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«АДЫГЕЙСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

*М.А. АСЛАНОВА, Э.С. ХАБЕКИРОВА,  
А.А. ХАТХЕ, А.А. КАЛАШАОВА,  
Э.К. ХАЧЕЦУКОВА*

**УЧЕБНОЕ ПОСОБИЕ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ СТУДЕНТОВ  
ИСТОРИЧЕСКОГО ФАКУЛЬТЕТА**

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**(заочная форма обучения)**

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ФГБУ ВО «АДЫГЕЙСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»  
КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

**М.А. АСЛАНОВА, З.С. ХАБЕКIROVA,**

**А.А. ХАТХЕ, А.А. КАЛАШАОВА**

**З.К. ХАЧЕЦУКОВА**

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### **РЕЦЕНЗЕНТЫ**

- Тихонова А.П.** кандидат филологических наук,  
доцент кафедры английской филологии  
Адыгейского государственного университета,
- Читао Л.Р.** кандидат педагогических наук,  
доцент кафедры иностранных языков  
Адыгейского государственного университета.

**Асланова, М.А.**

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*Пособие может быть использовано широким кругом лиц, изучающих английский язык.*

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## INTRODUCTION

Цель учебного пособия – формирование у студентов исторического факультета навыков понимания, извлечения, обработки и воспроизведения информации из англоязычных специальных и популярных текстов. Вместе с этим предусматривается расширение словарного запаса общеупотребительной лексики, а также владение приемами, средствами и способами выражения мысли в научной и популярной литературе, т.е. освоение специальной научной лексики, стиля и т.д.

Настоящее пособие предназначено для студентов исторического факультета первого, второго, третьего и четвертого курсов заочной формы обучения и может быть рекомендовано для студентов гуманитарных факультетов, а также для всех желающих расширить свой словарный запас, совершенствовать познания в английском языке чтением несложных текстов. Лексический материал охватывает широкий спектр тем, содержащим разнообразную информацию, разной степени сложности. В текстах пособия представлены сведения об истории, культуре, нравах, обычаях и традициях разных стран и народов. Тексты сопровождаются лексическими заданиями, основной целью которых является совершенствование умений и навыков студентов в чтении текстов на английском языке, извлечение необходимой информации, а также умение говорить по темам, предложенным в пособии. Каждый текст пособия завершается заданиями и упражнениями, направленными на формирование и закрепление навыков составления рассказа, умения задавать вопросы, а также отвечать на них. Работа над текстами данного пособия будет способствовать пополнению словарного запаса, а также, несомненно, расширит кругозор студентов. Тексты данного пособия могут быть использованы в качестве контроля самостоятельной работы студентов неязыковых факультетов на начальном и дальнейшем этапах обучения английскому языку. Пособие предьявляет наиболее необходимый грамматический материал, снабжённый не только теорией в доступной форме, но

## INTRODUCTION

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и рядом тренировочных упражнений различной сложности для закрепления материала. Кроме того, каждый урок завершается грамматическим тестом по определённым грамматическим темам.

Пособие рассчитано на восемь семестров, тексты пособия сопровождаются англо-русским словарем.

## TEXTS AND TESTS FOR THE FIRST-YEAR STUDENTS

### TEXT I:

#### **The Russian Federation**

The Russian Federation is the largest country in the world. It occupies about one-seventh of the earth's surface. It covers the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometers. The country is washed by 12 seas of 3 oceans: The Pacific, The Arctic and the Atlantic. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, Baltic States, Belorussia and Ukraine. It also has a sea-border with the USA.

There is hardly a country in the world where such a variety of scenery and vegetation can be found. We have steppes in the south, plains and forests in the midland, tundra and taiga in the north, highlands and deserts in the east.

There two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are several mountain chains on the territory of the country: the Urals, the Caucasus, the Altai and the others. The largest mountain chain, the Urals, separates Europe from Asia.

There are over two million rivers in Russia. Europe's biggest river, the Volga, flows into the Caspian Sea. The main Siberian Rivers – the Ob, the Yenissei and the Lena – flow from the south to the north. The Amur in the Far East flows into the Pacific Ocean.

Russia is rich in beautiful lakes. The world's deepest lake (1,600 metres) is Lake Baikal. It's much smaller than the Baltic Sea, but there's much more water in it than in the Baltic Sea. The water in the lake is so clear that if you look down you can count the stones on the bottom.

Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

On the vast territory of the country there are various types of climate, from arctic in the north to subtropical in the south. In the middle of the country the climate is temperate and continental.

Russia is very rich in oil, coal, iron ore, natural gas, copper, nickel and other mineral resources.

Russia is a parliamentary republic. The Head of the State is the President. The legislative powers are exercised by the Duma.

The capital of Russia is Moscow. It's its largest political, scientific, cultural and industrial centre. It's one of the oldest Russian cities.

At present the political and economical situation in the country is rather complicated. The industrial production is decreasing. The prices are constantly rising; the rate of inflation is rather high. People are losing their jobs because many factories and plants are going bankrupt.

### **Vocabulary:**

to occupy – занимать;

surface – поверхность;

total area – общая площадь;

to border on – граничить с...;

variety, various – разнообразие, множество; различный;

scenery – пейзаж, ландшафт;

vegetation – растительность;

steppe – степь;

plain – равнина;

midland – средняя полоса;

desert – пустыня;

chain – цепь;

to separate – разделять;



to flow in – впадать;

to count – считать;

bottom – дно;

to concentrate – сосредотачиваться, концентрироваться;

oil – нефть;

coal – уголь;

iron ore – железная руда;

copper – медь;

legislative – законодательный;

powers – полномочия;

to exercise – осуществлять, выполнять;

to decrease – снижаться, падать;

rate – уровень.

### *Questions:*

1. Where is the Russian Federation situated?
2. What is the total area of the country?
3. What countries does Russia border on?
4. What mountain chain separates Europe from Asia?
5. How many rivers are there in Russia?
6. Which is the longest river in Europe?
7. What do you know about Lake Baikal?
8. What strait separates Russia from America?
9. What mineral resources can be found in Russia?
10. What is the climate like in Russia?

### TEXT II:

#### The USA

The United States of America is the fourth largest country in the world (after Russia, Canada and China). It occupies the southern part of North America and stretches from the Pacific to the Atlantic Ocean. It also includes Alaska in the north and the Hawaii in the Pacific Ocean. The total area of the country is about nine and a half million square kilometers. The USA borders on Canada in the north and on Mexico in the south. It also has a sea-border with Russia.

The USA is made up of 50 states and the District of Columbia, a special federal area where the capital of the country, Washington, is situated. The population of the country is more than 270 million.

If we look at the map of the USA, we can see lowlands and mountains. The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley which is located in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia. The Great Lakes on the border with Canada are the largest and the deepest in the USA.

The climate of the country varies greatly. The coldest regions are in the north. The climate of Alaska is arctic. The climate of the central part is continental. The south has a subtropical climate. Hot winds blowing from the Gulf of Mexico often brings typhoons. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

The USA is a highly developed industrial country. It's the world's leading producer of copper and oil and the world's second producer of iron ore and coal. Among the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, armament, furniture and paper.

Though mainly European and African in origin, Americans are made up from nearly all races and nations, including Chinese and Native Americans.

The largest cities are: New York, Los Angeles, Chicago, Philadelphia, Detroit, San-Francisco, Washington and others.

The United States is a federal union of 50 states, each of which has its own government. The seat of the central (federal) government is Washington, DC. According to the US Constitution the powers of the government are divided into 3 branches: the executive, headed by the President, the legislative, exercised by the Congress, and the judicial. The Congress consists of the Senate and the House of Representatives.

There are two main political parties in the USA: the Republican and the Democratic, though there's hardly any difference between their political lines.

### **Vocabulary:**

southern – южный;

to stretch – тянуться, простираться;

to include – включать;

lowlands – низменность, долина, низина;

to be located – находиться, располагаться;

to vary – меняться, варьировать;

highly developed – высокоразвитый;

manufacturing – промышленный;

aircraft – самолётостроение;

armament – вооружение;

origin – происхождение;

according to – в соответствии с..., согласно, по..;

the executive – исполнительная власть;

the judicial – судебная власть.

### **Questions:**

1. Where is the USA situated?

2. What's the total area of the country?
3. What countries does the USA border on?
4. How many states does the USA consist of?
5. What is the capital of the country?
6. What is the population of the USA?
7. What mountains and rivers in the country do you know?
8. What is the climate if the country?
9. What does the USA produce?
10. What are the three branches of the US government?
11. How many chambers does the Congress consist of?
12. What are the main political parties of the USA?
13. Who is the US President now?

### TEXT III:

#### Great Britain

Great Britain is an island lying off the north-western coastline of Europe. The English Channel separates it from the mainland in the south. The Strait of Dover, 18 miles wide, divides it from France. Great Britain is separated from Belgium and Holland by the North Sea and from Ireland by the Irish Sea.

The official name of Great Britain is the United Kingdom of Great Britain and Northern Ireland. Great Britain is the name of the major island of the United Kingdom including England, Scotland and Wales. The United Kingdom or the UK comprises Great Britain and Northern Ireland.

The UK is often referred to as Great Britain or the British Isles. It is an island state consisting of more than 5000 large and small islands, the most important being the Isle of Man and the Isle of Wight. England is a part of Great Britain; the Cheviot Hills and the river Tweed divide it from Scotland.

No part of Great Britain lies more than one hundred miles from the coast. The coastline is broken and has a few bays and excellent natural harbours. Internationally famous ports include London, Bristol, Southampton, Portsmouth, Dover and others.

Geographically the island is subdivided into two main regions: Lowland Britain and Highland Britain. The highest mountain Ben Nevis (1343) is in Scotland; the highest peak in Wales is Snowdon (1085).

The greater part of the land is flat. There are a lot of short rivers in Great Britain; the Severn is the longest one, while the Thames is the deepest and the most important one.

Due to the influence of the Gulf Stream, a warm ocean current washing Britain's western shore, the UK enjoys warmer winters and cooler summers than other countries at the same latitude.

There is much rain and fog in England. October is usually the wettest month, July is the hottest and January is the coldest one. All over the world Britain is known for its

fogs. For many centuries, during the cold time of the year the English people have been using coal in their fireplaces in private houses, though smoke from factories contributed a great deal to the trouble too. That kind of smoke and fog English people used to call *smog*. Unusually thick smog in 1962 caused the death of some 4000 people. During the 1960s and 1970s, laws were passed under which using open coal fires in homes in the city area was forbidden. The laws stopped much of the pollution from factories too.

The flora of the British Isles is varied and the fauna is similar to that of the north-west of Europe.

The country is not rich in mineral resources. Over three-quarters of Britain's land are used for farming; farms produce nearly half of the food that Britain needs. The UK is a highly developed industrial country too, known as a producer and exporter of machinery, electronics, ships, aircraft and navigation equipment.

The capital of the UK is London, in England. The capital of Wales is Cardiff, the capital of Scotland is Edinburgh and the capital of Northern Ireland is Belfast.

### Vocabulary:

coastline – береговая линия, побережье;

mainland – континент, материк;

to comprise – охватывать, включать;

to be referred to – называться, именоваться;

bay – залив;

harbour – бухта, гавань;

influence – влияние;

current – течение;

to wash the shores – омывать берега;

latitude – широта;

to be notorious for – быть (скандально) известным;

to contribute to the trouble – обострить проблему;

to pass a law – провести закон;

pollution – загрязнение окружающей среды, вредные выбросы;

to afflict – причинять неприятности;

flora – растительный мир;

fauna – животный мир;

farming – сельское хозяйство, фермерство;

machinery – станки, оборудование;

aircraft and navigation equipment – оборудование для авиационной и судостроительной промышленности;

to be many centuries in making – формироваться в течение нескольких веков;

the Navy – военно-морской флот;

to wage a colonial war – вести колониальную войну;

“the workshop of the world” – «мастерская мира».

### *Questions:*

1. Where does Great Britain lie?
2. What separates Great Britain from the mainland?
3. What parts do Great Britain and the United Kingdom include?
4. What are the most important ports?
5. Where is England situated?
6. How can you define the climate of the UK?
7. What was the origin of smog in the UK?
8. What goods are produced in the UK?
9. What is the capital of England (Wales, Scotland, Northern Ireland and the UK)?
10. What mountains in Great Britain do you know?

## GRAMMAR: The Simple Tenses

Глаголы в формах Simple Tenses представляют действие как факт и употребляются для выражения обычного, регулярного действия в настоящем, прошедшем и будущем временах. Вопросительные и отрицательные структуры образуются с помощью вспомогательных глаголов do/does для Present Simple; did для Past Simple и shall/will для Future Simple. Во временах группы the Simple Tenses часто употребляются наречия: always, often, seldom, usually, sometimes, every day (Present Simple); yesterday, last week, last year, last summer (Past Simple); tomorrow, next week, next year, next winter (Future Simple).

### *Grammar Exercises:*

***Ex. 1: Form the Present Simple Tense, 3-rd person singular. Mind the pronunciation of -s/-es:***

to get, to wash, to need, to answer, to study, to ski, to play, to miss, to box, to fish, to place, to teach, to close, to do, to have, to go, to ask, to work, to discuss, to begin, to stay, to say, to translate, to finish, to watch, to explain, to use, to stay.

***Ex. 2: Form the Past Simple Tense of regular and irregular verbs:***

to ask, to watch, to dress, to work, to look, to kiss, to wish, to pass, to discuss, to listen, to open, to call, to remember, to stay, to enter, to conquer, to study, to translate, to dictate, to create, to correct, to need, to devote, to realize; to get, to do, to make, to take, to go, to come, to be, to read, to write, to speak, to tell, to say, to begin, to leave, to know, to meet, to put, to run, to see, to send, to stand, to understand, to think, to choose, to lead, to fall, to hear.

***Ex. 3: Form the Future Simple Tense of the verbs in the following sentences:***

1. I get up very early. 2. They are at home till 11 o'clock. 3. There is a beautiful park here. 4. I am ready to answer. 5. His family goes to the country. 6. We have an English class at the time. 7. I am free after 5. 8. His wife teaches history at school. 9. We listen to the latest news. 10. It is winter. 11. It is Monday.

***Ex. 4: Make up situations, using the following verbs in the Present, Past, Future Tense (Topics: "My Working Day", "What I did yesterday", "Next Sunday"):***

- a) to get up, to get dressed to do morning exercises, to make breakfast, to leave home, to take a bus, to get to the university, to have many things to do at the English class, to read and translate historical texts, to write tests and dictations, to ask questions, to answer the teacher's questions;
- b) to attend the lecture, to listen to the lecturer attentively, to take notes, to go to the library, to prepare for the seminar, to do homework, to look through newspapers



and magazines, to stay in the reading-room long, to come to the hostel, to listen to the radio, to watch TV, to go for a walk, to go to bed at midnight;

- c) to have no classes, to take a rest, to go to see one's friends, to visit the museum, to go to the theatre (cinema), to see a new film (a new play), to go to the country if the weather is good, to go skating (skiing, swimming, boating), to go for a picnic if it does not rain, to go to the stadium to see a football (hockey) match, to stay at home the whole evening, to play chess.

### **GRAMMAR: The Progressive (Continuous) Tenses**

Глаголы в формах Progressive (Continuous) описывают действие как процесс, как длительность, соотнося его с определённым моментом в прошлом, настоящем или будущем. The Progressive (Continuous) Tenses образуются при помощи вспомогательного глагола **to be** в нужной форме и соответствующем времени, а также смыслового глагола с **-ing** окончанием. В видо-временных формах The Progressive (Continuous) Tenses часто употребляются следующие указатели времени: now, at the moment, at 5 o'clock и др.

#### ***Grammar Exercises:***

#### ***Ex. 1: Form the Present Progressive Tense of the verbs. Mind the spelling:***

to cry, to take, to see, to die, to lie, to capture, to occupy, to play, to go, to do, to read, to fly, to sit, to travel, to examine, to live, to meet, to stop, to sell, to smoke, to be, to find, to finish, to wonder, to wear, to eat, to have, to drive, to ring, to sleep.

#### ***Ex. 2: Use "to be" in the Present, Past or Future forms:***

I...going to the university now. He...reading a book yesterday at 4 o'clock. We...be watching TV at 7 o'clock tomorrow. Where...the old man living now? It is 11 p.m. now and he...still working. What ...they talking about? The little boy ... fishing when he fell into the river.

#### ***Ex. 3: Translate the following sentences into English:***

Он писал письмо, когда я увидел его. Гари делал свою работу, пока его братья играли. Мужчина упал в тот момент, когда он бежал за автобусом. Мы пели песню, когда Джордж вошёл в комнату. Начался дождь, когда мы наблюдали за игрой. Когда зазвонил телефон, я работал в саду. Он потерял паспорт, когда осматривал достопримечательности Рима.

**Ex. 4 Use the sentences in the Present Continuous or the Present Simple.**

1. I (to write) a composition now. 2. I (not to drink) milk now. 3. I (to go) for a walk after dinner. 4. I (not to go) to the theatre every Sunday. 5. He (not to read) now. 6. He (to play) now. 7 He (to play) now? 8. My mother (to work) at a factory. 9. My aunt {not to work} at a shop. 10. You (to work) at an office? 11. My friend (to live) in St. Petersburg. 12. My cousin (not to live) in Moscow. 13. The children (not to sleep) now. 14. The children (to play) in the yard every day. 15. They (not to go) to the stadium on Monday. 16. She (to read) in the evening. 17. She (not to read) in the morning. 18. She (not to read) now. 19. Your father (to work) at this factory? 20. You (to play) chess now? 21. Look at the sky: the clouds (to move) slowly, the sun (to appear) from behind the clouds, it (to get) warmer. 22. How is your brother? – He is not well yet, but his health (to improve) day after day. 23. Listen! Who (to play) the piano in the next room?

**Ex. 5 Use the verbs in the Present Continuous, Present Simple or Future Simple.**

a) 1. When you (to get) up every day? - I (to get) up at seven o'clock. 2. My brother usually (not to get) up at seven o'clock. As a rule, he (to get) up at six o'clock, but tomorrow he (to get) up at seven o'clock. 3. Why she (to come) home so late tomorrow? 4. We (to go) to the country the day after tomorrow. 5. Our friends always (to go) to the country for the weekend. 6. Look! The kitten (to play) with its tail. 7. Your parents (to watch) TV now? 8. My sister (not to rest) now. She (to help) mother in the kitchen. She (to help) mother in the kitchen every day. 9. Where she (to go) tomorrow? 10. She (to go) to the country with us tomorrow? 11. They (to stay) at home tomorrow. 12. What you (to do) now? I (to see) that you (not to read). 13. When you (to finish) your homework? It (to be) very late, it (to be) time to go to bed. 14. How you usually (to spend) evenings? 15. What you (to do) in the country next summer? 16. They (not to drink) tea now. I (to think) they (to watch) TV. 17. What your father (to drink) in the evening?

b) 1. It (to be) cold in autumn. It often (to rain). A cold wind often (to blow). 2. The weather (to be) fine today. It (to be) warm, the sun (to shine) brightly. A soft wind (to blow). Small white clouds (to sail) in the sky. 3. Don't go out: it (to rain) heavily. 4. Take your raincoat with you. I am afraid it (to rain) in the evening and you (to get) wet through if you (not to put) on your raincoat. 5. Every spring birds (to come) to our garden and (to sing) in the trees. 6. Listen! Somebody (to sing) in the next room. 7. It usually (not to snow) at this time of the year. 8. What the weather (to be) like now? It (to snow)? – No, it .... 9. We (to go) out of town to ski on Sunday? – Yes, we ... if it (to snow) this week and if there (to be) a lot of snow everywhere. 10. What you (to do) tomorrow? – We (to go) out of town if the weather (not to change) for the worse. You (to come) with us? – With pleasure if only I (not to have) too much work to do at home.

**GRAMMAR: The Numerals**

Числительные в английском языке подразделяются на количественные и порядковые. Количественные числительные от 13 до 19 образуются при помощи суффикса *-teen*. Количественные числительные, обозначающие десятки образуются при помощи суффикса *-ty*. В английском языке в отличие от русского количественные числительные используются для обозначения номеров домов, квартир, комнат, трамваев, автобусов, маршрутов самолётов, страниц, глав, книг и т.д. на письме они обозначаются цифрами после определяемого слова. Определяемое существительное употребляется без артикля: Ann lived in Oxford Street 27(Oxford Street Twenty-Seven), Flat 5 (Flat Five). Open your books at Page 30 (Page Thirty).

Количественные числительные употребляются для обозначения номеров телефонов, причём каждая цифра произносится отдельно: 113-24-98 (double one-three-two-four-nine-eight). Годы обозначаются количественными числительными: 1900 – nineteen hundred, 1945 – nineteen forty-five, 2014 – two thousand and fourteen (twenty ten). Даты тоже обозначаются количественными числительными: 9<sup>th</sup> of May – the ninth of May.

