - делать упражнения / ошибки

**12. Make up a dialogue with a partner and use as many classroom expressions as possible.**

## POINT OF GRAMMAR

### Verb *to be*

I **am** a receptionist.

He **is** a receptionist.

They **are** receptionists.

<i>positive</i>	<i>negative</i>
I <b>am</b> (I'm)	I <b>am not</b> (I'm not)
he, she, it <b>is</b> (he's, she's, it's)	he, she, it <b>is not</b> (he's not or he isn't)
we <b>are</b> (we're)	we <b>are not</b> ( we're not or we aren't)
you <b>are</b> (you're)	you <b>are not</b> (you're not or you aren't)
they <b>are</b> (they're)	they <b>are not</b> (they're not or they aren't)

- Can you close the window, please? I' **m** cold.
- I'**m** 32 years old. My sister **is** 29.
- My brother is a policeman. He'**s** very tall.
- John **is** afraid of dogs.
- It'**s** 10 o'clock. You'**re** late again.
- Ann and I **are** very good friends.

- My shoes **are** very dirty. I must clean them.
- I'm tired but I'm **not** hungry.
- Tom **isn't** interested in politics.
- Jane **isn't** at home at the moment. She's at work.
- Those people **aren't** English. They're Australian

that's=that is

there's=there is

here's=here is

- Thank you. **That's** very kind of you.
- Look! **There's** George

### 1.A. Write the short form (she's / we aren't etc.).

- 1 he is .....                      3 she is not .....                      5. I am not .....
- 2 they are .....                      4 it is .....                      6. you are not .....

### B. Write the full form (she is / we are not etc.).

7. we aren't . we are not                      10. they aren't .....                      13. he isn't .....
8. I'm .....                      11. it isn't .....                      14. You aren't .....
9. you're .....                      12. she's .....

### 2. Put in *am, is* or *are*.

- 1 The weather is very nice today.
- 2 I am not tired.
- 3 This case is very heavy.
- 4 These cases are very heavy.
- 5 The dog is asleep.
- 6 10 Ann is at home but her children at school.
- 7 Look! There is Carol.
- 8 This castle is one thousand years old.
- 9 is hot. Can you open the window, please?
- 10 I am a student. My sister is an architect.
- 11 My brother and I are good tennis players.

### 3. Write full sentences. Use *am/is/are* each time.

- 1 (my shoes very dirty) → My shoes are very dirty
- 2 (my bed very comfortable) → My
- 3 (your cigarettes in your bag) →

- 4 (I not very happy today) →
- 5 (this restaurant very expensive) →
- 6 (the shops not open today) →
- 7 (Mr Kelly's daughter six years old) →
- 8 (the houses in this street very old) →
- 9 (the examination not difficult) →
- 10 (those flowers very beautiful) →

**4. Write positive or negative sentences. Use *am / am not / is / isn't / are / aren't*.**

- 1 (Paris / the capital of France) Paris is the capital of France
- 2 (I / interested in football) I'm not interested in football
- 3 (I / hungry) I ...
- 4 (it / warm today) It ... today.
- 5 (Rome / in Spain) Rome ...
- 6 (I / afraid of dogs) I ...
- 7 (my hands / cold) My ...
- 8 (Canada / a very big country)
- 9 (the Amazon / in Africa)
- 10 (diamonds / cheap)
- 11 (motor-racing / a dangerous sport)
- 12 (cats / big animals)

## VOCABULARY WORK

### YOU

Here is your first project. Make a project about YOU.

- Give some information about yourself.
- Show some of your favourite things.

## UNIT 2

### JOBS & HOBBIES

1. Look at the names of the professions. Pair up. Try to guess from the mime of your partner what the job is:

*secretary; hairdresser; photographer; singer; boss; model; actor/actress; farmer; policeman; teacher; computer programmer; pilot; driver; salesperson; homemaker; police officer.*

### Choosing a Career

**Pre-reading task:** What jobs, do you think, are the most prestigious ones in this country these days? What is your dream job?

Work is one of the **essential** things that we must do **through our lifetime**. There are many reasons for people to work. We can also say that we work because of the money.

Money is one of the **factors** which make people **go out for a job**. But maybe it is not the only or not the main reason why people **enjoy working** all day. Respect and learning are the two **primary** reasons that make people work.

First of all, working can help people **win respects** from others. No one would like a healthy person who depends on family or society **to support for a lifetime**. **Otherwise**, he or she is like a parasite in our life. In society, every one needs to **work for the family, for the community and for the country**. For example, a **housewife** needs take care of the house and the kids, and as a housewife and a mother, she **gains respects** from her husband and kids; an **employee**, after **fulfilling his or her job**, **receives compliments** from the boss; a **military man** defends his country, and he deserves the **rewards** from the nation. In this sense, working helps people recognize their **values** and win respects as a human being in society.

Secondly, the other main reason for people to work is that we can **learn and develop ourselves through working**. To begin with, when we work, we usually meet other people and **co-operate with** each other. At this point, we sometimes become a supporter of someone. This can help people **to get through the strict life**. We also learn how to work together effectively and can **adapt to** the modern world more easily by doing work together. We work in order to know how to **get through the harsh life** with other people, **get honor** from other people, and **feel achievement through our work**. **Workplace** is a very important place **to make friends** for us, especially in fast pace life nowadays. In working, we can learn from one another. We can communicate the information, which we get individually, we can ask for advice from our colleagues and we

can share the experience with our **workmates**. In this way, we could learn faster than we learn alone **due to** our limited energy. **Compared to** staying at home alone, working makes us have more friends and more skills. So when we **face difficulties**, we have more ability and courage, we feel stronger **to conquer** them. Besides, in a certain extent, working can **be viewed** as a kind of exercises in our life – keeping working prevents us from being lazy.

In conclusion, there are a lot of reasons for people to work. Different persons have different **motivations** for work. People work because they know how to work together **fluently**, they want to get respect and honor from other people, and they want to feel achievement about their work.

## VOCABULARY

**essential** - основной

**through our lifetime** – в течение жизни

**to go out for a job** – начинать работать

**primary** – первичный

**to win respects** – заслужить уважение

**to support for a lifetime** – поддерживать кого-то (материально) в течение всей жизни

**otherwise** – иначе, по-другому

**work for** – работать на кого-то

**housewife** – домохозяйка

**to gain respects** – заслужить уважение

**employee** – сотрудник

**to fulfill one's job** – выполнять свою работу

**to receive compliments** – получать похвалу

**military man** – военный

**reward** – награда, вознаграждение

**values** – ценности

**learn and develop ourselves through working** – учиться и развиваться посредством работы

**co-operate with** – сотрудничать с

**to get through the strict (harsh) life** – справляться с трудностями жизни

**to get honor from** – получать почет от

**to feel achievement through our work** – чувствовать, что добиваешься каких-то результатов, делая свою работу

**workplace** – место работы

**to make friends** – заводить друзей

**workmate** – товарищ по работе

**compared to** – в сравнении с

**to face difficulties** – сталкиваться с трудностями

to conquer – завоевывать  
to be viewed – рассматриваться  
fluently – бегло, быстро

**2.A. Can you find ten hobbies hidden below?**

r e a d i n g w h d y n f  
c r j m u s i c c b n e e  
o y e c o o k i n g o q l  
h r w t x s p o r t s f d  
s f i s h i n g e d c v p  
l o l x y d a n c i n g a  
n g w k p a i n t i n g x  
e r l n h u n t i n g s z  
g a r d e n i n g m t u s

**B. Which of the jobs would you like to have? Give your reasons.  
What would be the ideal job for you, and why?**

**3. Read the biographical notes and expand them into full sentences:**

*Alexey Klimovsky, 20  
athletic and energetic  
is from Volgograd  
the only child in the family  
was in the army for 2 years  
was a pistol-shooting champion  
married to Anna  
a first-year student  
is good at mathematics and foreign languages  
interested in psychology and sociology  
likes modern music and bowling a lot*

**4. Do you know your astrological sign and the characteristics associated with it? Study the twelve signs of the zodiac and answer the following questions:**

1. When were you born?
2. What is your sign?
3. What are the characteristics of the people born under this sign?
4. Do you believe in horoscopes?

<i>Capricorn (goat)</i>	<i>Dec. 22-Jan. 19</i>	<i>dedicated, tireless</i>
<i>Aquarius (water carrier)</i>	<i>Jan.20-Feb,18</i>	<i>dynamic, colourful</i>
<i>Pisces (fish)</i>	<i>Feb.19-Mar.20</i>	<i>meditative, compassionate</i>
<i>Aries (ram)</i>	<i>Mar.21-Apr. 19</i>	<i>strong-willed. enthusiastic</i>
<i>Taurus (bull )</i>	<i>Apr.20-Muy 20</i>	<i>graceful, charming, wise</i>
<i>Gemini (twins)</i>	<i>May 21-June 20</i>	<i>cheerful, energetic</i>
<i>Cancer (crab)</i>	<i>June 21-July 22</i>	<i>sensitive, sincere</i>
<i>Leo (lion)</i>	<i>July 23-Aug.22</i>	<i>charming, clever</i>
<i>Virgo (virgin)</i>	<i>Aug. 23-Sept. 22</i>	<i>decisive, uptight</i>
<i>Libra (balance)</i>	<i>Sept.23-Oct.22</i>	<i>intelligent, loyal</i>
<i>Scorpio (scorpion)</i>	<i>Oct.23-Nov.21</i>	<i>resolute, industrious</i>
<i>Sagittarius (archer)</i>	<i>Nov. 22-Dec. 21</i>	<i>forthright, honest</i>

**5. A. Speak about your friend using the following plan:**

1. Occupation.
2. Age.
3. Zodiac sign.
4. Traits (characteristics).
5. Favourite subjects.
6. Home town.
7. Family.
8. Hobbies.

**B. Use the same plan to add some information to the topic *About Myself*.**

**6. Speak on the topic (first word in the passage) and use the introduced vocabulary.**

Example:

1. COFFEE - MAKE COFFEE - KETTLE - BOIL WATER - SUGAR - MILK - COFFEE MUG

*I like coffee. I make coffee. I have a kettle to boil water. I usually have coffee with sugar, but I don't like coffee with milk. I have got a blue coffee mug. Would you like some coffee? No, thank you / Yes, please.*

1. COFFEE - MAKE COFFEE - KETTLE - BOIL WATER - SUGAR - MILK - COFFEE MUG
2. PARTY - ENJOY A PARTY - FRIENDS - MEETING FRIENDS - SHOPPING LIST - GO SHOPPING - SOFT DRINKS - MUSIC -



DANCING - EVENING - HOME OR GOING OUT - TAXI OR BY BUS - SHALL WE GET HOME BY BUS.

3. JOB - JOBLESS - LOOK FOR A JOB - LIKE A JOB - HATE A JOB - WORK HARD- OFFICE - LONG HOURS - NO LUNCH BREAK - COLLEAGUES - BOSS - EMPLOYEE - MANAGER - ASSISTANT - CUSTOMER
4. GO ABROAD ON BUSINESS - AIRPORT - CHECK IN - CUSTOMS - BOARDING PASS - TRANSIT HALL - DUTY FREE - CASH - CREDIT CARD - BANK
5. HOTEL - WELCOME TO THE HOTEL CALIFORNIA - SUCH A LOVELY PLACE - BOOK HOTEL - FILL IN A FORM - ACCOMMODATION - TRAVEL EXPENSES
6. TAKE - TAKE CARE - TAKE AWAY - TAKE SOMETHING - IT WILL TAKE TIME - TAKE AN EXAM

**7. Read the dialogues. What do the people who talk to each other do?**

Dialogue 1.

What do you do?

I'm a receptionist. What about you?

I'm a student. And what do you do?

I don't have a job at the moment. I'm unemployed.

Dialogue 2.

JOHN: Where do you work now?

ANNIE: The Third Eye Design Company.

JOHN: Ah, yes. Um, what do you do?

ANNIE: I'm a secretary in the Accounts Department.

JOHN: Do you speak any languages?

ANNIE: Yes, I do. I speak Spanish. I go to Spain or Latin America every year.

JOHN: Do you study in your free time?

ANNIE: No, I don't.

JOHN: What do you do in your free time?

ANNIE: In the evening I watch television or listen to music. At the weekend I see my friends.

JOHN: Why do you want your job?

ANNIE: Because Vision Design is a good company and it's near my house.

**8. Answer the questions.**

What do you do?

What do you do in your free time?

**Write a story about your work/studies and/or your free time. Use the dialogues' questions as a plan.**

**9. To make the dialogue more natural, add questions of your own to the dialogue. Use phrases like 'Really? And what about you?' Make up a dialogue of your own with a partner according to the models. Remember to ask about your partner. Pay attention to the prepositions: watch \_ TV, but listen to music, a secretary in the department, go to Spain. Memorize the word combinations together with prepositions.**

**10. Translate the sentences into English:**

1. Я часто смотрю телевизор. Ты любишь смотреть телевизор.
2. Я люблю слушать музыку. Ты много слушаешь музыку.
3. Она – секретарь отдела. Она хочет быть секретарем отдела.
4. Она отвечает на звонки.
5. Он ненавидит свою работу.
6. В свободное время он смотрит телевизор.
7. В свободное время она слушает музыку.

**11. Discuss the daily routines of:**

1. a civil servant and a manager
2. a bachelor and a married man

**Compare their lifestyles.**

**12. Describe the working day of a clerk. Use the following office timetable (in a humorous way):**

9:00	Starting time	2:45	Browse the Internet
9:30	Arrive at work	3:00	Tea break
9:45	Coffee break	4:00	Prepare to go home
11:00	Check e-mail	4:30	Go home
11:15	Prepare for lunch	5:00	Finishing time
12:00	Lunch		

**13. Comment on the following:**

1. Early to bed, early to rise makes a man healthy, wealthy and wise.
2. We are what we eat.

## POINT OF GRAMMAR

### Present Simple (Indefinite) Tense

Alex is a bus driver. He drives a bus.

- The earth goes round the sun.
- Nurses look after patients in hospitals.
- In Britain most of the shops close at 5.30 p.m.

"s":

I work in a bank. Barry works in a shop.

- Excuse me, do you speak English?
- "Would you like a cigarette?" "No, thanks. I don't smoke."
- What does this word mean?
- Rice doesn't grow in Britain.
- I get up at 8 o'clock every morning.
- How often do you go to the dentist?
- Ann doesn't often drink tea.
- In summer Tom usually plays tennis.

### Present Simple FORM

I we you they			drive		
he she it			drives		
Question (вопрос)			Negative (отрицание)		
Do	I we you they	work?	I We You They	don't	work.
Does	Jack Sue he she it		Jack Sue He She It	doesn't	

• There is only one form of you in English, which is the same in singular and plural.

• Note the endings with he, she, and it. If the verb ends in ss, sh, ch, or x, add -es:

He finishes {finish ends in sh}

She watches (watch ends in ch)

## USE

- For something which is **permanently true**:

I come from France.

He doesn't speak Spanish.

We live in London.

- For **repeated actions or habits**:

I get up at six o'clock every day.

What time do you leave work?

I don't see them very often.

### 1A. Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions.

- 1 I visit my parents very often, (negative)  
*I don't visit my parents very often.*
- 2 Does he go to school every day? (positive)  
*He goes to school every day.*
- 3 She comes from Germany, (question)  
*Does she come from Germany?*
- 4 She goes to work by car. (question)
- 5 We watch television every night. (negative)
- 6 He doesn't walk to work every day. (positive)
- 7 She plays football every Saturday, (question)
- 8 He washes his car every week, (question)
- 9 They live in Australia, (question)
- 10 They go to school by bus. (question)
- 11 Does she finish work at five o'clock? (positive)
- 12 He goes to the cinema on Fridays, (question)
- 13 I come from Africa, (negative)
- 14 Does he live in this street? (positive)
- 15 He works in a restaurant, (question)
- 16 She gets up at five o'clock, (question)
- 17 They eat a lot. (negative)
- 18 Does he work here? (positive)

### B. Rewrite each sentence and open the brackets.

1. Water ...boils... (boil) at 100 degrees centigrade.
2. George .....doesn't go..... (not / go) to the cinema very often.
3. .How many languages do you .....speak..... (you / speak)?
4. . The swimming bath(open) at 9.00 and (close) at 18.30 every day.
5. What time (the bank / close) in Britain?
6. I have a car but I (not / use) it very often.
7. How many cigarettes (you / smoke) a day?

8. "What (you / do) ?" "I am an electrical engineer."
9. "Where (your father / come) from?"
10. "He (come) from Scotland."
11. I (play) the piano, but I (not / play) very well.
12. I don't understand the word "deceive". What ("deceive" / mean)?

**2. Think of your working day. How do you spend it? When and how long do you do your homework? How do you study English? What helps you here?**

**3. Imagine you already work. Where do you work? What is your position? What do you do? How much money do you get for it?**

**Present Simple: short answers  
FORM**

Yes,	I we you do. they	No,	we you don't, they
	he she does, it		he she doesn't, it

**Notes**

- Nouns \* pronouns

'Do the men want some tea?

'Yes, they do.'

- Negative short answers can use the unconnected form:

No, they do not. (this is more emphatic)

**4. Write the short answers:**

- 1 'Do you live here?' 'Yes, '
- 2 'Does Mary work in this office?' 'No, '
- 3 'Does Stephen speak French?' 'No, '
- 4 'Do the teachers like your work?' 'Yes, '
- 5 'Do you understand the lessons?' 'No, '
- 6 'Do they visit you often?' 'No '
- 7 'Do you like France?' 'Yes, '
- 8 'Do your parents live in London?' 'Yes, .'
- 9 'Does your father like modern music?' 'No, '
- 10 'Does Judy drive to work?' 'Yes, .'
- 11 'Do your grandparents still enjoy gardening?' 'Yes, '
- 12 'Does Simon's sister work with you?' 'No, .'
- 13 'Do John and Alison eat meat?' 'No, '
- 14 'Does Tony like adventure films?' 'Yes, '
- 15 'Do you watch TV at the weekend?' 'No, '
- 16 'Does your uncle play tennis?' 'Yes, .'

## UNIT 3

### DICTIONARY IN USE

#### 1. Read and remember English letters, sounds and phonemic symbols.

Печатные буквы	Написание букв	Название букв	Печатные буквы	Написание букв	Название букв
A a	1. <i>A a</i>	[ei]	N n	14. <i>N n</i>	[en]
B b	2. <i>B b</i>	[bi:]	O o	15. <i>O o</i>	[ou]
C c	3. <i>C c</i>	[si:]	P p	16. <i>P p</i>	[pi:]
D d	4. <i>F f</i>	[di:]	Q q	17. <i>Q q</i>	[kju:]
E e	5. <i>E e</i>	[i:]	R r	18. <i>R r</i>	[a:]
F f	6. <i>F f</i>	[ef]	S s	19. <i>S s</i>	[es]
G g	7. <i>G g</i>	[d.i]	T t	20. <i>T t</i>	[ti:]
H h	8. <i>H h</i>	[eit.]	U u	21. <i>U u</i>	[ju:]
I i	9. <i>I i</i>	[ai]	V v	22. <i>V v</i>	[vi:]
J j	10. <i>J j</i>	[d.ei]	W w	23. <i>W w</i>	['d.blju:]
K k	11. <i>K k</i>	[kei]	X x	24. <i>XX</i>	[eks]
L l	12. <i>L l</i>	[el]	Y y	25. <i>Y y</i>	[wai]
M m	13. <i>M m</i>	[em]	Z z	26. <i>Z z</i>	[zed]

#### 2. Spell your names in English, using the alphabet. Pronounce each letter.

Example: *S, e, r, g, e, y, I, v, a, n, o, v.*

#### 3. Look up the pronunciation of the words *society, people, hierarchy* in a dictionary.

### Как работать со словарем

Слова в словаре расположены в строго алфавитном порядке. Внутри каждой рубрики заглавное слово традиционно заменяется знаком «~» (тильда):

**income** доход; ~ **tax** – подоходный налог.

Омонимы (слова, сходные по внешней форме, но разные по значению) обозначаются римскими цифрами. Разные значения слова отделены арабской цифрой со скобкой (1);2)), а разные части речи – арабской цифрой с точкой (1.; 2.):

**increase** 1. увеличивать (ся); 2. возрастание, увеличение.

За знаком "◇" (ромб) даны фразеологические сочетания и идиомы:

**age** 1) возраст; 2) век; 0 for ~s – давно.

Значение слова, подходящее для данного текста, не всегда стоит в словаре первым. Следует внимательно просмотреть все гнездо и найти в нем те группы значений, которые даны к слову в той части речи, которую мы определили на основе анализа предложения.

Слово определенной части речи может иметь различные значения, поэтому при переводе предложения необходимо из многих значений выбрать одно. При отборе значения нужно исходить из общего содержания мысли, заключенной в данном предложении, также как и из общего содержания переводимого текста.

Так английские слова *face*, *hand* означают не только “лицо, рука (кисть руки)”, но также и “циферблат, стрелка”, если речь идет о часах. Обратите внимание на то, как изменяется значение слова *face* в зависимости от общего содержания предложения и того, к какой части речи данное слово принадлежит в следующих примерах:

1. In applying this method we may face some troubles.

2. При применении этого метода нам, возможно, встретятся некоторые трудности.

3. The builders will face the house with granite slabs.

4. Строители будут облицовывать здание гранитными плитами.

5. The eyes, nose and mouth are parts of the face.

6. Глаза, нос и рот – части лица.

### 3. Translate the sentences into Russian using a dictionary:

1. There is an interesting article in today's newspaper.

2. I want to buy several articles from the catalogue.

3. I like your accent – where are you from?

4. You are just like your mother!

5. All products in the market are cheaper than in the shop.

6. There is a potential market for the new phones.

7. He returned all her things to her mother.

8. The returns on the capital are rather low.

### 4. Which of the definitions of casual fits which sentence?

**casual** 1. 1) временный рабочий; 2) случайный клиент;

2. 1) случайный; 2) небрежный, несерьезный; 3) повседневный, неформальный.

a) It was quite a casual outfit.

b) I said it casually, but it shocked her.

- c) He doesn't get a salary, he is a casual.
- d) It was a casual meetnig, but it changed my life.

## 5. Translate the proverbs into Russian:

Take care of the pence and the pounds will take care of themselves.  
 Tastes differ.  
 Never judge a book by its cover.