Порядковые числительные до 20 образуются от количественных числительных путём прибавления к основе суффикса *-th* (the fourth, the fifth, the tenth), за исключением числительных the first *первый*, the second *второй*, the third *третий*. Числительные, обозначающие десятки, образуют порядковые числительные путём изменения конечной *-y* на *-i* и затем прибавления суффикса *-eth*: twenty – the twentieth, forty – the fortieth; fifty-five – the fifty-fifth.

**Ex. 1: Read the following numbers:**

379, 5084, 2000000.

8-918-677-34-90, 8-877-132-55-49, 8-969-367-44-11.

**Ex. 2: Answer the questions about yourself:**

1. When were you born?
2. How tall are you?
3. What’s the number of your flat (house) where you live?
4. When’s your birthday?
5. What’s your body temperature?
6. What’s the approximate population of your town?

### TASKS FOR A CREDIT-TEST:

#### **Text: History of Russian Passports and Citizenship**

In the 16<sup>th</sup>-17<sup>th</sup> centuries it was necessary to obtain a special document from the tsar which gave permission to go abroad, since departure from the country was strictly limited. During the reign of Peter the Great hundreds of young Russians went to Western Europe to study. But by the end of epoch of Catherine the Great, the State put a lot of obstacles to foreign travel because of the fear of revolutionary ideas that could come from Europe.

Nicholas I forbade the education of children abroad and, consequently, created lots of work for foreign teachers in Russia. It was only Alexander II who allowed youths to study abroad after reaching age 17. Other restrictions were cancelled in 1881. Young people under age 20 were allowed to leave Russia only if they had serious reasons to go, such as education, medical treatment or trade.

The Russian Empire had no domestic passports. They were made only for travel abroad and were valid for 5 years. Every 6 years anyone, who was absent from Russia, had to pay a tax, equal to 15 roubles.

#### *Soviet Period*

After 1917 the practice of issuing passports for travel abroad remained the same. They were valid for 6 months and then could be prolonged for another half a year or even a longer period but only by special solicitation. The control over all those who crossed the border was very strict. According to the rules adopted in 1922, one could go abroad only by permission of a special government department.

At the same time gaining the Russian citizenship in 1918 was very simple: a man needed only to apply to the Department of Foreign Affairs. It was only in 1921 that the government took away the citizenship of all those people who had left the country before the revolution and who had been living abroad for 5 years.

The USSR was created in 1922 and in 1924 Soviet citizenship was introduced. Passports were given only to those who went abroad. In 1925 three types of documents

appeared: diplomatic passports (green), official ones (for those who went abroad for business, they were blue) and passports for other citizens (red). This system was maintained almost till the end of the 20<sup>th</sup> century.

The situation concerning domestic passports is also worthy of our attention. After 1917 everybody's identity could be established by any document with a photo and a stamp. Until 1923 issuing such documents was a very simple process: every governmental organization had the right to prepare them.

Nevertheless, by the end of the 1920-s this anarchy could not be supported any more and a special commission was created. This government aimed at solving three problems at the same time. First of all, not to allow people living in the countryside to leave their homes. Secondly, to do the same with people in cities and, finally, to control and persecute 'enemies' of the Soviet regime.

But passports were not given to everyone: only to inhabitants of cities, workers, and those who lived in a sovkhos. People in the countryside had no passports and were prohibited to leave their village for more than five days.

Citizens who were living abroad could not take their interior passports with them. If somebody planned to leave forever, he had to give his documents to a special department.

### *The Russian Federation*

The Russian Federation was formed in 1991. Until recently, the majority of the population had old passports with symbols of the Soviet Union. But at the beginning of the 21<sup>st</sup> century citizens were asked to exchange their documents for new ones. These new passports have 20 pages instead of 24 and are given to people over 14 (in the USSR passports were for people from the age of 16). At the age of 20 and 45, one needs to change the document (in the USSR they had only to put a new photo at 25 and 45). New passports had no entry about nationality but the original registration always remains.

### *Registration*

Such a notion does not exist in other European countries. In Russia, for example, the main condition, giving you the right to live in the city, is the fact that you work there

and have a family. As for the Russian Federation, according to the Constitution of 1993, every citizen of the country has the right to move freely from one city to another. However, in reality people need to have a registration in the city they are currently living in.

### *Assignments to the text:*

#### *I. Answer the following questions:*

1. What was it necessary to obtain from the tsar in the 16<sup>th</sup>-17<sup>th</sup> centuries?
2. Did hundreds of young Russians go abroad to study in the reign of Peter the Great?
3. What about the epoch of Catherine the Great and Nicolas I?
4. Who allowed the youths to study abroad after reaching the age of 17?
5. Were there any domestic passports in the Russian Empire?
6. What was special about gaining the Russian citizenship in the Soviet period?
7. When was the Russian Federation formed?
8. What were the citizens asked at the beginning of the 21<sup>st</sup> century?
9. What is special about registration in Russia?
10. Does such a notion exist in other European countries?

#### *II. Express the main ideas of each abstract.*

#### *III. Translate the text in written form.*

#### *IV. Test your grammar skills:*

#### *Ex.1: Use Present Continuous or Present Simple:*

1. I (to read) books in the evening.
2. I (not to read) books in the morning.
3. I (to write) an exercise now.
4. I (not to write) a letter now.
5. They (to play) in the yard now.
6. They (not to play) in the street now.
7. They (to play) in the room now?
8. He (to help) his mother every day.
9. He (to help) his mother every day?
10. He (not to help) his mother every day.
11. You (to go) to school on Sunday?
12. My friend (not to like) to play football.
13. I (not to read) now.
14. He (to sleep) now?
15. We (not to go) to the

country in winter. 16. My sister (to eat) sweets every day. 17. She (not to eat) sweets now. 18. They (to do) their homework in the afternoon. 19. They (not to go) for a walk in the evening. 20. My father (not to work) on Sunday. 21. He (to work) every day. 22. They (to read) many books. 23. They (to read) many books? 24. They (not to read) many books. 25. The children (to eat) soup now. 26. The children (to eat) soup now? 27. The children (not to eat) soup now. 28. You (to play) volley-ball well? 29. When you (to play) volley-ball? 30. What Nick (to do) in the evening? 31. He (to go) to the cinema in the evening? 32. We (not to dance) every day. 33. Look! Kate (to dance). 34. Kate (to sing) well? 35. Where he (to go) in the morning? 36. He (not to sleep) after dinner. 37. My granny (to sleep) after dinner. 38. When you (to sleep)? 39. Nina (not to sleep) now. 40. Where John (to live)? – He (to live) in England.

**Ex.2: Use verbs in the Present Continuous, Present Simple or Future Simple:**

1. I (to play) chess tomorrow. 2. I (not to play) chess tomorrow. 3. You (to play) chess tomorrow? 4. He (to play) chess every day. 5. He (not to play) chess every day. 6. He (to play) chess every day? 7. They (to play) chess now. 8. They (not to play) chess now. 9. They (to play) chess now? 10. Nick (to go) to the park now. 11. Nick (to go) to school every day. 12. Nick (to go) to school tomorrow. 13. You (to come) to my place next Sunday? 14. You (to read) this book next week? 15. You (to read) books every day? 16. You (to read) a book now? 17. I (not to see) him tomorrow. 18. What you (to do) tomorrow? 19. What your friend (to do) tomorrow? 20. Where you (to go) next summer? 21. Where you (to go) every morning? 22. Where you (to go) now? 23. Look! Mary (to dance). 24. She (to dance) every day. 25. She (to dance) tomorrow? 26. He (to go) to the theatre tomorrow. 27. We (to go) to school in the morning. 28. Look! Kate (to go) to school. 29. You (to help) your mother tomorrow? 30. I (not to play) the guitar now. 31. My brother (to play) the guitar every evening. 32. They (not to take) care of the garden next summer. 33. You (to like) apples? 34. You (to eat) apples tomorrow? 35. Nick (to read) many books. 36. Mother (to work) every day. 37. He (not to sleep) now. 38. Your brother (to go) to the exhibition next Sunday? 39. We (not to go) to the zoo tomorrow. 40. I (not to learn) the poem now. 41. She (to live) in San Francisco. 42. My father (to shoot) very well. 43. He is very strong. Look! He (to carry) a very heavy box. 44. My sister (not to like) coffee. 45. When you (to go) to bed every day? 46. What he (to read) now? 47. What he (to read) every day? 48. What he (to read) tomorrow? 49. Where she (to go) tomorrow? 50. You (to give) me this book tomorrow?

**Ex.3 Write the sentences in the Past Simple:**

- a) On Monday we have five lessons. The first lesson is Russian. At this lesson we write a dictation and do some exercises. Nick goes to the blackboard. He answers well and gets a “five”. Pete does not get a “five” because he does not know his lesson. After the second lesson I go to the canteen. I eat a sandwich and drink a cup of tea. I do not drink milk. After school I do not go home at once. I go to the library and take a book. Then I go home.

- b) On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family. At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee. After Breakfast my son leaves home for school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon. In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers and I do some work about the house. At about eleven o'clock we I go to bed.
- c) Boris wakes up when it is already quite light. He looks at his watch. It is a quarter to seven. Quick! Boris jumps out of bed and runs to the bath-room. He has just time to take a cold shower and I drink a glass of tea with bread and butter. He is in a hurry to catch the eight o'clock train. At the railway station he meets three other boys from his group. They all have small backpacks and fishing-rods. In less than an hour they get off the train at a small station near a wood. They walk very quickly and soon find themselves on the shore of a large lake. The boys spend the whole day there fishing, boating and swimming. They return home late at night, tired but happy.

***Ex. 4 Use the sentences in the Present Continuous or Past Continuous:***

1. I (to write) an English exercise now. 2. I (to write) an English exercise at this time yesterday. 3. My little sister (to sleep) now. 4. My little sister (to sleep) at this time yesterday. 5. My friends (not to do) their homework now. They (to play) volley-ball. 6. My friends (not to do) their homework at seven o'clock yesterday. They (to play) volley-ball. 7. You (to eat) ice-cream now? 8. You (to eat) ice-cream when I rang you up yesterday? 9. What your father (to do) now? 10. What your father (to do) from eight till nine yesterday? 11. Why she (to cry) now? 12. Why she (to cry) when I saw her yesterday? 13. She (to read) the whole evening yesterday. 14. She (not to read) now. 15. Now she (to go) to school. 16. What you (to do) now? I (to drink) tea. 17. You (to drink) tea at this time yesterday? No, I (not to drink) tea at this time yesterday, I (to eat) a banana. 18. My sister is fond of reading. She (to read) the whole evening yesterday, and now she (to read) again. 19. Look! My cat (to play) with a ball. 20. When I went out into the garden, the sun (to shine) and birds (to sing) in the trees.



## TEXTS AND TESTS FOR THE SECOND-YEAR STUDENTS

### TEXT I:

#### Moscow

Moscow is the capital of Russia, its political, economic, commercial and cultural centre. It was founded 8 centuries ago by Prince Yuri Dolgoruky. Historians have accepted the year 1147 as the start of Moscow's history. Gradually the city became more and more powerful. In the 13<sup>th</sup> century Moscow was the centre of the struggle of Russian lands for the liberation from the Tatar yoke. In the 16<sup>th</sup> century under Ivan the Terrible Moscow became the capital of the new united state. Though Peter the Great moved the capital to St. Petersburg in 1712, Moscow remained the heart of Russia. That is why it became the target of Napoleon's attack. Three-quarters of the city was destroyed by fire during Napoleon's occupation, but by the middle 19<sup>th</sup> century Moscow had been completely restored. After the October revolution Moscow became the capital again.

Now Moscow is one of the largest cities in Europe. Its total area is about nine hundred square kilometers (ancient Moscow occupied the territory of the present-day Kremlin). The population of the city is over 9 million.

Moscow is one of the most beautiful cities in the world. The heart of Moscow is Red Square. It has more historical associations than any other place in Moscow. The Kremlin and St. Basil's Cathedral (Vasily Blazheny) are masterpieces of ancient architecture. The main Kremlin tower, the Spasskaya Tower, has become the symbol of the country. On the territory of the Kremlin you can see old cathedrals, the Bell tower of Ivan the Terrible, the Tzar-Cannon and the Tzar-Bell, the biggest cannon and bell in the world. St. Basil's Cathedral was built in the 16<sup>th</sup> century in memory of the victory over Kazan. There's a legend that Ivan the Terrible blinded the architects Barma and Postnik, because he didn't want them to create another masterpiece.

There are a lot of beautiful palaces, old mansions, cathedrals, churches and monuments in Moscow. Now Moscow is being reconstructed and we all hope that in a few years the city will become even more beautiful.

There are more than 100 museums in Moscow. The largest museums are The Pushkin Museum of Fine Arts and the State Tretyakov Gallery. Other unique museums in Moscow include the All-Russia Museum of Folk Arts, the Andrei Rublev Museum of Early Russian Art, Alexei Bakhrushin Theatre Museum, Mikhail Glinka Museum of Musical Culture and many others. Moscow is famous for its theatres. The best-known of them is the Bolshoi Opera House. Drama theatres and studios are also very popular. Moscow is a city of students. There are over 100 higher educational institutions in it.

Moscow is the seat of the Russian Parliament (the Duma) and the centre of political life of the country.

### *Vocabulary:*

to accept – принимать, допускать;

liberation – освобождение;

powerful – сильный, могущественный;

to remain – оставаться;

target – мишень, цель, объект;

to destroy – разрушать;

completely – полностью, целиком;

to restore – реставрировать, восстанавливать;

ancient – древний;

masterpiece – шедевр;

to blind – ослепить;

mansion – особняк;

studio – студия, театр-студия;

higher educational institution – высшее учебное заведение.

### *Questions:*

- 1) When was Moscow founded?
- 2) Is there a monument to Yuri Dolgoruky in Moscow? Where is it?
- 3) When did Moscow become a capital?
- 4) When was the capital moved to St. Petersburg?
- 5) What is the total area of modern Moscow?
- 6) What's the population of Moscow?
- 7) What are the places of interest in Moscow?
- 8) What are the most famous Moscow theatres and museums?
- 9) Are there any higher educational institutions in Moscow?
- 10) Is Moscow considered to be the political centre of the country?

### TEXT II:

#### Washington, DC

Washington is the capital of the United States of America. It's situated in the District of Columbia it is like no other city in the USA. It's the world's largest one-industry city. And that industry is government. The White House, where the US President lives and works, the Capitol, the home of the US Congress, and the Supreme Court, are all in Washington. Washington was named after the first US President George Washington. He selected the place for the capital and Pierre L'Enfant, a French engineer, designed the city. Washington was first settled in 1790 and since 1800 it has been the federal capital.

Washington is one of the most beautiful and unusual cities in the United States. In the very centre of it raises the huge dome of the Capitol – a big white dome standing on a circle of the pillars. The 535 members of the Congress meet here to discuss the nation's affairs. It's easy to get lost in this huge building, full of paintings and statues. Not far from the Capitol is the Library of Congress, the largest library in the States. It contains more than 13 million books, more than 19 million manuscripts, including the personal papers of the US presidents. The White House is the official residence of the US President. He works in the Oval Office.

One can hardly find a park, a square or an open area in Washington without a monument or a memorial. The most impressive and the best-known are the Lincoln Memorial and the Washington Monument. There some important museums in Washington where you can see all kinds of things: famous paintings and sculptures, the dresses of Presidents' wives, the original of the Declaration of Independence, the largest blue diamond in the world, etc. There are 5 universities in Washington.

There are no skyscrapers in Washington, because they would hide the city's many monuments from view. No building in the city may be more than 40 metres high. Thousands of tourists visit Washington every day. People from all parts of the United States come to visit their capital.

### **Vocabulary:**

to settle – поселять, заселять;

to design – проектировать, создавать;

huge – колоссальный, огромный;

dome – купол;

circle – круг;

pillar – столб, колонна;

affair – дело;

to get lost – заблудиться;

to contain – содержать;

manuscript – рукопись;

personal papers – личные бумаги;

impressive – впечатляющий, производящий впечатление;

original – оригинал;

diamond – алмаз, бриллиант;

skyscraper – небоскрёб.

### **Questions:**

1. Where is Washington situated?
2. Is Washington a typical American city?
3. What kind of industry is there in Washington?
4. What important government buildings are situated in it?
5. Where does the US president live and work?
6. Who selected the place for the capital of the USA?
7. When was Washington first settled?
8. Who designed the capital of the USA?
9. What places of interest in Washington do you know?

10. How many universities are there in Washington?

11. Why are there no any skyscrapers in Washington?

### TEXT III:

#### London

London is the capital city of England and of the United Kingdom. It is situated on the Thames River and is one of the largest cities in Britain and one of the largest cities in the world.

From the earliest times the Romans, the Saxons, the Danes and the Normans settled there in turn. With the passing years London continued to grow in importance and prosperity. The existence of London depended on its water-born trade which still makes London one of the world's largest ports. Historical and geographical circumstances have turned London into one of the world's most important commercial and cultural centres. The first mayor was elected in 1193, but for more than a thousand years before that London had been a place of some importance.

London survived the Plague, which killed nearly 70000 people, and the Great Fire which followed. Little damage occurred during World War I, but World War II brought tremendous destruction to the city: a great number of historic values were laid in ruins. Yet much was spared, including the Tower of London, St. Paul's Cathedral and Westminster Abbey which remain the major tourist attraction of the city.

London manages in a unique way to reflect the past and, at the same time, to live a life of a modern city. There is always something new to be discovered, some fresh approach to a familiar scene, some curious piece of life in the city where the old and the new exist side by side in mutual tolerance and respect.

There are two main districts of London – the West End and the East End. These are not merely geographical names. The West End consists of fashionable houses of the rich, art galleries, famous museums, theatres, palaces and parks. The East End is still a poorer district full of factories and plants.

Piccadilly is a fashionable shopping centre. Its famous fountain with a statue of Eros, the Greek god of love, attracts crowds of tourists.

Bustling Trafalgar Square is dominated by imposing Nelson's Column, built in honour of Britain's naval hero Admiral Lord Nelson. Whitehall, location for Horse Guards Parade and Downing Street, the official home of prime ministers since 1731, leads to Parliament Square. The Houses of Parliament, originally a royal palace, house the Big Ben clock – still wound by hand and an authoritative time-keeper. Historic Westminster Abbey is where English sovereigns have been crowned and buried for over 900 years.

In the heart of the City of London, founded by the Romans in 43 AD you can see Mansion House, the Lord Mayor's home; the Bank of England, centre of the nation's finance and Lloyds of London building.

There are many public parks in London: Hyde Park, Regent Park, Kensington Gardens are among them. Hyde Park is Londoners' favourite resting place, where crowds of people can be seen in the "Speaker's Corner" listening to Hyde Park speakers. During the day a lot of people sit on green grass eating sandwiches and talking and having a rest in the sunshine or in the shade.

There are a lot of private squares in London: in Mayfair, Kensington and other districts of the city. You can see endless lines and streets of houses, green bushes, sometimes roses or lilacs among them, old trees full of birds, a fence around it and old grey houses built on all four sides. There is nobody inside, the gate is locked, and the square is private. However neither birds nor cats need any keys. So in good season the birds give a free concert to the cats who seem to be the only visitors of these charming places.

### **Vocabulary:**

prosperity – процветание;

trade – торговля;

circumstances – обстоятельства;

commercial – коммерческий;

mayor – мэр города;



to survive – выживать;

damage – повреждения;

to occur – случаться, происходить;

tremendous destruction – значительные разрушения;

buildings of historic value – здание, представляющее собой историческую ценность;

to be laid in ruins – разрушиться, превратиться в развалины;

to be spared – сохраниться;

major tourist attraction – основной предмет интереса туристов;

unique – уникальный;

to reflect – отражать;

an approach to – подход к ;

Mansion House – резиденция лорд-мэра в Лондоне;

Mayfair – Мэйфэр (модный и дорогой район Вест Энда в Лондоне, между Оксфорд Стрит, Риджент Стрит, Пиккадили и Парк Лейн, известный своими дорогими отелями, ресторанами и магазинами);

Lloyds of London building – лондонский офис крупнейшей в Великобритании страховой компании Ллойда;

mutual tolerance and respect – взаимная терпимость и уважение.

### *Questions:*

1. What are the main points of London's history?
2. What made London one of the biggest ports in the world?
3. Is London an ancient or a modern city? Give your reasons.
4. What are the most interesting places of interest in London?
5. Can you choose one of the places of interest and describe it?
6. Who was Admiral Lord Nelson?
7. What is special about the Big Ben clock?
8. What can you see in the City of London?
9. Are there any parks and squares in London?