## 6. Put the words in the dictionary (i.e. alphabetic) order:

- 1) kill, yellow, jar, hungry, lick, water, use quickly, give, ride;
- 2) reader, quarter, jolly, wise, house, young, fall, summer, pass;
- 3) witch, heart, dictionary, sweater, perfume, cell-phone, paper;
- 4) ox, oyster, own, obtain, omit, oral, oppress, odd, old, oil;
- 5) hum, hurl, hunt, hub, husky, hut, huge, hue, hull, hurt.
- 6) pudding, public, pitch, phrase, pyramid, proud, post, plane, peril, pearl.

Слова в словаре даются в их исходной форме: для существительного – общий падеж единственного числа; для прилагательного и наречия – положительная степень; для глагола неопределенная форма (инфинитив). Для нестандартных глаголов формы **Past Indefinite** и **Past Participle** приводятся в круглых скобках непосредственно после сокращения *v*, например, **drive (drove, driven)**.

Если в предложении, которое нужно перевести, слово стоит не в исходной форме, то эту форму надо установить, отбрасывая грамматические окончания. В английском языке словоизменительных суффиксов пять: **(e)s**, **(e)r**, **(e)st**, **(e)d**, **(e)ing**. Следует помнить основное правило: при отбрасывании окончания слово-основа не должно изменяться в чтении.

1. Если перед грамматическими окончаниями-суффиксами **(e)s**, **(e)r**, **(e)st**, **(e)d**, **(e)ing** стоят буквы **g**, **c**, **v** или согласная с предшествующей одной гласной буквой, то отбрасываются лишь согласные элементы суффикса: **-s**, **-r**, **-st**, **-d**, **-ing**. Например: **pages-page**, **largest-large**, **stranger-strange**, **produced-produce**, **firing-fire**.

2. Если перед окончаниями **-(e)r**, **-(e)st**, **-(e)d**, **-ing** стоит удвоенная согласная, то исходная форма восстанавливается посредством отбрасывания, как окончания, так и одной из удвоенных согласных.

**Исключение:** удвоенные буквы **ss**, **ll**, **dd** в конце слова-основы сохраняются даже после отбрасывания окончания. Например: **expresses-express**, **drilling-drill**, **adding-add**.



3. Если перед суффиксами-окончаниями **-(e)s, -(e)r, -(e)st, -(e)d** имеется буква **i**, перед которой стоит согласная буква, то для восстановления исходной формы слова следует отбросить окончание, а букву **i** заменить буквой **u**.

4. Во всех других случаях окончания отбрасываются полностью, корневая же часть слова сохраняется неизменной: **speeds-speed, fixed-fix, plays-play, started-start**.

*Примечание:* При восстановлении исходной формы слова, имеющего окончание **-ing**, буква **i** заменяется буквой **e**: **refine-refining**. Если окончанию (суффиксу) **-ing** предшествует буква **u** в односложном слове-основе, имеющем одну согласную, буква **u** заменяется **ie**: **lying-lie, dieng-die**.

## 7. Define the initial form of these words:

1. hotter, easier, braver, factories, tying, adding;
2. thinnest, driest, ripest, heroes, studies, travelling;
3. wetter, easiest, gayer, armies, sitting, dying, addressing;
4. busier, bigger, cities, lying, confessing, baking;
5. is, knows, parks, spoken, encouraged, communications;
6. has, occupations, evacuated, industries, drowned, gardens;
7. trying, professions, doing, sentences, died, became;
8. dictations, tests, finding, born, christened, months;
9. married, worse, staying, buried, the longest, exports.

Значения устойчивых фразеологических сочетаний (идиоматических выражений) отыскиваются в словаре по одному из знаменательных слов, образующих это выражение, а не по служебным словам (предлогам, союзам, частицам), входящим в него. Например, значение устойчивого фразеологического сочетания **walk of life** отыскивается в словарях под словарной статьей **walk: walk of life** “положение в обществе; занятие, профессия”.

Групповые предлоги следует также искать по основному слову. Например, при определении значения **in spite of, in accordance with** ищем слова **spite, accordance**, а когда находим их, сначала просматриваем все значения для группового предлога, и находим: **in spite of** “несмотря на”, **in accordance with** “в соответствии с; согласно”.

При работе со словарем рекомендуется, выписывая новое слово в его традиционной орфографии написать рядом в скобках фонетическую транскрипцию и краткое обозначение части речи, например, **study** [‘stʌdi] – занятие. Необходимо выписывать только главное значение, обычно даваемое в словаре на первом месте, а также то, которое наиболее

подходит к контексту. Так, из словарной статьи слова *development* рекомендуется выписать и запомнить только его основное значение – “развитие” и специальное значение формы множественного числа – “событие”, а также то значение, которое встретилось в данном контексте. Неправильные глаголы следует выписывать в трех основных формах (напр., *begin – began – begun*).

## 8. Translate the following collocations:

In store for, to go off one’s head, to be on good terms, to have a heart of gold, to be all at sea, up to date to tell on somebody.

На сегодняшний день особенно актуальными становятся электронные словари. Электронный словарь обладает двумя существенными плюсами по сравнению с классическим бумажным – значительно больший объем и значительное более удобное использование. Такие словари доступны в Интернете, а также могут быть установлены как на персональный компьютер или ноутбук, так и на КПК (карманные компьютеры), смартфоны, коммуникаторы и т.п.

К наиболее распространенным переводным словарям в России относятся *ABBY Lingvo*, *Мультитран*, *Мультилекс*: [www.multitrans.ru](http://www.multitrans.ru); [www.lingvo.ru](http://www.lingvo.ru); [www.multilex.ru](http://www.multilex.ru).

## POINT OF GRAMMAR

### Subject and object pronouns

Subject pronouns

*I you he she it we you they*

Object pronouns

*me you him her it us you them*

- The subject is the person or thing doing the action:

I left early.

She went home.

We said goodbye.

- The object is the person or thing receiving the action:

She telephoned me.

I hit him.

We saw her.

## 1. Write the correct pronouns for these sentences.

- 1 ..She... telephoned yesterday, (she)
- 2 We watched .him... for hours, (he)
- 3 Hasn't arrived yet? (she)
- 4 don't understand. (I)
- 5 Are you talking to ? (I)
- 6 Don't ask doesn't know, (she/she)
- 7 This is Julia: have known for years, (we/she)
- 8 Nobody told the bus was leaving, (they)
- 9 Why didn't ask to come? (she/they)
- 10 Don't ask Ask (I/he)
- 11 think doesn't like (T/he/I)
- 13 asked to invite (they/he/we)

## Reflexive pronouns

myself yourself himself herself itself  
ourselves yourselves themselves

- The object is the same person or thing as the subject:

*I cut myself when I was cooking.*

*The kettle will switch itself off automatically.*

## 2. Write the correct reflexive pronouns for these sentences.

- 1 I like to wake ..*myself*.. up in the morning with a cup of coffee.
- 2 Thanks for a great party - we really enjoyed . *ourselves*.. .
- 3 I hate watching on video.
- 4 I'm sorry, Tony, but I haven't got enough money to pay for you. Can you pay for yourself?
- 5 After his accident, Philip drove to the hospital.
- 6 We don't need a babysitter - the children can look after
- 7 Now, children, remember to give enough time to answer all the exam questions.
- 8 'Should I apply for the job?' she asked
- 9 We're planning to buy a new television.
- 10 He hurt when he was playing football.

## Possessive adjectives

- Each pronoun has a possessive adjective:

I → my we → our  
you → your you → your  
he → his they → their  
she → her it → its

### 3. Write the correct possessive adjectives for these sentences.

1. These are ..my... parents. (!)
2. I've got watch. (he)
3. Is this car? {you}
4. Do they like new house? (she)
5. Have you met teacher? (they)
6. Who's got money? (I)
7. I don't like teacher. (we)
8. Have you got passport? (you)
9. He forgot keys. (he)
10. They changed hotel. (they)
11. She gave the letter to secretary. (she)
12. There's something wrong with car. (I)
13. They're having a party in garden, (they)
14. Where's pen? (I)
15. I like jacket. (You)

## Possessive adjectives and pronouns

### *Possessive adjectives*

my your his her its our your their

### *Possessive pronouns*

mine yours his hers - ours yours theirs

- The possessive adjective is always followed by its noun:  
*It's my car.*  
*That's his mother.*  
*This is our house.*

- The possessive pronoun is never followed by its noun:  
*This is mine.*

*Give it to Peter: it's his.  
The money is ours.*

**4. Write the correct possessive adjective or pronoun for these sentences.**

- 1 Whose camera is this? Is it ...yours. ? (you).
- 2 Excuse me, those are ... *our*... seats (we).
- 3 Is it suitcase or? (you/he).
- 4 Has the dog had food? (it).
- 5 They're not keys - they're (I/she).
- 6 I don't think its room: I think it's (you/they).
- 7 The police asked me for address (I).
- 8 Have you got pen, or would you like to borrow? (you/I).
- 9 garden is bigger than (they/we).
- 10 I think this is book. Oh no, it's (I/you).
- 11 The decision is (they).
- 12 The cat wants dinner (it).
- 13 You know it's not money. It's (you/I).
- 14 It isn't car, it's (he/she).
- 15 It wasn't mistake, it was (I/they).
- 16 Have you met mother? (they).
- 17 Parents say the decision is (she/they).
- 18 Brother hasn't got a phone, so he uses (I/we).
- 19 Car wasn't working, so I used (I/he).
- 20 House is smaller than (we/they).

## UNIT 4

### SAMARA

**Pre-Reading task: Do you like Samara? Where do you live? What is your favourite place here?**

Where do you go if you're looking for some of the best beaches – and the most beautiful girls (and boys) – in Russia? **Surprisingly**, the answer is not the Black Sea coast but Samara. Samara, with its population of more than a million people, is Russia's sixth largest city. It is situated on the bank of the Volga, the longest river in Europe.

There are several versions of the origin of Samara's name. According to one version, the name Samara comes from the Greek words *samar* (a **merchant**) and *rha* (an ancient name for the Volga). Samara means a **steppe river** in the languages of the nomadic tribes. The fortress of Samara was founded in 1586. It was situated on the **Great Trade Route** along the Volga, where a lot of caravans passed.

By the beginning of the 19th century Samara has grown into a large city for that time. One of the most outstanding figures in the history of the city is Petr Alabin, the **Mayor** of Samara from 1885 up to 1891. He encouraged the building of the Drama Theatre, the opening of the Public Museum, the expansion of the fund of the Public Library.

The history of our city is **inseparable from** that of Russia. During the 2nd World War Samara (Kuibyshev then) became the 2nd capital of the USSR for nearly 3 years. Government institutions, **diplomatic embassies** and industrial plants were evacuated here.

Today the products of many enterprises in Samara are widely known abroad, including those of the Aviacor Company, the Tarasov Factory, the Samara Bearing Plant and other enterprises. The Samara Region exports automobiles, **machine tools**, and building materials. The food and drink industries are also well developed in Samara. The products of the Chocolate Factory Rossiya, as well as Rodnik vodka and Zhiguli beer are famous far outside Samara. The Samara Region is a unique complex for the extracting, processing and transporting of oil and oil products.

Samara is also important as a large educational and scientific centre. The Samara State University was set up in 1918, then closed in 1920's and opened again in 1969. Today 11 higher state and a number of alternative **educational establishments** train specialists in all branches of the national industry, economy and culture.

If you are staying in Samara for a few days, you'll have no difficulty in finding where to go and what to see.

Samara is located on the broad waters of the River Volga. There is a **long fringe of sandy beaches** there. Samara has **made the most of** these beaches, backed by pleasant parks and embankment gardens, and with temperatures in the summer months averaging over 26°C - **as warm as** southern Spain. It is not surprising that this has become a **popular tourist destination**. Young people come here from all over Russia to sunbathe on the beaches, **take a dip in** the cool waters of the Volga, **hang out** by summer cafes or go for a wild night out in one of the city's many night-clubs.

In summer, too, there is host of activities going on in this lively, vibrant city, with a string of carnivals and festivals. If you come here on the first Saturday of July, you will catch the famous Grushinsky Festival, with its lively mix of mainly **acoustic music**. **As many as** 200,000 people come here to sit on the 'spectators' hill' above the stage by the main lake. The Grushinsky Festival began in the 1960s and is named after the Samara tourist Valery Grushin, who tragically drowned in 1967 trying **to rescue** children in a river.

If all this activity **proves too much**, you can always catch the hydrofoil up the river to the pleasant, atmospheric village of Shiryaevo where Russia's greatest painter Ilya Repin painted his famous "**Barge Haulers on the Volga**". Or maybe cross the river to go hiking in the woods of the beautiful Samara Bend National Park. Or you could even take one of Samara's famous **raft trips zhigulyovskaya krugosvetka** (around the world) which take you on an exciting 10-day camping trip through the park's **backwaters**.

Samara has always been a theatrical city. We have a Drama Theatre, Opera and Ballet Theatre, the Puppet Theatre, the Philharmonic Society and a fine **Museum of Local History**. The architecture of old Samara reflects practically the entire history of the development of the architectural styles in Russia.

## VOCABULARY

**surprisingly** – удивительно, поразительно; неожиданно

**steppe** – степь    **nomadic tribes** – кочевые племена

**the Great Trade Route** – великий торговый путь

**inseparable** – неотделимый, неразрывный

**diplomatic embassies** – дипломатические посольства

**machine tool** – станок

**educational establishment** – учебное заведение

**Samara Bearing** ['beəriŋ] **Plant** – подшипниковый завод

**extracting, processing and transporting of oil** – производство, переработка и перевозка нефти

**a long fringe of sandy beaches** – длинная кромка песчаных пляжей

**to make the most of** – использовать наилучшим образом

**popular tourist destination** – популярное туристическое направление

**take a dip in** – окунуться (в реку, море)  
**hang out** – обитать; тусоваться (где-л.)  
**as many as** – целые, целых (при указании на число)  
**to rescue** – спасать  
**prove too much** – оказаться не по зубам  
**“Barge Haulers on the Volga”** – картина «Бурлаки на Волге»  
**the Samara Bend National Park** – Национальный парк «Самарская Лука»  
**raft trip** – спуск на плотах  
**hydrofoil** – судно на воздушной подушке  
**backwaters** – заводь  
**Museum of Local History** – краеведческий музей

### 1. Fill in suitable words:

- Samara is situated on \*\*\* \*\*\*\* \*\* the Volga, the longest river in Europe.
- According to one \*\*\*\*\*, the name Samara comes from the Greek words *samar* (a merchant) and *rha* (an ancient name for the Volga).
- By the beginning of the 19th century Samara has \*\*\*\*\* into a large \*\*\*\* for that time.
- He \*\*\*\*\* the building of the Drama Theatre, the opening of the Public Museum, the \*\*\*\*\* of the fund of the Public Library.
- Government \*\*\*\*\*, diplomatic embassies and industrial plants were evacuated here.
- The products of many \*\*\*\*\* in Samara are widely known abroad, including those of the Aviacor Company, the Tarasov Factory, the Samara Bearing Plant and other \*\*\*\*\*.
- The Samara Region exports \*\*\*\*\*, machine \*\*\*\*\*, and building materials.
- The Samara State University was \*\*\*\*\* in 1918, then \*\*\*\*\* in 1920's and \*\*\*\*\* again in 1969.
- Today 11 higher state and a number of alternative educational \*\*\*\*\* train specialists in all \*\*\*\*\* of the national industry, economy and culture.
- If you are \*\*\*\*\* \*\* Samara for a few days, you'll have no difficulty in finding where to go and what to see.
- We have a \*\*\*\*\* Theatre, \*\*\*\*\* \*\* \*\*\*\*\* Theatre, the Puppet Theatre, the Philharmonic Society and a fine \*\*\*\*\* \*\*\*\*\* Museum.
- There is a long fringe of \*\*\*\*\* \*\*\*\*\* there.
- Samara has made \*\*\* \*\*\*\* \*\* these beaches, backed by pleasant parks and \*\*\*\*\* \*\*\*\*\*.
- It is not surprising that this has become a popular \*\*\*\*\* \*\*\*\*\*.



15. Young people come here from all over Russia to \*\*\*\*\* on the beaches, \*\*\*\*\* in the cool waters of the Volga, \*\*\*\*\* by summer cafes or \*\*\*\*\* a wild night out in one of the city's many night-clubs.
16. If you come here on the first Saturday of July, you will catch the famous Grushinsky Festival, with its lively mix of mainly \*\*\*\*\*.
17. The Grushinsky Festival began in the 1960s and is \*\*\*\*\* the Samara tourist Valery Grushin, who tragically drowned in 1967 trying to \*\*\*\*\* children in a river.
18. You can always \*\*\*\*\* the \*\*\*\*\* \*\* the river to the pleasant, atmospheric village of Shiryaevo where Russia's greatest \*\*\*\*\* Ilya Repin painted his famous Barge Hauliers on the Volga.

## 2. Give English equivalents to the following words and collocations:

Побережье Черного моря; самая длинная река в Европе; берег Волги; мэр Самары; народный музей; публичная библиотека; дипломатическое посольство; эвакуировать; образовательное учреждение; полоска песчаных пляжей; симпатичные парки и сады набережной; популярное у туристов место; использовать пляжи наилучшим образом; загорать на пляжах; окунуться в прохладные воды Волги; проводить время в летних кафе; Грушинский фестиваль; тонуть; судно «Метеор»/«Ракета»; живописец; отправиться на прогулку/в путешествие; Национальный парк «Самарская Лука»; театр драмы, переправа на плоту, театр оперы и балета, краеведческий музей, спасти детей, целых 200 000 человек.

## 3. Finish the sentences:

1. Surprisingly, the answer is not ...
2. Samara, with its population of more than a million people, is ...
3. Samara means a ...
4. By the beginning of the 19th century Samara has ...
5. He encouraged the building of ...
6. The Samara Region exports ...
7. Today 11 higher state and a number of alternative educational ...
8. If you are staying in Samara for a few days, you'll have no difficulty in ...
9. Samara is located on ...
10. Samara has ...
11. It is not surprising that this has become ...
12. Young people come here from all over Russia ...
13. If you come here on the first Saturday of July, you ...
14. The Grushinsky Festival began in the 1960s and is named after the Samara tourist Valery Grushin, ...

15. If all this activity proves too much, you can always catch the hydrofoil up the river to the pleasant, atmospheric village of Shiryaevo where ...
16. The architecture of old Samara reflects practically ...

**4. Imagine your online friend has come to Russia from Canada to visit you. What will you show him/her in Samara? Tell him/her about the city as much as you can.**

**5. Translate the text.**

**6. Discuss the following, giving your arguments for or against.**

1. You prefer to live in a big town. Your friend is of a different opinion, he prefers to live in a small, provincial town.
2. A big industrial city is a dangerous place to live.

**7. Speak on:**

1. Places of interest in Samara.
2. The centre of Samara.
3. The beautiful and interesting places you have visited in Samara.
4. Describe a busy street, a shopping centre in Samara.

**8. Illustrate the proverbs:**

1. East or West, home is best.
2. Rome was not built in a day.

## **POINT OF GRAMMAR**

### **Kinds of Sentences**

Normally, a **sentence** expresses a relationship, conveys a command, voices a question, or describes someone or something. It begins with a capital letter and ends with a period, question mark, or exclamation mark.

The basic parts of a sentence are **the subject** and **the predicate**. The subject is usually a noun - a word that names a person, place, or thing. The predicate (or verb) usually follows the subject and identifies an action or a state of being. See if you can identify the subject and the predicate in each of the following short sentences:

- The hawk soars.
- The widows weep.
- My daughter is a wrestler.
- The wrestlers are tired.

In each of these sentences, the subject is a noun: *hawk*, *widows*, *daughter*, and *children*. The verbs in the first two sentences – *soars*, *weep* – show action and answer the question, "What does the subject do?" The verbs in the last two sentences – *is*, *are* – are called linking verbs because they link the subject with a word that renames it (wrestler) or describes it (tired).

**1. Declarative sentences** (affirmative, negative)

**2. Interrogative sentences**

**a.general question** (rise) –

Is your sister a good pupil?

**b.alternative question** -

Is your sister a good pupil or a good student?

Is your sister a good or a bad pupil?

Is your sister a good pupil or **is** your brother a good pupil?

= Is your sister or **is** your brother a good pupil?

Is your sister a good pupil or **is** his sister a good pupil?

= Is your sister or **is** his sister a good pupil?

**c.special question** (low fall)

Whose sister is a good pupil? Who is a good pupil?

**d.disjunctive question**

- Your sister is a good pupil, isn't she?

**3. Imperative sentences** (affirmative, negative )

Close the door. Don't close the door.

**4. Exclamatory sentences**

What a nice day!

**Interrogative sentences (am/is/are)**

**Making questions**

• Questions are formed for all tenses except present simple and past simple by changing the position of the auxiliary verb (am, was, will, etc.) and the subject (I, you, she, he, etc.):

You 're going → Are you going?

He has gone → Has he gone?

- Questions are formed for the present simple and past simple by using do, does, or did:  
They work here. Do they work here?  
She lived here. Did she live here?

*positive*  
I am

*question*  
Am I?

he  
she  
it

is Is he/ she/ it?

we  
you  
they

are Are we/you/they?

- 'Is your mother at home?' – 'No, she's out.'
- 'Is it cold in your room?' – 'Yes, a little'.
- 'Those shoes are nice. Are they new?'
- 'Are books expensive in your country?'
- 'How old is Joe?' – 'He's 24.'
- 'What colour is your car?' – 'It's blue'.

what's=what is      who's=who is      how's=how is      where's=where is

- What's the time?      -What's that man?
- Where's Jill?      -How's your father?

*short answers*

Yes, **I am**.

No, I'm **not**.

Yes, he/she/it **is**.

No, he's/she's/it's **not**. or No, he/she/it **isn't**.

Yes, we/you/they **are**.

No, we're/you're/they're **not**. or No, we/you/they **aren't**.

- Are you tired? **Yes, I am**.
- Are you hungry? **No, I'm not** but **I'm** thirsty.
- Is he English? **Yes, he is**.
- Is Ann at work today? **No she isn't**.
- Is this seat free? **Yes, it is**.
- Am I late? **No, you are not**.