## GRAMMAR: The Perfect Tenses

Глаголы в формах Perfect выражают действие завершённое, приведшее к определённом результату (либо его отсутствию). С помощью форм Perfect мы подводим итоги определённому периоду времени, определённых действий. Время подведения итогов – либо настоящий момент (the Present Perfect), либо момент в прошлом (the Past Perfect), либо – в будущем (the Future Perfect). Если в предложении действие подразумевается как *факт*, т.е. действие как таковое, то употребляются the Simple Tenses. Если действие рассматривается как *результат* того или иного действия, то употребляются the Perfect Tenses: I was in London last Tuesday. – Я был в Лондоне в прошлый вторник (даётся точное указание на время пребывания). I have been to London. – Я был (бывал) в Лондоне (в моей жизни был «опыт» посещения этого города). Образование форм Perfect: have (в нужном времени и лице)+ (Participle II или V-3).

### Ex. 1: Form the Participle II forms:

to create, to do, to have, to meet, to open, to close, to stay, to oppress, to fly, to be, to discover, to come, to operate, to see, to go, to put, to celebrate, to pass, to inform, to say, to tell, to answer, to want, to die, to live, to become, to hear.

### Ex. 2: Use the necessary forms of the Perfect Tenses or Simple Tenses:

I just (tell) you the answer. – I (tell) you the answer yesterday. She already (answer) the letter. – She (answer) it on Wednesday. The baker already (sell) his cakes. – He (sell) his cakes an hour ago. I (fly) over the Loch Ness last week. - You (see) the Loch Ness monster? When he (arrive)? – He (arrive) at 2 p.m. The newspaper (come)? – Yes, it (come) a few minutes ago.

## GRAMMAR: The Nouns

Множественное число существительных у существительных, оканчивающихся на гласные или согласные, образуется путём прибавления к основе окончания **-s**: a boy – boys, a pen – pens, a trick – tricks. Множественное число существительных, основа которых оканчивается на **-ch, -sh, -s, -ss, -x**, а также на **-o**, образуется путём прибавления к основе окончания **-es**: a bench – benches, a glass – glasses, a box – boxes, a bus – buses. Существительные на **-y** (после согласной) во множественном числе имеют окончание **-ies**: an army – armies, a fly – flies, a lady – ladies (но a boy – boys). Конечное **-f, -fe** меняется на **-ves**: a calf – calves, a knife – knives, a wife – wives (исключения: a roof – roofs, a safe – safes). Есть ряд существительных, которые являются исключениями: a man – men, a woman – women, a child – children, a foot – feet, a tooth – teeth, a goose – geese, a

mouse – mice, a louse – lice, an ox – oxen, a deer – deer, a sheep – sheep, a fish – fish и др. Некоторые существительные имеют только форму единственного числа: advice, information, news, furniture, luggage, knowledge. Некоторые – только форму множественного числа: clothes, damages, goods, looks, riches, manners, thanks.

***Ex. 1: Form the plurals of the nouns:***

Month, ear, eye, brother, spoonful, deer, army, Frenchman, chimney, machine, top, hill, calf, bush, man, post woman, factory, boy, roof, chief, box, tooth, river, lake, name, place, watch, bridge, armchair, ship, sheep, hat, bank, louse, information, looks, thanks, news, child.

***Ex. 2: Use the sentences in the plural forms:***

1. This is a star. 2. This is a boy. 3. This is a baby. 4. That is a plate. 5. That is a flower. 6. That is a bookshelf. 7. Is this a sofa? 8. Is this a bookcase? 9. Is this a man? 10. Is that a ball? 11. Is that a train? 12. Is that a plane? 13. Is the window open? 14. Is the door closed? 15. Is the boy near the window? 16. That is not a king, 17. That is not a queen. 18. That is not a bus. 19. This isn't a mountain. 20. That isn't a goose. 21. This isn't a mouse. 22. It is a sheep. 23. It is a cigarette. 24. It is a cat. 25. It is not a girl. 26. It isn't a bag. 27. It isn't a tree. 28. It is not a bad egg. 29. It is a good egg. 30. Is that a flower?

***Ex. 3: Use the sentences in the plural forms:***

1. What is that child's name? 2. The cat has caught a mouse. 3. There was a lady, a gentleman, a boy and a girl in the room. 4. In the farm-yard we could see an ox, a sheep, a cow and a goose. 5. Is this worker an Englishman or a German? – He is a Frenchman. 6. Why don't you eat this potato? 7. This strawberry is still green. 8. The withered leaf has fallen to the ground. 9. Can you see a bird in that tree? 10. Does your tooth still ache? 11. I held up my foot to the fire to warm it. 12. His child studies very well. 13. This man works at our office. 14. There is a new house in our street. 15. This story is very interesting. 16. I have hurt my foot. 17. The wolf has been shot. 18. He keeps his toy in a box. 19. Put this knife on that table. 20. This is a bird. 21. Is that also a bird? – No, it isn't. That is a cat. 22. Is that a good horse? Yes, it is. 23. Is that cow big or small? – It is big. 24. This is an apple and that is a flower. 25. Where is the coin? It is in the box. 26. What colour is the box? – It is green. 27. What is it made of? – It is made of wood. 28. What is that man? – He is a clerk. 29. Is he in the office? – Yes, he is. 30. Is that woman a typist? – No, she isn't. – What is she? – She is a doctor. 31. Is his brother at home? – Yes, he is. 32. This house has a balcony looking out on the street. 33. The architecture of this building is quite modern. 34. This is a new district of St. Petersburg. 35. There is a shop, a cinema and a theatre in the new district. 36. He is a retired worker. 37. I am a doctor. 38. We hear the sounds of a child's voice. 39. She is a nice girl. 40. This child's foot is sore.

### GRAMMAR: The Article with/without Geographical Names

С географическими названиями артикль, как правило, не употребляется, за исключением некоторых случаев:

- a) с названиями океанов, морей, рек, озёр, каналов, горных цепей, групп островов, пустынь используется определённый артикль: the Alps, the Black Sea, the Atlantic Ocean, the Sahara Desert, the Suez Canal.
- b) определённый артикль используется с несколькими названиями городов, стран и областей (хотя обычно с этими типами названий артикль не употребляется): the Hague, the Netherlands, the West Indies, the Rivera, the Crimea, the Ukraine.
- c) определённый артикль используется с названиями стран, в состав которых входят слова “kingdom”, “republic”, “Emirates”, “state”, “federation”, “union”: the United States of America, the Russian Federation, the Irish Republic, the Arab Emirates, the United Kingdom.

#### *Ex. 1: Use articles where it's necessary:*

1.... Moscow is situated on ... Moscow River. ... Moscow is a river that moves very slowly. There is ... canal called ... Moscow-Volga Canal which joins ... Moscow to ... Volga. ... Volga runs into ... Caspian Sea. 2. Several rivers run into ... sea at... New York. ... most important is ... Hudson River which empties into ... Atlantic Ocean. Besides ... Hudson there are ... two other rivers: ... East River and ... Harlem River. 3. In ... Siberia there are many long rivers: ... Ob, ... Irtysh, ... Yenissei, ... Lena and ... Amur. 4. ... Altai Mountains are ... higher than ... Urals. 1. ... Neva flows into ... Gulf of ... Finland. 2. ... Pacific Ocean is very deep. 3. ... Urals are not very high. 4. ... Kazbek is ... highest peak of ... Caucasus. 5. ... Alps are covered with ... snow. 6. ... Shetland Islands are situated to ... north of ... Great Britain. 7. ... USA is ... largest country in ... America. 8. ... Crimea is washed by ... Black Sea. 9. ... Lake Baikal is ... deepest lake in ... world. 10. ... Paris is ... capital of ... France. 11. Lomonosov was born in ... small village on ... shore of ... White Sea. 12. Gogol was born in ... Ukraine in 1809. 13. ... Caucasus separates ... Black Sea from ... Caspian Sea. 14. ... Europe and ... America are separated by ... Atlantic Ocean. 15. ... Baltic Sea is stormy in winter. 16. There are many small islands in ... Pacific Ocean. 17. ... North Sea separates ... British Isles from ... Europe. 18. ... Balkans are old mountains. 19. ... Nile flows across ... north-eastern part of ... Africa to ... Mediterranean Sea. 20. Which are ...highest mountains in ... Russia? 21... Thames is ... short river. 22. ... Russia is washed by ... Arctic Ocean in ... north. 23. Kiev is to ... south of ... Moscow. 24. ... Europe is ... continent. 25. ... Moscow is ... capital of ... Russia. 26. Is ... Asia ... island or ... continent? 27. ... Black Sea is in ... south of our country. 28. ... White Sea is in ... north of our country. 29. This is ... map of ... world.

What can you see on ... map? What ... colour are ... valleys on ... map? 30. Petrov is ... architect. He is ... experienced architect. He is in ... Far East. He has ... wife. His wife is ... typist. They have ... son and ... daughter. 31. ... Philippines are situated to ... south-east of ... Asia.

**Ex. 2: Use the articles:**

1. This is ... pen. It is ... good pen. ... pen is black. It is on ... table. 2. I have got ... dog. ... dog's name is Spot. He is ... big grey dog. ... dog is very strong. 3. My friend has ... sister. Her name is Ann. ... girl is ... pupil. 4. We have ... picture in ... living-room. ... picture is very good. It is on ... wall. 5. ... Irish Sea is between ... Great Britain and ... Ireland. 6. There is ... map on ... wall of ... classroom. It is ... map of ... world. There are many seas and lakes on ... map. This is ... Mediterranean Sea and that is ... Red Sea. These are ... Himalayas. They are ... highest mountains in ... world. 7. We live in ... St. Petersburg. ... St. Petersburg is ... very large city. It is one of ... largest cities in ... Russia. 8. My brother is ... doctor. His flat is in ... centre of ... city. It is in ... new house. There are three rooms in ... flat. ... living-room is ... largest of all. It is ... nice light room. There are ... pictures on ... walls. There is ... round table in ... middle of ... room. There is ... sofa at ... wall with ... large thick carpet in ... front of it. ... study and ... bedroom are small, but very comfortable. 9. ... Russia occupies ... eastern half of ... Europe and ... northern third of ... Asia. 10. ... climate of ... northern part of ... Russia is severe. 11. This winter is ... true Russian winter with ... hard frosts. 12. It is warm in ... Crimea and ... Caucasus. 13. ... Washington is ... capital of ... United States of America. 14. I want to go to ... New York some day. 15. ... best way to know and understand ... people of ... other countries is to meet them in their own homes. 16. Is ... Australia ... island or ... continent? 17. ... Red Sea is between ... Africa and ... Asia. 18. There are six continents in ... world. 19. ... France is to ... north of ... Italy.

### TASKS FOR A CREDIT-TEST:

#### **Text: St. Petersburg**

St. Petersburg is the second largest city in Russia and one of the most beautiful cities in the world. It was founded in 1703 by Peter the Great as the ‘Window on the West’. Thousands of workmen were brought from all parts of Russia to build a new city on the swampy land at the mouth of the Neva River. Peter the Great was in a hurry. The work was fast and hard, and workmen dropped dead by hundreds. But the work went on.

In 1917 St. Petersburg, a city of great beauty, with palaces, cathedrals, churches, government buildings became the capital. Under later rulers the new capital of the Russian Empire grew rapidly in wealth and beauty. Architects were brought from Western Europe to lay out the city in harmonious squares. Buildings were constructed of grey and rose-coloured granite. The Hermitage Palace and the Winter Palace, the homes of the tsars, were equal to any in Europe.

When the First World War began in 1914, the German-sounding name, St. Petersburg, was changed to Petrograd. After the October Revolution the city was renamed after Lenin. During the Great Patriotic War the city suffered a great deal. The German armies laid siege to it in 1941, and for the next year and a half it was cut off from the rest of the country. No food could be brought in, and people died of starvation. Daily shelling and air raids destroyed parts of the city. Thousands of people were killed. Rebuilding took years.

Now St. Petersburg is an important industrial, cultural and educational city. The population of the city is over 5 million people. St. Petersburg is indeed a wonderful city: at every turn there’s something to catch your eyes. The Winter Palace, the Hermitage, the Russian Museum, St. Isaac’s Cathedral, the Peter-and-Paul Fortress, the Admiralty building attract thousands of tourists from every corner of the world.

Many museums of Petersburg display the world’s most famous art collections. The Hermitage, for example, contains the richest collection of pictures in the world. The city

is called the Northern Venice because there are 65 rivers, arms and canals there with artistically decorated bridges. It's also famous for its beautiful white nights.

### **Vocabulary:**

swampy – болотистый;

mouth – устье;

to drop dead – упасть замертво;

rapidly – быстро;

to lay out – планировать;

to rename – переименовывать;

to lay siege to – осадить;

starvation – голод;

shelling – бомбёжки;

air raid – воздушный налёт;

to catch smb's eye – привлечь внимание, поразить;

arm – рукав (реки);

artistically – мастерски.

### **Questions:**

1. Have you ever been to St. Petersburg?
2. Is St. Petersburg as old as Moscow?
3. Who was the city founded by and when did it become the capital of the Russian Empire?
4. How many times has the city been renamed and why?
5. Did the city suffer greatly during the Great Patriotic War?
6. What is St. Petersburg famous for?
7. Why is the city called the Northern Venice?

### **Text: Edinburgh**

Edinburgh, the capital city of Scotland, is associated with science, law and administration. It is internationally famous too as one of the most beautiful cities in Europe and is known as “the Athens of the North”. Located on the seven hills, Edinburgh goes down to the bay Firth of Forth. The highest hill, called “King Arthur’s Chair”, is 300 metres above the sea level.

In the old city houses with narrow windows are climbing up by narrow streets towards the ancient Edinburgh fortress overlooking the town from the 150 metres high Castle Rock, which is one thousand years old. From the streets in the centre of the city one can watch ships coming to Edinburgh from different countries of the world.

The modern district with straight and well-planned streets is in the valley, so that you can easily go to the town. As Scots say, St. Petersburg and Edinburgh are the only cities with such a splendid layout. The main street, Princes Street, is a mile long with beautiful houses and a monument to Walter Scott. A new bridge over the river Forth was opened in 1966.

### **Vocabulary:**

science – наука;

internationally – повсюду, повсеместно;

“the Athens of the North” – «северные Афины»;

bay – бухта;

climb up – взбираться, подниматься;

towards – к, по направлению к...;

overlooking – обозревать, смотреть сверху;

layout – план, разбивка, планировка.

### **Questions:**

1. What is Edinburgh associated with?
2. In what way is it known as?



3. Where is it located on?
4. What is the name of the highest hill?
5. How old is Castle Rock?
6. What can be seen from the streets in the centre of the city?
7. Where is the modern district with straight and well-planned streets?
8. Is Edinburgh the only city with such a splendid layout?
9. What is the main street? What monument is situated on it?
10. When was a new bridge over the river Forth opened?

### **Text: Oxford**

There are about ninety universities in Great Britain, the biggest one being London University, and the oldest ones Oxford and Cambridge.

Oxford was founded in the 12<sup>th</sup> century as an aristocratic university and retains its aristocratic character to the present: the cost of studies is comparatively high. Students have to pay for using libraries and laboratories, as well as for taking examinations.

Oxford's organization is very complicated. In fact, the university is a collection of 35 Colleges: two for women only, the rest taking both men and women. Each college is a world of its own which gives its students a specialized training in arts, law, medicine and science. The largest college has over 500 students; the smallest has 100 students.

The University is an administrative centre which arranges lectures for all students of the colleges, holds examinations and gives degrees.

The tutorial system of education used both in Oxford and in Cambridge is one of the ways in which Oxford differs from the other English universities. Every student has a tutor in charge of planning his work and discussing its results with the student: the student's duty is to see his tutor regularly and submit papers and essays. The tutorial system of education brings the student into personal contact with its tutor, the latter trying to influence the social and political life of the student.

The academic year in England has three terms; each lasts from eight to ten weeks. Terminal examinations take place at the end of autumn, spring and summer terms. Final examinations take place at the end of the course of studies. If a student fails in an examination, he may be allowed to take the exam again: only two re-examinations being usually allowed.

### **Vocabulary:**

to retain one's aristocratic character – сохранять аристократический характер;

cost of studies – стоимость обучения;

arts – гуманитарные науки;

to arrange lectures – организовывать лекции;

tutorial system of education – система обучения, контролирующая студента со стороны тьютора;

tutor – тьютор, наставник;

to be in charge of – отвечать за...,

to submit papers and essays – подавать письменные работы и сочинения;

to influence – оказывать влияние на...,

terminal examinations – семестровые экзамены;

final examinations – выпускные экзамены.

### *Assignments to the text:*

#### ***I. Answer the following questions:***

1. How many universities are there in Great Britain?
2. What is the biggest of them?
3. What are the oldest ones?
4. In what way was Oxford founded?
5. What is known about Oxford's organization?
6. What is so special about tutorial system of education in Oxford & Cambridge?
7. How long does the academic year last?

8. When do the terminal examinations take place?
9. When do the final examinations take place?
10. What does a student do if he fails in an examination?

**II. Express the main ideas of each abstract.**

**III. Translate the text in the written form.**

**IV. Test your grammar skills:**

**Ex. 1 Change the sentences from singular into plural:**

1. This is my stocking. 2. He has a new suit. 3. This metal is very hard. 4. That ship is a Russian one. 5. I heard her voice. 6. His dog does not like bread. 7. The plate was on the table. 8. This town is very large. 9. I was talking to her at the tram stop yesterday. 10. Is that girl your sister? 11. I shall give you my book. 12. This story will be a good one. 13. Is this a good match? 14. The boy put his book on the desk. 15. She took off her hat. 16. That house is new. 17. The young man put his hand in his pocket. 18. Is this student coming with us, too? 19. The woman didn't say anything. 20. Does she speak English?

**Ex. 2 Use the articles:**

Once there lived ... king. His name was Midas. He had ... little daughter. They lived in ... beautiful palace with ... wonderful garden around it. Now ... king was very fond of ... gold. He loved ... gold more than anything else in ... world. One day, when ... king was looking at his gold, ... young man appeared before him. "You are ... very rich man, Midas," said ... young man. "Yes," said ... king, "but I would like to be richer. I would like to have ... golden touch. I want everything that I touch to turn into ... gold." ... young man was ... magician, and he gave ... king ... golden touch which he wanted to have. ... king was very happy. He touched ... table, and ... table became gold. He went into ... garden. There were ... beautiful roses in ... garden. He touched ... roses, and they also became gold. ... king's daughter, who loved ... roses very much, saw it and began to cry. "Don't cry, ... dear daughter," said ... king and touched his daughter's head. ... next moment ... girl turned into ... beautiful gold statue.

**Ex. 3 Use the articles:**

Three men came to ... New York for ... holiday. They came to ... very large hotel and took ... room there. Their room was on ... forty-fifth floor. In ... evening ... friends went to ... theatre and came back to ... hotel very late. "I am very sorry," said ... clerk of ... hotel, "but ... lifts do not work tonight. If you don't want to walk up to your room, we shall make ... beds for you in ... hall." "No, no," said one of ... friends, "no, thank you.

We don't want to sleep in ... hall. We shall walk up to our room." Then he turned to his friends and said: "It is not easy to walk up to ... forty-fifth floor, but we shall make it easier. On ... way to ... room I shall tell you some jokes; then you, Andy, will sing us some songs; then you, Peter, will tell us some interesting stories." So they began walking up to their room. Tom told them many jokes; Andy sang some songs. At last they came to ... thirty sixth floor. They were tired and decided to have ... rest. "Well," said Tom, "now it is your turn, Peter. After all ... jokes, I would like to hear ... sad story. Tell us ... long and interesting story with ... sad end." "... story which I am going to tell you," said Peter, "is sad enough. We left ... key to our room in ... hall."

### ***Ex.4 Use Present Perfect or Past Simple:***

1. He (to be) abroad five years ago. 2. You (to be) in the Caucasus last year? 3. They (to leave) England when he (to be) still a child. 4. He (not yet to come) back. 5. He (to go) already? 6. When you (to see) him last? 7. I (not to see) him for ages. 8. His health (to improve) greatly since I (to see) him last. 9. Last night I (to feel) tired and (to go) to bed very early. 10. Where you (to spend) your holidays? 11. You ever (to spend) your holidays in the Crimea? 12. While travelling in the Crimea I (to meet) your friend. 13. I never (to visit) that place. 14. He (to visit) that place last year. 15. I just (to get) a letter from Tom. 16. You (to take) any photographs while travelling in the south?

### ***Ex. 5. Open the brackets, using verbs in the Present Perfect or Past Simple Tense:***

1. The sun (not to rise) yet, but the sky in the east is getting lighter every minute. 2. I (to see) you walking along the street the other day with a heavy bag. 3. I (not to read) the newspaper today. 4. It is very late, and trams (to stop) running: we must find a taxi to get home. 5. How many times you (to be) to St. Petersburg? 6. At last I (to translate) this article: now I shall have a little rest. 7. We (to go) to the country yesterday, but the rain (to spoil) all the pleasure. 8. My watch was going in the morning, but now it (to stop). 9. The lecture (not yet to begin) and the students are talking in the classroom. 10. She just (to go) out. 11. She (to leave) the room a moment ago. 12. We (not yet to solve) the problem. 13. When it all (to happen)? 14. The morning was cold and rainy, but since ten o'clock the weather (to change) and now the sun is shining brightly. 15. Show me the dress which you (to make). 16. Oh, how dark it is! A large black cloud (to cover) the sky. I think it will start raining in a few minutes. 17. Oh, close the window! Look, all my papers (to fall) on the floor because of the wind. 18. When you (to open) the window? – I (to open) it ten minutes ago.

## TEXTS AND TESTS FOR THIRD-YEAR STUDENTS

### TEXT I:

#### Westminster Abbey

Westminster Abbey is noted for its architectural and historical associations. It is the church where nearly all the kings and queens have been crowned and where many of them are buried. It is honoured resting-place for those who have served the nation, whether in science, like Sir Isaac Newton and Charles Darwin, literature, like Charles Dickens, or politics.

Westminster Abbey is a national shrine where the kings and queens are crowned and famous people are buried. Founded by Edward the Confessor in 1050, the Abbey was a monastery for a long time. The present building dates largely from the time of Henry III who began to rebuild the church, a task which lasted nearly 300 years.

The West towers were added in the eighteenth century. Since William I almost every English monarch has been crowned in this church, which contains the tombs and memorials of many of Britain's most eminent citizens. One of the greatest treasures of the Abbey is the oaken Coronation Chair made in 1300.

Westminster Abbey is noted for its Port's Corner, containing memorials to William Shakespeare – a dramatist and poet of universal fame, to Robert Burns – Scotland's most famous poet, to George G. Byron and many others.

Near the West Door of the Abbey the Unknown Warrior lies in a simple grave commemorating the men who died in the World War I.

#### Vocabulary:

to be noted – быть известным, знаменитым;

honoured – почетный;

resting-place – место погребения;

shrine – гробница, усыпальница, святыня;

eminent – выдающийся;

universal fame – всемирная слава.

### *Questions:*

1. What is Westminster Abbey noted for?
2. What is it?
3. Is it an honoured place for any person?
4. Westminster Abbey is a national shrine, isn't it?
5. Whom was it founded by?
6. What time does the present building date from?
7. How much time did the task of Westminster Abbey rebuilding last?
8. What does it contain?
9. What else is Westminster Abbey noted for?
10. Who lies near the West Door of the Abbey?

### **St. Paul's Cathedral**

In the West End one can see the famous St. Paul's Cathedral, the masterpiece of the well-known English architect Christopher Wren. The old building of the Cathedral was badly in need of repair and Christopher Wren was called on to carry out repairs and alterations, but he was prevented from doing this by the Great Plague and the Great Fire of London that destroyed the old cathedral. Nearly eight years passed after the fire before the ruins of the old building were cleared away and the new work was begun. When Christopher made a start, he picked out a stone from the heap of the ruins and found on it a word in Latin which meant "I shall rise again". So he made that the first stone of the new Cathedral. That was on June 21, 1675.

It took him 35 years to build the Cathedral. All that time, while doing other things besides, he labored at this – his greatest work. He was very poorly paid. He didn't always get his wages. But in spite all these difficulties all was splendidly finished.

The Whispering Gallery which is over 100 feet above the floor of the Cathedral is remarkable for its acoustics. A person standing at the entrance of the Gallery can hear clearly what is said on the opposite side, 107 feet away. Beneath the centre of the dome there is a tomb of Lord Nelson killed at the battle of Trafalgar.

Sir Christopher Wren, the greatest architect of St. Paul's Cathedral, died in 1723, aged 91, and was buried in the building which his genius and toil had created.

### **Vocabulary:**

masterpiece – шедевр;

to carry out repairs – производить ремонт, ремонтировать;

alteration – переделка, изменение;

to prevent from – предотвращать;

wages – плата;

remarkable – значительный, выдающийся;

dome – собор;

tomb – надгробие, могила;

toil – труд;

to create – создавать.

### **Questions:**

1. What can be seen in the West End of London?
2. Who was the architect?
3. Why was there the need of repair of the old building?
4. Was he prevented from doing this?
5. What destroyed the cathedral?
6. What did Wren do before starting?
7. When did the construction begin?
8. How long did it take him to build the Cathedral?
9. Were there any difficulties during the construction?

10. What is known about the Whispering Gallery?

11. When did Sir Christopher Wren die?



### TEXT II:

#### **The Tower of London**

Whoever comes to London is eager to see the Tower of London, the scene of nearly 900 years of London's history. The Tower has been in the past a fortress, a palace, a prison and a mint. William the Conqueror began building the Tower for the purpose of protecting the city; other monarchs made additions in later centuries.

The Tower comprises several towers, and the Jewel House where the Crown Jewels are on public display. The White Tower, a massive building inside the walls, was the place where Kings of England held their Court. There is the Bloody Tower too, believed to be the scene of the murder of Edward V and his brother, the Duke of York. Some terrible deeds took place in the grim old Tower. Though kings were born, lived and were married in the Tower, it happened so that they were murdered there too. Queen Ann Boleyn, the Princess (afterwards the Queen) Elizabeth, Sir Thomas More and many other persons of high rank passed under the arch of the Traitor's Gate on their way to prison or the scaffold.

Now the Tower is a museum attracting tourists from all over the world. The Ceremony of the Keys taking place every night at 10 p.m., adds to its attraction. It was said that whoever held the keys to the Tower, held the keys to the kingdom. Five minutes before the hour the Chief Warder and an escort of four approach the gates. The sentry calls out:

“Halt, who comes there?”

“The keys”.

“Whose keys?”

“Queen Elizabeth's keys”.

“Advance Queen Elizabeth's keys. All is well”.

All towers are locked and the keys are finally carried by the Chief Warder to the Queen's House where they are secured for the night. Now the only inhabitants of the

Tower are ravens. There is a legend that the Tower will fall if it loses its ravens. Therefore the birds with clipped wings are carefully guarded.

### ***Vocabulary:***

the Jewel House – Палата драгоценностей в Тауэре (в ней выставляются драгоценности, которые надевает королева во время официальных церемоний);

the White tower – Белая башня в Тауэре (его древнейшее сооружение; построена в XI веке из белого камня; сейчас там находится богатейшая коллекция оружия);

the Bloody Tower – Кровавая башня Тауэра (построена в XIV веке; предположительно место убийства двух мальчиков – короля Джеймса V и Ричарда, герцога Йоркского, которые мешали взойти на престол их дяде – будущему королю Ричарду III);

the Traitors' Gate – Ворота предателей (через них проводили в Тауэр будущих узников, обвиняемых в государственной измене);

scene – место действия;

to be on public display – выставляться для обозрения;

to hold the Court – вершить королевский суд;

deed – дело, поступок;

grim – мрачный, суровый;

the Duke of York – герцог Йоркский;

person of high rank – высокопоставленная персона;

scaffold – эшафот;

escort – эскорт, сопровождение;

to be secured – быть в безопасности;

inhabitant – житель;

raven – ворон;

clipped wings – подрезанные крылья;

to guard – сторожить, охранять.

### *Questions:*

1. Why do many tourists want to see the Tower of London?
2. Who began its construction?
3. What was its purpose?
4. How many towers does it comprise?
5. What are some of them?
6. What is the Bloody Tower noted for?
7. What is the Tower nowadays?
8. What kind of ceremony is taking place every night at 10 p.m.?
9. Where are the keys secured for the night?
10. What kind of legend is there about the ravens?

### **Trafalgar Square**

In 1805 England defeated the allied French and Spanish fleets in a great naval battle at Trafalgar. This was a triumphant victory of the British nation over Napoleon. To commemorate the victory of Admiral Lord Nelson at Trafalgar, Trafalgar Square was constructed. The Nelson Column was erected in 1842 in commemoration of Admiral Nelson, who was killed in this battle.

The statue of Nelson on the top of the column was made by a well-known English sculptor Edward Bailey. Round the base there are four bronze carvings representing scenes from famous naval battles. In 1867 four great lions were placed at the foot of the Nelson Column.

On the north side of Trafalgar Square stands the National Gallery, one of the world's leading art galleries, comprising extensive collections of various European schools of art. The Square is popular with visitors who come to relax, watch pavement artists or to eat their lunch and feed the pigeons.

Trafalgar Square is often referred to in the British press as a place of mass meetings.

### **Vocabulary:**

the allied French & Spanish fleets – объединённый франко-испанский флот;

naval battle – морская битва;

in commemoration – в ознаменование;

to erect – воздвигать;

carving – барельеф;

extensive collection – обширная коллекция;

pigeon – голубь.

### **Questions:**

1. When & where did England defeat the allied French & Spanish fleets?
2. What was constructed to commemorate the victory?
3. When was the Nelson Column erected & why?
4. Who was the statue made by?
5. What is there round the base of the statue?
6. What was placed in 1867 at the foot of the statue?
7. Where does the National Gallery stand?
8. What kind of gallery is it?
9. Why is the square popular with visitors of London?
10. Is Trafalgar Square considered to be a place of meetings?

### **TEXT III:**

#### **A Thistle Emblem**

The thistle has nothing pleasant in it, especially if you carelessly touch its thorns. But it has an important meaning for the people of Scotland. It is the Scottish national emblem. Scotland is now part of Great Britain.

Why did the Scottish people choose this thorny plant as the national emblem of their country?

The answer is interesting and it can be found in the history of Scotland. The people of this country chose the thistle as their national emblem because it saved their land from foreign invaders many years ago.

People say that during a surprise night attack by the invaders the Scottish soldiers were awakened by the shouts of the invaders as their bare feet touched the thorns of the thistle in the fields they were crossing. Of course, it was a good reason to choose the thistle as a national emblem!

### **Vocabulary:**

thistle – чертополох;

pleasant – приятный;

carelessly – неосторожно;

touch – прикасаться, прикосновение;

thorn, thorny – колючка, колючий;

meaning – значение;

find (found) – находить, обнаруживать;

to save – спасать;

invader – завоеватель;

surprise attack – внезапная атака, нападение;

be awakened – быть разбуженным;

shout – крик, вопль;

bare – босой, голый;

foot (feet) – нога;

to cross – переходить;

reason – причина.

### *Questions:*

1. Has the thistle got anything pleasant in it?
2. Has it got an important meaning for the Scottish people?
3. Is it the Scottish national emblem?
4. Where can the answer to this question be found?
5. Why did the people choose the thistle as their national emblem?
6. What happened during one night attack many years ago?
7. Why did the invaders shout crossing the field?
8. Was it a good reason to choose it as a national emblem?

### **Cambridge**

Cambridge is the second oldest universities in Britain, Oxford being the first. Cambridge University was opened in 1284 with the construction of the first college, Peterhouse. At present Cambridge University comprises twenty-eight colleges of which one is only for men and two of them are women's colleges (the first women's college was opened in 1869); the remaining twenty-five take both men and women.

Lying on the river Cam, the city of Cambridge takes its name from the river. The old University City where mostly teachers and students live is full of ancient buildings, libraries and chapels. College buildings are located there too.

In the old times students' life was full of restrictions. Students were not allowed to play games, sing, hunt or even to dance. They had to wear dark clothes & the "squares", the academic caps they still wear in our days. During the course all students have to live in the college. There are over 9000 students at present in residence.

Cambridge has won international fame as the university where historical figures & personalities of literature & science received their education, Cromwell, Newton, Byron, Tennyson & Darwin are among them. The great Russian scientist I.P. Pavlov came to Cambridge to receive the degree of Honorary Doctor of Cambridge. Cambridge University has made the city of Cambridge internationally famous as a centre of science where Rutherford, Kapitsa & other famous scientists have worked.

### *Vocabulary:*

chapel – часовня;

only – только;

be full of – быть заполненным ч-л;

mostly – главным образом, в основном;

be located – располагаться;

be allowed – разрешаться;

to hunt – охотиться;

to wear – носить (об одежде);

restriction – ограничение, запрет;

to be in residence – проживать;

to receive a degree of Honorary Doctor of Cambridge – получить учёную степень почётного доктора Кембриджа.

### *Questions:*

1. Which is the older of two universities: Oxford or Cambridge?
2. When was Cambridge University opened?
3. What does Cambridge University represent nowadays?
4. Where is the city Cambridge situated?
5. What is it full of?
6. What was students' life like in old times?
7. Were there any restrictions?
8. Do all students have to live in the college during their course of study?
9. In what way has Cambridge won its international fame?
10. What historical figures & personalities received their education in Cambridge?

### **GRAMMAR: The Adjectives (the Adverbs)**

Односложные (и некоторые двусложные) прилагательные и наречия образуют сравнительную степень путём прибавления суффикса *-er*; превосходную степень – путём прибавления суффикса *-est*: high – higher – the

highest (высокий – более высокий – самый высокий); big – bigger – the biggest (большой – больше – самый большой); easy – easier – the easiest (лёгкий – легче – самый лёгкий). Многосложные прилагательные и наречия, оканчивающиеся на -ly, образуют сравнительную степень путём прибавления слов more (less); превосходную – путём прибавления слов most (least): interesting – more (less) interesting – most (least) interesting; easily – more (less) easily – most (least) easily. Ряд прилагательных и наречий образуют степени сравнения от разных основ: good – better – best; bad/badly – worse worst; little – less – least; much – more – most; far – farther/further – farthest/furthest.

**Ex. 1: Form the degrees of comparison of the adjectives and adverbs:**

cold, young, old, difficult, good, far, bad, beautiful, weak, little, easy, near, strong, late, interesting, pretty, quick, important, warm, happy, great, early, deep, large, hot, thin, sad, long, simple, much, wide, small, many.

**Ex.2: Change the forms of the adjectives given in the brackets:**

Kate is (young) than Mary. John is the (clever) boy in the class. London is the (big) cities in the world. The weather is (dull) today than it was yesterday. This sentence is (difficult) than the first one. My dog is as (good) as yours. His dog is (good) than yours. Her dog is the (good) as the three. This mountain is the (high) in Europe. Tom is (tall) than Richard. Athens is (far) from London than Rome is. Which is (large): the United States or Canada? What is the name of the (big) port in the United States? Moscow is the (large) city in Russia. The London underground is the (old) in the world. There is a (great) number of cars and buses in the streets of Moscow than in any other city of Russia. St. Petersburg is one of the (beautiful) cities in the world. The rivers in America are much (big) than those in England. 8. The island of Great Britain is (small) than Greenland. What is the name of the (high) mountain in Asia? The English Channel is (wide) than the straits of Gibraltar. Russia is a very (large) country.

**Ex. 3 Translate into English:**

1. Этот дом такой же высокий, как тот. 2. Сегодня вода в реке не такая теплая, как вчера. 3. Ты не такой умный, как папа. 4. Индия не такая большая, как Китай. 5. Темза такая же красивая, как Нева. 6. Его бабушка не такая старая, как дедушка. 7 Яблоки такие же вкусные, как сливы, но не такие вкусные, как груши. 8. Русский музей такой же богатый, как Эрмитаж? 9. Державин не такой знаменитый, как Пушкин. 10. Днепр не такой длинный, как Волга. 11. В прошлом году август был такой же жаркий, как июль.



## GRAMMAR: Reported Speech

Преобразование прямой речи в косвенную подчиняется следующим правилам:

1. Если прямая речь представляет собой утвердительное предложение, то при преобразовании его в косвенную речь оно становится придаточным предложением и вводится при помощи союза *that* и глаголов *to say to smb*, *to tell smb*, *to answer*, *to reply* и др.
2. При преобразовании прямой речи в косвенную необходимо соблюдать правило согласования времён. Время глагола в косвенной речи не изменяется, если глагол в прямой речи был употреблён в настоящем времени. Если глагол сообщения стоит в прошедшем времени, то глагол косвенной речи должен быть употреблён в одном из прошедших времён. При этом время глагола меняется по схеме: Present Simple – Past Simple; Present Progressive – Past Progressive; Present Perfect – Past Perfect; Past Simple – Past Perfect; Future Simple – Future in the Past.
3. Изменению подлежат также некоторые местоимения и наречия: *this – that*, *these – those*, *here – there*, *now – then*, *today – that day*, *this week – that week*, *yesterday – the day before*, *tomorrow – the next day*, *next week – the next week*.
4. При переводе вопросительных предложений в косвенную речь восстанавливается прямой порядок слов. Общие вопросы вводятся в косвенную при помощи союзов *if/whether*; специальные вопросы восстанавливают прямой порядок слов, при этом вопросительное слово становится соединительным союзом; просьбы и приказания вводятся при помощи глаголов *to ask*, *to beg*, *to request*, *to warn*, *to demand*+инфинитив *с to*.

### **Ex.1 Use the sentences in the reported speech (orders):**

1. "Go home," said the teacher to us. 2. "Buy some meat in the shop," said my mother to me. 3. "Sit down at the table and do your homework," said my mother to me. 4. "Don't forget to clean your teeth," said granny to Helen. 5. "Don't sit up late," said the doctor to Mary. 6. The doctor said to Pete: "Don't go for a walk today." 7. "Don't eat too much ice-cream," said Nick's mother to him. 8. "Explain to me how to solve this problem," said my friend to me. 9. The doctor said to Nick: "Open your mouth and show me your tongue." 10. "Don't be afraid of my dog," said the man to Kate. 11. "Take this book and read it," said the librarian to the boy.

### **Ex. 2 Use the sentences in the reported speech (requests):**

1. He said to us: "Come here tomorrow." 2. I said to Mike: "Send me a telegram as soon as you arrive." 3. Father said to me: "Don't stay there long." 4. Peter said to them: "Don't leave the room until I come back." 5. "Take my luggage to Room 145," he said to the

porter. 6. He said to me: "Ring me up tomorrow." 7. "Bring me a cup of black coffee," she said to the waiter. 8. "Don't be late for dinner," said other to us. 9. Jane said to us: "Please tell me all you know about it." 10. She said to Nick: "Please don't say anything about it to your sister." 11. The teacher said to me: "Hand" this note to your parents, please." 12. Oleg said to his sister: "Put the letter into an envelope and give it to Kate." 13. "Please help me with this work, Henry," said Robert. 14. "Please bring me some fish soup," he said to the waitress, 15. "Don't worry over such a small thing," she said to me. 16. "Please don't mention it to anybody," Mary said to her friend. 17. "Promise to come and see me," said Jane to Alice.

### ***Ex.3 Use the sentences in the reported speech (statements):***

1. "My friend lives in Moscow," said Alec. 2. "You have not done your work well," said the teacher to me. 3. The poor man said to the rich man: "My horse is wild. It can kill your horse." 4. The rich man said to the judge: "This man's horse has killed my horse." 5. "This man spoke to me on the road," said the woman. 6. "I can't explain this rule to you," said my classmate to me, 7. The teacher said to the class: "We shall discuss this subject tomorrow." 8. The woman said to her son: "I am glad I am here." 9. Mike said: "We have bought these books today." 10. She said to me: "Now I can read your translation". 11. Our teacher said: "Thackeray's novels are very interesting." 12. She said: "You will read this book in the 9th form." 13. Nellie said: "I read 'Jane Eyre' last year."

### ***Ex.4 Use the sentences in the reported speech (questions):***

1. I said to Nick: "Where are you going?" 2. I said to him: "How long are you going to stay there?" 3. I said to him: "How long will it take you to get there?" 4. Pete said to his friends: "When are you Cleaving St. Petersburg?" 5. He said to them: "Who will you see before you leave here?" 6. They said to him: "What time does the train start?" 7. Ann said to Mike: "When did you leave London?" 8. She said to Boris: "When will you be back home?" 9. Boris said to them: "How can I get to the railway station?" 10. Mary asked Tom: "What time will you come here tomorrow?" 11. She asked me: "Why didn't you come here yesterday?" 12. She asked me: "What will you do tomorrow if you are not busy at your office?" 13. I asked Mike: "What will you do after dinner?" 14. I asked my uncle: "How long did you stay in the Crimea?" 15. Adam said to me: "Where did you see such trees?" 16. I said to Becky: "What kind of book has your friend brought you?" 17. Mother said to me: "Who has brought this parcel?" 18. He said to her: "Where do you usually spend your summer holidays?"

1. I said to Boris: "Does your friend live in London?" 2. I said to the man: "Are you living in a hotel?" 3. Nick said to his friend: "Will you stay at the 'Hilton'?" 4. He said to me: "Do you often go to see your friends?" 5. He said to me "Will you see your friends before you leave St. Petersburg?" 6. Mike said to Jane: "Will you come to the railway station to see me off?" 7. She said to me: "Have you sent them a telegram?" 8.