**1. Write questions from these words. Use am/is/are:**

- 1 (your mother at home?) ..... *Is your mother at home* ..... ?
- 2 (your parents at home?) ..... at home? .....
- 3 (this hotel expensive?) ..... ?
- 4 (you interested in art?) ..... ?
- 5 (the shops open today?) ..... ?
- 6 (the park open today?) ..... ?

**2. Write questions with *What/Who/How/Where/Why* . . . ? Use *am/is/are*:**

- 1 (what colour your car?)      What colour is your car? .....
- 2 (where my key?) Where ..... ?
- 3 (where my socks?) ..... ?
- 4 (how old your father?) How ..... ?
- 5 (what colour his eyes?) ..... ?
- 6 (why John angry with me?) ..... ?
- 7 (how much these shoes?) ..... ?
- 8 (who your favourite actor?) ..... ?
- 9 (why you always late?) ..... ?

**3. Ask the questions (Read the answers to the questions first):**

- | <i><b>You</b></i>   | <i><b>Paul.</b></i>   |
|---|-----------------------|
| 1 (your name?) <i>What's your name?</i> .....                     | Paul.                 |
| 2 (married or single?) .. <i>Are you married or single?</i> ..... | ? I'm married.        |
| 3 (British?) .....  | ? No, I'm not.        |
| 4 (where / from?) .....   | ? From Australia.     |
| 5 (how old?) .....  | ? I'm 25.             |
| 6 (a student?) .....  | ? No, I'm a teacher.  |
| 7 (your wife a teacher?) .....                                    | ? No, she's a lawyer. |
| 8 (where / from?) .....   | ? She's Italian.      |
| 9 (her name?) .....   | ? Anna.               |
| 10 (how old?) .....   | ? She's 25 too.       |

**4. Write positive or negative short answers (*Yes, I am / No, he isn't* etc.).**

- 1 Are you married? ..No, I'm not.
- 2 Are you tall? ..... Yes, I am.
- 3 Is it cold today? .....

- 4 Are you a teacher? .....
- 5 Are you tired? .....
- 6 Is it dark now? .....
- 7 Are your hands cold? .....
- 8 Are you hungry? .....
- 9 Is your father tall? .....
- 10 Is it sunny? .....

**5. Make four different types of questions from these statements:**

- 1 She likes travelling.  
*Does she like travelling? What does she like doing? Does she like travelling or cooking? She likes traveling, does not she?*
- 2 They're working.  
Are they working?
- 3 He was playing tennis.
- 4 She went to school today.
- 5 They live here.
- 6 She's eating at the moment.
- 7 They drove to the station.
- 8 She's reading.
- 9 He had breakfast early.
- 10 They came today.
- 11 She drives to work.
- 12 He left this morning.
- 13 He was writing a letter.
- 14 They watched television.
- 15 She's at home.
- 16 They went home.
- 17 She likes horror films.
- 18 He's walking home.
- 19 They were eating ice cream.
- 20 They gave him the money.

## **WORD ORDER**

### **Direct object and indirect object**

- In simple sentences the object is easy to see:  
*She hit **him**.*  
*They took **the money**.*

- Some verbs, however, have two objects:

*She gave me the book.* (= she gave the book to me)

*the book* is the real object of this sentence. It tells us **what** she gave. This is the direct object (Direct object)

*me* is the indirect object (Indirect object)

### FORM

- verb + direct object + **to** or **for** + indirect object:

Give	<i>D.O.</i>	to	<i>I.O.</i>
Buy	the money	for	him.
	a present		your mother.

a) Some common verbs Taking **to**: *bring, give, lend, pay, promise, send, show, take, tell.*

b) Some common verbs taking **for**: *buy, find, get, make.*

verb + indirect object without **to** or **for** + direct object:

Give	<i>I.O.</i>	<i>D.O.</i>
Buy	him	the money.
	your mother	a present.

**Note:** that it is not possible to use the second form when the direct object is a pronoun

(me, **her, him, it**, etc). The longer construction must be used:

*Give it to John.* (NOT *Give John it.*)

### 6. Rewrite these sentences without using **to** or **for**:

- 1 Give this food to your parents.  
*Give your parents this food.*
- 2 Get an ashtray for me, please.  
*Get me an ashtray, please.*
- 3 Have you sent a postcard to your family?
- 4 Did you pay the money to him?
- 5 Would you find a seat for my mother, please?
- 6 I'll get some money for you.
- 7 Did you tell the news to your parents?
- 8 I'm buying a ticket for Jenny, too.
- 9 Show your painting to Mr Anderson.
- 10 Would you take this note to your parents?

**7. Rewrite these sentences in the correct order.**

1 to my parents / I / it / took

*I took it to my parents.*

2 they / any money / me / didn't give

*They didn't give me any money.*

3 to all / she / the car / her friends / showed

4 the students / the news / gave / I

5 did / my pen / lend / you / him?

6 bought / some flowers / my / I / parents / for

7 why / some perfume / didn't / me / bring / you?

8 some grapes and some flowers / took / Janice / we

9 his / showed / injured / me / hand / he

10 some vegetables from the garden / gave / our neighbours / we / to



## UNIT 5

### SAMARA STATE UNIVERSITY

#### *Pre-Reading task: What do you know about your alma mater?*

Samara State University is a **classical multi-faculty university** and a leading educational institution of higher education in Samara Oblast, Russia. There are twelve public and thirteen commercial institutions of higher education on its territory.

Higher educational institutions train specialists in many areas. These specialists can handle urgent problems of the country's economy, for example, the creation of new financial and economic structures, power- and resource-saving technologies, advanced technologies in medicine and others. Samara State University as well as Technical, Medical and Aerospace Universities, are the largest scientific technopolises.

Samara State University is a higher educational institution that provides a **comprehensive five-year course of study**. First degrees and certificates are awarded to the graduates.

SSU **traces back** to August 1918. Great Russian psychologist professor Nechaev became the first Rector of our University. In 1927 the University was closed down, and it was reopened in 1969.

At present the University has following **faculties** or **divisions** (BrE), or **schools** (AmE): Mechanics and Mathematics, Physics, Chemistry, Biology, Sociology, History, Law, Economy and Management, Psychology and Philology (**Liberal Arts faculty**). Besides there is a Research Centre and a Computer Centre. The University has **full-time department**, **part-time department** and **correspondence department**.

SSU has its own newspaper, a regularly printed academic journal, as well as journals for students publications.

The University provides good conditions for study. The University staff consists of well-qualified teachers with a high expertise, famous for their **research works**. All the departments of the University comprise about 5 thousand students. It is traditionally considered to be the most prestigious University in Samara and the area, especially with its **highly competitive and demanded programmes** in the English Language, Law, Sociology and Political Science, International Relations, Psychology.

## VOCABULARY

**full-time department** – отделение дневного обучения

**part-time department** – отд. вечернего обучения,

**correspondence department** – отд. заочного обучения

**to comprise = to include** – включать, состоять.

**fee-paying department** – платное отделение

**maintained department** – бюджетное отделение

**first degree** – диплом о в/о (то же, что степень бакалавра [bachelor's degree])

**to trace back** – восходить к...

**faculties, divisions (BrE), schools (AmE)** – факультет

**programme (AmE)** – факультетское отделение

**department/chair** – отделение или кафедра

**Liberal Arts** – гуманитарные науки

### 1. Say if these statements are right or wrong:

1. Samara Region is one of the largest centres of education in the Urals Region.
2. These specialists can handle urgent problems of the country's politics, for example, the creation of new political structures, some new election technologies.
3. Great Russian psychologist professor Nechaev became the next Rector of our University.
4. Samara State University (SSU) is a higher educational institution that provides a full five-year professional course of studies.
5. At present the University has following faculties, or divisions, or schools: Mechanics and Mathematics, Physics, Chemistry, Biology, Sociology, History, Law, Economy and Management, Psychology and Philology.
6. The University has a part-time department and a correspondence department.
7. The departments of the University comprise about three thousand students.
8. I am a student of the History Department.
9. Samara State University is a traditional multi-faculty university.

### 2. Answer the questions:

1. How many state higher educational institutions are there in the Volga Region?
2. Samara State University, technical, medical and aerospace universities are the largest scientific technopolises, aren't they?
3. When did the University have to stop its activities?
4. When did the University reopen?
5. Does the University provide good conditions for study or does it provide good conditions for rest?

6. Is the University staffed with fully qualified teachers or with unskilled teachers?
7. What is research work, in your opinion? How do you understand it?
8. What faculties/schools does the University have?
9. How many students does the University comprise?

### More about Samara State University

Samara State University, which not long ago celebrated its 35th anniversary, is famous for its high academic standards. It offers **education and training for undergraduate and post-graduate students** in the **Sciences** and the **Liberal Arts**. The science faculties include Physics, Mathematics and Applied Mathematics, Biology and Chemistry. In the Liberal Arts there are faculties of Philology, History, Law, Management, Sociology and Psychology. The total number of students in 2005 was over 12500, including about 6700 day students.

The University also provides **part-time and correspondence courses** for those who wish to receive a higher education without taking time off work. It offers post-graduate training in a number of subjects. Research students carry out individual research within their field of study and **write a thesis**.

The **academic year** is divided into two semesters. The University is in session from the beginning of September until the end of June.

Samara State University comprises four buildings: the main building, the “old” building in Potapova Street, which houses the Philological Faculty, “the building with the green roof” as students sometimes call it, and the new Law Faculty building. If you ask me, the University means people to me: my teachers and my **fellow-students**. Most of the students who study at the University are **smart, bright, creative, broad-minded and fast-learning** people. The staff of the department stimulate a sense of interest, encourage students’ imagination and independence of mind.

If you choose to study a **modern language** at Samara State University you will have every opportunity to receive **intensive language training**. The courses are being continually updated so that each generation of students graduates with the latest skills and **up-to-date knowledge**. In addition to **compulsory courses** you choose some **optional courses** from a large number of options available.

Our **well-stocked library** is equipped with a wide range of literature to meet the needs of students and to support the teaching and the research. Computers connected to the Internet help us to find the most **up-to-date information**.

SSU is a centre of teaching and research in Samara Region with a perfect reputation nationally and globally. SSU is one of the few Russian universities which issues the European Diploma Supplement to the State Diploma of Higher

Education, which confirms educational standards according to international standards.

Sports and recreation are an integral part of students' life, and the University provides a variety of leisure activities: students' clubs, concerts, discos, sport competitions.

Samara State University has plenty to offer and if I were asked to give advice to school-leavers I'd say – make it your choice and you will not be disappointed. Research shows that 94% of alumni get a decent job.

**3. Say if these statements are true or false:**

1. Great Russian psychologist professor Nechaev became the first Rector of our University.
2. The University offers education and training for students in the Exact Sciences.
3. The University also provides full-time and correspondence courses for those who want to get a higher education without taking time off work.
4. The academic year is divided into four semesters.
5. Our University library is equipped with a narrow range of books that hardly meet the needs of students.
6. Computers logged on to the Internet help teachers and students to find the most up-to-date information.
7. Samara State University is one of the few Russian universities which issues the European Diploma Supplement to the State Diploma of Higher Education.
8. Doing nothing is an integral part of students' life.
9. The majority of alumni get a job.

**4. Fill in suitable words:**

1. Samara State University \*\*\*\*\* \*\*\*\*\* to August 1918.
2. In 1927 the University had to \*\*\*\* \* until it reopened in 1969.
3. It offers education and \*\*\*\*\* for \*\*\*\*\* and \*\*\*\*\* students in the Sciences and the Humanities.
4. The science faculties include \*\*\*\*\*, \*\*\*\*\* and Applied Mathematics, \*\*\*\*\* and \*\*\*\*\*.
5. In the Humanities there are faculties of Philology, \*\*\*\*\*, \*\*\*, \*\*\*\*\*, \*\*\*\*\* and \*\*\*\*\*.
6. The University also provides \*\*\*\*\_\*\*\*\* and \*\*\*\*\* for those who wish to receive a higher education without taking time off work.

7. The \*\*\*\*\* year is divided into two \*\*\*\*\*.
8. Samara State University \*\*\*\*\* 3 buildings: the main building, the “old” building \*\* Potapova Street, which \*\*\*\*\* Philological and Law Faculties and the “new” building – or “the building with the green roof” as students \*\*\*\*\* call it.
9. If you \*\*\*\*\* to study a \*\*\*\*\* \*\*\*\*\* at Samara State University you will have every \*\*\*\*\* to receive intensive language \*\*\*\*\*.
10. Computers \*\*\*\*\* to the Internet help us to find the most \*\*\_\*\*\_\*\*\*\* information.
11. SSU is one of the \*\*\* Russian universities which \*\*\*\*\* the European Diploma \*\*\*\*\* to the State Diploma of Higher Education.

## 5. Discussion

1. Why do you think State, or Classical Universities are popular everywhere and traditionally have a large entry (a lot of applicants want to get in)?
2. How popular is Samara State University among your friends?
3. Why did you choose this very University and this very Department to study at?
4. Where else would you like to be getting a higher education, if you didn't get in here?
5. How do you like the infrastructure of the University (buildings, facilities, services, and equipment in it)?
6. What can you say about your schedule at the University? Is it convenient? How many classes would you like to have each day? How many days a week would you like to study?
7. Are you happy with all the subjects you take at the University? Are there any useful subjects that are not taught here? Are there any subjects you consider useless?
8. Do you have enough spare time left after attending all the classes and doing all the home assignment?

## POINT OF GRAMMAR

### Present Continuous

#### FORM

I am –	I'm	working.	Am	I	working?
He She is – It	He's She's It's		Is	he she it	
We You are – They	We're You're They're		Are	we you they	

I am –	I'm	not working.	–		working.
He She is – It	He's She's It's		He She It	isn't	
We You are – They	We're You're They're		We You They	aren't	

Negative with *not* Negative with *n't*

#### USE

- For an action in progress now:  
I'm reading a grammar book now.  
What are you looking at?  
She isn't eating at the moment.

**1. Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions.**

- 1 She's watching television now. (question)  
*Is she watching television now?*
- 2 He isn't staying at this hotel. (positive)  
*He's staying at the hotel.*
- 3 She's reading. (negative)  
*She isn't reading.*
- 4 They're working. (question)
- 5 He's writing a letter. [question]

- 6 He's eating. (negative)
- 7 I'm not working. (positive)
- 8 She's studying at the moment. (question)
- 9 I'm sleeping. (negative)
- 10 You're reading my newspaper. (question)
- 11 She's writing a letter. (question)
- 12 He's talking to Mary. (question)
- 13 They're not playing football. (positive)
- 14 He's listening to the radio. (question)
- 15 You're playing with my football. (question)

**2. In your notebook, write these sentences putting the verbs into the correct tense (Present Simple/Present Continuous):**

- 1 She (read) at the moment. *She's reading at the moment.*
- 2 (You go) to work by car? *Do you go to work by car?*
- 3 I (not watch) television every night. *don't watch television every night.*
- 4 I (not watch) television at the moment. *I'm not watching television at the moment.*
- 5 We (see) our parents every week.
- 6 (You listen) to the radio now?
- 7 I (not get up) at seven o'clock every morning.
- 8 Peter (talk) to Susan now.
- 9 (They work) in the restaurant at the weekends?
- 10 She (listen) to the radio in her bedroom at the moment.
- 11 They (not come) to school every day.
- 12 (You work) now?
- 13 The children (go) to bed at eight o'clock.
- 14 I (leave) the office every day at five.
- 15 I'm sorry I can't talk to you now. I (go) out.
- 16 (Peter and Jane work) in London at the moment?
- 17 (Mary and Susan drive) to the office every day?
- 18 We (go) to the beach now.
- 19 (John listen) to the radio at the moment?
- 20 (Your parents sit) in the garden now?
- 21 The film (start) every night at eight o'clock
- 22 They (not go) to the cinema very often.
- 23 (You go) into the office every month?
- 24 I (not study) at the moment.

## UNIT 6

### RUSSIA

*Pre-Reading task: What are Russia's distinctive features, do you think (geographical, cultural, social, economic)?*

My home country is Russia. The territory of Russia lies in the Eastern part of Europe and in the Northern part of Asia. In area it is one of the largest countries in the world. Russia is **washed by** 12 seas and 3 oceans. It **borders on** 14 countries, including the former republics of the USSR. Russia occupies much of **easternmost** Europe and northern Asia, stretching from **Norway** to the **Pacific Ocean** and from the **Black Sea** to the **Arctic Ocean**. When you travel across Russia by train, you can see beautiful **intact** forests, plains, lakes and rivers.

The climate of Russia ranges from **temperate** to Arctic **continental**. European Russia receives some **maritime** climatic influence from the Baltic and Black seas and the Atlantic Ocean; from **the Urals** to **the Far East**, the climate is fully continental. The Pacific Ocean provides the southern Far East with warm, humid **monsoon** conditions. Winter weather varies from **short-term** and cold along the Black Sea to **long-term and frigid** in northern Siberia. Summer conditions range from warm on the **steppes** to cool along the Arctic coast.

The **Russian Federative Republic** is **set by** the Constitution of 1993. Under the Constitution Russia is a Presidential Republic. The federal government consists of three **branches: legislative, executive and judicial**. Each of them is checked and balanced by the President.

The legislative power is vested in the **Federal Assembly**. It consists of the two chambers. The upper chamber is the **Council of Federation**. The lower chamber is the **State Duma**. The President, elected for 4 years, makes treaties and appoints ministers to be approved by the Federal Assembly.

The executive power belongs to the Government, which is headed by the Prime Minister. The first action of the Prime Minister **on appointment** is to form **the Cabinet**. The judicial branch is represented by the Constitutional Court, the Supreme Court and regional courts. On 2 March 2008, Dmitry Medvedev was elected President of Russia, and Putin became Prime Minister.

The Russian military is divided into the **Ground Forces, Navy, and Air Force**.

Moscow is the capital of Russia and the seat of the Government. Today the state symbol of Russia is a three-coloured **banner**. It has three horizontal stripes: white, blue and red. There are several versions concerning the colour of the stripes. According to one version, the white stripe symbolizes the earth, the blue one stands for the sky and the red stripe symbolizes liberty. According to



another version, the red colour is associated with courage, the blue one stands for nobility and the white expresses spiritual strive.

Russia is very rich in natural resources. It has **deposits of coal, iron ores, oil, natural gas, gold and diamonds**. Russia's northerly location limits available agricultural land, which is concentrated in the area between the Black and Caspian seas, along the borders of Ukraine and Kazakhstan, and in southern and western Siberia. Russia's forest management has declined sharply in recent years, and commercial clear-cutting is reducing the forest stock at a rapid rate. Coastal and river waters have supported an extensive **fishing industry**, which also is threatened by pollution and poor regulation.

According to the 2002 **census**, the largest ethnic groups were Russians (80%), **Tatars, Ukrainians, Bashkirs, Chuvash, Chechens, and Armenians**, each of which accounted for at least 1 million residents. The official language is Russian; about 100 other languages are spoken.

Russia traditionally has had a highly educated population. According to the 2002 **census**, 99.5 percent of the population above age 10 was literate. The constitution guarantees the right to free **preschool**, basic general, and secondary **vocational education**. Nine years of basic general education are compulsory, from age six until age 15.

Russia has always played an important role in the world. The home policy of our state is aimed at achieving peace among our citizens, politic and economic stability. The main principles of our foreign policy are freedom, independence of every state, **coexistence**, cooperation and peace all over the world.

## VOCABULARY

**legislative** – законодательная

**legislature** – законодательство

**executive** – исполнительная

**judicial** – судебная

**to vest** – облекать

**to initiate** – осуществлять

**ground forces** – сухопутные войска

**Air Force** – военно-воздушные силы

**census** – перепись населения

**clear-cutting forest** – лес со сплошной рубкой

**supreme** [sju'pri:m] – верховный; высший, главный *Supreme Court* –

*Верховный Суд*

**coexistence** – сосуществование; совместное существование

## 1. Give English equivalents to the following words and collocations:

простирающийся от Норвегии до Тихого океана и от Черного моря до Северного Ледовитого океана; обширная территория; колеблется от умеренного до арктического континентального; морской (приморский) климат; от Урала до Дальнего Востока; влажные муссоны; кратковременный; долговременный, давний; очень холодный; степь; Российская федеративная республика; три отрасли (власти): законодательная ветвь власти, исполнительная и судебная; Федеральное собрание; две палаты Совета Федерации; Государственная Дума; Конституционный суд; Верховный суд; трехцветное знамя; уголь, железная руда; нефть; природный газ; золото; бриллианты; Каспийское море; Украина; Казахстан; Сибирь; управление лесным хозяйством/лесопользование; в последние годы; сплошная рубка; рыболовство; загрязнение; плохое управление; татары, украинцы, башкиры, чуваша, чеченцы и армяне, перепись населения; грамотный; детский сад; профессионально-техническое образование.

## 2. Finish the sentences:

1. The vast territory of Russia lies in .....
2. Russia occupies much of easternmost Europe and northern Asia, .....
3. When you travel across Russia by train, .....
4. The climate of Russia's vast territory.....
5. Winter weather varies from ..... to .....
6. Summer conditions range from .....
7. The federal government consists of .....
8. The upper chamber is .....
9. The lower chamber is .....
10. The President, elected for 4 years,.....
11. The first action of the Prime Minister .....
12. The judicial branch is represented by .....
13. According to one version, the white stripe ....., the blue one .....
14. It has deposits of .....
15. Russia's northerly location limits available agricultural land, which is .....
16. Coastal and river waters have supported .....
17. According to the 2002 census, the largest ethnic groups were Russians, .....
18. The constitution guarantees the right to .....
19. Nine years of basic general education are .....
20. The main principles of our foreign policy are .....

### 3. Translate the text into Russian.

### 4. Use each of the following word combinations in sentences of your own:

territory	at a rapid rate
travel across Russia by train	fishing industry
intact beautiful forests	ethnic groups
The climate ranges from temperate	Tatars
to continental	Ukrainians
the climate is fully continental	Bashkirs
warm, humid monsoon conditions	Chuvash
short-term	Chechens
long-term	Armenians
court	Preschool
the borders of Ukraine and	basic general education
Kazakhstan	secondary vocational education

### 5. Retell the text.

### 6. Top Sixteen Reasons for Studying a Foreign Language: give your reasons for studying languages and fill in the gaps.