She said to me: “Did you send them a telegram yesterday?” 9. I said to Mike: “Have you packed your suitcase?” 10. I said to Kate: “Did anybody meet you at the station?” 11. I said to her: “Can you give me their address?” 12. I asked Tom: “Have you had breakfast?” 13. I asked my sister: “Will you stay at home or go for a walk after dinner?” 14. I said to my mother: “Did anybody come to see me?” 15. I asked my sister: “Will Nick call for you on the way to school?” 16. She said to the young man: “Can you call a taxi for me?” 17. Mary said to Peter: “Have you shown your photo to Dick?” 18. Oleg said to me: “Will you come here tomorrow?” 19. He said to us: “Did you go to the museum this morning?”

### **TASKS FOR A CREDIT-TEST:**

#### **Text: SEVEN WONDERS OF THE WORLD**

The Great Wall of China is the largest man-made structure in the world. It stretches across the mountains and deserts of China for thousands of kilometers and can be seen from space. The Great Wall is actually a series of walls. The first one was built 2000 years ago to protect the northern borders of China from the Mongol invaders. It was then built and rebuilt and extended until the 17-th century, making it the longest building job ever! Millions of people worked on the Great Wall over the centuries. They were not paid for their work and were fed only enough food to keep them alive. Countless workers lost their lives in the process and many of them were buried in the Wall. There is an old Chinese saying “Each stone in the wall represents a life lost in the wall’s construction”. No one knows for sure how long the Great Wall of China is, but it’s probably 6400 km long. Why is it wonder? It’s the largest man-made monument ever created.

The Taj Mahal at Agra is India’s most famous building. It was built by Emperor Shah Jahan in 1630 in memory of his beloved wife Mumtaz Mahal. She died giving birth to their 14-th child and her last wish was to be buried in a tomb “such as the world had never seen before”. 20000 men worked on the Taj Mahal creating a beautiful, white marble building which gleamed in the sunlight and was reflected in the waters of the pool. Sadly, Shah Jahan became ill in 1657 and this caused a war between his four sons.

The third son killed his rivals, took the throne and put his father in prison. However when Shah Jahan died, his son allowed him to be buried at the Taj Mahal with his wife. Why is it wonder? The Taj Mahal is not only a beautiful building but it's also a symbol of one man's undying love.

The Roman Colosseum was built between 70 and 72 AD and was in use for 500 years before it was damaged by an earthquake. It still stands as one of the greatest buildings of ancient Rome. The name "Colosseum" came from a colossal statue of Emperor Nero that stood nearby for many years. This open-air theatre and sports arena could seat 50000 people who watched gladiator fights, executions and other spectacles. Gladiator fights were a popular form of entertainment in ancient Rome. Gladiators were specially trained people – slaves, criminals, prisoners of war – who fought each other (as well as wild animals) to death while blood-thirsty crowds cheered them on. Why is it wonder? The Colosseum is a masterpiece of ancient Roman architecture. Besides almost every sports stadium today is based on its design.

Christ the Redeemer is a statue of Jesus Christ in Rio de Janeiro, Brazil. It is 39.6 meters tall, weighs 700 tons and stands on top of a mountain overlooking the city. A symbol of Christianity the statue has become an icon of Rio and Brazil. Christ the Redeemer was designed by Brazilian engineer Heitor da Silva Costa and sculptured by Paul Landowski, a French monument sculptor of Polish origin. Construction began in 1926 and ended in 1931. Why is it wonder? The statue's open arms are a symbol of both welcome and protection, a gigantic statement of love.

### **Vocabulary:**

The Taj Mahal – Тадж-Махал;

Colosseum – Колизей;

Christ the Redeemer – Христос Спаситель;

to stretch – тянуться;

desert – пустыня;

to extend – расширять, удлинять;

to be buried – хоронить;  
to represent – олицетворять, символизировать, представлять;  
construction – строительство;  
beloved – любимый;  
tomb – мавзолей, гробница;  
marble – мрамор, мраморный;  
to gleam – светиться;  
to reflect – отражать;  
rival – соперник;  
earthquake – землетрясение;  
colossal – огромный;  
execution – казнь;  
spectacle – зрелище;  
entertainment – развлечение;  
prisoner of war – военнопленный;  
blood-thirsty – кровожадный;  
to cheer on – подбадривать свистом, одобрительными возгласами;  
masterpiece – шедевр.

### ***Assignments:***

#### ***I. Ask and answer questions about the text:***

1. What does the Great Wall of China cover?
2. Can it be seen from space?
3. What is it actually?
4. Why was the first wall built?
5. How many people worked on the Great Wall of China?
6. Were many of them buried in the Wall?
7. How long is the Great Wall of China?
8. In whose memory was the Taj Mahal built?
9. Where is it?
10. How many workers built the Taj Mahal?
11. What happened then?
12. What kind of symbol is the Taj Mahal?

13. When was the Colosseum built?
14. What is the origin of the name “Colosseum”?
15. What kind of people were gladiators?
16. What kind of the statue is Christ the Redeemer, the statue of Jesus Christ in Rio de Janeiro in Brazil? When did the construction begin and end?

**II. Express the main ideas of each abstract.**

**III. Translate some extracts of the text in the written form.**

**IV. Test your grammar skills:**

**Ex.1 Translate into English:**

1. Этот дом выше того. 2. Сегодня вода в реке холоднее, чем вчера. 3. Папа умнее тебя. 4. Китай больше Индии. 5. Его бабушка моложе дедушки. 6. Груши вкуснее яблок. 7. Наша кошка меньше нашей собаки. 8. Мой брат моложе меня. 9. В прошлом году февраль был холоднее января. 10. Днепр короче Волги. 11. Эрмитаж богаче Русского музея.

**Ex.2 Translate into Russian:**

1. What is your height? You are taller than me. 2. She felt as strong as her brother. 3. We started earlier than you. 4. He was more careful than I. 5. This student is the most attentive in our group. 6. I need a warmer coat. 7. He is as tired as you. 8. He was one of the most experienced workers at the factory. 9. Better late than never. 10. She was not so attractive as her mother. 11. His work is not so difficult as mine. 12. He was the eldest in the family. 13. It is easier to swim in the sea than in the river. 14. This is the smallest room in our flat.

**Ex.3 Use as ... as, so ... as or than.**

1. Our house is not ... big ... yours. 2. The new cinema in our district is much bigger ... the old one. 3. We are ... proud of our district ... you are of yours. 4. The house I live in is ... old ... the one my sister lives in. 5. Exercise No.2 is easier ... Exercise No.3. 6. Nevsky Prospect is more beautiful ... our street. 7. My composition is not ... long ... yours.

**Ex.4 Use the suitable form of the adjectives:**

1. This man is (tall) than that one. 2. Asia is (large) than Australia. 3. The Volga is (short) than the Mississippi. 4. Which building is the (high) in Moscow? 5. Mary is a (good) student than Lucy. 6. The Alps are (high) than the Urals. 7. This garden is the (beautiful) in our town. 8. She speaks Italian (good) than English. 9. Is the word “newspaper” (long) than the word “book”? 10. The Thames is (short) than the Volga. 11. The Arctic Ocean is (cold) than the Indian Ocean. 12. Chinese is (difficult) than

English. 13. Spanish is (easy) than German. 14. She is not so (busy) as I am. 15. It is as (cold) today as it was yesterday. 16. She is not so (fond) of sports as my brother is. 17. Today the weather is (cold) than it was yesterday. 18. This book is (interesting) of all I have read this year. 19. January is the (cold) month of the year. 20. My sister speaks English (bad) than I do. 21. Which is the (hot) month of the year? 22. Which is the (beautiful) place in this part of the country? 23. This nice-looking girl is the (good) student in our group.

### ***Ex.5 Change the form of the adjective:***

1. Oil is (light) than water. 2. We shall wait for a (dry) day to go on the excursion. 3. A bus is (fast) than a tram. 4. Take some of these sweets: they are very (nice). They are (nice) than the sweets in that box. 5. He clearly did not like the explanation, and as he listened to it, he became (angry) and (angry). 6. He worked (hard) and (hard) as the end of the term came nearer. 7. The (tall) trees in the world grow in California. 8. Please be (careful) next time and don't spill the milk again. 9. Bobby was a (quiet) child. He was (quiet) than his sister. 10. Her eyes are (grey) than mine. 11. He was the (fat) man in the village. 12. As he went on, the box became (heavy) and (heavy). 13. My sister is the (tall) girl in her class. 14. Who is the (attentive) student in your group? 15. It is autumn. Every day the air becomes (cold), the leaves (yellow). 16. This is the (beautiful) view I have ever seen in my life. 17. Your handwriting is now (good) than it was last year; but still it is not so (good) as Nick's handwriting. Nick has a (good) handwriting than you. And of course Nellie has the (good) handwriting of all.

### ***Ex.6 Change direct speech into indirect:***

1. Masha said: "I usually spend my holidays in the south." 2. She said: "I spent my holidays in the Crimea last year." 3. Boris said: "I go to the south every year." 4. He said: "I am going to a rest-home tomorrow." 5. Ann said to us: "They haven't yet come." 6. She said to us: "They arrived in St. Petersburg yesterday." 7. I said: "I was in London last year. My friends in London sometimes invite me to spend my holidays with them." 8. Nick said: "I have never been to London. I think I shall go there next year." 9. He said: "I shall not stay with my friends too long." 10. He said to me: "They are staying at the 'Europe' hotel." 11. He said: "They are leaving next Monday." 12. The clerk said to them: "You can leave the key with the maid upstairs."

### ***Ex.7 Change direct speech into indirect:***

1. Oleg said: "My room is on the second floor." 2. He said: "I am sure she will ring me up when she is back in St. Petersburg." 3. Misha said: "I saw them at my parents' house last year." 4. He said: "I haven't seen my cousin today." 5. "I don't go to this shop very often," she said. 6. Tom said: "I have already had breakfast, so I am not hungry." 7. He said: "I have just received a letter from my uncle." 8. "I am going to the theatre tonight," he said to me. 9. Mike said: "I spoke to Mr. Brown this morning." 10. He said to her: "I shall do it today if I have time." 11. I said to them: "I can give you my uncle's address."

### ***Ex.8 Use the reported speech:***

1. Father said to Jane: "Show me your exercise-book." 2. "What are you doing here, boys?" said Kate. 3. "Don't make noise," said Tom's mother to him. 4. Helen said to Pete: "Did you play chess with your father yesterday?" 5. Kate said to her grandmother: "Help me to cook the soup, please." 6. Mike said to the teacher: "My sister knows two foreign languages." 7. "What have you prepared for today, children?" said the teacher. 8. Tom said to his sister: "I saw your friend at the library yesterday." 9. The teacher said to the pupils: "Don't open your books." 10. Mother said to me: "You will go to the cinema tomorrow."

### ***Ex.9 Use the reported speech:***

1. "Tom, go to bed," said his mother. 2. "I have never seen your toys," said Nellie to Pete. 3. "Give me your record-book, Nick," said the teacher. 4. Ann said to Lena: "Look at my nice kitten." 5. "We shall go to the zoo tomorrow," said our grandmother. 6. Mother said to Pete: "Don't forget to wash your hands." 7. Nick said to his mother: "I am doing my homework." 8. "I have learnt a long poem," said Mike to the teacher. 9. "Don't play in the street," said the man to the boys. 10. "Why don't you drink your tea?" said my mother to me. 11. "When did you receive this letter?" my friend said to me. 12. "I saw my friend at the stadium yesterday," said Johnny to his mother. 13. "Will you play football with us?" said the boys to Peter.

### ***Ex.10 Use the reported speech:***

1. "Don't cross the street under the red light," said the man to Nick. 2. "I took a very good book from our library yesterday," said Mike to his father. 3. "Come to my house tomorrow, Jane," said Lena. 4. "Where are your books, Betsy?" said her mother. 5. "Do you like my pies, Ann?" asked her grandmother. 6. "Sit down at the table and do your homework," said Tom's mother to him. 7. "What did you do at school yesterday, John?" said his father. 8. "Will you play the piano today, Helen?" asked her aunt. 9. My uncle said: "We shall visit you next week."



## TEXTS AND TESTS FOR FORTH-YEAR STUDENTS

### TEXT I:

#### WHAT IS THE HAJJ?

The Hajj is one of the pillars of Islam, which every adult Muslim must undertake at least once in their life if they can afford it and are physically able. Every year about two million Muslims converge on Mecca - the holiest place in Islam - to take part in an event which combines piety and passion. Many Muslims save for years in order to perform the pilgrimage.

They often have to travel thousands of miles. Then, once they arrive, they must brave vast crowds and the fierce heat of the desert as they perform the Hajj rituals. Circling the Kaaba in the Great Mosque in Mecca is part of the ritual. The Hajj takes place over five days. For the host country, Saudi Arabia, the event has a special importance. Saudi rulers are acutely conscious of their responsibility as custodians of the Muslim holy places. The sheer number of pilgrims poses formidable problems. In recent years hundreds have died as a result of demonstrations, fires, stampedes – or just sunstroke and exhaustion. The Saudi authorities have introduced a quota system to keep down the numbers of pilgrims. They have also tried, and failed, to keep politics out of the Hajj.

In 1987 hundreds of pilgrims were killed in clashes between the Saudi security forces and Iranian-led demonstrators. 2006: 345 die in a crush during a stone-throwing ritual. 2004: 251 trampled to death in stampede. 2003: 14 are crushed to death. 2001: 35 die in stampede 1998: At least 118 trampled to death. 1997: 343 pilgrims die and 1,500 injured in fire. 1994: 270 killed in stampede. 1990: 1,426 pilgrims killed in tunnel leading to holy sites.

The Hajj step by step: To carry out the pilgrimage rituals a pilgrim needs to be in a state of Ihram – a special state of ritual purity. A pilgrim does this by making a statement of intention to perform the Hajj, wearing special white clothes (which are also

called Ihram), and obeying certain regulations. During the Hajj, pilgrims are forbidden to: engage in marital relations, shave or cut their nails, use cologne or scented oils, kill or hunt anything, fight or argue, women must not cover their faces, even if they would do so in their home country, men may not wear clothes with stitching. Once in Mecca pilgrims enter the Great Mosque and walk seven times round the Kaaba (a cube-like building in the centre of the mosque) in an anti-clockwise direction. This is known as Tawaf. Pilgrims also run seven times along a passageway in the Great Mosque, commemorating a search for water by Hajar, wife of the Prophet Abraham.

**DAY 1: FIRST STEP.** Pilgrims travel to Mina on 8 Dhul Hijjah (a date in the Islamic calendar) and remain there until dawn the next morning. **DAY 2: STANDING AT ARAFAT.** Pilgrims then travel to the valley of Arafat and stand in the open praising Allah and meditating. At the end of the day, pilgrims travel to Muzdalifa where they spend the night. Pilgrims gather up stones to use the next day. **DAY 3: STONING THE DEVIL.** In the morning, pilgrims return to Mina and throw seven stones at pillars called Jamaraat. These represent the devil. The pillars stand at three spots where Satan is believed to have tempted the Prophet Abraham. Pilgrims sacrifice an animal (usually a sheep or goat). This commemorates the incident related in the Old Testament when the Prophet Abraham was about to sacrifice his son and God accepted a sheep instead. Nowadays many pilgrims pay someone to slaughter the animal on their behalf. Pilgrims shave their heads or cut some hair from it and return to the Great Mosque at Mecca for a further Tawaf, walking around the Kaaba. They then return to Mina, where they spend the night. **DAYS 4 & 5.** Pilgrims spend time in Mina, stoning the pillars each day. If a pilgrim has been unable to return to Mecca to walk around the Kaaba, he or she does so on the fourth or fifth day.

### **Vocabulary:**

pillar – столб, опора;

undertake – предпринимать;

converge – сходиться;

holy – святой;

piety – набожность;

desert – пустыня;

circle – круг, окружность, кружить;

mosque – мечеть;

formidable – устрашающий, грозный

stampede – массовое (паническое) бегство;

exhaustion – изнеможение;

purity – чистота;

intention – намерение;

forbidden – запрещенный, запретный;

marital relation – супружеские отношения;

stitch – шов.

### *Questions:*

1. What is the Hajj?
2. What do many Muslims do in order to perform the pilgrimage?
3. How many days does the Hajj take place?
4. What does a pilgrim do to carry out the pilgrimage rituals?
5. What is forbidden during the Hajj?
6. What is known as Tawaf?
7. What do the pilgrims perform during the five days in Mecca?

### TEXT II:

#### **World Trade Organization**

The World Trade Organization (WTO) is an international body whose purpose is to promote free trade by persuading countries to abolish import tariffs and other barriers. As such, it has become closely associated with globalization.

The WTO is the only international agency overseeing the rules of international trade. It administers and polices existing and new free trade agreements, settles trade disputes between governments and organizes trade negotiations. WTO decisions are absolute and every member must abide by its rulings. So, when the US and the European Union are in dispute over bananas or beef, it is the WTO which acts as judge and jury. WTO members are empowered by the organization to enforce its decisions by imposing trade sanctions against countries that have breached the WTO rules.

Based in Geneva, the WTO was set up in 1995, replacing another international organization known as the General Agreement on Tariffs and Trade (GATT). GATT was formed in 1948 when 23 countries signed an agreement to reduce customs tariffs. The WTO has a much broader scope than GATT. Whereas GATT regulated trade in merchandise goods, the WTO also covers trade in services, such as telecommunications and banking. Membership of the WTO now stands at 147 countries. China formally joined the body in December 2001 after a 15-year battle. Russia wants admission, but must first convince the EU and US that it has reformed business practices.

The highest body of the WTO is the Ministerial Conference. This meets every two years and, among other things, elects the organization's chief executive - the director-general - and oversees the work of the General Council. The General Council is in charge of the day-to-day running of the WTO and is made up of ambassadors from member states who also serve on various subsidiary and specialist committees. Budget: 125 million US dollars. Staff: 601. Key players: USA, the EU, Japan.

A former Thai deputy prime minister and commerce minister, Mr Supachai is the first WTO director-general to come from a developing country. He is a respected economist, and played a key role in leading Thailand out of the Asian currency crisis.

Mr Supachai was born in 1946. He studied economics in the UK and in the Netherlands and was elected to the Thai parliament in 1986. His manner is described as thoughtful, cautious and diplomatic. He is known in his native country as Dr Sup.

Mr Supachai began his three-year term as head of the WTO in September 2002. He ran for the post in 1999, but the US opposed his candidacy and forced a compromise under which he and his predecessor, New Zealand's Mike Moore, shared the six year term. Though he is a long-time supporter of free trade, Mr Supachai contends that developing countries have not got a fair deal in previous trade talks. He has called for the benefits of free trade to be evenly spread, rather than concentrated in advanced economies.

The WTO has been the focal point of criticism from people who are worried about the effects of free trade and economic globalization. Opposition to the WTO centres on four main points:-WTO is too powerful, in that it can in effect compel sovereign states to change laws and regulations by declaring these to be in violation of free trade rules. WTO is run by the rich for the rich and does not give significant weight to the problems of developing countries. For example, rich countries have not opened their markets to agricultural products or textiles and clothing imports from poor countries. WTO is indifferent to the impact of free trade on workers' rights, child labour, the environment and health. WTO lacks democratic accountability, in that its hearings on trade disputes are closed to the public and the media. Supporters of the WTO argue that it is democratic, in that its rules were written by its member states, many of whom are democracies, who also select its leadership. They also argue that, by expanding world trade, the WTO in fact helps to raise living standards around the world.

### **Vocabulary:**

trade – торговый;

stall – заглушать;

subsidy – пособие, дотация;

reduce – снижать, уменьшать;

social justice – социальная справедливость;

eliminate – устранять, исключать;

deadlock – мертвая точка, тупик;

extend – удлинять, продлевать;

deadline – предел, крайний срок

tariff – тариф, преysкурant;

negotiation – переговоры;

empower – уполномочить;

impose sanction – налагать санкции;

scope – размах, охват, компетенция;

admission – вхождение, доступ;

convince – убеждать.

### *Questions:*

- 1) What kind of organization is the WTO?
- 2) Does it keep the rules of international trade?
- 3) What does this organization do?
- 4) Does it act as judge and jury?
- 5) When was it set up?
- 6) Which organization did it replace?
- 7) When was GATT formed?
- 8) Which of these two has more much broader scope?
- 9) What is the highest body of the WTO?
- 10) What was special about Mr Supachai?
- 11) Has the WTO been criticized by people?
- 12) Who is the WTO run by?
- 13) Does the WTO in fact help to raise living standards around the world?

### TEXT III:

#### **OPEC: The oil cartel in profile**

The Organization of Petroleum Exporting Countries (OPEC) is an association of oil producing countries set up with the express purpose of influencing oil prices by controlling supplies. The stated policy of the 11 member countries is to keep crude oil prices within a range of \$22-28 a barrel.

To do that, the countries control the amount of crude oil they export and avoid flooding or squeezing the international marketplace. Established in 1960, its members account for over half of the world's crude exports. But the oil market is notoriously difficult to balance, as demonstrated by sharp price swings in the years since OPEC was set up. One reason for this is that OPEC members do not necessarily have identical interests, and often find it difficult to reach consensus on strategy.

Countries with relatively small oil reserves, or others such as Iran and Nigeria with large populations and few other resources, are often seen as “hawks” pushing for higher prices. Meanwhile, producers like Saudi Arabia and Kuwait, with massive reserves and small populations fear that high prices will accelerate technological change and the development of new deposits, reducing the value of their oil in the ground. The US, the world's biggest oil consumer, usually focuses on Saudi Arabia and Kuwait when lobbying OPEC to raise or maintain production so as to guarantee price stability.

And the need to maintain good relations with other member countries, and with the US and other consumers, is almost always part of the equation. There are also ongoing disputes over whether member countries are actually sticking to the agreed quotas. OPEC is often portrayed in the West as a greedy and untrustworthy cartel, cynically manipulating the price of oil. But many of the so-called 'oil-rich states' are rich in very little else. Crude oil is their only export, making them uniquely vulnerable to world oil prices. When prices fell to \$10 a barrel in 1998, many of their economies were hit hard.

Tony Scanlan, of the British Institute of Energy Economics, says: “In the US, Opec is viewed as a cartel and therefore something to be smashed – which is not a helpful

way of thinking about it. The one thing the OPEC countries all have in common is their absolute reliance on one product – oil.” According to Mr Scanlan, the OPEC countries cannot afford to treat oil “as just another commodity”. “When the price falls it creates real pain. They have to feed and give welfare to their people, the same as Western countries,” he says.

Part of the industrialized world's mistrust of OPEC dates back to the oil shock of 1973 that sent the global economy into crisis. The finger of blame was also pointed at OPEC when prices spiked in the second half of 2000, prompting fuel protests across much of Europe. OPEC is once again under intense scrutiny in 2004 as rising demand and fears that Iraqi unrest and al-Qaeda-inspired militancy might disrupt supplies from the Middle East are pushing US oil prices to record highs.

But the West is gradually waking up to the fact that in recent years OPEC has been trying to ensure market stability through its price range mechanism. And, as more sources of oil come to market – especially from Russia – consumer countries have also become less reliant on oil from OPEC countries.

1960 – founded by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela

1965 – Moves from Switzerland to new headquarters in Vienna, Austria  
1973 – High oil prices cause world economic crisis  
1990 – Iraq anger at Kuwait over-production sparks Gulf War

1998 – World oil price drops to \$10 a barrel  
2000 – OPEC puts squeeze on production to boost prices

2001 – OPEC puts pressure on non member countries to cut production.

### **Vocabulary:**

OPEC – Организация стран-экспортеров нефти;

petroleum – нефть;

crude – сырой;

barrel – баррель

amount – сумма, количество, объем;



flooding – переполнение;  
sharp swing – резкое колебание;  
reach consensus – достигать согласия;  
accelerate – ускорять;  
reduce – сокращать, уменьшать;  
lobby – агитировать (в кулуарах);  
vulnerable – уязвимый, беззащитный;  
smash – разбивать, разгромить;  
commodity – товар, предмет потребления;  
welfare – благосостояние.

### *Questions:*

1. What kind of organization is OPEC?
2. What is its stated policy?
3. When was OPEC established?
4. Do OPEC members have identical interests?
5. In what way do they behave in their strategy?
6. How is OPEC portrayed in the West?
7. When did the industrialized world begin to mistrust to OPEC?
8. What are the most important dates of OPEC's activity?

**TEXT I:**

**Amazing Aztecs**

The Aztecs were great fighters. In fact they lived to fight. When they arrived in the Valley of Mexico about 700 years ago, the best lands in the valley had already been taken by the other Indian tribes. But this didn't stop the Aztecs. They began to conquer these tribes. By 1500 they conquered most of Mexico. Aztec boys were trained to be warriors. They were told that their real home was on the battlefield. When they grew up they stopped cutting their hair until they killed someone in battle.

The Aztecs had many gods and goddesses. They believed that they had to give them gifts. And what was the best gift for a god? A human life, of course! They sacrificed about 50000 people a year: that's a thousand a week, six an hour and one every ten minutes. Some of the people sacrificed were Aztecs. But most of the people they sacrificed were people from other tribes. This fact didn't make them popular with their neighbours. The Aztecs had many ways of sacrificing people. One of them was: the Aztecs put the victim on the sacrificing stone, opened his chest with the knife, took out the heart and gave it to the gods in a stone vase!

Aztec life was not connected only with sacrifice and wars. They also grew food, made clothes, pots and jewellery. They built towns, bridges and canals. They invented "floating gardens". It's hard to imagine modern food without the plants grown in the Valley of Mexico. Thanks to the Aztecs we can enjoy corn, chilli pepper, pumpkin, tomatoes, turkeys and chocolate (they grew cacao beans)! But the Aztecs also ate some strange things: ants, lizards, frogs, toads! Sometimes Aztec warriors ate their dead enemies! Chocolate was a special drink that only rich Aztecs could drink. Emperor Montezuma, for example, drank 50 cups of hot chocolate every day. However, it wasn't sweet, it was bitter. The Aztecs used cactus to make a sort of wine. The trouble was that the Aztecs had a law against getting drunk. The punishment was death. The Aztecs had

a code of behaviour for everything. Here are just some of their rules: don't mock the old, don't mock the sick, don't set a bad example, don't interrupt the speech of another, don't make faces, don't complain, wherever you go walk with a peaceful air.

The Aztecs didn't use letters. They wrote pictures. Aztec literature was written down in books which folded like a fan. The Aztecs had a religious calendar and a solar calendar. The religious calendar had 20 days and 13 numbers (260 days). The solar year had 18 months each 20 days long and spare 5 days (365 days). No one used money. Goods were usually bartered. The Aztecs also used cacao beans as money. Aztec boys could get married only after they reached the age of 20. Weddings were usually arranged by matchmakers (usually old women) and nobody asked the girl if she wanted to get married.

By 1500, Tenochtitlan, the capital city of the Aztec Empire, was probably the largest city in the world – larger than any city in Europe! About half a million people lived there. The city was built in the middle of Lake Texcoco and was joined to shores by three great stone bridges. There were parks, zoos, pyramids and palaces. There was also a huge central market where food, clothes, pots and jewellery were sold. When Spanish soldiers first arrived in Tenochtitlan, they were amazed. The streets of the capital weren't filled with rubbish like the streets of Europe at that time. They were cleaned by thousands of sweepers every day. The sweepers were usually slaves from other tribes.

The Aztec Empire was conquered by Hernando Cortez in 1519. In 1521 the Spanish completely destroyed the city of Tenochtitlan. Today Mexico City is sitting on the site of Tenochtitlan. Mexico City has covered up the lake. This has caused Mexico City a lot of problems. It is sinking! The city fathers are trying to save it. No one wants to lose the city. It's really beautiful city, rich in history and culture.

### ***Vocabulary:***

Aztec – ацтек;

Valley of Mexico – Мексиканская долина;

tribe – племя;  
conquer – завоевывать;  
warrior – воин;  
gift – дар, подношение;  
to sacrifice – приносить в жертву;  
to capture – захватывать, брать в плен;  
victim – жертва;  
jewellery – драгоценности;  
floating garden – плавучий сад;  
ant – муравей;  
lizard – ящерица;  
toad – жаба;  
enemy – враг;  
bitter – горький;  
behaviour – поведение, манеры;  
to mock – насмехаться, высмеивать;  
to set a bad example – подавать дурной пример;  
to interrupt – перебивать, прерывать;  
wry face – перекошенное лицо;  
to complain – жаловаться;  
folded like a fan – складывались наподобие веера;  
Tenochtitlan – Теночтитлан;  
slave – раб;  
to bury – хоронить;  
solar – солнечный;  
spare – резервный, свободный, дополнительный;  
goods – товары;  
to barter – менять, обменивать;  
wedding – свадьба;

matchmaker – сваха;

bride – невеста;

groom – жених;

to destroy – разрушать;

to sink – тонуть.

### *Assignments to the text:*

#### ***I. Ask and answer questions about the text:***

1. What did the Aztecs live for?
2. When did they arrive in the Valley of Mexico?
3. When did they conquer most of Mexico?
4. Were they trained to be warriors?
5. What did they believe in?
6. What was the best gift for a god?
7. Did they sacrifice people from their tribes?
8. In what way did they sacrifice people?
9. What did they do besides sacrificing and wars?
10. What did they invent?
11. What was their attitude to chocolate?
12. What were their rules of behaviour?
13. Did the Aztecs use letters?
14. What is known about the Aztecs' calendars?
15. What was Tenochtitlan like by 1500?
16. Why were Spanish soldiers amazed when they first arrived in Tenochtitlan?

### TEXT II:

#### University of Cambridge, UK

The University of Cambridge is the second oldest university in the UK and has a worldwide reputation for academic excellence both in teaching and research. Many of the University buildings are of historical or architectural interest, and the University's museums contain many rare, valuable and beautiful items. Graduates of the University have become famous in all fields of human endeavor, from science and engineering to economics and politics to film and television.

The town of Cambridge originally took its name from the river on which it stood – the Granta. Through a convoluted process of evolution, the name Grontabricc became ‘Cambridge’. The presence of the eponymous bridge meant that Cambridge was already a thriving market town before the University appeared. In 1209, a group of students fled Oxford after they were attacked by hostile locals. Settling in Cambridge, they were joined by more like-minded individuals and in 1226 they set up a formal organization, governed by a Chancellor, and began to teach grammar, logic, rhetoric, arithmetic, music, geometry and astronomy. Their new school received the blessing of King Henry III and the University of Cambridge was born. In the early days of the University, most of the teachers and students were connected with the Catholic Church and were therefore responsible to the local and national church authorities. During the 14th and 15th Centuries, the University gradually gained its independence from the church, with the Chancellor taking on both religious and civil duties.

The University was also granted certain rights in relation to the townspeople of Cambridge, particularly market traders who were profiteering. This put some strain on the relationship between ‘town and gown’, which has been a source of varying degrees of conflict ever since. The earliest teaching sessions of the University were carried out in churches or private houses. This was obviously unsatisfactory, and so the University authorities began to establish buildings for

its own use. Some of these early ‘schools’ still exist on the site known, appropriately, as the ‘Old Schools’. The University also began to acquire buildings donated or paid for by wealthy sponsors. These became the first of the colleges of the University – semi-independent institutions that housed undergraduates and were also responsible for some of their teaching.

In the 17th and 18th Centuries the University continued to expand and evolve, with subjects such as history, law and medicine being added to the traditional ones that had been offered previously. Despite these new subjects, teaching at the University became dominated by mathematics, possibly due to the influence of Isaac Newton only. This era also saw the establishment of institutions such as the University Press and the botanical gardens, together with significant enlargement of the University library. By the end of the 19th Century, radical changes had taken place in Cambridge, the most important of which was the setting up of Colleges for women. In 1921, women were permitted to attend the same lectures as male undergraduates and were also finally granted degrees. They were not, however, granted the ‘privileges’ that normally accompanied a degree – involvement in governing the University, for example – until 1947.

After World War II, the University grew rapidly as new departments were set up and new subjects were introduced, fuelled by the University's reputation in scientific research. University facilities continued to develop, with further expansion of the library. More colleges were added to the University, including New Hall (for women), Churchill, Robinson and Fitzwilliam, as well as Homerton, which specializes in undergraduate and post-graduate teacher training. By the late 1970s and early 1980s, the older colleges had started to accept women members, with the last men-only College – Magdalene – finally admitting women in 1988. Girton, which had started as a women's college, admitted men in 1979, leaving Newnham, New Hall and Lucy Cavendish as the only all-women colleges left today.

Undergraduates at Cambridge sit for what are known as Tripos exams. The name comes from a three-legged stool that was once used at graduation ceremonies. A senior graduate would sit on the stool and read poetry to entertain those graduating. The names of the new graduates were printed on the back of the poems. Eventually, the examinations themselves, firstly in mathematics and later in all other subjects, came to be known as the Tripos.

### **Vocabulary:**

second – второй;

old – старый;

world-wide – всемирный, мировой;

academic – академический; научный;

excellence – превосходство; превосходное качество;

both – обе, оба;

teaching – преподавание, обучение;

research – изучение, исследование;

architectural – архитектурный;

contain – содержать;

rare – редкий;

valuable item – ценный предмет;

engineering – машиностроение;

originally – первоначально;

process – процесс; течение, ход;

presence – присутствие, наличие;

eponymous – дающий чему-либо свое имя;

chancellor – канцлер; ректор (университета);

rhetoric – риторика; ораторское искусство;

receive blessing – получать благословение;

gain – достигать; приобретать;

relation – отношение;



particularly – особенно;  
own – платье, мантия; зд. (собир.) университет;  
degree – градус; ступень, степень ;  
establish – учреждать, устанавливать;  
still exist – (всё) ещё существует;  
responsible – ответственный;  
continue to expand – продолжать расширяться;  
evolve – эволюционировать, развиваться;  
add – прибавлять, добавлять;  
previously – раньше, ранее;  
radical – радикальный, коренной;  
important – значительный, важный;  
permit – разрешать;  
attend the lecture – посещать лекцию;  
privilege – привилегия;  
accompany – сопровождать;  
grow – расти;  
rapid – скорый, быстрый;  
department – департамент; отдел; кафедра;  
introduce – вводить;  
scientific – научный;  
develop – развивать;  
further – дальнейший;  
expansion – экспансия, расширение;  
as well as – так же, как; а также;  
specialize – специализироваться;  
training – подготовка, обучение;  
three-legged stool – табуретка с тремя ножками;  
ceremony – обряд, церемония;

senior – старший;

poetry – поэзия, стихи;

eventually – в конце концов.

### TEXT III:

#### **Nanotechnology – miracle of 21st Century?**

The term nanotechnology encompasses a huge range of activities. Nano is used in the world of science to mean one billionth. E.g. a *nanometer* is a billionth of a metre. A nanometer is only ten atoms across! So generally nanotechnology is used to mean technology at the nanometer level. Nanotechnology attempts to achieve something useful through the manipulation of matter at this level.

To put it more formally, you can use the following definition: “Nanotechnologies are the design, characterization, production and application of structures, devices and systems by controlling shape and size at nanometer scale.” At such scales, the *ordinary rules of physics and chemistry no longer apply*. For instance, materials’ characteristics, such as their colour, strength, conductivity and reactivity, can differ substantially between the nanoscale and the macro. Carbon nanotubes are 100 times stronger than steel but six times lighter.

*History.* Physicist Richard Feynman gave a lecture to the American Physical Society in 1959 which foresaw advantages from manufacturing on a very small scale – e.g. in integrated circuits for computers, for sequencing genes by reading DNA molecules and using machines to make other machines with increasing precision. However, the term nanotechnology was first used by Norio Taniguchi in 1974, in a talk about how the accuracy of manufacturing had improved over time. He referred to nanotechnology as that which achieved greater dimensional accuracy than 100nm.

Feynman also envisaged machines that could pick up and place individual atoms. This development of this idea was later assisted by the invention of the scanning probe electron microscope (SPM) which allowed scientists to see and *manipulate the individual atoms* in a surface. In 1989 one of the defining moments in nanotechnology occurred when Don Eigler used a SPM to spell out the letters

IBM in xenon atoms. For the first time scientists could put atoms exactly where they wanted them.

*Molecular building blocks* – another great leap forward occurred in the shape of a new form of carbon. Harry Kroto from the University of Sussex, together with Richard Smalley and Robert Curl, discovered the carbon 60 molecule, which is shaped like a soccer ball. They named the molecular structure after the similarly shaped geodesic dome structure pioneered by the architect Buckminster Fuller. Unfortunately Buckminsterfullerene is too long a name for most people and so they are often called Buckyballs!

There are two fundamentally different approaches to nanotechnology, termed top down and bottom up. *Top-down* nanotechnology features the use of micro- and nano-lithography and etching. Here, small features are made by starting with larger materials (e.g. semi-conductors) and patterning and carving down to make nanoscale structures in precise patterns. Complex structures including microprocessors containing hundreds of millions of precisely positioned nanostructures can be fabricated. Of all forms of nanotechnology, this is the most well established.

*Bottom-up*, or molecular nanotechnology (MNT), applies to building organic and inorganic structures atom-by-atom, or molecule-by-molecule. Here we are using the forces of nature to assemble nanostructures – the term self assembly is often used. The self assembling properties of biological systems, such as DNA molecules, can be used to control the organization of species such as carbon nanotubes, which may ultimately lead to the ability to grow parts of an integrated circuit, rather than having to rely upon expensive top-down techniques. Nanotechnologies are widely seen as having huge potential in areas as diverse as healthcare, IT and energy storage. Governments and businesses across the world have started to invest substantially in their development.

### Vocabulary:

technology – техника, технология;  
encompass – заключать, охватывать;  
range – дальность;  
mean – означать;  
across – поперёк, по горизонтали, по ширине;  
attempt – попытка; пытаться;  
through – сквозь, через; посредством;  
definition – определение;  
production – продукция; производство;  
control – контролировать; регулировать;  
size – величина; размер;  
ordinary – обыкновенный, обычный;  
physics – физика;  
apply – прикладывать; применять;  
reactivity – реактивность;  
substantially – существенно;  
carbon – углерод; углеродный;  
time – время; раз;  
society – общество;  
foresee – предвидеть;  
manufacture – изготовление, производство;  
integrated circuit – интегральная схема;  
great – большой, великий; -ег больший;  
envisage – рассматривать; предвидеть;  
pick – собирать; выбирать, подбирать;  
idea – идея, мысль; понятие;  
assist – помогать, содействовать;  
manipulate – орудовать; манипулировать;

surface – поверхность;  
xenon – хим. ксенон;  
leap forward – скачок вперёд;  
discover – находить, обнаруживать;  
geodesic – геодезический;  
pioneer – пионер, новатор, первооткрыватель;  
architect – архитектор; творец, создатель;  
approach – подход;  
top – верх, верхушка;  
carve – вырезать; разрезать, нарезать;  
include – включать; -ing включая;  
fabricate – выдумывать, производить, сооружать;  
inorganic – неживой, неорганический;  
force – сила;  
rely – надеяться, полагаться на;  
potential – потенциал;  
healthcare – здравоохранение;  
invest – вкладывать, инвестировать;  
rapid – скорый, быстрый;  
ceremony – обряд, церемония;

### **GRAMMAR: Complex Object (Сложное дополнение)**

Сложное дополнение – сочетание существительного в общем падеже или местоимения в объектном падеже с инфинитивом/причастием I – существует в 3-х основных видах:

1. С инфинитивом без частицы **to** или с причастием I после глаголов чувственного восприятия: see(видеть), feel(чувствовать), hear(слышать), watch(наблюдать, следить), notice(замечать):

I saw him enter the house. She saw them playing in the garden. I felt somebody touch my hand. He felt someone watching him. I heard him arrive in the morning.

I heard her playing the piano. Nobody noticed him disappear. I noticed her listening to the concert with great pleasure.

В случаях употребления глаголов с инфинитивом говорящий подчёркивает **факт действия**; во втором случае – глагол с причастием I, подчёркивается **процесс**: I saw him *enter* the house. – Я видел, как он вошёл в дом. I saw him *entering* the house. – Я видел, как он входил в дом.

2. С инфинитивом без частицы **to** после глаголов *to let, to make*:

Let me tell you something about it. Don't make me laugh.

3. С инфинитивом с частицей **to** после глаголов *to want, to expect, to believe, to know, to advise, to consider, to order, to think, to like, to find* и т.д.: I want you to find me a place in the car. I believe her to be a very good cook.

### GRAMMAR: Indefinite Pronouns (some, any, no; many, much, little, few)

Употребление неопределённых местоимений **some, any, no**, а также их производных *somebody, someone, something, somewhere, anybody, anyone, anything, anywhere, nobody, none, nowhere* определяется типом предложения, в котором они фигурируют. В утвердительных предложениях употребляется местоимение **some** и его производные. В вопросительных предложениях используется местоимение **any** и его производные. В отрицательных предложениях употребляются местоимения **any** и его производные или отрицательные местоимения **no** и его производные.

#### Ex. 1. Complete the sentences, using Complex Object:

1. "Wait for me after school," said Ann to me. – Ann wanted ... 2. "Fix the shelf in the kitchen," my father said to me. – My father wanted ... 3. "It will be very good if you study English," said my mother to me. – My mother wanted ... 4. "Bring me some water from the river, children," said our grandmother. – Our grandmother wanted ... 5. "Come to my birthday party," said Kate to her classmates – Kate wanted ... 6. The biology teacher said to us: "Collect some insects in summer." –The biology teacher wanted ... 7. "Don't eat ice-cream before dinner," said our mother to us. Our mother did not want ... 8. The teacher said to the pupils: "Learn the rule." –The teacher wanted ... 9. "Be careful, or else you will spill the milk," said my mother to me. – My mother did not want ... 10. "My daughter will go to a ballet school," said the woman. – The woman wanted ... 11. The man said: "My son will study mathematics." –The man wanted ... 12. "Oh, father, buy me this toy, please," said the little boy. – The little boy wanted ...