1. In case you end up becoming a \_\_\_\_\_ for your government.
2. In case you end up becoming \_\_\_\_\_ on international flights.
3. To correctly \_\_\_\_\_ at a foreign food restaurant.
4. To study \_\_\_\_\_.
5. To understand the words to foreign songs like \_\_\_\_\_ and \_\_\_\_\_.
6. To be able to \_\_\_\_\_.
7. To travel \_\_\_\_\_ with more ease.
8. To increase your chances of getting \_\_\_\_\_.
9. Learning foreign languages opens up \_\_\_\_\_ that didn't even exist several years ago.
10. In case your \_\_\_\_\_ is from another country
11. To impress \_\_\_\_\_.
12. Businessmen want to pick up foreign languages because \_\_\_\_\_ on a large scale over the world.
13. Some people learn foreign languages just to \_\_\_\_\_ during their spare time. They want to \_\_\_\_\_ in different languages.

14. People also read \_\_\_\_\_ that helps them open a new world, to learn about other peoples' cultures, because language is a manifestation of the culture.
15. Students \_\_\_\_\_ to be better educated.
16. Scientists and engineers must learn foreign languages in order not to \_\_\_\_\_. They are greatly interested in the achievements in the science and technology in other countries. Besides, a lot of handbooks, manuals and technical specifications are \_\_\_\_\_.

## POINT OF GRAMMAR

### The Articles

**an** + vowel [ən]: **an** umbrella, an ocean, an economist

**a** + consonant [ə]: **a** ball, **a** boy, a book

### The Indefinite Article.

-a = 'one'.

- a (or an) is used with countable nouns to indicate *one*.

Can I have a cup of tea?

I've got a daughter and two sons.

- a is not used before a plural noun (NOT I've got a sons).

• a is not used before uncountable nouns (NOT I want a petrol, please). But we use it when there is an adjective which describes the noun: a highly educated population, an important role

Don't forget a:

- Do you want a cup of tea? (*not* 'Do you want cup of tea?')
- Alice works in **a bank**, (*not* 'in bank')
- I want to ask **a question**, (*not* 'ask question')
- When I was **a child**, I liked reading stories.
- Birmingham is a large city in central England.

an (*not* a) before a/e/i/o/u:

- They live in an old house, (*not* 'a old house.')
- A mouse is an animal. It's a small animal.
- Can you give me an example, please?
- This is an interesting book.
- I bought a hat and an umbrella.

also **an hour** ('h' is not pronounced: an (h)our)  
 but **a university**      **a European country**

We use **a/an** for jobs etc.:

- 'What's your job?'
- 'I'm **a dentist.**' (*not* 'I'm dentist.')
- 'What does she do?' 'She's **an engineer.**
- Would you like to be **a teacher?**
- Beethoven was **a composer.**
- Picasso was a famous **painter.**
- **Are you a student?**

**another** (an + other) is one word (*not* 'an other'):

- Can I have **another cup** of coffee?
- Open **another window.** It's very hot.

**1. Fill in the indefinite article: a or an.**

apple	hat	nurse	umbrella
ball	Indian	onion	van
cat	jam	purse	watch
doll	kite	queen	box
egg	lamb	rain	yacht
fat	man	star	zoo
grass	orange	train	object

**2. Enumerate the nouns that need an indefinite article. Which nouns from the list need no article at all?**

**Family Relations:**

sister	mother (Mum)	spinster
brother	father (Dad)	niece
widow	husband	nephew
widower	wife	uncle
child	parents	aunt
children	bachelor	grandparents
daughter	mother-in-law	grandmother (Granny)
son	father-in-law	grandfather
stepmother	sister-in-law	grandchildren
stepfather	daughter-in-law	granddaughter
stepsister	son-in-law	grandson
half brother	cousin	twins

**3. Fill in the indefinite article: a or an.**

1. \_\_\_ elephant
2. \_\_\_ university
3. \_\_\_ umbrella
4. \_\_\_ ticket
5. \_\_\_ honest man
6. \_\_\_ half-hour lessons
7. \_\_\_ one-hour lesson
8. \_\_\_ useful book
9. \_\_\_ X-ray
10. \_\_\_ European
11. \_\_\_ hand
12. \_\_\_ underpass
13. \_\_\_ unit
14. \_\_\_ CD
15. \_\_\_ exam
16. \_\_\_ school

**4. What are these things? Choose from the list.**

bird	fruit	mountain	river	musical
flower	animal	planet	tool	instrument
city	game	composer	painter	vegetable
island				

1. A duck is \_\_\_
2. A carrot is \_\_\_
3. A rose is \_\_\_
4. A piano is \_\_\_
5. A cow is \_\_\_
6. Picasso is \_\_\_
7. Jamaica is \_\_\_
8. Tennis is \_\_\_
9. A hammer is \_\_\_
10. Everest is \_\_\_
11. Boston is \_\_\_
12. Beethoven is \_\_\_
13. Jupiter is \_\_\_
14. A pear is \_\_\_
15. The Amazon is \_\_\_

5. Write sentences from the brackets (). Write a or an where necessary.

1. (I bought newspaper) I bought a newspaper
2. (we went to party last night) .....
3. (my brother is artist) .....
4. (it's beautiful day today) .....
5. (I ate sandwich and apple) .....
6. (Britain is industrial country) .....

USE

The Indefinite Article *A* and the Definite Article *The*

- *a* is used with countable nouns to indicate one (>- Exercise 8):

I've got two bikes and a car.

She's a lawyer.

He's a teacher.

- *a* or *the* is not usually used before names of villages, towns, streets, cities, countries or continents: She lives in Paris. We went to India.

• *the* is used when we speak about things that we know or can understand or when a word is used a second time: He gave me a knife and a spoon. The spoon was dirty. I bought a pen and some paper, but I left the pen in the shop, the 2002 census

• *the* is used before names of seas, rivers, groups of islands or mountains, kingdoms, republics, deserts, plural names of countries: the Atlantic Ocean, the River Thames, the Netherlands, the Arctic (land and sea), the Antarctic (land and sea), the Alps, the United States of America, the United Arab, the Pacific Ocean, the Black Sea, the Arctic Ocean, the Baltic, the Urals, the Far East, Emirates, the Sahara, the United Kingdom, the Nile, the Gobi Desert

• *the* is used in ***the + noun + of***: the Constitution of 1993, the capital of Russia, the life of Napoleon

• *the* is used when only one object exists: the earth, the sun, the River Thames, the President, the legislative power, the State Duma, the Federal Assembly, the Government, the Prime Minister, the Constitutional Court, the Supreme Court, at a rapid rate, the world

• *the* is used with adjectives in the superlative degree: the largest ethnic groups

**6. Write a, the, or no article to complete these sentences.**

- 1 She's .a... journalist.
- 2 ..The.. moon moves slowly round the... earth.
- 3 sun is shining.
- 4 I'd like cup of coffee, please.
- 5 Have you got double room?
- 6 He gave me a lighter and some cigarettes but lighter didn't work.
- 7 There was doctor and nurse in the room nurse was sleeping.
- 8 She took sandwich and piece of cake, but didn't eat cake.
- 9 Yes, I work at this school. I'm teacher.
- 10 A man and two women were sitting in the car. I think man was Italian.
- 11 Did you see Pope when he came to England?
- 12 He offered me cigarette, but I refused.
- 13 Did you send me postcard when you were in Greece?
- 14 They had six cats and dog. I really liked dog.
- 15 Have you got match, please?
- 16 She sent me letter and card letter didn't arrive.
- 17 I had cup of tea and ice cream tea was terrible.
- 18 Have you met Sally? She's friend of mine.

**7. Write the names of the places below in two columns, those with *the* and those without *the*:**

River Seine	Philippines	Rocky Mountains
Luxembourg	Sweden	St Lawrence River
Istanbul	Oxford Street	Barcelona
Pyrenees	Bombay	People's Republic of Mongolia
Chile	South China Sea	Pacific Ocean
Solomon Islands	Hamburg	
River Seme	Algeria	

**8. Insert the articles where necessary:**

1. \_\_\_ morning will be cold.
2. \_\_\_ winter is the season between \_\_\_ autumn and \_\_\_ spring.
3. It was \_\_\_ cold winter morning.
4. He usually wakes up in \_\_\_ morning at 8 o' clock.
5. It was the best thing to do on \_\_\_ fresh morning.



## UNIT 7

### GREAT BRITAIN

#### (The United Kingdom of Great Britain and Northern Ireland)

*Pre-Reading Task: What is Great Britain? What do you know about this country?*

The United Kingdom of Great Britain and Northern Ireland (or the UK) is made up of England, Scotland, Wales and Northern Ireland. The UK covers the British Isles which is the geographical name of all the islands situated off the northwest coast of the European Continent. They consist of Great Britain, Ireland and of about five thousand small islands. The North Sea, the Strait of Dover and the English Channel separate Great Britain from the continent. It is washed on the west coast by the Atlantic Ocean and by the Irish Sea.

The mountains in Great Britain are not very high, the highest mountain is Ben Nevis in Scotland. The main rivers in Britain are the Thames, the Mersey, the Severn and others, but none of them are very long.

The climate of Great Britain is mild. The Atlantic Ocean and the warm waters of the **Gulf Stream** influence the weather on the British Isles. The summers are cool and rainy; the winters are not very cold.

Great Britain is a highly developed industrial country. One of the leading industries in Great Britain is the textile **industry**. Coal, iron and steel as well as various machines are also produced there. **Shipbuilding** and **motor industry** are highly developed too.

There are many big industrial cities in Britain, such as Birmingham and Sheffield (with big iron and steel works), Manchester and Liverpool (the biggest centres of textile industry), Cardiff and others. London, the capital city of the UK, is one of the biggest commercial centres and ports of the world. It is also an important political, cultural and educational centre. Other educational centres in Great Britain are Oxford and Cambridge with the world famous oldest Universities, and also Edinburgh and Sheffield.

The UK is a **constitutional monarchy**. In law, the Head of State is the Queen. In practice, **the Queen reigns, but does not rule**. The country is ruled by the elected government with the Prime Minister at the head. The British Parliament consists of two chambers: the House of Lords and the House of Commons.

There are three main political parties in Great Britain: the Labour, the Conservative and the Liberal parties. The current Prime Minister is ...

Britain is famed for its history, **heritage** and **tourist attractions**. London is obviously attractive as much for **domestic travellers** as it is for those travelling from abroad. The list of famous London **landmarks** and attractions is **virtually** endless. It's often best to make a list of things you'd like to do on your short

**London break.** Culturally, there's theatreland with its world famous **West End** shows. **Shakespeare's Globe Theatre** in Southwark is an interesting **must-see** for many visitors. **Madame Tussauds Waxworks** is another **must-do** on many people's lists. After going around London's world-famous shopping districts, why not visit South Kensington and the museums - the Science Museum, the Imperial War Museum and the Victoria and Albert Museum.

York is a great destination for experiencing a cross section of historical influence, from **Viking times** through Roman and medieval right up to modern institutions like the Terry's chocolate factory and the famous Banks of York Music Store. Must-sees here include **York Minster**, where you can see the finest examples of gothic buildings.

Edinburgh is another great **location**. Is there anyone who doesn't recognise the iconic Edinburgh Castle? History is everywhere here too, though well balanced by modern culture and influence, not least the Edinburgh International Festival.

The total population of Great Britain today is about 59 million people. The official language of the country is English, though in Wales people speak Welsh which is different from English, while the Scottish dialect differs little from English. There are many other languages spoken in Britain as it has become now a multinational state.

## VOCABULARY

**to be made up of (to consist of)** – состоять из

**to cover** – охватывать

**to be situated** – быть расположенным

**the Strait of Dover** – Па-де-Кале

**The English Channel** – Ла-Манш

**The Gulf Stream** – Гольфстрим

**to be washed** – омываться

**mild climate** – мягкий климат

**cool** – прохладный

**coal (iron, steel, shipbuilding, etc.) industry** – угольная (металлургическая, сталелитейная, кораблестроительная и т. д.) промышленность

**works** – промышленные предприятия, заводы

**commercial centre** – торговый центр

**constitutional monarchy** – конституционная монархия

**to rule** – править

**Prime Minister** – премьер-министр

**the House of Lords** – палата лордов

**the House of Commons** – палата общин

**the Labour, the Conservative and the Liberal parties** – лейбористская, консервативная и либеральная партии

**landmarks** – архитектурный памятник, ориентир

**West End** – Уэст-Энд, западная аристократическая часть Лондона

**Shakespeare's Globe Theatre** – театр Шекспира «Глобус»

**Southwark** – Саутворк (район)

**Madame Tussauds Waxworks** – музей восковых фигур Мадам Тюссо

**must-see** – то, что обязательно нужно посмотреть

**must-do** – то, что непременно нужно сделать

**York Minster** – Кафедральный собор Йорка

**cross section** – перекресток, перепутье

**Viking times (Roman, medieval times)** – времена/эпоха викингов

(Римлян, средневековья)

**Edinburgh** – Эдинбург, столица Шотландии

**the total population** – общая численность населения

### 1. Answer the following questions:

1. Where is the UK situated?
2. What parts does it consist of?
3. Are there any high mountains in Great Britain?
4. What are the main rivers?
5. What influences the climate in Great Britain?
6. What are the most highly developed industries in the country?
7. What important industrial and cultural centres do you know in Great Britain?
8. Where are the most famous universities?
9. What system of ruling the country is there in the UK?
10. Who reigns and who rules the country?
11. What structure does the British Parliament have?
12. What are the three main political parties in Great Britain?
13. Why is London attractive both for domestic travellers and for those travelling from abroad?
14. What must-sees and must-dos are there in London?
15. What makes York an interesting place?
16. What can a traveller find in Edinburgh?
17. What languages are spoken in different parts of the country?

### 2. Say if these statements are right or wrong:

1. The UK is made up of England & Scotland.
2. The English Channel separates Great Britain from the Continent.
3. On the west coast the UK is washed by the Atlantic Ocean.
4. The mountains in Great Britain are not very high.

5. The climate in Great Britain is tropical.
6. The summers in the UK are very hot.
7. The UK's leading industry is food processing.
8. Birmingham and Sheffield are big industrial cities.
9. London is one of the commercial centres of the world.
10. Britain is well-known for its food shops.
11. Only people travelling from abroad find London attractive.
12. Madame Tussauds Waxworks is a must-do for tourists.
13. In York you can see Viking times through Roman and medieval up to modern institutions.
14. Everybody knows the Edinburgh Castle.
15. Only English is spoken in Great Britain.

### 3. Finish these sentences:

1. The UK is made up of ...
2. The British Isles consist of Great Britain, ...
3. The Atlantic Ocean & the warm waters of the Gulf Stream ...
4. Coal, iron and steel ...
5. Other educational centres in the UK are ...
6. London is obviously attractive as much for ...
7. Shakespeare's Globe Theatre in Southwark is ...
8. Madame Tussauds Waxworks is ...
9. History is everywhere here too, though ...
10. Must-sees in York include ...
11. Edinburgh is another ...
12. There are many languages ...

### 4. Read the dialogue and translate it.

#### The climate in England

*Jane has come to visit Natasha who is recovering after the flu. Natasha is much better now.*

*Jane: Hello, Natasha. You're better now, I can see it myself.*

*Natasha: Oh, yes. I'm fine.*

*Jane: Well, and now you know that our climate is not as good as you imagined. It's true that our winter is warmer than yours, but our summer is cooler too.*

*Natasha: But fortunately there are fewer rainy days here than I expected. Last summer in Moscow I had to use my umbrella more often than here now.*

*Jane: You're just lucky. We are having less rain this summer than usual. And the temperature is a bit higher too. But still remember what I've said about the weather.*

*Natasha: I will. Especially when we go for a weekend to Bognor Regis. I think the winds are likely to be stronger there because it's on the coast.*

*Jane: They may be stronger but they are warmer. The air is much cleaner there, as in every resort.*

*Natasha: That's good. The air in London is not very clean, is it?*

*Jane: No, it's not. Though it's not so dirty as it used to be. Clean air is so important for people's health!*

*Natasha: It certainly is.*

### **5. Roleplay the dialogue.**

### **6. Speak on:**

1. Geographical situation, mountains, climate.
2. Industry.
3. London. Languages and educational centres.
4. Britain's tourist attractions.

### **7. Use each of the following word combinations in sentences of your own:**

The United Kingdom of Great Britain  
and Northern Ireland  
the UK  
is made up of  
England, Scotland, Wales and Northern  
Ireland  
islands  
consist of  
The North Sea  
the Strait of Dover  
the English Channel  
the continent  
is washed by  
the Thames

mild  
The Atlantic Ocean  
the Gulf Stream  
cool and rainy  
developed  
the capital city  
commercial centre  
educational centre  
Oxford and Cambridge  
Population  
the official language  
Welsh  
Scottish

### **8. Retell the text.**

## POINT OF GRAMMAR

### Plural Form of Nouns

#### **Singular (one)**

a flower  
a week  
a baby  
a nice place

#### **Plural (two or more)**

some flowers  
six weeks  
two babies  
many nice places

#### **Spelling of plural endings:**

-es after -s, -ss, -sh, -ch, -x,

bus – buses, dish – dishes, church – churches, box – boxes,  
*also:* potato – potatoes, tomato – tomatoes

-y → -ies:

lady – ladies, baby – babies, party-parties, dictionary - dictionaries

*but* -ay → ays / -ey → eys / -oy → oys / -uy → uys

day-days, monkey-monkeys, boy-boys, guy-guys

-f/-fe → -ves:

leaf – leaves; wolf – wolves; wife – wives

#### **Exceptions:**

chief – chiefs, handkerchief – handkerchiefs, roof – roofs, safe – safes,  
kerchief – kerchiefs

#### **The endings are pronounced:**

1. [z] – desks, maps
2. [s] – shoes, hands, potatoes
3. [ɪz] – classes, boxes, dishes

These things are plural in English

scissors  
glasses  
trousers  
jeans  
shorts  
pyjamas  
tights

You can also say **a pair of...** with these words:

- a pair of scissors
- a pair of jeans
- I need a new pair of jeans

### Irregular Plurals:

a man – men	a fish – fish	datum – data
a woman – women	a sheep – sheep	addendum – addenda
a child – children	a fruit – fruit	erratum – errata
a foot – feet	a deer – deer	memorandum – memoranda
a tooth – teeth		phenomenon – phenomena
a goose – geese		basis – bases
a mouse – mice		crisis – crises
a louse – lice		
ox – oxen		

*also: a person – two people/some people/many people*

#### 1. Write the plural:

*flower – flowers    man – men*

woman umbrella address person boat sheep family language tooth holiday  
watch leaf sandwich country child city knife foot mouse pen trip office wall  
clock week dress day bus woman factory visitor fox language place shelf ship  
play party man key child.

#### 2. Change the following nouns to the plural and transform the sentences:

1. Put the box on the shelf. 2. This is an English dictionary. 3. This story is very long. 4. The speech was very interesting. 5. A copy of the contract was sent to Saint-Petersburg. 6. This factory has a good laboratory. 7. Women and children were in the street. 8. I have the keys to these boxes. 9. This house has three windows. 10. There are five letters on his desk. 5. He had some visitors.

#### 3. Paraphrase the following using the possessive case:

1. the wife of the teacher
2. the ball of the boy
3. a dress of a lady

4. the watch of my friend Peter
5. the opinion of a student
6. the library of my father
7. the sister of his wife
8. the question of the teacher
9. the coat of the boy
10. the exercise-book of the student
11. the social work of the students
12. the club of the workers
13. the rights of women
14. the house of my parents
15. the attention of the children
16. the distance of ten miles
17. the work of three days
18. the novels of H.Wells

**4. Put in *is* or *are*:**

- |                         |                             |                               |
|-------------------------|-----------------------------|-------------------------------|
| 1. .... the shop open?  | 6. Where ..... my camera?   | 11. Who ..... those men?      |
| 2. .... the shops open? | 7. Where ..... my glasses?  | 12. Who .... that woman?      |
| 3. My hands ..... cold. | 8. Where .... the children? | 13. Who ..... those people?   |
| 4. My nose ..... cold.  | 9. Your coat ..... dirty.   | 14. Mice ..... small animals. |
| 5. My feet ..... cold.  | 10. Your jeans ..... dirty. | 15. Where ..... the scissors? |

**5. Some of these sentences are right and some are wrong. Correct the sentences that are wrong. Write '*okay*' if the sentence is right.**

- 1 She's a very nice person. *okay*
- 2 I need a new jeans. *I need a new pair of jeans / I need some new jeans*
- 3 I've got two brother and four sister.....
- 4 It's a lovely park with a lot of beautiful tree.....
- 5 There are a lot of sheep in that field.....
- 6 Do you make many mistake when you speak English?.....
- 7 She's married and she has three childs.....
- 8 Most of my friend are students.....
- 9 He put on his pyjama and went to bed.....
- 10 We went fishing but we didn't catch many fish.....
- 11 There were three persons in the car, two women and a man.....
- 12 I like your trouser. Where did you get it?.....
- 13 The town centre is usually full of tourist.....
- 14 This scissor isn't very sharp.....



**6. Which is right? Complete the sentences:**

- 1 It's a nice place. Many people go there for a holiday, (go or goes?)
- 2 Some people always late, (is or are?)
- 3 The president is not popular. The people like him. (don't or doesn't?)
- 4 A lot of people television every day. (watch or watches?)
- 5 Three people killed in the accident, (was or were?)
- 6 How many people in that house? (live or lives?)
- 7 the police carry guns in your country? (Do or Does?)
- 8 The police looking for the stolen car. (is or are?)
- 9 I need my glasses, but I can't find (it or them?)
- 10 I'm going to buy new trousers today, (a or some?)

**7. Write the words in the plural and in the correct column.**

-s	-es	-ies	-ves	exceptions
flower		country		roof
boat		car		key
woman		radio		photo
piano		boy		match
city		dictionary		box
umbrella		day		baby
address		loaf		brush
tomato		party		wolf
knife		knife		mosquito
sandwich		person		bench
family		diary		dress
foot		fly		toy
holiday		thief		lady
potato		handkerchief		leaf
ox		hero		solo
portfolio				

**8. Complete the sentences using the words from the box in the plural form.**

child fish sheep leaf tooth people

1. There are a lot of \_\_\_ in the field.
2. George is cleaning his \_\_\_.
3. There are three \_\_\_ at the bus stop.
4. Jill has got two \_\_\_.
5. There are a lot of \_\_\_ in the river.
6. The \_\_\_ are falling from the tree.

9. Some of these sentences are right but most are wrong. Correct the sentences that are wrong.

1. I am going to buy a flowers.
2. I need a pair of new jeans.
3. It's a lovely park with a lot of beautiful tree.
4. There was a woman in the car with two mens.
5. Sheep eat grass.
6. David is married and has three childs.
7. Most of my friend are student.
8. He put on his pyjama and went to bed.
9. We went fishing but we didn't catch many fish.
10. Do you know many girl in this town?
11. I like your trouser. Where did you get it?
12. The town centre is usually full of tourist.
13. I don't like mouses. I am afraid of them.
14. This scissor isn't very sharp.
15. My friends are nice persons.

10. Complete the words using the vowels in the box below.

ee	i	oo	ou
----	---	----	----

1. You clean your t\_\_th with a t\_\_thbrush.
2. One m\_\_se in a house is all right.  
Three m\_\_ce are not so nice.
3. Twelve inches equals one f\_\_t.  
Three f\_\_t equals one yard.

## UNIT 8

### CUSTOMS AND TRADITIONS

*Pre-Reading task: Which habits do you think are good/bad? What habits would you like to get rid of? Have you ever tried to change any of your habits?*

#### Englishmen and their Habits

Most people in England work and study a five-day week from Monday to Friday and consequently rest from Friday evening till Monday morning.

Everyone looks forward to the weekend and on Friday as people leave their offices, hospitals and colleges they wish each other a nice weekend. And on Monday morning they traditionally ask: "Did you have a nice weekend?"

Many people leave towns and go to the countryside. Every English person is a countryman or a countrywoman at heart. When s/he looks out of the window of his town flat s/he dreams of the time when s/he will live in a little cottage of his/her own with roses and **honeysuckles** in front of the house and small patches of soil with cucumber, tomato and cabbage in the kitchen garden behind and breathe in the fresh air of unpolluted **countryside**.

Those who stay at home at the weekend try both to have a rest and catch up with all the jobs they fail to do during the week. Women do all kinds of things such as: washing, mending, cleaning, shopping and cooking; men do some **odd jobs** about the house, they may wash the car and do some gardening as well.

Saturday morning is the best time for shopping as you can spend as much time on it as you want.

As for Saturday evening it is the favourite time for organizing parties, going to the **pictures**, clubs or pubs. Pubs are special English institutions with characteristic traditional image: a low ceiling supported by old oak trunks, a burning fire and a bar. There is a general atmosphere of calmness and warmth there. Comfort is essential since people don't come here just for a quick drink, they stay in the pub for some hours talking to friends, discussing local events and from time to time they **take a sip** – for Englishmen don't swallow their drinks – and then put down the mug to continue the conversation. Every country has its drinking habits and its national drink. In England beer can be called the national drink.

Having gone to bed late the night before, many people prefer a **lie-in** on Sunday morning. Some prefer to have breakfast in bed but it depends on the fact whether there is someone willing to prepare and serve it. While having breakfast Englishmen like to read Sunday papers. There are several of them published on Sunday, though they vary greatly in their ways of news presenting. There are

serious papers for those who want to know about important events all over the world as well as domestic news. Alongside with these papers there are the so-called popular newspapers for those who prefer entertainment to information.

If the weather is fine on Sunday, people may decide to go out and spend the day in the park. Londoners do not have to go far to find green lawns and flowers for London is rich in parks and gardens.

But the weather in England is so **changeable** that it has become a favourite topic for discussion and tradition to start any conversation with different remarks about the weather.

## VOCABULARY

**a five day week** – пятидневная неделя

**honeysuckle** – жимолость

**look forward to smth/doing smth** – с нетерпением ждать чего-то

**countryside** – сельская местность

**odd jobs** – отдельные, не связанные друг с другом рабочие задания, которые выполняются от случая к случаю, обычно низко оплачиваются и не требуют особой квалификации

**catch up with all the jobs** – проделать всю работу

**catch up with smb** – догнать кого-либо

**pictures (Br)** – кино

**take a sip** – сделать глоток

**a lie-in** – поздний подъем утром, возможность полежать в постели

**get out of practice** – разучиться что-то делать

**how are you getting on?** – как дела?

**changeable** – непостоянный, изменчивый, неустойчивый

### 1. A. Read the dialogue.

#### B. Learn the dialogue and reproduce it in pairs.

- Do you want me to do anything this evening, Nora?
- I don't think so.
- Are you sure there is nobody coming to see us?
- No, I don't think there is.
- And there is nothing you want me to listen to on the wireless?
- I'm sure there isn't!
- Then will it be all right for me to go out to the club?
- Oh, yes, I should think so.
- It's a long time since I went.
- I suppose it is.

- The chaps are wondering what's happened to me.
- I suppose they must be.
- I'd like a game of billiards with the chaps.
- I expect you would.
- I'm fond of billiards.
- Yes, I know you are.
- I get out of practice if I stay away too long.
- I dare say you do.
- Besides, didn't Bennet telephone last week and ask me to have a game?
- Now you mention it, I believe he did.
- So you won't mind if I go off just for this evening, will you?
- Of course I won't.
- I'll go up and change.

## 2. Answer the following questions.

1. Which are the working days in England?
2. Why does everyone look forward to the weekend?
3. What is the traditional question on Monday morning?
4. Where do many Englishmen spend the weekend?
5. What does an Englishman dream of when he looks out of the window of his town flat?
6. What do those who stay at home do?
7. What are women busy with?
8. How do men spend their weekends at home?
9. Why is Saturday morning considered the best time for shopping?
10. How is Saturday evening spent?
11. What is so essential about the pubs?
12. Why do the Englishmen like to spend their free time in pubs?
13. How do people prefer to spend their Sunday morning?
14. What types of newspapers are published on Sunday?
15. Where do the people go if the weather is fine?
16. Why is weather a favourite topic for conversation?

## 3. Find in the text the English for the following and use them in sentences of your own.

Пятидневная неделя; ждать с нетерпением; желать друг другу приятных выходных; поехать за город; смотреть из окна городской квартиры; мечтать о времени; вдыхать свежий воздух; кусочки земли; сделать все, что не успел за неделю; разная работа по дому; поработать в

саду; лучшее время для покупок; любимое время для вечеринок; особые английские заведения; традиционный вид; горящий камин; атмосфера покоя и тепла; пропустить рюмочку; обсуждать местные события; время от времени; сделать глоток; отлеживаться воскресным утром; завтракать в постели; приготовить и подать завтрак; манера излагать новости; серьезные газеты; важные события; местные новости; предпочитать развлечения; переменчивая погода; любимая тема для обсуждения; замечания о погоде.

#### 4. Give the three forms of the following verbs:

Rest, leave, wish, dream, live, breathe, stay, catch, try, fail, spend, take, swallow, prefer, serve, read, become.

#### 5. Study the following and add as many names of the countries, nations and languages to the list as you can. Consult a dictionary.

<u>Country</u>	<u>Nation</u>	<u>Language</u>
England	an Englishman	English
Russia	a Russian	Russian
Holland	a Dutchman	Dutch
Denmark	a Dane	Danish

#### 6. Study the following combinations and use 3-5 of them in one situation.

A five-day week; look forward to; go to the countryside; dream of smth; in front of the house; patches of smth; breathe in the fresh air; catch up with smth; do some gardening; the best time for; traditional image; atmosphere of warmth; from time to time; take a sip; prefer a lie-in; serve breakfast; vary greatly in; all over the world; as well as; be rich in smth; favourite topic for.

#### 7. Insert prepositions or adverbs. Retell the text.

The other day my friend George came to see me and brought a small book \_\_\_\_\_ him. It was a guide \_\_\_\_\_ English conversation \_\_\_\_\_ the use \_\_\_\_\_ foreign travellers. George said: "My idea is to go \_\_\_\_\_ London early \_\_\_\_\_ Wednesday morning and spend an hour or two going \_\_\_\_\_ and shopping \_\_\_\_\_"

\_\_\_\_\_ the help \_\_\_\_\_ this book. I want one or two little things: a hat and pair \_\_\_\_\_ bedroom slippers”.

\_\_\_\_\_ Wednesday we arrived \_\_\_\_\_ Waterloo station and went \_\_\_\_\_ a small boot shop. The shelves were filled \_\_\_\_\_ boxes \_\_\_\_\_ boots. Black and brown boots were all \_\_\_\_\_ the place. The man, when we entered, was opening \_\_\_\_\_ a hammer a new case full \_\_\_\_\_ boots.

George raised his hat and said: “Good morning”.

The man did not even turn \_\_\_\_\_. He said something which was perhaps “Good morning” and went \_\_\_\_\_ his work.

George said: “I’ve been recommended \_\_\_\_\_ your shop \_\_\_\_\_ my friend, Mr X”. The answer \_\_\_\_\_ this \_\_\_\_\_ the book was “Mr. X is a worthy gentleman; it will give me the greatest pleasure to serve a friend \_\_\_\_\_ his”.

What the man said was: “Don’t know him; never heard \_\_\_\_\_ him”.

This was not the answer we expected.

## 8. Fill in the blanks with a suitable word from your active vocabulary. Translate the sentences into Russian.

*Failure; consequently; dream n; fail; event (2); job (2); prefer (2); rest n; rest v; change v; changeable; jobless; heart; leave v; depend; believe; wish; uneventfully; dream v (2); discussion (2).*

1. I won't press you to go back there at all \_\_\_\_\_, just now but you must promise me to take a good \_\_\_\_\_ when your vacation begins this summer. 2. But I want you to remember one thing: if you get into trouble over this, if you die, you will break my \_\_\_\_\_. 3. \_\_\_\_\_ in answer to his letter Arthur received a check to cover his expenses and a cold permission to do as he \_\_\_\_\_ about his holidays. 4. When Arthur had \_\_\_\_\_ his wet socks and came down to breakfast he found the child seated on the Padre's knee. 5. The roses hung their heads and \_\_\_\_\_ under the still September clouds and the water splashed and murmured softly among the pebbles of the shore. 6. The autumn and winter passed \_\_\_\_\_, following the usual routine. 7. When the lecture and the long \_\_\_\_\_ which followed it were finished, he went up to Gemma who was still sitting in the corner of the room. 8. Look here, we had better \_\_\_\_\_ this subject alone, you are always intolerant when you talk about Protestants. 9. The conversation soon drifted into a \_\_\_\_\_ of university regulations, a burning question of that day. 10. I can well \_\_\_\_\_ it; he is a man whom no one can \_\_\_\_\_ to admire, a most noble and beautiful nature. 11. He hadn't bothered to take the \_\_\_\_\_ at the bank, because there was so much he had to do before the wedding that a new \_\_\_\_\_ would really be a problem. 12. But he didn't want to tell Sarah what he thought about her husband, he \_\_\_\_\_ to keep silence on the matter. 13. Jane promised she would go home at the end of the afternoon, \_\_\_\_\_ and recover from the days

excitement. 14. She finally understood that her marriage to Freddie was a \_\_\_\_\_; a source of endless grief and disappointment. 15. Peter and Jane planned to spend the weekend in Southampton for the big \_\_\_\_\_. 16. Though she was 25 already, she fully \_\_\_\_\_ on her father and mother. 17. For the last five-six months Freddie's mood has become so \_\_\_\_\_ that Sarah didn't know how to behave. 18. The greeting was over till the evening when the younger men returned from their labour on the farms and the \_\_\_\_\_ from their hunting for food. 19. "There is nothing the matter with me. The colonel will tell you so if you ask him". "I \_\_\_\_\_ to form my own conclusions", Montanelli answered quietly. 20. "Arthur, is it really you? I have \_\_\_\_\_ so often that you had come back to me; and then have woken and seen only the darkness. How can I know I shall not wake again and find it all a \_\_\_\_\_?"

**9. Make up a dialogue to illustrate the difference between *custom* and *habit*. Study the example.**

Ben: I can never make out which is a custom and which is a habit.

Mr. S.: You see, Ben, a habit is something that a person has been doing for a long time.

Ben: Then I always look up new English words in my dictionary. Can I say that's a habit?

Mr. S.: Yes, it's a good thing to make a habit of looking up words in a dictionary.

Ben: And what about a custom?

Mr. S.: Custom is something that belongs to a large number of people of the same group or religion: for example Christians or Moslems.

Ben: Oh, now I see.

Mr. S.: Well, it's the custom of Moslems to fast during the month of Ramadan.

Ben: Is there any time when it's the custom of Christians to fast?

Mr. S.: Of course, there is Lent. Fasting in Lent often means going without meat.

Ben: And when is Lent? Is it before Christmas?

Mr. S.: No, Lent is forty days before Easter.

**10. Speak on:**

1. Good habits, bad habits.
2. Customs of your country.
3. Customs and traditions observed by your family.

**11. Illustrate the proverbs with examples from your life experience.**

1. Custom is a second nature.
2. When in Rome do as the Romans do.



## POINT OF GRAMMAR

### The Past Tense

#### Past Simple: question and negative

#### FORM

- The past simple question form is the same for all persons (I, *you, he, she*, etc.) and all verbs:

<i>Did</i>	<i>Subject</i>	<i>Infinitive</i>
Did	I he she it we you they	leave? go? stay?

- The past simple negative form is the same for all persons and all verbs:

<i>Subject</i>	<i>did not</i>	<i>Infinitive</i>
I He She It We You They	did not didn't	leave. go. stay.

#### 1. Write these sentences in the past simple, keeping them as questions or negatives.

- 1 Do they agree? *Did they agree?*
- 2 They don't drive. *They didn't drive.*
- 3 When do they go?
- 4 Where do they work?
- 5 Do you understand?
- 6 I don't know
- 7 He doesn't like it
- 8 What do you think?
- 9 She doesn't live here
- 10 How much does it cost?
- 11 When do you get up?

- 12 I don't swim
- 13 She doesn't speak Spanish
- 14 We don't understand
- 15 When do they leave?
- 16 When does he go to school?
- 17 Do you like Germany?
- 18 When do you go out?
- 19 She doesn't smoke
- 20 He doesn't know

**Past Simple: positive - regular verbs**

**FORM**

- Regular verbs have the same form for all persons (*I, you, he, she*, etc.):

<i>Subject</i>	<i>Infinitive + ed</i>
I He She It We You They	stayed.

• Spelling:

- a) verbs ending in *e* add only *d*:

*I love — I loved*

- b) verbs ending in *y* change *y* to **ied**:

*I try — I tried*

- c) most verbs ending in a single vowel + single consonant change to single vowel + double consonant:

*I travel — I travelled*

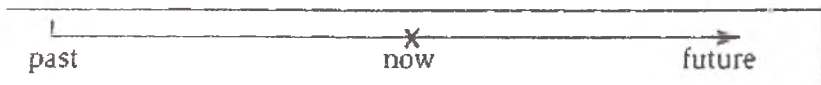
*We stop — we stopped*

**USE**

- For a past action or state. The action can be a short one:

*I asked a question.*

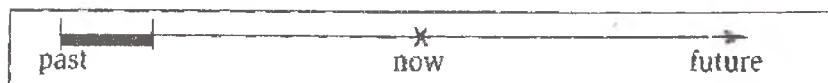
*She missed the bus.*



or a long one:

*I walked for hours.*

*I lived here for years.*



**2. Change the verbs into the past simple, keeping them as positives, negatives, or questions.**

1 He lives here. *He lived here.*

2 Do you work here? *Did you work here?*

3 I don't like the film

13 I don't like him

4 She hates the hotel

14 Do you miss your parents?

5 We don't live there

15 We love Spain

6 Does he play the piano?

16 John studies music

7 I love Paris

17 Where do you live?

8 He doesn't work very hard

18 What does he study?

9 She travels a lot

19 Where does she work?

10 He walks everywhere

20 We don't like London

11 I don't study English

21 They hate waiting

12 Do you drive to school?

22 They work in a factory

**Past Simple: positive - irregular verbs**

**FORM**

• Irregular verbs have the same form for all persons (*I, you, he, she, etc*)

Subject	Past Simple
I he she it we you they	went.

- Irregular verbs are irregular in the past simple in the positive only (not in the negative or question form):

*go — went                    She went home yesterday,*  
*sit — sat                     I sat down,*  
*write — wrote             She wrote for hours.*

### 3. Use the verbs above to complete these sentences.

- 1 I *wrote*... a few letters yesterday.
- 2 He at six o'clock this morning.
- 3 They home late last night.
- 4 She a headache yesterday.
- 5 I was hungry so I some bread and cheese.
- 6 They came into my office and down.
- 7 We some water.
- 8 I was late so I to work.
- 9 She abroad last week.
- 10 They him some money.

### Past Simple: positive

### 4. Write the past simple positive of these irregular verbs.

buy - <i>bought</i>	make
catch	put
choose	read
come	see
do	sit
drink	speak
eat	take
forget	tell
give	think
go	understand
know	

### 5. In your notebook, write these sentences putting the verbs into the past simple. Remember that the infinitive is used for questions and negatives.

- 1 I ... some new clothes last week (buy).  
*I bought some new clothes last week.*

- 2 What time ... last night? (they come).  
*What time did they come last night?*
- 3 I ... his question, (not understand).  
*I didn't understand his question.*
- 4 I ... he was wrong (think).
- 5 ... a lot at the party? (you eat).
- 6 I ... the bus this morning (not catch).
- 7 I ... my keys yesterday (forget).
- 8 ... you about the meeting? (they tell).
- 9 Peter ... the washing-up last night (do).
- 10 They ... anything at the disco (not drink).
- 11 I ... your suitcase in your bedroom (put).
- 12 We ... it was your birthday (not know).
- 13 ... to the office yesterday? (you go).
- 14 They ... her a present when she left (give).
- 15 We ... their letters (read).

## UNIT 9

### THE UNITED STATES OF AMERICA

**Pre-Reading task:** Do you know why the US is called 'The United States of America'? Why, do you think, the US is one of the most popular and influential countries in the world?

The United States is the fourth largest country in the world in size and population. It has an area of 9,371,781 **square kilometres** (kilometers in American English) and its **population** is 249 million people. The US **consists of** 50 states. The largest state is **Alaska**. **Hawaii** is one of the smallest states, it is a group of islands (**archipelago**) in the Pacific Ocean, 2,397 miles from California. The country is situated mostly in central North America, where its forty-eight contiguous states and **Washington, D.C.**, the capital district, lie between **the Pacific and Atlantic Oceans**, bordered by Canada to the north and **Mexico** to the south. The country also possesses several territories in **the Caribbean** and Pacific.

Along the Atlantic Coast the land is **flat, inland** from the coast there are the Appalachian Mountains. In the middle of the continent there is the great Mississippi River, which **flows to the Gulf of Mexico**. The middle part of the country is generally flat, this area is called **the Great Plains**. In the west there are two main mountain systems: **the Rocky Mountains** and **the Cascade Range**.

The climate of the US is **temperate**, with four **distinct** seasons. The northern part of the country has snow in winter. The hottest places are Florida, Texas, New Mexico, and Arizona. Southern Florida and Hawaii are **subtropical**. The East is much **wetter** than the West.

The main rivers are **the Mississippi, the Missouri, the Colorado** and **the Ohio**. The largest cities of the US are New York, Los Angeles, Chicago, Houston and Philadelphia. The capital of the US is Washington.

The US has many **natural resources**, such as **coal, petroleum**, and **natural gas, rich soil for agriculture** and forests. The economy of the US is based upon **free enterprise**. The US produces non-electric **machinery, transportation equipment** and cars, **chemicals**, food products, electronic equipment, metal products, **paper** and plastic products.

The United States of America (the United States, the U.S., the USA, or America) is a federal constitutional republic comprising fifty states and a federal district. It is a constitutional republic and representative democracy.

The federal government is composed of three branches:

**Legislative:** The **Congress**, made up of the **Senate** and the **House of Representatives**, makes federal law, declares war, approves treaties.

**Executive:** The president is the **commander-in-chief** of the military, can veto **legislative bills** before they become law, and appoints the members of **the Cabinet**.

**Judicial:** The Supreme Court and lower federal courts, whose judges are appointed by the president with Senate approval, interpret laws.

There are many **ethnic** groups in the United States. The largest group is Black Americans (about 12% of the population). Spanish-speaking people are about 9%. The **fastest** growing ethnic groups are Chinese, Japanese and Indochinese (about 3%). Native Americans are about 1 % of the population. The basic language spoken throughout the country is American English.

## VOCABULARY

**population** – население

**square** – квадратный

**to consist of** – состоять из

**island** – остров

**archipelago** – архипелаг; группа островов

**Washington, D.C.** – Вашингтон, Столица Соединенных Штатов Америки на востоке США в пределах специально созданного Федерального округа Колумбия

**to stretch** – простирается

**flat** – плоский

**inland** – внутри континента

**to flow** – протекать

**the Gulf of Mexico** – Мексиканский залив

**the Great Plains** – Великие равнины

**the Rocky Mountains** – Скалистые горы

**the Cascade Range** – Каскадные горы (горы в системе Кордильер Северной Америки; находятся на территории США и Канады)

**temperate** – умеренный

**distinct** – отчетливый

**wet** – сырой

**natural resources** – природные ресурсы

**coal** – уголь

**petroleum** – нефть

**soil** – почва

**agriculture** – сельское хозяйство

**free enterprise** – свободное предпринимательство

**to produce** – производить

**machinery** – оборудование, станки

**transportation equipment** – оборудование для транспорта

**chemicals** – химические вещества  
**paper** – бумага  
**commander-in-chief** – главнокомандующий  
**legislative bills** – законопроект  
**the Cabinet** – кабинет (министров)  
**Legislative** – законодательный  
**Executive** – исполнительный  
**Judicial** – судебный  
**ethnic** – этнический  
**fast** – быстрый  
**native Americans** – коренные американцы  
**basic** – основной  
**throughout the country** – по всей стране

**1. Answer the following questions:**

1. What is the population of the US?
2. What does it consist of?
3. Where is Hawaii situated?
4. What are the names of the biggest mountain chains?
5. Where does the Mississippi River flow?
6. What part of the country is flat?
7. What is the climate like?
8. What are the hottest places in the US?
9. What are the main rivers and the most important cities of the US?
10. What does the US produce?
11. What other languages besides English are spoken in the United States?
12. What branches is the federal government composed of?