#### Ex.2 Translate the sentences into English, using Complex Object:

1. Я хочу, чтобы вы прочли эту книгу. 2. Мне бы хотелось, чтобы вы приехали к нам. 3. Она хотела, чтобы ее сын хорошо окончил школу. 4. Им бы хотелось, чтобы мы проиграли игру. 5. Она не хотела, чтобы я уехал в Москву. 6. Я бы не хотел, чтобы вы потеряли мою книгу. 7. Папа хочет, чтобы я была пианисткой. 8. Мы хотим, чтобы этот артист приехал к нам в школу. 9. Вам бы хотелось, чтобы я рассказал вам эту историю? 10. Хотите, я дам вам мой словарь? 11. Я не хочу, чтобы ты получил плохую оценку. 12. Мне бы не хотелось, чтобы они опоздали. 13. Я не хотела, чтобы вы меня ждали. 14. Она бы хотела, чтобы ее брат получил первый приз. 15. Я хочу, чтобы все дети смеялись. 16. Я хочу, чтобы все это прочитали. 17. Мне хотелось бы, чтобы доктор посмотрел его. 18. Дети хотели, чтобы я рассказал им сказку. 19. Я не хочу, чтобы она знала об этом. 20. Он хотел, чтобы его друг пошел с ним. 21. Мой брат хочет, чтобы я изучала испанский язык. 22. Я бы хотел, чтобы мои ученики хорошо знали английский язык.

### ***Ex.3 Rewrite the sentences using Complex Object:***

E.g. I expect that she will send me a letter. I expect her to send me a letter. I know that he is a great scientist. I know him to be a great scientist.

1. I did not expect that my brother would forget to send her flowers. 2. He knows that my mother is a very kind woman. 3. She expected that her brother would bring her the book. 4. I know that your uncle is an excellent mathematician. 5. People expect that the 21st century will bring peace on the earth. 6. I know that my friend is a just man. 7. I expect that he will understand your problem and help you to solve it. 8. I expected that she would behave quite differently.

### ***Ex.4 Translate the sentences into English, using Complex Object:***

1. Я рассчитываю, что письмо придет завтра. 2. Он рассчитывал, что учитель похвалит его. 3. Она не рассчитывала, что они вернутся так поздно. 4. Я знаю, что она талантливая певица. 5. Я знала, что он великий ученый. 6. Мы не рассчитывали, что вы так много сделаете. 7. Учитель рассчитывал, что ученики поймут правило. 8. Я не ожидал, что он напишет такие прекрасные стихи. 9. Она знала, что он очень добрый человек. 10. Все знали, что она прогрессивный ученый. 11. Я знаю, что твоя сестра очень способная студентка. 12. Все знают, что Байрон великий поэт. 13. Я не ожидал, что это случится так скоро. 14. Мы рассчитываем, что вы нам поможете. 15. Он ожидал, что министр ответит сразу. 16. Мы рассчитывали, что погода изменится. 17. Я люблю, когда дети смеются. 18. Она не любит, когда я с ней спорю. 19. Она не любила, чтобы мы приходили поздно. 20. Он терпеть не может, когда я опаздываю. 21. Наш учитель любит, когда мы задаем вопросы. 22. Я ненавижу, когда ты забываешь свои обязанности. 23. Бабушка любит, когда Лена играет на рояле. 24. Папа любит, когда я говорю по-английски. 25. Мой дедушка не любил, когда дети разговаривали за столом. 26. Он терпеть не мог, когда мы ломали игрушки. 27. Он любил, когда мы играли в тихие игры. 28. Учитель заставил ее переписать упражнение. 29. Она заставила



собаку перепрыгнуть через забор. 30. Он заставил брата прыгнуть в воду. 31. Дождь заставил нас вернуться домой. 32. Заставьте ее надеть пальто: сегодня очень холодно. 33. Почему вы не заставили сына выучить стихотворение? 34. Я не могу заставить свою кошку ловить мышей. 35. Когда ты заставишь своего друга делать зарядку? 36. Пожалуйста, не заставляйте меня пить молоко. 37. Она не могла заставить его ложиться спать рано. 38. Собака заставила кошку взобраться на дерево.

***Ex. 5 Rephrase the sentences using the Complex Object:***

E.g. He was reading in the garden. She saw him. – She saw him reading in the garden.

I saw him enter. – I saw him entering. I heard her speak – I heard her speaking.

I noticed him frown. – I noticed him frowning.

I felt him tremble. – I felt him trembling.

1. The girl was singing. I heard her. 2. They were talking about computers. He heard them. 3. You and your friend were walking along the street yesterday. I saw you. 4. The little girls were playing on the grass. We watched them. 5. The ship was leaving the port. He stood and looked at it. 6. She was sleeping peacefully in her bed. Mother watched her. 7. The cat was rubbing itself on my leg. I felt it. 8. They were fishing. We saw it. 9. The pupils were writing a test-paper. The teacher watched them. 10. A caterpillar was crawling on my arm. I felt it. 11. We heard I. Arkhipova last night. She was singing a Russian folk song. 12. I watched the sun rising. 13. I heard him. He was singing an English song. 14. We noticed a man. The man was cleaning his shoes. 15. He saw two girls. They were dancing on the stage. 16. She watched the children. They were running and playing in the garden. 17. I saw her. She was arranging her hair. 18. We saw our neighbour. He was listening to the latest news on the radio. 19. John heard his sister. She was talking loudly on the veranda. 20. We saw Ben. He was crossing the square. 21. They heard their father. He was playing the piano in the drawing-room. 22. I can see the train. It is coming. 23. I watched the rain. It was beating down the flowers in the garden. 24. I saw a group of boys. They were eating ice-cream. 25. We noticed a group of people. They were digging potatoes in the field. 26. Didn't you see her? She was smiling at you.

***Ex. 6. Translate the sentences using the Complex Object with Participle or Infinitive:***

1. Я видел, что Коля пришел. 2. Я видела, что Джордж идет по улице. 3. Я видел, что Нелли читает. 4. Мы видели, как студенты танцуют. 5. Мы видели, как разговаривали их родители. 6. Мы смотрели, как дети играют. 7. Она видела, что Нина примеряет шляпу. 8. Алиса видела, что ее сестра взяла книгу. 9. Он видел, что его ученики стоят около школы. 10. Том видел, что она вышла из комнаты. 11. Мать видела, что ее дети делают домашнее задание. 12. Она видела, что Андрей сидит на диване. 13. Николай видел, что Анна что-то пишет. 14. Учитель

заметил, что ученики разговаривают. 15. Она заметила, как отец вышел из комнаты. 16. Вы заметили, что они смеются? 17. Вы заметили, что он ушел? 18. Она не слышала, как я вошел в комнату. 19. Я не слышал, как они разговаривали. 20. Вы когда-нибудь слышали, как она поет? 21. Вы когда-нибудь слышали, как он говорит по-испански? 22. В зоопарке мы часто следили за тем, как обезьяны играют в клетке. 23. Я часто слышу, как он играет у себя в комнате. 24. Вы видели, как бежали эти два мальчика? 25. Он услышал, как на улице плачет какой-то ребенок. 26. Дети стояли и смотрели, как медведи плавают. 27. Мальчик следил за тем, как кошка пытается открыть дверь. 28. Он заметил, что они переходят улицу с двумя большими чемоданами в руках.

### **Ex. 7 Translate the sentences with the Complex Object:**

I want *the work to be done* = I want *the work done*

1. If you want things done well, do them yourself. 2. I should very much like it to be made clear to me. 3. The traveler entered the inn and ordered supper to be prepared. 4. He wanted his letters sent at once. 5. I don't want my papers looked through. 6. She did not want her child taken to hospital. 7. She gave him some papers and said that the client wanted them signed. 8. The teacher wants our homework to be prepared well. 9. Would you like your luggage carried upstairs? 10. I want a bedroom prepared for my guest.

### **Ex. 8 Insert some, any or no:**

1. There are ... pictures in the book. 2. Are there ... new students in your group? 3. There are ... old houses in our street. 4. Are there ... English textbooks on the desks? –Yes, there are ... . 5. Are there ... maps on the walls? –No, there aren't ... . 6. Are there ... pens on the desk? –Yes, there are.... 8. Are there ... sweets in your bag? –Yes, there are ... . 9. Have you got ... English books at home? – Yes, I have ... . 10. There are ... beautiful pictures in the magazine. Look at them. 11. There is ... ink in my pen: I cannot write.

### **Ex. 9 Insert something, anything, nothing or everything:**

1. ... is all right, the patient is much better today! 2. Is there ... interesting in the program of the concert? 3. I could see ... : it was quite dark. 4. Give me ... to drink. 5. I didn't take any money with me so I couldn't buy ... . 6. My new eyeglasses are very good, I can see ... now. 7. I saw ... near the wood that looked like a tent. 8. Give me ... to read, please. –With pleasure, 9. I don't know ... about your town. Tell me .., about it. 10. Please give me ... warm: it is cold here. 11. I understand ... now. Thank you for your explanation. 12. There is ... white in the box. What is it? 13. Is there ... that you want to tell me? 14. Where is the book? – It is on the table. – No, there is .. there.

**Ex. 10 Insert somebody, anybody, nobody или everybody:**

1. Has ... in this group got a dictionary? 2. ... left a magazine in our classroom yesterday. 3. The question was so difficult that ... could answer it. 4. I am afraid I shan't be able to find ... in the office now: it is too late. 5. ... knows that water is necessary for life. 6. Is there ... here who knows French? 7. You must find ... who can help you. 8. ... knew anything about America before Columbus discovered it. 9. I saw ... in the train yesterday who looked like you. 10. There is ... in the next room. I don't know him. 11. Please tell us the story. ... knows it. 12. Is there ... in my group who lives in the dormitory? 13. Has ... here got a red pencil? 14. ... can answer this question. It is very easy.

**Ex. 11 Fill in the gaps:**

1. We haven't ... black stockings (no, any). 2 They have ... red boots, Kate (any, no). 3. I don't want... today, thank you (nothing, anything). 4. "I haven't got ... clean exercise-books, Mother," said the boy (any, no). 5. "We shall not buy ... in this shop, children," said the mother (nothing, anything). 6. Didn't you buy ... potatoes yesterday (any, no)? 7. Didn't see ... in the street when I went out (anybody, nobody). 8. We did not play ... games in the yard because it was raining all day long (no, any). 9. There is ...at home (anybody, nobody). 10. How much did you pay for these boots? – I didn't pay ... (nothing, anything). They are a present from my grandmother. 11. Have you lost ... (anything, nothing)? – No, nobody here has lost .. (nothing, anything).

**Ex. 12 Make the sentences negative and interrogative:**

1. They have done something. 2. He has given them some money. 3. You have brought something for us. 4. I have taken some English books from you. 5. She was reading something. 6. He has written a letter to somebody. 7. Somebody by the name of Petrov lives on the third floor. 8. They have some English books. 9. There are some tall trees in front of their house. 10. Peter has something in his box. 11. There are some parks in this town, 12. There are some good book shops in our district.

**Ex. 13 Insert some, any, no, every, somebody etc.:**

1. Can I have ... milk? –Yes, you can have ... . 2. Will you have ... tea? 3. Give me ... books, please. I have ... to read at home. 4. Put ... sugar in her tea: she does not like sweet tea. 5. Is ... the matter with you? Has ... offended you? I see by your face that ... has happened. 6. We did not see ... in the hall. 7. ... was present at the lesson yesterday. 8. He is busy. He has ... time to go to the cinema with us. 9. Do you need ... books to prepare for your report? 10. Have you ... questions? Ask me ... you like, I shall try to answer ... question. 11. ... liked that play: it was very dull. 12. If ... is ready, we shall begin our experiment. 13. Can ... see? No, ... people can't see ... people are blind. Blind people can't see. They can't see ... ; they can see .... 14. Can ... hear? No, ... people can't hear. ... people are deaf. People who are quite deaf can't hear. They can't hear ..., they can't hear ... . They can hear ... , they can hear .... 15. Can we see ... ? No, we can't see ... . We cannot see the air. ... can see the air. 16. We can't walk without legs and

feet. People without legs and feet can't walk. They can't walk ... . They can walk ... .  
17. Can you see ... in an empty box? No, I can't see ... in an empty box. I can see ... in an empty box. Why not? Because there is ... in an empty box. There isn't ... in an empty box. What is an empty box? An empty box is a box that has ... in it. An empty box is a box without ... in it. An empty room is a room without ... in it.

**Ex. 14 Insert some, any, no, every, somebody etc.:**

1. Have you ... relations? – No, I haven't ... , I have ... relations. 2. Has she ... nephews or nieces? – She has ... nephews. 3. She has ... sisters, she has only brothers. 4. Do you know ... about Chinese art? 5. They have ... cousins in Minsk. 6. Have you ... brothers? – No, I haven't ... , I have ... brothers. 7. I have ... good friends. 8. We did not know ... about his problems: he told us ... . 9. Have you got ... interesting books? 10. Have you ... friends in America? 11. He has ... English books in this bookcase. 12. Did you meet ... on your way to school? 13. Have you got ... pencils in your bag? 14. Do we have ... chalk on the blackboard? 15. How could I know that he was ill? ... told me ... . 16. She has ... mistakes in her test.

**Ex. 15 Insert some, any, no, the or leave the gap blank:**

1. Суп (вообще) содержит много воды. ... soup contains much water. 2. Суп готов. ... soup is ready. 3. Дайте мне супу. Give me ... soup. 4. Название этого супа – борщ. The name of ... soup is borshch. 5. Прежде всего нам нужно согреть воды. First of all we must heat ... water. 6. Прежде всего нам нужно согреть воду. First of all we must heat ... water. 7. Вода состоит из водорода и кислорода. ... water consists of hydrogen and oxygen. 8. Мыло необходимо для мытья. ... soap is necessary for washing. 9. На умывальнике нет мыла. There is ... soap on the wash-stand. 10. Мыло на полке. ... soap is on the shelf. 11. Мне не нравится цвет этого мыла. I don't like the colour of ... soap. 12. Есть у вас карболовое мыло? Have you got ... carbolic soap? 13. В Карелии много фабрик, которые производят бумагу. There are many factories in Karelia that produce ... paper. 14. Бумага для стенгазеты на столе. ... paper for the wall-newspaper is on the table. 15. Дайте мне бумаги. Give me ... paper. 16. Я очень люблю этот сорт бумаги. I like this sort of ... paper very much. 17. Передай мне масло. Pass me ... butter, please. 18. Дай ему масла. Give him ... butter. 19. Я не хочу масла. I don't want ... butter. 20. Эта ферма производит масло. This farm produces ... butter. 21. В этом стакане нет молока. There is ... milk in this glass. 22. Возьми варенье. Take ... jam. 23. Возьми варенье. Take ... jam. 24. Любите ли вы бекон? Do you like ... bacon? 25. Какова цена бекона? What is the price of ... bacon? 26. Он никогда не кладет сахару в чай. He never puts ... sugar in his tea. 27. Сахар – важный пищевой продукт. ... sugar is an important food product.

**Ex. 15 Use some, the, a or leave the gaps blank:**

1. We use ... pencils or ... pens when we write. 2. He was reading ... book when I came into ... room. 3. Give me ... water to drink, please. 4. At what time will ... meeting begin? 5. Do you find ... English difficult? 6. I got ... letter from my brother yesterday. 7. I had

... bread and ... butter and ... egg for ... breakfast this morning. 8. Here is ... book that you left on my table yesterday. 9. ... men saw ... boa on ... river. 10. Can you give me ... match? 11. I get ... long letters from my mother, but only ... postcards from my brother. 12. The waitress put ... salad into each plate. 15. When did ... lesson begin? 14, Children must go to ... school. 15. Pass me ... piece of ... bread, please. 16. Do you like ... cucumbers? 17. We bought ... cucumbers at ... market.

### MUCH, MANY, (A) LITTLE, (A) FEW

#### *Ex. 1. Translate the following sentences:*

Много тетрадей, много молока, много воды, много дней, много газет, много мела, много снега, много лет, много картин, много музыки, много мальчиков, много девочек, много чая, много лимонов, много мяса, много комнат, много учителей, много работы, много воздуха, много птиц, много машин.

#### *Ex. 2. Insert much or many:*

1. Please don't put ... pepper on the meat. 2. There were ... plates on the table. 3. I never eat ... bread with soup. 4. Why did you eat so ... ice-cream? 5. She wrote us ... letters from the country. 6. ... of these students don't like to look up words in the dictionary. 7. ... in this work was too difficult for me. 8. ... of their answers were excellent. 9. ... of their conversation was about the institute. 10. There are ... new pictures in this room. 11. There are ... teachers at our school, and ... of them are women. 12. ... of these plays are quite ... new. 13. Thanks awfully for the books you sent me yesterday. – Don't mention it, it wasn't ... bother. 14. ... of her advice was useful. 15. He had ... pairs of socks.

#### *Ex. 3. Insert little or few:*

1. I have ... time, so I can't go with you. 2. He has ... English books. 3. There is ... ink in my pen. Have you got any ink? 4. There are ... bears in the zoo. 5. Tom Canty was the son of poor parents and had very ... clothes. 6. There is too ... soup in my plate. Give me some more, please. 7. The children returned from the wood very sad because they had found very ... mushrooms. 8. There was too ... light in the room, and I could not read. 9. There are very ... people who don't know that the earth is round.

#### *Ex. 4. Insert little, a little, few or a few.*

1. I have ... money, so we can go to the cinema. 2. I have ... money, so we cannot go to the cinema. 3. This girl works very ..., that's why she knows nothing. 4. Mother gave us ... apples, and we were glad. 5. He did not like it at the camp: he had very ... friends there. 6. This lemon drink is sour; if you put ... sugar in it, it will be sweeter. 7. This lemon drink is sour; if you put ... lumps of sugar in it, it will be sweeter. 8. The hall was almost empty: there were ... people in it. 9. I can't buy this expensive hat today: I have

too ... money. 10. She left and returned in ... minutes. 11. I think you can spare me ... time now. 12. I am sorry I have seen ... plays by this author.

### Test your Grammar Skills

#### *Ex. 1. Use much, many, little or few:*

1. My brother is a young teacher. Every day he spends ... time preparing for his lessons. 2. I know I very ... about this writer. It is the first book I am reading. 3. The pupils of our class ask ... questions at the lesson. They want to know everything. 4. You do not make ... mistakes in your spelling. Do you work hard at it? – Oh, yes, I do, I work very ... . 5. Does your sister read ...? – Yes, she does. And your brother? – Oh, he doesn't. He has so ... books, but he reads very ... . 6. Have you ... work to do today? – No, not very ... . 7. Walk quicker, please. We have very ... time. 8. I am sorry to say, I have read very ... books by Walter Scott.

#### *Ex. 2. Insert much, many, little, few, a little, a few:*

1. He had ... English books at home, so he had to go to the library for more books. 2. She gave him ... water to wash his hands and face. 3. I'd like to say ... words about my journey. 4. After the play everybody felt ... tired. 5. Let's stay here ... longer: it is such a nice place. 6. There were ... new words in the text, and Peter spent ... time learning them. 7. There was ... hay in the barn, and the children could not play there. 8. There was ... water in the river, and they decided to cross it. 9. My mother knows German ... and she can help you with the translation of this letter. 10. When we walked ... farther down the road, we met another group of students. 11. Have you got I... ink in your pen? 12. At the conference we met I... people whom we knew well. 13. There are very ... old houses left in our street. Most of them have already been pulled down. 14. If you have ... spare time, look through this book. You will find ... stories there which are rather interesting. 15. There are ... things here which I cannot understand. 16. Shall I bring ... more chalk? – No, thank you. There is... chalk on the desk. I hope that will be enough for our lesson.

#### *Ex. 3. Use one of the following words: some, any, no, the, a or leave the gaps blank:*

1.... cats like ... milk. 2. They stopped in ... front of ... house where Tom lived. 3. I showed him ... way to ... station. 4. What is ... name of ... street in which you live? 5. I want to say ... words to your sister. 6. ... tea in this glass is cold. 7.... sun was high in ... sky. 8. Oh, there are ... apples in ... vase: ... children have eaten all of them. Please put ... apples into ... vase. 9. Yesterday we had ... fish for dinner. 10. He gave me ... coffee. 11. I drank ... cup of ... coffee after ... dinner. 12. She bought ... new books yesterday. 13. Where are ... books which you brought from ... library yesterday? 14. Did you buy ... apples when you were at ... shop? 15. We could not skate because there was ... snow

on ... ice. 16. ... house must have ... windows. 17. Most people like ... music. 18. There was ... meat on Nick's plate and ... fish on Tom's. 19. We saw ... houses in the distance.