**2. Say if these statements are true or false:**

1. The US is the 4<sup>th</sup> biggest country in the world.
2. Hawaii is situated in California.
3. Along the coast of the Atlantic Ocean there are the Appalachian mountains.
4. American climate is rather subtropical.
5. The warmest places are Texas, Arizona, New Mexico & Florida.
6. The main river is the Mississippi.
7. The US has some natural resources, such as iron, steel & natural gas.
8. The US economy is based on private enterprise.
9. The US produces electronic and transportation equipment, metal products, paper and plastic products.
10. The largest ethnic group in the US is Afro-Americans.



### 3. Finish these sentences:

1. Hawaii is one of the smallest states ...
2. In the middle of the continent there is ...
3. In the west there are two ...
4. In the north of the US there is ...
5. The capital of the US is ...
6. The major language in the US is ...
7. The United States of America (the United States, the U.S., the USA, or America) is a federal ...

### 4. You are writing a report on the US and you need some general information about the country. You want to consult an expert on:

1. Population, area, states & cities.
2. Rivers, mountains & climate.
3. Economy & industry.
4. Ethnic groups.

### 5. Speak on:

1. Geographical situation, area, population.
2. Rivers, mountain chains & climate.
3. Ethnicity, language.
4. Economy.

### 6. Translate the sentences into Russian. Pay attention to the words in italics:

A.

1. What is the *mean* annual rainfall?
2. A row *of mean* houses blocked the view.
3. I have been *meaning* to do it for a long time.
4. Exploring a new country in the olden days *meant* putting up with considerable hardship.
5. What is your favorite *means* of transport?
6. He has private *means*.
7. Can you think of a *means* of doing it?
8. By all *means* do it if you want.
9. Does the end justify the *means*?
10. I do not like *meanness* in people.

- B.**
1. That *bar* has a lot of atmosphere.
  2. He was called to the *Bar* last year.
  3. A few *bars* of chocolate are included in most emergency rations.
  4. He hummed a few *bars' of* tune.
  5. No holds are *barred m* that contest. .
  6. They all went *bar* me.
  7. He bent two *bars* and forced his way between them.
  8. Will the prisoner at the *bar* kindly answer the questions?
  9. The police *barred* the way.
  10. The American administration is doing its best to breakdown the colour *bar* in the U.S.

## POINT OF GRAMMAR

### Questions and Answers

#### Making questions

- Questions are formed for all tenses except present simple and past simple by changing the position of the auxiliary verb (*am, was, will, etc.*) and the subject (*I, you, she, he, etc.*):

*You 're going* → *Are you going?*

*He has gone* → *Has he gone?*

- Questions are formed for the present simple and past simple by using *do, does, or did*:

*They work here. Do they work here?*

*She lived here. Did she live here?*

### Asking General and Special Questions

The climate <u>is</u> temperate.	The US produces <u>s</u> food products.	There <u>are</u> many ethnic groups.
<u>Is</u> the climate temperate?	<u>Does</u> the US produce food products?	<u>Are</u> there many ethnic groups?
What <u>is</u> the climate like?	What <u>does</u> the US produce?	What ethnic groups <u>are</u> there in the US?

#### 1. Make questions from these statements.

1 She likes travelling

*Does she like travelling?*

- 2 They're working.  
*Are they working?*
- 3 He was playing tennis.
- 4 She went to school today.
- 5 They live here.
- 6 She's eating at the moment.
- 7 They drove to the station.
- 8 She's reading.
- 9 He had breakfast early.
- 10 They came today.
- 11 She drives to work.
- 12 He left this morning.
- 13 He was writing a letter.
- 14 They watched television.
- 15 She's at home.
- 16 They went home.
- 17 She likes horror films.
- 18 He's walking home.
- 19 They were eating ice cream.
- 20 They gave him the money.

**2. In your notebook, make ten questions from the box below, and give the answers.**

Who	are you going?
Why	did they leave?
When	is she talking to?
Where	did they come here?
What	are you looking at?
What time	did it cost?
How	
How much	

Example: *Why did they leave?*

*Because they wanted to catch the train.*

***Who asked you? Who did you ask?*** – Question words used as subject or object

*Who drove the car?*

*Who did you see?*

*What happened?*

*What did you do?*

• *who* and *what* are sometimes the subject.

*who* and *what* as subject + verb:

*Alison asked you. Who asked you? Alison.*

NOT *Who did ask you!*

• *who* and *what* are sometimes the object.

*who* and *what* as object + question form of verb:

*You asked Steve. Who did you ask? Steve.*

• *Who stayed with you?*

but *Who did Jane stay with?* (Preposition at the end.)

### 3. Write the questions:

1 *Who came to see you?* Simon came to see me.

2 *Who did Julie meet last night?* Julie met Barbara.

3 *What... you... reading?* I like reading novels.

4 *Who .....?* Joe made the cake.

5 *Who .....?* Helen found the car keys.

6 *What .....?* A cigarette started the fire.

7 *What ... you ... ?* I want some help.

8 *Who ... you?* Caroline told me.

9 *Who ... with Paul?* Sue stayed with Paul.

10 *What ...you ...?* I said nothing.

11 *Who .....?* David came with Mary.

12 *What ... you ...?* I study medicine.

13 *Who .....?* Linda lives with her parents.

14 *Who .....?* Greg opened the door.

15 *What .....?* Something terrible happened.

## WHAT IS SOCIOLOGY?

**Pre-Reading task:** You are a student of sociology. Why did you choose this department and this major? What challenged you?

## Sociology

1. The name **sociology** was first suggested in the 1830s by the French philosopher Auguste Comte, but for many years it remained only a **suggestion**. Comte urged others to study **sociology**.

2. It was not until late in the 19th century that we can identify people who called themselves **sociologists** and whose work **contributed to the development** of the field. Among these were Herbert Spencer in England who published the first of his three-volume "Principles of Sociology" in 1876 and Ferdinand Tonnies in Germany. A decade later, Emile Durkheim published "Suicide."

3. The first sociologists studied mortal **statistics**. Their work proved so popular that it led to the rapid expansion of **census** questions. However, sociology as an **academic speciality** was imported from Germany. The progressive **uncovering** of social causes of **individual behaviour** - in response to the questions raised by moral statistics - produced the field called sociology.

4. Sociology is one of the related fields known as the **social sciences**. They share the same **subject matter: human behaviour**. But sociology is the study of **social relations**, and its primary subject matter is the group, not the individual.

5. There is a close connection between sociology and other disciplines such as **psychology, economy, anthropology, criminology, political science**, and history. But sociologists differ, for example, from psychologists because they are not concerned exclusively with the individual, they are interested in **what goes on between people**. They differ from economists by being less interested in commercial exchanges; they are interested in the exchange of intangibles such as love and affection.

6. Sociologists differ from anthropologists primarily because the latter specialize in the study of preliterate and primitive human groups, while sociologists are interested in **modern industrial societies**. Criminologists specialize in **illegal behaviour**, while sociologists **are concerned with** the whole range of human behaviour. Similarly, **political scientists** focus on political organization and activity, while sociologists survey all social organizations. Finally, sociologists share with historians an interest in the past but they are equally interested in the present and the future.

Примечания:

- It was not until ... that we can – и только в ..... мы можем
- Goes on- происходит

**1. Look through the text and answer the following questions:**

1. Who was the first to suggest the name sociology?
2. What did the first sociologists mainly study?
3. What is the subject matter of sociology?
4. What other disciplines is sociology connected with?
5. What differs sociology from political science and criminology?

**2. Complete the sentences below using words from the following list:**

*society, suggestion, develop, cause, relation, to share, response, published*

1. The company is spending \$ 650 million to ..... new products.
2. She thinks that literature has no.....to reality.
3. This book was first ..... in 1889. It is about the role of women in Western.....
4. His comments met with an negative ..... from the participants.
5. There is only one copy left, so we'll have to.....
6. Nobody knew the..... of his death.
7. I made a few .....about how we could spend the afternoon.

**3. Use each of the following word combinations in sentences of your own:**

Philosopher, suggestion, sociology, to identify, to contribute to sth, development, decade, moral, statistics, popular, rapid, expansion, census, academic speciality, uncovering of sth, behaviour, subject matter, social relations, connection, disciplines, psychology, economy, anthropology, criminology, political science, to be concerned with sth/smb, to be interested in sth/smb, to go on, exchange, society, illegal.

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

**Some more facts about Sociology**

The sociologist has a distinctive way of examining **human interactions**. **Sociology** is the systematic study of **social behaviour** and human groups. It focuses primarily on the influence of social relationships upon people's **attitudes** and behaviour and on how **societies** are established and change. As a **field of study**, sociology has an extremely broad scope and it deals with families, **business firms**, **political parties**, **gangs**, **schools**, **religions**, **labour unions** etc. It is concerned with love, **poverty**, **conformity**, **discrimination**, **illness**, **alienation and community**.

**The Sociological Perspective.** In human society, newspapers, television and radio are the usual **sources of information** about such groups and problems. However, while the basic **function** of journalists is to report the news, sociologists bring a different type of understanding to such issues. The perspective of sociology involves seeing through the outside appearances of people's actions and organizations.

One major goal of this perspective is to identify **patterns of and influences on** social behaviour. For example, sociologists study the passionate desire of movie or rock fans to see in person, to talk with, even to grab the clothing of a star. Why do people feel this need so powerfully?

The sociological perspective attempts to provide explanations for such **patterns**. Sociologists are not content to just recognize that millions of people want to meet stars; rather they examine the shared feelings and behavior of fans within the larger social context of human culture.

**The Sociological Imagination.** In attempting to understand social behaviour, sociologists rely on unusual type of creative thinking, **sociological imagination**, that is an **awareness** of the **relationship** between an individual and the society. Thus instead of simply accepting the fact that movie stars and rock stars are the "royalty" of human society, we could ask, in a more critical sense, why we are not as interested in meeting **outstanding scientists**, or **elementary school teachers**, or architects. Sociological imagination can bring new understanding to **daily life** around us.

**Sociology and Social Sciences.** The term **science** refers to the **body of knowledge** obtained by methods based upon systematic observations. The sciences are commonly divided into natural and social sciences. **Natural science** is the study of the physical features of **nature** and the ways in which they interact and change. Astronomy, biology, chemistry, geology and physics are all natural sciences. **Social science** is the study of various aspects of human society. The **social sciences include sociology, anthropology, economics, history, psychology and political sciences**. These academic disciplines have a common focus on the social behaviour of people, yet each has a particular orientation in studying such behaviour. Anthropologists usually study cultures of the past and pre-industrial societies that still exist today. Economists explore the ways in which people produce and exchange **goods and services**. Historians are concerned with the peoples and **events** of the past and their significance for us today. Political scientists study international relations, the workings of government and the exercise of power and authority. Psychologists investigate personality and individual behaviour. In contrast to other social sciences, sociology emphasizes the influence that society has on people's attitudes and behaviour. Humans are social animals; therefore, sociologists scientifically examine our social relationships with other people.

To better illustrate the distinctive perspectives of the social sciences, let us examine sociological and psychological approaches to **gambling**. Viewed from

the perspective of psychology, gambling represents an **escape** into a fantasy world where great **fortune** can be attained easily. By contrast, sociologists focus on the **social networks** that develop among many gamblers. Participants in gambling establish **friendship** groups. For such persons gambling is a form of recreation and may even be their primary **social activity**. This example shows that by viewing social phenomena from several perspectives, we can enhance our **understanding** of human behaviour.

**Sociology and Common Sense.** Human behaviour is something about which we all have experience and at least a bit of **knowledge** from a source of wisdom, which is called **common sense**. In our daily life, we **rely on** common sense **to get us through** many unfamiliar situations. Unfortunately, this source of knowledge is not always reliable. For example, it was once considered “common sense” to accept that the earth is flat.

Like other social scientists sociologists do not accept something as a fact because “everyone knows it”. Instead, each piece of information must be tested and analyzed in relationship with other **data**. At times the **findings** of sociologists may seem like common sense. Yet, it is important to stress that such findings have been tested by **researchers**.

The simplest definition of sociology is that it is the study of human societies. It stresses the independence of different parts of societies and **attempts** to go beyond the description of specific events by establishing **generalizations**. However, defining sociology as the systematic study of societies does not take us far enough, because there are other **academic subjects** – anthropology, economics, politics and psychology for example – which also attempt to make systematic **generalizations** about social behaviour. So, sociology cannot be defined either in terms of *what* it studies (people living in families, going to work and so on) or in terms of *how* it studies them (making generalizations, interpreting statistics, asking questions and so on), how is it distinguishable from the other social sciences? The answer to this is to be found in the questions that sociologists ask about **social life**. Sociology begins by asking how societies are possible. It involves being curious about the very fact of **social order**, about how it changes and, above all, about how our lives as individuals are shaped by the societies in which we live.

### 1. Answer the following questions:

1. What does sociology focus on as a field of study?
2. What and who does it deal with?
3. What differs the work of a journalist from that of a sociologist?
4. What are the main goals of the sociological perspective?
5. What types are the sciences commonly divided into?
6. What differs natural science from social science?



7. What social sciences do you know and what do they study?
8. How does the sociological imagination, as a unique feature of sociology, make sociology different from the other social sciences?
9. What is common sense?
10. Why is sociology more than a collection of commonsense observations?
11. Is sociology an important science, in your opinion?

### **What is Sociological Theory? Origins of Sociology**

Why do people commit suicide? One traditional commonsense answer is that people inherit the desire to kill themselves. Another view is that sunspots drive people to take their lives.

Sociologists are not particularly interested in why any one individual commits suicide; they are more concerned with why *people in general* take their own lives. In order to undertake such research, sociologists develop theories that offer a general explanation of some type of behaviour.

In sociology *a theory* is a statement or a series of statements that uses concepts to explain problems, actions or behaviour. An effective theory will have both explanatory and predictive power. That is, it will help us to develop a broad and integrated view of seemingly isolated phenomena and to understand how one type of change in an environment leads to others.

An essential task in building *a sociological theory* is to examine the relationship between bits of data, gathered through research that may seem completely unrelated. For example, in researching the problem of suicide sociologists are primarily concerned not with the personalities of individual suicide victims, but rather with suicide rates and how they vary from country to country. And their research suggests that suicide, while a solitary act, is related to group life. They have developed a theory to explain how individual behavior can be understood within a social context. Their theory has predictive power, since it suggests that suicide rates will rise or fall in conjunction with certain social and economic changes.

It is important to understand that a theory – even the best of theories – is not a final statement about human behavior. This theory of suicide is not an exception. Sociologists continue to examine factors, which contribute to a society's rate of suicide. The sociological research shows that the incidence of suicide increases following nationally televised stories about suicide, and the impact is the greatest after the publicized suicide of an entertainer or politician, and is somewhat less after the suicide of an artist, a criminal or a member of the economic elite.

One means of classifying sociological theories is by the subject under study. Thus, there are theories concerning the causes of criminal behavior or the universal nature of religion. Yet, theories can also be distinguished by levels of analysis. There are two of them.

**Macrosociology** concentrates on large-scale phenomena or entire civilization. Thus, the above-described cross-cultural study of suicide rates is an example of macrosociology.

By contrast, **microsociology** stresses study of small groups and often uses experimental studies in laboratories. Sociologists find it useful to employ both of these approaches. In fact, we can learn a great deal by using macro-level and micro-level analysis to study the same problem. For example, we might try to understand criminal behavior at the macroscopic level by analyzing crime rates in various countries and at the microscopic level by examining the social forces that influence individuals to become criminals or delinquents.

**Origins of sociology.** Philosophers and thinkers of ancient and medieval societies made countless observations about human behavior and predicted that a systematic study of human behavior was needed to improve society.

The first founder of sociology as a science was the French theorist Auguste Comte (1798-1857). He gave sociology its name. The 2<sup>nd</sup> founder of sociology was Herbert Spencer (1820-1903). He greatly dominated scholarly thinking in his times by suggesting that societies are bound to change.

Few sociologists have had such a dramatic impact on many different areas within the discipline as Emile Durkheim (1858-1917) did. Above all, he will be remembered for his insistence that behavior cannot be fully understood in individualistic terms, that it must be understood within a larger social context. He developed a fundamental thesis to help understand all forms of society through intensive study of group behavior.

Another important theorist who contributed to the scientific study of society was the German philosopher Max Weber. He pointed out that much of our social behavior cannot be analyzed without studying the subjective meanings people attach to their actions – how they themselves view and explain their behavior. He suggested that sociologists should thoroughly consider thoughts and feelings of the people under study.

Contemporary sociology reflects the diverse contributions of earlier theorists and gains new insights, which help to better understand the workings of modern human society.

### 1. Answer the following questions:

1. What are sociologists particularly interested in, while investigating a problem of human behavior?
2. What is a theory and what makes any theory especially effective?
3. Why is it very important to examine the relationships between bits of data gathered through research?
4. How are theories classified?
5. What levels of analysis in sociology do you know?

6. Is sociology really a new science?
7. Who are the two founders of sociology?
8. What other important theorists in sociology do you know?
9. What does microsociology focus on?
10. What does microsociology study?

**2. Match the words and phrases on the left with their definitions on the right and translate them.**

- |                    |   |
|--------------------|---|
| 1. sociologist     | a) facts or details that tell you something about a situation, person, event etc                  |
| 2. behaviour       | b) the opinions and feelings that you usually have about something                                |
| 3. relationship    | c) something that you hope to achieve in the future   |
| 4. attitude        | d) the things that a person or animal does  |
| 5. business firm   | e) a business or company, especially a small one  |
| 6. political party | f) someone who likes rock music very much   |
| 7. community       | g) the people who live in the same area, town, etc  |
| 8. information     | h) the one who conducts a study of societies and the behaviour of people in groups                |
| 9. goal            | i) the way in which two people or two groups feel about each other and behave towards each other  |
| 10. rock fan       | j) a political organization with particular beliefs and aims, which you can vote for in elections |

## POINT OF GRAMMAR

### Modals

'Modals' are the small verbs like *can*, *must*, and *might*, which give certain meanings to main verbs.

### FORM

There are twelve modal verbs:

<b>can</b>	<b>shall</b>	<b>must</b>
<b>could</b>	<b>should</b>	<b>ought to</b>
<b>may</b>	<b>will</b>	<b>need (to)</b>
<b>might</b>	<b>would</b>	<b>dare</b>

• Positive is formed by putting the modal between the subject and the main verb:

We **should** stay.

You **ought** to go.

He **might** come.

• Negative is formed by adding **not** (or *n't*) after the modal:

We **shouldn't** stay.

You **ought not** to come.

He **might not** come.

• Questions are formed by changing the position of the modal and the subject:

**Should** we stay? **Shouldn't** we stay?

**Ought** you to go? **Oughtn't** you to go?

**Might** he come? **Mightn't** he come?

### Notes

• **need can be needn't (modal form) or don't need to** (verb form).

• Negative questions generally use *n't*. If **not** is used, there is a different word order: **Shouldn't** we stay? **Should** we **not** stay?

### Using modals in questions and negatives

**1. Rewrite these sentences as questions or negatives, according to the instruction given.**

1 I must go to the hospital tonight. (negative)

*I mustn't go to the hospital tonight.*

2 James can play the piano. (question)

*Can James play the piano?*

3 Peter can pay for us. (question)

4 We must go to the passport office today. (negative)

5 We can go to the bank tomorrow. (negative question)

6 You should phone the school today. (negative)

7 You can answer all the questions. (question)

8 She can pay for the lessons. (negative)

9 You can talk to Mary for me. (question)

10 Peter can check the times of the trains for us. (question)

11 We must say goodbye to Alan and Sue. (question)

12 They can stay here for a week. (negative)

13 We can buy a return ticket here. (question)

14 They should help you. (negative)

15 He can understand me. (negative question)

## **can, could**

- **can:** (I) *know how to, be able to:*

*I can swim.*

*Mary can speak French.*

- can:** (II) *be allowed to:*

*You can sit here.*

*My mother says I can't go out tonight.*

- **could:** *knew how to:*

*Emily could swim when she was two.*

- **couldn't:** (I) *wasn't able to:*

*I'm sorry, I couldn't come yesterday.*

*I couldn't go to work this morning.*

**could/couldn't** (II) used in the second conditional:

*If you gave me the money, could I do the shopping?*

- Requests: both **can** and **could** are used in requests. **Could** is a little more polite:

*Can I have a glass of water, please?*

*Could you open the door for me, please?*

## **Notes**

- **can** refers To the future if it is followed by a time word (*next week, tomorrow, etc*):

*I can do it for you next month.*

- In the negative: **can** → **can't or cannot**      **could** → **couldn't or could not.**

## **2. Complete these sentences using can or could. If two answers are possible, write them both.**

- 1 .*Could*.. n't you find John yesterday?
- 2 .*Can/Could*. I come and see you tomorrow?
- 3 ... you pass me the salt, please?
- 4 ... you play the guitar?
- 5 Why ... 't the children go to the cinema tonight?
- 6 ... you help me with my suitcase, please?
- 7 ... you drive my car if you had to?
- 8 ... you answer the phone for me?
- 9 Why ... 't you come to the disco tomorrow?
- 10 It was very difficult to hear; I ... n't understand what she was saying.
- 11 ... I smoke in here?
- 12 We had an appointment yesterday afternoon, but he ... n't see me.
- 13 I ... do the job for you next year.

- 14 ... you tell me the time, please?  
15 I ... n't find my front door key last night.

### **may, might**

**may** and **might** indicate present or future possibility:

He **might** arrive soon.

He **may** arrive soon.

She **might** be angry if you do that.

She **may** be angry if you do that.

**May I?** or **May we?** are used for polite requests, in the same way as **Can I?** or **Can we?**

It is a very polite form:

**May I ask you a question?**

**May I have a glass of water, please?**

### **Notes**

• **may** is occasionally used in formal English to mean **to be allowed to**:  
*Guests may bring husbands or wives if they wish.*

• **may** and **might** are usually used in question form only with / or **we**: other persons more often use the positive with **Do you think ...?:**  
*He might be late. —> Do you think he might be late?*

• The negative of **may** is **may not**. (NOT **mayn't**).  
The negative of **might** is **might not** or **mightn't**.

### **3. Rewrite these sentences using may or might. Where two answers are possible, write them both:**

- 1 Maybe he'll get a new job.  
*He might/may get a new job.*
- 2 Do you think I could have one of these cakes?  
*May I have one of these cakes?*
- 3 Maybe there's some tea in the pot.
- 4 Would you mind if I asked you how old you are?
- 5 Visitors are not allowed to stay in the hospital after ten p.m.
- 6 Do you think I could have one of these sandwiches?
- 7 I think the car is in the station car park.
- 8 Is it all right if I use your phone?

- 9 Guests are allowed to wear casual dress.  
 10 Maybe she'll move to London.  
 11 There's a possibility that the show will be cancelled.  
 12 Maybe she'll be elected.  
 13 I think that Andrew will collect the money.  
 14 Maybe Peter won't come to the cinema tomorrow.  
 15 Maybe it'll rain this afternoon.

**4. Complete the telephone conversation using *may (not)* or *might (not)*.  
 Where two answers are possible, write them both.**

RECEPTIONIST: Good morning, Bentley Supplies, how ... I help you?

CALLER: ... I speak to John Brown, please?

RECEPTIONIST: I'm afraid he isn't here this morning. Can I take a message?

CALLER: No, I need to speak to him personally. Do you know what time he ... be back?

RECEPTIONIST: He ... be back for an hour after lunch but he ... make it if the traffic is bad.

CALLER: I ... be able to call this afternoon as I have a meeting. Could you tell John that I'll phone him this evening at home?

RECEPTIONIST: Certainly. ... I have your name please?

CALLER: Yes, it's David Marks.

***can, could, may, might, should, must***

• ***must/mustn't*** is stronger than ***should/shouldn't***:

*You must take your passport when you travel abroad, (obligation)*

*I think it's going to rain. You should take an umbrella, (advice)*

**5. Write the sentences, choosing one of the modals:**

1 We are leaving tonight, so you (*should/must*) buy a ticket for the flight. – *We are leaving tonight, so you must buy a ticket for the flight.*

2 (*May/Might*) I come in?

3 David (*can/could*) cook well when he wants to.

4 'Do you think it (*can/might*) rain?'

'Yes, possibly. We don't want to get wet so I think we (*should/must*) take our raincoats.'

5 Jenny tried to carry him but she (*can't/couldn't*).

6 We (*can/might*) visit my cousin in Australia next year but we don't know yet.

- 7 In many countries, you (*should/must*) wear a seat belt in the car - it's the law.  
 8 (*Can/May*) you hold this for me, please?  
 9 I know they enjoy their work but they (*shouldn't/mustn't*) work at the weekends. It's not good for them. I think they (*should/must*) spend time at home with their families.  
 10 The letter (*can/may*) arrive tomorrow.

**6. Complete the sentences with *can, could, may, might, should* or *must* in the positive or negative:**

- 1 Richard's only three but he *can* swim very well.  
 2 You've had that headache for two days. I think you ... go to the doctor.  
 3 I don't think we ... go to the beach because it ... rain this afternoon.  
 4 I lived in Germany as a child so I ... speak German then but I ... speak it now.  
 5 You ... remember to take your passport tomorrow.  
 6 ... you close the door, please?  
 7 We ... move house next year but we're not sure yet.  
 8 Passengers ... smoke when the plane is taking off.  
 9 I think you ... play tennis with Sally - she ... play really well.  
 10 'Do you think I ... learn some Portuguese before I go to Brazil?'  
 'Yes, that would be a good idea.'  
 11 We ... remember to pay this bill before the weekend - it's very important. If we don't, we'll have no electricity.  
 12 I know you like sugar but you ... eat quite so much - it's bad for you.  
 13 I'll be at work on Saturday so I'm afraid I ... come to the football match with you.  
 14 I was listening very carefully but I ... hear what she said.  
 15 They don't like living in the countryside - it's too quiet. I think they ... move back to the city but they don't agree.



## UNIT 11

### FAMILY

*Pre-Reading task: Have you got a family of your own or do you live with your parents? How far is family important for you?*

**Marriage** is a thing which only a rare person in his or her life avoids. True **bachelors** and **spinsters** make up only a small percent of the population; most **single people** are “**alone but not lonely**”. Millions of others **get married** because of the fun of **family life**. And it is fun, if one takes a sense of humour. There is a lot of fun in **falling in love** with someone and chasing the prospective **fiancee**, which means **dating** and **going out** with the candidate. All the **relatives** (**parents, grandparents and great-grand-parents, brothers and sisters, cousins, aunts and uncles, nieces and nephews, stepmothers and stepfathers** and all **in-laws**) meanwhile have the fun of criticizing your choice and giving advice. The trick here is not to listen to them but **propose to** your **bride-to-be** and somehow get her to accept your **proposal**. Then you may arrange the engagement and **fix the day** of the **wedding**.

What fun it is to get all those things, whose names start with the word “wedding” – dress, rings, cars, flowers, cakes, etc.! It’s great fun to pay for them. It’s fun for the **bride** and the **groom** to escape from the guests and go on a **honeymoon trip**, especially if it is a **wedding present** from the parents.

The guests remain with the fun of gossiping whether you **married for love** or **for money**. It’s fun to return back home with the idea that the person you are **married to** is somewhat different from the one you knew. But there is no time to think about it because you are **newly-weds** and you **expect a baby**. There is no better fun for a **husband** than taking his **wife** to a **maternity home** alone and bringing her back with the **twins** or **triplets**. And this is where the greatest fun starts: washing the **new-born’s nappies** and passing away sleepless nights, earning money **to keep the family**, taking children to **kindergarten** and later to school. By all means it’s fun **to attend parent’s meeting** and to learn that your children **take after you** and don’t **do well** at school.

The bigger your children grow, the more they **resemble** you outwardly and the less they display likeness with you inwardly. And you start **grumbling at** them and discussing with your old friends the problem of the “**generation gap**”. What fun!

And when at last you and your grey-haired **spouse** start thinking that your family life has calmed down, you haven’t **divorced** but **preserved your union**, the climax of your fun bursts out! One of your dearest **off-springs** brings a long-legged blonde to your house and says that he wants to marry. And you think: ‘Why do people ever get married?’

## VOCABULARY

**marriage** – супружество; замужество; женитьба

**bachelor** – холостяк

**spinster** – старая дева

**single people** – не состоящие в браке или в отношениях люди

**“alone but not lonely”** – “свободные, но не одинокие”

**to get married** – вступить в брак (жениться/выйти замуж)

**family life** – семейная жизнь

**to fall in love** – влюбиться

**fiancée** – невеста

**to date** – ходить на свидания, встречаться

**to go out** – ходить куда-то, бывать в обществе

**relatives** – родственники

**parents** – родители

**grandparents** – бабушка и дедушка

**great-grand-parents** – прабабушка и прадедушка

**cousin** – двоюродный брат, кузен; двоюродная сестра, кузина

**aunt** – тетя

**uncle** – дядя

**niece** – племянница

**nephew** – племянник

**stepmother** – мачеха

**stepfather** – отчим

**in-laws** – родственники со стороны жены, мужа

**to propose to smb** – сделать кому-то предложение

**bride-to-be** – невеста

**proposal** – предложение

**to fix the day** – назначить день (свадьбы)

**wedding** – свадьба

**bride** – невеста (на свадьбе)

**groom** – жених (на свадьбе)

**honeymoon trip** – свадебное путешествие

**wedding present** – подарок на свадьбу

**to marry for love/for money** – жениться/выйти замуж по любви/из-за денег

**to be married to smb** – состоять в браке с кем-то, быть женатым на ком-то/быть замужем за кем-то

**newly-weds** – молодожены

**to expect a baby** – ждать ребенка

**husband** – муж

**wife** – жена

**maternity home** – родильный дом

**twins** – близнецы

**triplets** – тройняшки

**new-born** – новорожденный

**nappies** – пеленки

**to keep the family** – содержать семью

**kindergarten** – детский сад

**to attend parent's meeting** – посещать родительское собрание

**to take after you** – пойти в/быть похожим на вас

**to do well at school** – хорошо учиться в школе

**to resemble smb** – быть похожим на кого-то

**to grumble at smb** – жаловаться на что-то

**“generation gap”** – конфликт поколений, проблема отцов и детей

**spouse** – супруг(а)

**to divorce** – развестись

**to preserve your union** – сохранить ваш союз

**off-spring** – отпрыск, потомок

## 1. Brain Teaser

Note the names we give to the various **members of our family**. Each of the fourteen people below is **married** to one of the others. From the information you are given, find out who is married to whom. Note there are three generations here.

- Alan is Caroline's **nephew** and Larry's **cousin**.
- Barbara is Larry's **mother** and Maggie's **sister-in-law**.
- Caroline is Edward's **daughter** and Maggie's **sister-in-law**.
- David is Gordon's **brother-in-law** and Alan's **uncle**.
- Edward is Ingrid's **grandfather** and Maggie's **father-in-law**.
- Fanny is Caroline's **mother** and Alan's **grandmother**.
- Gordon is Helen's **son-in-law** and Nigel's **brother-in-law**.
- Helen is Barbara's **mother-in-law** and Larry's **grandmother**.
- Ingrid is Gordon's **niece** and David's **daughter-in-law**.
- John is David's **father** and Gordon's **father-in-law**.
- Karen is Gordon's **daughter-in-law** and Maggie's **daughter-in-law**.
- Larry is John's **grandson** and David's **son**.
- Maggie is Larry's **aunt** and Fanny's **daughter-in-law**.
- Nigel is Ingrid's **father** and Fanny's **son-in-law**.

## 2. Fill in suitable words:

1. Your aunt's son is your ... .
2. Your father's father is your ... .
3. My sister's son is my ... .
4. His sister's daughter is his ... .
5. My mother's brother is my ... .
6. Your mother's sister is your ... .
7. Your father's brother is your ... .
8. Your uncle's daughter is your ... .
9. Your brother's wife is your ... .
10. Your sister's husband is your ... .
11. Your husband's mother is your ... .
12. Your mother's mother is your ... .
13. Your mother's brother-in-law is your ... .
14. Your sister's son is your ... .
15. Your brother's daughter is your ... .

## 3. Choose the most suitable word or phrase to complete the sentence below:

1. Mrs Jones had ... .  
a. trio **b. a treble** c. triplets
2. Mrs Vine had had ... the week before.  
a. quarts **b. quads** c. a quartet
3. Twins often seem to ... a generation.  
a. hop **b. skip** c. jump
4. There was a case of ... twins in our town recently.  
a. Japanese **b. Chinese** c. Siamese

5. There's a ... of twins in our family – on my father's ... .  
 a. story b. geography c. history  
 d. tree e. side f. line
6. I was ... child, though.  
 a. an only b. a missing c. a single
7. All the members of our football team are **related** ... marriage.  
 a. by b. to c. on
8. When Mother **remarried**, her second husband, my ..., gave me a new bicycle.  
 a. forefather b. stepfather c. grandfather
9. He said to me, 'Look, I know you're not my own ..., but let's be friends.'  
 a. flesh and blood b. blood and guts c. skin and bones
10. My ... **originated** from a tribe of Red Indians.  
 a. ancestors b. ancients c. antiques
11. Not many of my own ... relatives are still alive.  
 a. blood b. skin c. heart
12. My ... -grandfather fought at the Battle of Waterloo.  
 a. grand grand grand b. great grand grand c. great-great-great
13. My brother-in-law **inherited** .500,000 in his uncle's ... .  
 a. will b. testament c. wishes
14. I was left .50 and a cat by ... relative; I believe it was a ... cousin – or perhaps it was a ... aunt.  
 a. a distant b. an unclear c. a long-distance  
 d. double e. second f. dual  
 g. grand h. great i. large
15. Peter is an **orphan**; he was ... at the age of two.  
 a. adjusted b. adapted c. adopted
16. Paul comes from a **broken home**; he has lived with a number of ... parents.  
 a. loan b. foster c. second-hand
17. Mary was from a **single-parent family**; now she's looked after by her ... .  
 a. keeper b. warden c. guardian
18. I'm off to have Sunday lunch with my new ... now.  
 a. outlaws b. by-laws c. in-laws

**4. Read and translate the text. Learn the words and collocations in bold type.**

**Family as a Social Phenomenon**

Family is the basic unit of social organization in all human societies. Since prehistoric times, families have served as the primary institution responsible for **raising children**, providing people with food and shelter, and satisfying people's need for love and support. The term family generally refers to a group

of people **related** to one another by **birth, marriage, or adoption**. In contemporary society, people often apply the word family to any group that feels a sense of **kinship** (family connection).

Family types vary in different countries and among different cultures. In Western, industrialized societies, the **nuclear family** ranks as the most common family type. It consists of a father, a mother, and their children. But nuclear families exist alongside many other types of family units. In the **singleparent family**, for example, a mother or a father heads the family alone. A **blended family** is formed when a **divorced** or **widowed** parent **remarries**. As divorce rates have risen, the number of singleparent and blended families has increased.

An increasingly common family form in Western societies is the **consensual union**, in which **couples** live together but remain **unmarried**. When a homosexual couple decides to live together as a family, they form a **same-sex union**. Although such unions have become more common, most countries do not recognize them as legal families. People often call a married couple whose children have grown up and left home an **empty-nest family**.

In many parts of the world, parents and children live together with other family members under the same roof. These complex families usually contain several generations of family members, including **grandparents, parents, and children**. They may also include **brothers or sisters** and their families, **uncles, aunts, and cousins**. Even when relatives do not live together, they still consider themselves members of the same **extended family**.

Family members can be **related** to one another by blood – that is, **by birth; by affinity** – that is, through **marriage**; or through **adoption**. Most nuclear families consist of a father, a mother, and their biological children (children born to them). When a couple adopts a child, the child becomes a member of their family. Brothers and sisters who share the same parents are **siblings**. **Half brothers** and **half sisters** share either the same biological mother or biological father. When divorced or widowed parents remarry, the parent's new spouse becomes the children's **stepfather** or **stepmother**.

Children from the couple's previous marriages become **stepbrothers** and **stepsisters** to one another. When people marry, they gain a new set of relatives called **in-laws**. The mother of a person's **spouse** is called a **mother-in-law**, the brother is called a **brother-in-law**, and so on throughout the rest of the family.

The parents of a person's mother or father are that person's **grandparents**. **Great-grandparents** are the parents of a person's grandparents. An aunt is the sister of a person's mother or father. An uncle is the brother of a parent. An uncle's wife is also called aunt, and an aunt's husband is also called uncle. A **first cousin** is the child of a person's aunt or uncle. The child of a first cousin is a person's first cousin once removed – that is, removed by one generation. Children of first cousins are second cousins to each other.

Some people consider certain friends as part of their family because they feel special affection for them. Though these friends are not true family

members, such friends are called **fictive kin**, and family members might call them “aunts” or “uncles”. Relatives or close friends of a parent may become **godparents** to that parent’s children. Godparents, as sponsors to a Christian baptism, often play more vital roles in the lives of families than other fictive kin. In Latin American and Hispanic American families, godparents, or *compadres*, provide advice, emotional support, and assistance in times of need.

Families perform many necessary functions, both for individual family members and for society as a whole. In virtually all cultures, the family serves as the basic institution for **bearing children**, caring for them during their early years, and preparing them to function effectively in society. Families around the world must also provide food and clothing to their members. In addition, families meet important psychological needs, such as the need for love, support, and companionship. The family’s duties have changed over time. In the past, families not only cared for the young but also grew their own food, made their own clothing, and provided services for themselves that modern families generally do not provide. Parents taught reading, writing, and craft skills to their children. Families also cared for sick and **elderly** relatives and often provided financial support for members in need. Since the 1800’s, many of these traditional responsibilities have shifted to such institutions as schools, hospitals, insurance companies, and nursing homes.

Roles within the family have also changed. Traditionally, the father was expected to take up an occupation to support his wife and children. The mother, in turn, ran the home and cared for the children. Today, however, both parents commonly work outside the home, and fathers often perform **household duties** formerly expected of women.

The home is the center of family activities. These activities include **raising children**, eating meals, playing games, watching television, **keeping house**, and entertaining friends. In the home, children learn **basic social skills**, such as how to talk and **get along with others**. They also learn health and safety habits there. A family’s home life is influenced by which members live in the home and by the roles each member plays. Home life can also be affected by relatives who live outside the family’s home. Traditions, laws, and social conditions help determine who lives in a home and the place each family member holds.

Traditions, which are customs or beliefs that people have followed for a long time, strongly influence family life. For example, some Americans have little contact with relatives outside the **nuclear family**. But many Chinese families feel strong ties to such relatives and see them often. Aunts, uncles, and cousins traditionally play important roles in the lives of these people.

Laws affect family behavior in various ways. Some set forth the legal rights and responsibilities people have as husbands, wives, parents, and children. In many Western nations, laws forbid abuse of children by parents, and of one **spouse** by the other. Laws also deal with marriage, **divorce**, and **adoption**. Social conditions can also influence family life. For example, in cultures that

discourage women from working outside the home, mothers become full-time **homemakers**, while men act as the sole wage earners.

(Steven Mintz, Ph.D., Associate Professor of History, University of Houston.)

### 5. Answer the questions:

1. What is the role of the family in modern society?
2. What responsibilities do parents have toward their children?
3. How many different types of family do you know?
4. What is a nuclear family (single-parent family, blended family, consensual union, same-sex union, empty-nest family, extended family)?
5. In what countries does an extended family type still predominate? What type of family is the most characteristic one for your country?
6. How can family members be related to one another?
7. What is the difference between siblings and half-brothers or sisters?
8. How are second cousins related to each other?
9. Who are in-laws?
10. Whom do we call fictive kin?
11. What are the functions the family fulfills in society?
12. How have these functions changed over time?
13. How have traditional family roles changed?
14. What laws regulate relations within a family?

### 6. Find in the text equivalents to the following words and word combinations.

1. a structure or building that provides cover from weather or protection against danger; 2. legal procedure for taking a child into the family from an orphanage; 3. two people who are married, are living together; 4. somebody's husband or wife; 5. the custom of having more than one spouse at the same time; 6. a relative by marriage; 7. somebody who is named as a sponsor when a child is baptized; 8. skill in making or doing things, especially by hand; 9. the people who live together in a single home; 10. the ending of a marriage by an official decision in a court of law; 11. the only one. 12. the woman whom a man is going to marry 13. the act of taking someone else's child into your home and legally becoming its parent. 14. the mother of your wife or husband.

**7. Work with a partner. Ask him/her the following questions and make a note of his/her answers.**

1. How many children, including you, are there in your family?
2. Are you the oldest child, the youngest child, or somewhere in the middle?
3. What is the age difference between the oldest child and the youngest?
4. What do you think is an ideal number of children to have in a family?
5. What is an advantage of your position in the family?
6. What is a disadvantage of your position in the family?

**Look at the answers that you got from your partner and compare them with the answers he/she got from you. How many of your answers are the same? How similar are your families?**

**8. Try to make a list of all the members of your family: cousins, aunts, uncles, etc. Compare your list with your partner's. Tell your group-mates about your family and your distant and close relatives both on your father's and your mother's sides.**

**9. A high school teacher in Oregon has developed an unusual course for helping people make intelligent decisions about marriage. Read the following text to see how you feel about Mr. Allen's "Conjugal Preparation".**

The bridegroom dressed in a blue blazer and brown Adidas sneakers, nervously cleared his throat when his bride in traditional white, walked down the classroom aisle. As the mock minister led the students – and ten other couples in the room through familiar marriage ceremony, the giggles almost drowned him out. But it was no laughing matter. In the next semester, each couple would buy a house, have a baby and get a divorce.

In a most unusual course at Parkrose (Oreg.) Senior High School, social science teacher Cliff Alien leads his students through the trials of married life. Young marrieds must face the "nitty-gritty"<sup>1</sup> problems of housing insurance and child-care. Students act out in nine weeks what normally takes couples ten years to accomplish. In the first week each couple is required to get an after-school job – a real one. The third week the couple locate in an apartment they can afford.

In the fifth week the couple "have a baby" and then compute the cost of hospital and doctor bills, baby clothes and furniture. In week eight disaster strikes: the marrieds have a calamity like mother-in-law's moving in, death or imprisonment. It is all over by week nine (the tenth year of marriage). After

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<sup>1</sup> nitty-gritty – практически важный; будничный, но жизненно необходимый



lectures by marriage councillors and divorce lawyers and computations of alimony and child support, the students get divorced.

#### **10. Say it in another way:**

a man just married or about to be married; a woman just married or about to be married; false (imitation); a set of formal acts proper to a special occasion (marriage); painful experience, an instance of trouble or hardship, especially one that tests somebody's ability to endure; concerning or involving the most important aspects of a subject; a great misfortune; an adviser; money a judge orders paid to a woman by her legally separated or divorced husband.

#### **11. Use each of the following word combinations in sentences of your own:**

ceremony; to get a divorce; to be expecting; housing insurance; financial problems; an after school job; mother-in-law; imprisonment; bill; care; councillor; alimony, married life, nitty-gritty.

#### **12. Answer the following questions:**

1. What are the "nitty-gritty" problems that Alien's students must face during the course? 2. How long are the couples "married"? 3. How long does the course last? 4. What are some of the events of married life that the students "experience"? 5. What are the examples of the disasters that strike couples in the eighth week of the course? 6. How does the course affect the marriage plans of some students? 7. Do you think young people in Russia need to take such a course? 8. Why are there giggles in the classroom during the mock marriage ceremony? 9. Do you think the given scenario of a married life is true-to-life or not?

#### **13. Translate the text into Russian:**

At Bishop O'Dowd High School we have a course "Marriage and the Family". I obviously

believe that all three institutions (family, school, church) should prepare people for marriage. Statistics on divorce, abortion, child-abuse and wife-battering indicate we are not doing a good enough job preparing people for marriage and child-rearing.

In addition to the situations created by Mr. Alien's Course, Bishop O'Dowd students are required to study the following topics: 1) Premarital Sex; 2) Birth

Control; 3) Abortion; 4) Rape-Sexual Assault; 5) Homosexuality; 6) Child-rearing Attitudes; 7) Communication; 8) Pregnancy; 9) Biology of Sex and Reproduction; 10) Extended families; 11) Extra-marital Relations.

The purpose of these studies is not to “convert” the students, but inform them of various

relations related to family, and to challenge the student to clarify their values and attitudes about these topics. The material is often controversial and arouses complaints by parents. Still it is important part of our curriculum.

(Meg Gorstky)

## POINT OF GRAMMAR

### Future Simple

#### FORM

##### *Positive*

I		
He		
She	will	stay.
It	('ll)	
We		
You		
They		

##### *Question*

Shall/will	I	stay?
Will	he she it	
Shall/will	we	
Will	you they	

##### *Negative*

I		
He		
She	will	stay.
It	not	
We	(won't)	
You		
They		

## Notes

- the negative contraction = *won't*.
- *shall* is not used very often now. We generally use it only as a first person question (= with *I* or *we*) to make suggestions and offers:  
*Shall I carry your suitcase for you?*  
*Shall we go to a restaurant ?*

## USE

- For a statement of future fact. This can be  
a) certain:  
*They'll be here on Saturday afternoon.*  
*The journey will take six hours.*

- b) uncertain:  
*I think, it 'll rain tomorrow.*  
*I'm not sure he'll be there.*  
*Going to* can also be used for this purpose.

- For a sudden decision to do something (usually used with *I* or *we*):  
*No one's offered to help? I'll do it for you!*  
*Wait a minute - I'll open the door for you,*  
*I think I'll have eggs and chips please.*

- To show willingness to do or not to do something in the future (often as a promise or a threat):  
*I promise I'll be there.*  
*I'll never speak to him again.*

### 1. Write these sentences, putting the verbs into the future simple.

- 1 I'm sure he (not be) late.  
*I'm sure he won't be late.*
- 2 (I open) the window for you?  
*Shall I open the window for you?*
- 3 How long (the journey take)?
- 4 I suppose (she be) in London next week.
- 5 John (phone) your office for you.
- 6 (There be) a lot of people at the meeting?
- 7 What time (the race start)?
- 8 He (never agree) to your idea.

- 9 You (never see) your money again.
- 10 What's the matter? (I phone) the doctor?
- 11 Don't worry. I (pay) for the damage to your car.
- 12 (You be) at home tomorrow?
- 13 The company (not give) you an extra day's holiday.
- 14 Don't touch that! You (hurt) yourself!
- 15 There (not be) any newspapers tomorrow.

**CONTRAST - *going to*-future plan, and *will*- sudden decision:**

• In conversation, *going to* is often used to indicate a future plan that has been made before the time of speaking:

*I'm going to see Pat tomorrow - we arranged it this morning.*

\* *Will* is often used to indicate a sudden decision, made at the time of speaking:

*How can we get to the airport? I know! I'll borrow Sue's car!*

**2. Write the correct form of *going to* or *will* to complete the dialogue:**

LAURA: What are you doing this weekend, Jan?

TANYA: I ..'m *going to see* (see) a new play tomorrow at the Royal Court Theatre - 'Day of the Flood'.

LAURA: Have you got the tickets yet?

TANYA: NO, I ... (get) them this afternoon, actually. Would you like to come?

LAURA: Oh, thank you, that would be nice.

TANYA: OK, I ... (get) you a ticket too.

LAURA: Great ... what time does it start?

TANYA: Eight o'clock, but we ... (all meet) in the Green Cafe at 7.15 ...

LAURA:OK, I ... (meet) you in the cafe, but, er ... I ... (be) there about half-past seven.

TANYA: That's fine.

LAURA: Oh, one other thing ... I've got no money at the moment ... I ... (pay) for the ticket on Saturday. Is that OK?

TANYA: Yes, that's OK, no problem.

LAURA: ... (you eat) in the cafe, or just have a cup of coffee?

TANYA: Just a coffee I think ...

LAURA: Look, ... (we go) to a restaurant after the show? I know a very good Chinese restaurant ...

TANYA: That's a good idea - I ... (phone) the others and see if they want to come too.

LAURA: Good, and then I ... (book) a table ...

Great! I ... (see) you tomorrow.

**3. Complete these sentences with the correct tense (*will* or *going to*):**

- 1 That bag's too heavy for you. I \_\_\_\_\_ carry it.
- 2 I've decided I \_\_\_\_\_ be an engineer.
- 3 Well, goodbye then. I \_\_\_\_\_ see you at eight o'clock outside the café.
- 4 I can't decide what to have, I know! I \_\_\_\_\_ have a burger and chips.
- 5 Monday is 16 October so that means Tuesday \_\_\_\_\_ be 17 October.
- 6 Owen is outside the penalty area and he \_\_\_\_\_ to score!
- 7 I \_\_\_\_\_ feed the cat while you are away.
- 8 I'd like to come with you but tonight I \_\_\_\_\_ see my aunt.
- 9 Look at the bridge shaking – it \_\_\_\_\_ collapse!
- 10 I'm tired. I think I \_\_\_\_\_ have a bath and go to bed.

## UNIT 12

### METHODS AND TECHNIQUES OF SOCIOLOGICAL RESEARCH

#### *Pre-reading task: what do we need methods of sociological research for?*

How do sociologists study **human behaviour** and **institutions**? Like the typical citizen on the street, the sociologist is interested in the central questions of our time. Is the family **falling apart**? Why is there so much crime? and such like. However, **unlike** the typical citizen, the sociologist must use scientific method in studying **society**.

**Scientific method** is a systematic, organized series of **steps** that ensures maximum objectivity and consistency in **researching** a problem. There are 5 basic steps in scientific method that researchers follow in **developing useful research**. These are:

- defining the problem (i.e. stating as clearly as possible what you hope to investigate),
- reviewing the literature** (i.e. refining the problem under study, clarifying the techniques to be used in collecting data),
- formulating the hypothesis (i.e. developing a guess, that should be scientifically tested and confirmed, revised or refuted),
- selecting the research design and then collecting and analyzing data,
- developing the conclusion**.

Let us briefly **summarize** the process of scientific method through a review of the example. In the 1980s, people in the United States became **increasingly aware** of the plight of **the homeless** in the nation's **urban centers**.

The researchers **defined the problem** (the relationship between homelessness and **mental illness**). They reviewed the literature (other studies of the presence of mental illness among the homeless) and formulated the hypothesis ("Most homeless persons are not mentally ill"). The researchers collected the data by creating an appropriate **sample** of homeless persons (767) and analyzed them. Finally, they developed a conclusion: the typical homeless person is likely not to have a history of mental illness.

Thus, through the systematic **application** of scientific method, these researchers studied a **contemporary social issue** and generated meaningful findings of interest to sociologists, **mental health workers** and policy makers.

## VOCABULARY

**series** – серия, цикл, ряд, последовательность  
**research, researcher, to develop research**  
**personnel** = staff

**technique** – техника, технические приемы to acquire, develop, work out a technique – приобретать, зарабатывать технику to apply a technique – применять какой-либо технический прием 2) метод; методика, способ  
Syn: method, means

**data** – сущ.; мн. от datum данные, факты, сведения; информация

**hypothesis** – гипотеза, догадка, предположение to advance, formulate, propose a hypothesis – выдвинуть гипотезу to confirm a hypothesis – подтверждать гипотезу working hypothesis – рабочая гипотеза

**plight** – затруднительное, сложное положение

**i.e.** – (Latin) id est = то есть = that is

## 1. Answer the questions:

1. What questions are sociologists interested in?
2. What differs the sociologist from the typical citizen?
3. What is scientific method? What are the five basic steps in scientific method?
4. What does it mean to define a problem?
5. What is a hypothesis? Is it always correct?
6. Why developing a conclusion isn't the end of a research study?

## 2. Fill in suitable words:

1. The sociologist is \*\*\*\*\* in the central questions of our time.
2. Unlike the typical citizen, the sociologist must \*\*\* scientific method in studying \*\*\*\*\*.
3. Scientific method is a \*\*\*\*\* , \*\*\*\*\* series of steps that ensures \*\*\*\*\* objectivity and consistency in researching a problem.
4. There are 5 basic \*\*\*\*\* in scientific method that \*\*\*\*\* follow in developing \*\*\*\*\* research.
5. These are: \*\*\*\*\* the problem (i.e. stating as clearly as possible what you hope to investigate), \*\*\*\*\* the literature (i.e. refining the problem under study, clarifying the techniques to be used in collecting data), -
6. \*\*\*\*\* the hypothesis (i.e. developing a guess, that should be scientifically tested and confirmed, revised or refuted), \*\*\*\*\* the research design and then \*\*\*\*\* and \*\*\*\*\* data, \*\*\*\*\* the conclusion.
7. In the 1980s, \*\*\*\*\* in the United States became increasingly aware of the plight of the \*\*\*\*\* in the nation's \*\*\*\*\* centers.

8. Finally, they \*\*\*\*\* a \*\*\*\*\*: the typical homeless person is likely not to have a history of mental \*\*\*\*\*.
9. Through the \*\*\*\*\* application of scientific \*\*\*\*\* , these \*\*\*\*\* studied a contemporary \*\*\*\*\* \*\*\*\*\* and generated \*\*\*\*\* findings of interest to sociologists, mental health workers and policy makers.

### 3. Find English equivalents in the text:

Общество, поведение, городской центр, всё больше и больше, знать, сознавать, просмотр литературы, приход к выводам, подытожить, семья разваливается, научный метод, проведение полезного исследования, бездомные, психическое расстройство, выборка/контрольная группа, сотрудники психиатрических клиник, современная социальная проблема.

### 4. Which of the given words mean:

research

*problem analysis knowledge examination issue study discussion*

useful

*convenient practical nice great for sth urban of use functional*

issue:

*complication situation matter difficulty concern challenge item*

problem

*trouble event question the matter point*

to summarize

*to sum (sth) up to repeat to state the main points of sth to retell*

data

*information dream detail fact point material intelligence*

5. Read about the Department of Sociology at the Chicago University. Compare it with your own Sociology Department. Translate the text.

### The University of Chicago. The Department of Sociology

The Department of Sociology, established in 1893 by Albion Small and Charles A. Henderson, has been centrally **involved in the history** and development of the discipline in the United States. The traditions of the "Chicago School" were built by pioneers such as W. I. Thomas, Robert E. Park, Ernest W. Burgess, and William F. Ogburn. It is a tradition based on the



interaction of sociological theory with **systematic observation** and the analysis of **empirical data**; it is interdisciplinary, drawing on theory and research from other fields in **the social sciences** and **the humanities**; it is a tradition which seeks to **fuse together** concern with the persistent issues of **social theory** and attention to the pressing social and policy problems of an **urban society**.

Continuous developments in social research have marked the department's work in recent years. Faculty members have been engaged in the development of systematic techniques of data collection and in the statistical and mathematical analysis of **social data**. **Field studies** and participant observation have been refined and extended. There has been an increased attention to **macrosociology**, to **historical sociology**, and to **comparative studies**, in which the institutions of other societies are compared with those of the United States. The staff is engaged in **individual and large-scale group projects** which permit graduate students to **engage in research** almost from the beginning of their **graduate careers**. The student develops an **apprenticeship-type relation** with faculty members in which the student assumes increasing amounts of independence as he or she matures.

### Research

The study of sociology at the University of Chicago is greatly enhanced by the presence of numerous research enterprises engaged in specialized research. Students often work in these centers pursuing collection and study of data with faculty and other center **researchers**. The city of Chicago **provides opportunities** for a variety of field investigations, and the department also encourages **cross-national and foreign studies**. The faculty have research interests in Europe, Asia, Africa, and Latin America. Faculty and students may **take advantage of** an extensive computer system dedicated to **research and teaching activities**. The department participates fully in the **Social Sciences Research Computing Center**, which is a fully articulated network of **personal computers, minicomputers and small mainframes**. Access to the system is available through many work stations on campus. A large library of social science programs and data sets has been collected.

### Admission

**Prospective students** are referred to the regulations of the University and of the Division of the **Social Sciences** concerning **admission to graduate study**. All **applicants for admission** are required to submit **Graduate Record Examination (GRE) General Test** scores. Students whose **first language** is not English are required to submit scores of the **Test Of English as a Foreign Language (TOEFL)**.

The department welcomes students who have done their **undergraduate work** in other social sciences and in fields such as mathematics, **biological sciences**, and **the humanities**. The department also encourages students who

have had **work experience, governmental or military service**, or community and business experiences to apply.

### **The Degree of Master of Arts**

The **A.M. degree** in sociology is available for students planning to study for the Ph.D. degree, and completion of the first stage of the **Ph.D.** program meets the A.M. requirements. The department retains the right to award a **terminal master's degree** to students whose performance on the **preliminary examination** or on the **A.M. research paper** gives insufficient promise of success in the doctoral program.

### **The Degree of Doctor of Philosophy**

The doctoral program is designed to be completed in five to seven years of study by a student entering with a **bachelor's degree** (completion within four years is possible). Those students entering with the master's degree in sociology from another university will ordinarily be able to **complete the Ph.D.** a year or two sooner.

**Common core course requirements.** To **complete the requirements for the A.M. and Ph.D. degrees**, students are required to complete for credit a two-quarter **sequence, Sociological Inquiry I and II**, as well as **History of Social Theory**, during the first year of residence.

**Methodology and statistics requirement.** For the Ph.D. degree, also during the first year, students are required to complete for credit **Statistical Methods of Research I and II**. For students entering **with a strong quantitative background**, the department may approve alternative sequences.

**Cross-National Competence requirement.** The department believes strongly in sociology as an international enterprise. The language requirement is that students will have a **serious command of nations or cultures** other than those from which they come. We feel this command can be demonstrated not only by **command of a foreign language** but also by serious **scholarly work** on another nation or culture. To that end we have restructured our **language requirement** into a **cross-national competence requirement**.

**Preliminary examination.** This is an A.M. final/Ph.D. qualifying written examination designed to **demonstrate competence in several major subdisciplines of sociology**. The examination is based on the **common-core courses**, Sociological Inquiry I & II and History of Social Theory, and a special supplementary bibliography. The preliminary examination is normally taken at the beginning of the second year of residence. On the basis of the student's performance on this examination, in **course work** during the first year, and in the A.M. research paper, the department determines whether the student is allowed to **continue for the Ph.D.**

**The A.M. research paper.** The A.M. requirement is to write a **publishable piece of work**. Normally this will be an independent research article, in some

cases it maybe a **review piece** or purely theoretical argument. The requirement is designed to allow for a broad range of types of paper and to set a standard of professional form and quality. Typically, it is done in the second year.

**Special field examinations.** Each student is required to **pass two special field examinations** usually during the second and third years of residence, but in any case after passing the preliminary examination. The examinations are prepared **on an individual basis** in fields of sociology in which the student wishes to **develop research competence**. One special field is ordinarily closely related to **the subject matter of the subsequent dissertation**. The examinations will cover both **theoretical and substantive materials** and the methods required for effective research in those fields. Preparation takes the form of specialized courses and seminars, supplemented by independent study and reading. The fields most commonly taken are **community structure; demography; human ecology; economics and work institutions; culture; educational institutions; family and socialization; formal organizations; mathematical sociology; methodology; modernization; personality and social structure; political organization; race and ethnic relations; small groups; social change and social movements; social psychology; social stratification; and urban sociology**. Fields other than those listed, whether they **fall entirely within the competence** of the Department of Sociology or involve **cross-disciplinary study**, may be established on petition by the student accompanied by a **comprehensive bibliography**.

**Dissertation.** The student prepares a research plan **under the guidance of a specially appointed committee**. The plan is subject to review by a faculty committee appointed for each student to determine whether **the project is feasible** and to assist in the development of research. Upon approval of the dissertation proposal and completion of the other requirements listed above, the department recommends that the Division of the Social Sciences formally admit the student to candidacy for the Ph.D. degree. When the dissertation is completed, **an oral examination** is held on the dissertation and the field to which it is related. The Ph.D. dissertation is judged by its contribution to **sociological knowledge** and the evidence it shows of ability to **carry out independent research**.

### **Teaching Opportunities**

The Department of Sociology provides **teaching opportunities** which give **graduate students** increasing responsibility for **classroom instruction**. After passing the preliminary examination, students may apply to become **course assistants** with the opportunity to discuss course design, **teach under supervision** of a faculty member, and **review student work**. After completion of the A.M. portion of the program students who have served as course assistants may apply to become **teaching interns** with increased responsibility for course design and student evaluation in addition to leading class sessions.

Students who have **completed an internship** are eligible for consideration as independent **instructors** of College-level courses.

### **Graduate Workshops**

Students in sociology are invited to participate in the program of Graduate Workshops in the Humanities and Social Sciences, a series of **interdepartmental** discussion groups that bring faculty and advanced graduate students together to discuss their current work. At the workshops, Chicago faculty and students or invited guests present portions of books or other **projects in which they are currently engaged**. Workshops in which students and faculty in the department participate include those addressed to the following topics: **Demography; East Asia/Society, Politics and Economy; Gender and Sexuality; Organizations and Markets; Organizations and State Building; Political Communication and Society; Reproductions of Race and Racial Ideologies; Semiotics: Culture in Context; Social Theory; Sociology and Cultures of Globalization; Urban Education Reform; Urban Policy, Urban Social Processes; Working Families.**

### **POINT OF GRAMMAR**

#### **Reported speech**

There are two ways of reporting what a person says:

Direct speech

*He said, 'I'm going home.'*

*'I'm going home,' he said.*

Indirect speech

*He says he's going home.*

*He said he was going home.*



## DIRECT SPEECH

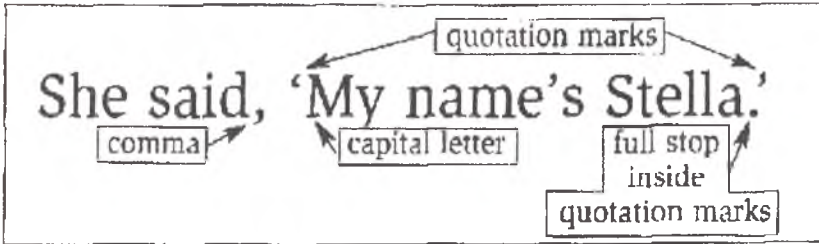
### Writing direct speech



She said, 'My name's Stella.'

'My name's Stella,' she said.

- Direct speech reports the exact words the speaker says. Put quotation marks ('...') before and after the speaker's statement.



### Notes

The speaker's statement always starts with a capital letter.

*she said* can go before or after the statement, but is separated from it by a comma (,).

Commas and full stops after the statement go inside the quotation marks.

Question marks go inside the quotation marks.

Question marks are not followed by a comma: *are you?' she said.*

**1. Write the sentences below using direct speech. Write each sentence twice, putting *she said, he said, etc.* before and after the statement.**

1. Don't be late home.

*My parents said. 'Don't be late home.'*

*'Don't be late home,' my parents said.*

2. I'd like to go out tonight. He said, *I'd like to go out tonight.*

*I'd like to go out tonight,' he said.*

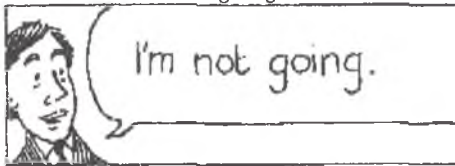
3. Read this book before next week. The teacher
4. Go home and stay in bed. The doctor
5. We're coming to visit you on Sunday. Ruth
6. The courses cost £100 per week. The receptionist
7. We had a lovely time. They
8. I want to come with you. Danny
9. You're on the wrong train. The ticket inspector ...
10. Can you answer the door? My grandmother

## INDIRECT SPEECH

### Reported statements with no change of tense

• When the reporting verb is present, present perfect, or future, there is no change of tense in the reported statement:

- = *He says he isn't going.*
- = *He'll say he isn't going.*
- = *He's said he isn't going.*



Note: *that* can be used after the main verb. The use of *that* is optional:

- He says that he isn't going.*
- He says he isn't going.*

### 2. Write these sentences in indirect speech, using the words given. Remember to change the pronouns where necessary:

- 1 'I haven't done my homework.' (she says)  
*She says she hasn't done her homework.*
- 2 'I haven't got any money.' (He'll tell you)  
*He'll tell you he hasn't got any money.*
- 3 'I've seen the film before.' (she says)
- 4 'I want to go home.' (he's already told you)
- 5 'I haven't seen my mother for years.' (he says)
- 6 'I don't know how much it costs.' (she says)
- 7 'I don't like going to parties.' (she's told me)
- 8 'We've never been to Berlin.' (they say)
- 9 'I need the money to visit my parents.' (he'll say)
- 10 'We can't come on Tuesday.' (they've told me)
- 11 'I'm going to visit Europe this year' (the President will announce that)
- 12 'I can't stand classical music' (Gemma tells me)

- 13 'The plane will land in half an hour.' (the pilot has just announced that)  
 14 'There are no tickets left for tonight's performance.' (the booking office says that)  
 15 'We haven't had anything to eat.' (the children say)  
 16 'I've already seen the play.' (he's told me)  
 17 'I'll come again next year.' (I've told them)  
 18 'I'm not feeling very well.' (Simon says)  
 19 'I've never been to Japan.' (Jason has just said)  
 20 'I'm meeting the students for lunch next week.' (she'll tell you)  
 21 'You'll never drive a better car.' (the advertisement claims that)

### Reported statements with a change of tense

• When the main verb of the sentence is in the past tense, the tense in the reported statement is changed:

– He said he *wasn't* going.

He said that he *wasn't* going.

– She said her name *was* Stella.

She said that her name *was* Stella.

### FORM

*Speaker's words*   *Reported statement*

*present simple* → *past simple*

*present continuous* → *past continuous*

**3. Write these sentences in indirect speech, using the words given. Change the pronouns where necessary.**

1 'My name's Ian.' (he said)

*He said his name was Ian.*

2 'I'm writing a letter.' (she said)

*She said she was writing a letter.*

3 'I'm waiting for Jessie.' (she said)

4 'I don't like the idea.' (he said)

5 'The car isn't at my house.' (she said)

6 'The washing machine's broken.' (he said)

7 'I'm working.' (he said)

8 'We're worried about Peter.' (they said)

9 'I don't smoke.' (Megan said)

10 'I'm waiting for my exam results.' (John said)

11 'I work for an American company.' (Mrs Johnson said)

12 'I feel ill.' (the little boy said)

13 'I'm watching television.' (Fiona said)

14 'I like the new house.' (Sam said)

15 'I'm washing the car.' (Chloe said)

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