**Ex. 4. Insert a, the, some:**

1. a) Give me ... water, please. I am thirsty.
- b) ... water in this river is always cold.
- c) ... water is necessary for animals and plants.
2. a) Do you like ... brown bread?
- b) Please go to the shop and buy ... brown bread.
3. a) He likes ... modern music.
- b) I should like to listen to ... music.
- c) I don't like ... music, it is too noisy. Switch off the radio, please.
4. a) Ann has bought ... cheese,
- b) Where did she put ... cheese?
- c) Give me ... cheese, please.
5. a) Yesterday she invited us to dinner. It was ... good dinner.
- b) I cannot forget ... dinner we had at the Savoy.

**Ex. 5. Translate the sentences into English:**

1. В столовой есть кто-нибудь? 2. В саду никого нет. 3. В нашей комнате есть кто-нибудь? 4. Там есть кто-то. 5. Там никого нет. 6. В библиотеке есть кто-нибудь? 7. За занавеской есть что-нибудь? – Нет, там ничего нет. 8. В сумке что-то есть. 9. В доме есть кто-нибудь? – Да, там есть кто-то. 10. Под столом есть что-нибудь? – Да, там что-то есть. 11. Там ничего нет. 12. В кабинете врача есть кто-нибудь? – Нет, там никого нет. 13. В нашей библиотеке есть кое-какие книги на английском языке. 14. В вашей библиотеке есть какие-нибудь книги Джека Лондона? 15. Мой дядя хочет мне что-то сказать. 16. На другой день мой брат знал всех. 17. Если вы захотите что-нибудь поесть, идите в вагон-ресторан. 18. Расскажите нам всё о вашем путешествии.

*NB: в утвердительных предложениях “any” значит «любой» “anything” значит «что угодно» “anybody” значит «кто угодно»*

**Ex. 6. Use some, any, no, something etc.:**

1. Here are ... books by English writers. Take ... book you like. 2. There are ... boys in the garden because they are at school. 3. I can see ... on the snow, but I don't know what it is. 4. Are there ... desks in the classroom? – Yes, there are many. 5. There are ... books on this desk, but there are... exercise-books. 6. Did he say ... about it? – No, he said ... 7. What shall I do now, Mom? I have done my homework. – You can do ... you like. 8. There was ... in the street because it was Very late. 9. ... wants to see him. 10. Is there ... here who knows this man? 11. Have you ... books on Dickens? I want to read ... about him. I have read ... books by Dickens and I am interested in the life of the writer. 12. Can ... tell me how to get to the Public Library? – Yes, take ... bus that goes from here towards the railway station and get off at the third stop. 13. Please bring me ... apples, Mary. 14. That is a very easy question –... can answer it.

**Ex. 7. Use somewhere, anywhere, nowhere or everywhere:**

1. I put my dictionary ... yesterday and now I can't find it ... . – Of course, that is because you leave your books ... . 2. You must go ... next summer. 3. Did you go ... on Sunday? 4. Let's go ... . The weather is fine. I don't want to stay at home in such weather. 5. I cannot find my glasses .... I always put them ... and then look for them for hours. 6. Today is a holiday. The streets are full of people. There are flags, banners and flowers ... .

**Ex. 8. Use one of the following words:**

**a) some, any, no.**

1. There were ... of my friends there. 2. Well, anyway, there is ... need to hurry, now that we have missed the train. 3. Have you ever seen ... of these pictures before? 4. There is ... water in the kettle: they have drunk it all. 5. There were ... fir-trees in that forest, but many pines. 6. We could not buy cherries, so we bought ... plums instead.

**b) somebody, anybody, nobody.**

1. I saw ... I knew at the lecture. 2. I dare say that there may be ... at the lecture that I know, but what does that matter? 3. Do you really think that ... visits this place? 4. I have never seen ... lace their boots like that.

**c) somewhere, anywhere, nowhere.**

1. I haven't seen him ... . 2. I know the place is ... about here, but exactly where, I don't know. 3. Did you go ... yesterday? – No, I went ... , I stayed at home the whole day.

**Ex. 9. Rephrase the sentences using the Complex Object with the Infinitive:**

E.g. He dropped his bag. I saw it. I saw **him drop** his bag.

1. He slipped and fell. I saw it. 2. I heard that she suddenly cried out loudly. 3. She bent and picked up something from the floor. The policeman saw it. 4. I saw that he opened



the door and left the room. 5. She dropped the cup on the floor and broke it. I saw it. 6. They turned the corner and disappeared. We watched them. 7. The doctor touched the boy's leg. The boy felt it. 8. Peter bought some flowers. His friends saw it. 9. The wounded hunter felt that the bear touched him, but he did not move. 10. Shall we hear it if the telephone rings? 11. Tamara saw that the waves carried the boat away. 12. The ship sailed away from the shore. They saw it. 13. Have you heard how he sings the part of Herman in Tchaikovsky's "Queen of Spades"? 14. The boy noticed a bird. It flew on to the bush near the window. 15. Jane saw her neighbour. He opened the door of his flat and went in. 16. I saw him. He pointed to a picture on the wall. 17. I heard him. He shut the door of the study. 18. We saw that the children climbed to the tops of the trees. 19. I noticed that Henry went up and spoke to the stranger.

***Ex. 10. Translate the Complex Object with the Infinitive or the Participle:***

1. We saw them jump with parachutes. 2. He heard a car approaching from the opposite direction. 3. In the room he could see a man sitting in an old armchair. 4. I heard the door of the entrance hall open and close softly. 5. In the little summer house at the bend of the garden path he saw someone sitting. 6. He went back to the window and looking through it, suddenly saw her walking down the path. 7. They all gathered on the hill to watch the sun rise. 8. She watched her mother bending over the tea-things. 9. The people living in the north do not see the sun come out for months. 10. He felt her arm slipping through his. 11. She felt her hand tremble. 12. Now and then he could hear a car passing. 13. He felt his heart beat with joy. 14. He felt his heart beating with joy. 15. She could hear her father walking up and down the picture gallery. 16. We saw him cross the street looking to the left and to the right. 17. I felt the wind blowing through a crack in the wall. 18. We stood on deck and watched the sun going down. 19. I heard him playing the piano in the house. 20. It is nice to see people enjoying themselves. 21. The door creaked. He saw Irene come in, pick up the telegram and read it. 22. At the stop she saw another girl waiting for the bus. 23. I heard him tell the teacher about it. 24. I heard him telling the teacher about it. 25. She heard people walking in the corridor. 26. She heard somebody walk run to her door. 27. We saw some people washing clothes in the stream. 28. We watched the planes circling above us. 29. Nobody noticed him come in and sit down. 30. I felt Nick put his hand on my shoulder. 31. She felt tears roll down her cheeks. 32. I was so weak that I felt my knees shaking

***Ex. 11. Translate the sentences, paying attention at the Infinitive or the Participle:***

1. Я слышал, как он открывает дверь. 2. Я слышал, как он открыл дверь, 3. Я почувствовал, как он коснулся моей руки. 4. Я чувствовал, что он касается моей руки. 5. Я видел, как птицы летят к лесу. 6. Я увидел, как птицы полетели к лесу. 7. Мы увидели, что она переплывает реку. 8. Мы видели, как она переплыла реку. 9. Мы слышали, как они весело смеются в соседней комнате. 10. Я заметил, что она побледнела. 11. Я видел, что он встал со стула и пошел к окну. 12. Мать

следила, как ее маленький сын чистит зубы. 13. Он наблюдал, как мама моет посуду. 14. Мы видели, что они медленно приближаются. 15. Мы увидели, что они спят. 16. Он заметил, что она вздрогнула. 17. Я слышал, как он играет на скрипке. 18. Мы слышали, как он заговорил с ней по-французски. 19. Я не заметила, как он положил письмо на стол. 20. Я видела, как он поставил свой чемодан у двери. 21. Мы видели, как она сошла с поезда и пошла по направлению к кассам. 22. Мы наблюдали, как он подошел к окну, остановился, открыл журнал и стал читать. 23. Я почувствовала, что кто-то смотрит на меня справа. 24. Мы видели, как она выходила из дома. 25. Он слышал, как председатель назвал его имя. 26. Он почувствовал, что его руки дрожат.

### TOPICS FOR EXAMINATIONS:

#### **Model : Why I study History**

I am a first-year student at the Adyghe State University. I study at the History Faculty. I entered this faculty in 2012, so I am a historian-student. There are a lot of historical subjects in the curriculum. They are very different, for example, Ancient History, Contemporary History, Modern History, World History, Russian History, Archaeology, Latin, Arabic, English, Information Technologies, Physical Training and many others.

The academic year lasts two terms (semesters). At the end of each term we pass exams and credit-tests. We try to get good and excellent marks. We attend lectures and seminars. We don't miss classes.

During the lectures we listen to the lecturer attentively, take notes, ask questions and write the contents of the lectures. At the seminars we speak on the subject, take part in the discussions, ask questions the other students, add to what was said by the previous speaker, clear up some historic problems, ask the teacher to explain the most vital points and make reports on historical subjects.

As regards English, we are sure that if you want to master the language you must work at the language hard. We do English lessons, write dictations, read and translate the texts, read some texts in original, learn the new words and study English grammar. We learn conversations by heart and do various aural and written exercises.

At the end of each term we must present a course-paper to a scientific adviser. My scientific adviser is ....I work at the historical problem under the title....

The History Faculty is situated in a new building on the first and the second floors. There are a lot of classrooms, lecture rooms, a computer-room, an Assembly Hall and the Dean's Office.

## EXTRA MATERIALS

### ZEUS'S LOVERS

Although Zeus was married to Hera, he often fell in love with other beautiful women. Hera sometimes tried to punish the women or their children, but Zeus protected them from the worst of her anger.

Princess Europa of Lyre was on the beach when Zeus appeared, disguised as a white bull. She was afraid at first but the bull was so handsome and gentle that she soon started to play and garlanded him with flowers. She even got on his back to go for a ride. The bull plunged into the sea and carried her off to Crete, where she lived and had three sons with Zeus. Later, Europa married the King of Crete and he made her eldest son, Minos, his heir.

King Acrisius was warned by an Oracle that he would be killed by his grandson. He locked his daughter, Danae, in a tower so she could never marry and have children. He could not keep her from Zeus, though. He entered her prison as a shower of gold and Danae had his son, Perseus. Acrisius could not bear to kill them, despite the Oracle, so he sent them adrift in a boat. Zeus guided the boat safely to the island of Seriphos.

Another lover of Zeus was Leda, Queen of Sparta. One day she was bathing in a stream when a handsome swan swam up. The swan was Zeus in disguise. He became Leda's lover and she produced a beautiful blue egg, from which were hatched four children, two belonging to Zeus and two to her husband, King Tyndareus.

#### Vocabulary:

punish – наказывать; карать; налагать взыскание;

disguise – изменять внешность, облик; маскировка; переодевание;

bull – бык; буйвол;

handsome – красивый, статный (*о мужчине*);

adrift – плывущий по течению; брошенный на произвол судьбы; по течению; по воле волн; по воле случая;

warn – предупреждать; предостерегать; извещать, оповещать;

guide – проводник, гид; экскурсовод; вести; быть чьим-л. проводником;

swan – лебедь.

### Questions to the text:

1. Who were Zeus's lovers?
2. How did he seize Europe?
3. How did Acrisius try to prevent himself from having grandchildren?
4. What did Acrisius do with Danae and Persius?
5. In what way did Zeus win his lovers?

### PERSEUS

Perseus and his mother, Danae, landed on the island of Seriphos and were looked after by King Polydictes. Polydictes tried to persuade Danae to marry him. She refused, but he thought she might change her mind if her son went away. He said Perseus should prove his courage instead of keeping his mother's company, and do some brave deeds like other young men. Perseus started hunting Medusa, who had been turned into a hideous monster by Athene. She had snakes instead of hair and anyone who looked at her was turned to stone.

As Athene had created Medusa, she decided to help Perseus kill her. She gave him a shining shield and told him to look only at Medusa's reflection, never directly at her.

Hermes gave him a sickle and sent him to the nymphs in the Underworld to borrow Pluto's helmet of invisibility. They also gave him a magic wallet and winged sandals. Perseus found Medusa and attacked her with his magic weapons. He watched her in the polished shield, and managed to cut off her head, which he put in the magic wallet. He escaped on his winged sandals.

Flying home, Perseus saw a beautiful princess chained to a rock and fell in love. This was Andromeda. Perseus freed her and married her. When they returned to

Seriphos, Polydictes was about to force Danae into marriage. Outraged, Perseus held up Medusa's head, the king looked at it and was turned to stone.

One day, Perseus took part in some important games. As he threw a discus it was caught by the wind and accidentally killed an old man. This proved to be Acrisius, his own grandfather, whom he had not seen since birth. The tragedy had been foretold by an Oracle and was unavoidable.

### Vocabulary:

persuade – убеждать;

deed – поступок, подвиг;

hideous – отвратительный, омерзительный; страшный, ужасный;

snake – змея;

reflection – отражение (*света, тепла, звука*);

sickle – серп;

helmet – каска, шлем;

free – свободный, вольный, независимый; свободно; непринуждённо; освободить.

### Questions to the text:

1. How did Polydictes try to make Danae change her mind?
2. What was Medusa like?
3. How did Athene and Hermes help Perseus?
4. Who was Perseus's wife?
5. Why did he turn Polydictes into stone?
6. How did it happen that Perseus killed his grandfather?

## PSYCHE

Psyche's parents boasted that their daughter was as lovely as Aphrodite. In revenge, the goddess told Eros to make Psyche fall in love with a monster. Psyche was taken to a remote mountain side to await her Fate.

Eros went to obey Aphrodite, but grazed himself with his arrow and fell in love with Psyche. He took her to a beautiful palace and visited her there, making himself invisible, as she must never discover who he was.

Psyche's sisters visited her and were so jealous that they suggested her invisible lover must be a monster as predicted and that she ought to find out. One night, she shone a light on Eros while he slept. He and the palace vanished at once. Psyche was heart-broken. Demeter advised her to appeal to Aphrodite, who might let Eros return.

Aphrodite tested Psyche to see if she was worthy of Eros. She asked her to separate a huge mixed pile of wheat and barley grains. An army of ants, sent by Eros, came along and did the job for her. Aphrodite then sent her to Persphone with a jar, saying it contained beauty cream. Psyche could not resist opening it, but it actually contained the Sleep of Death and Psyche was overcome.

Eros managed to revive her and Zeus decided to help. He soothed Aphrodite and made Psyche immortal so she could be with Eros.

### **Vocabulary:**

Psyche – Психея;

boast – хвастать;

revenge – месть, мстить;

remote – отдаленный;

obey – подчиняться;

invisible – невидимый;

jealous – ревнивый;

predict – предсказывать, предугадывать;

vanish – исчезать;

be worthy – быть достойным, стоить;

barley – ячмень;

resist – сопротивляться;

graze – задевать;

be overcome – БЫТЬ ПОБЕЖДЕННЫМ.

### Questions to the text:

1. Why was Eros invisible?
2. How did Psyche find out Eros?
3. How did Aphrodite test Psyche?
4. Who made Psyche immortal?

### DEMETER, PERSEPHONE AND PLUTO

Demeter was goddess of plants and harvests. She made everything grow and ripen. Her daughter, Persephone, was her companion and helper.

Pluto admired Persephone and wanted her as his wife. He asked Zeus's permission but did not receive a firm answer as Zeus knew that Demeter would never agree, but did not wish to offend his brother by a refusal. One day, Pluto found Persephone alone and seized her and carried her down to Hades.

When Demeter found her daughter had gone, she neglected the plants and trees to search for her. Without her care, the harvests failed, and everything withered and died.

After a long search, she discovered that Persephone was Pluto's prisoner and pleaded with Zeus to make him release her. The gods agreed that Zeus should do something as – humans were in danger of starving since no crops would grow.

Zeus said Persephone should be freed, as long as she had not tasted any of the food of the dead. In her misery she had not eaten at all, but just before her release Pluto tempted her to try a few pomegranate seeds from his garden.

“Since you have eaten from Pluto’s garden,” said Zeus to Persephone, “you must spend part of each year in Hades with him. The rest you may spend on Earth with your mother.”

So every year, when Persephone was with Pluto, Demeter would mourn, plants died and it was winter. When Persephone returned, Demeter was happy again, things began to blossom and it was spring.

### Vocabulary:

neglect – пренебрегать;

wither – вянуть, сохнуть; блёкнуть, высыхать, увядать;

plead – просить, просьба;

tempt – искушать;

pomegranate – гранат;

ripen – зрелый;

search – поиск, искать;

release – освобождать;

mourn – скорбеть, оплакивать; горевать, печалиться;

blossom – цвести, благоухать;

misery – нищета, бедность;

seed – семя.

### Questions to the text:

1. Whose daughter was Persephone?
2. Who wanted to marry Persephone?
3. Did Zeus give Pluto the permission at once?
4. What happened when Pluto carried Persephone to Hades?
5. What did the gods think about Persephone's imprisonment?
6. On what condition could Persephone be freed?
7. What did Persephone have to do every year?
8. Why did Pluto tempt her to eat pomegranate seeds?
9. What happened when she returned to the earth?

### APOLLO AND ARTEMIS

Apollo and Artemis were twin children of Zeus and the Titaness, Leto. Artemis was goddess of the moon and hunting and protected wild animals. Apollo was the sun



god and patron of the Arts. The raven was his special bird. Both Apollo and Artemis were associated with woodland.

The Greeks believed the sun and moon were drawn across the sky in chariots. The sun was drawn by Apollo's golden horses and the moon by Artemis's silver stags.

Queen Niobe of Thebes boasted she was better than Leto as she had seven daughters and seven sons while Leto only had one of each. To punish her, Apollo and Artemis killed all except two of her children. Niobe mourned so bitterly that Zeus took pity on her and turned her to stone on Mount Sipylus so she could no longer feel her grief, but each year when melting snow ran off the mountain, the Greeks said it was Niobe's tears.

Apollo tamed the nine Muses, wild goddesses who inspired artists, and became god of the Arts. He loved music and played the lyre.

The satyr, Marsyas claimed to be a better musician than Apollo, so the god suggested a competition. Marsyas played a flute he had found, not knowing it was the one Athene had cursed. They played equally well until Apollo challenged Marsyas to play his instrument upside down and sing at the same time. This was possible with a lyre, but not with a flute, so Marsyas lost. The price of losing was death and Apollo killed Marsyas.

Apollo pursued a nymph called Daphne, who did not want his attention. She ran away, praying to Mother Earth to save her. Just as Apollo caught her, her prayers were answered and she was turned into a laurel tree. Apollo wore a wreath of laurel leaves in her memory.

Apollo's arrows brought plague and death but he also had healing powers, which he passed on to his son, Asclepius. He became a great doctor but went too far when he began to revive the dead. Pluto demanded he should be stopped, as the dead were his subjects. Zeus struck Asclepius down and Apollo killed the Cyclopes, in revenge. Zeus would have sent Apollo to Tartarus, but for Leto's pleading.

Artemis and her nymphs loved hunting and swore to have nothing to do with men. Callisto broke her vow by falling in love with Zeus. In revenge, Hera turned her into a

bear and Artemis set her hounds on the nymph. Zeus saved her before she was torn apart and placed her image in the stars as the Great Bear.

### **Vocabulary:**

twin – близнецы;

raven – ворон;

chariot – колесница;

mourn – скорбеть, оплакивать; горевать, печалиться;

turn to – обратиться;

melting – тающий;

curse – проклинать, проклятие;

tear – слеза;

inspire – вдохновлять;

pursue – убеждать;

pray – молиться;

revive – возрождаться;

revenge – мстить, месть;

plague – чума;

plead – просить, просьба.

### **Questions to the text:**

1. What were Artemis and Apollo?
2. What was the Greeks' idea of the sun and the moon's movement across the sky?
3. Why did Zeus turn Niobe into stone?
4. How did Apollo become god of the Arts?
5. Why did the flute bring death to Marsyas?
6. What happened to Daphne?
7. Why did Apollo want to stop Asclepius?

### **ATHENE**

Athene was the virgin goddess of wisdom and war. She oversaw the safety of the state and was the daughter of Zeus and Metis. Athene inherited Metis's wisdom and preferred to settle disputes by reasoning. If forced to fight though, she was invincible as goddess of war. She took care of Zeus's shield and other battle gear.

The owl was her special bird and she was patroness of the olive crop and of the capital city of Greece.

When she was young, Athene had a great friend, Pallas. One day they were practising with their spears when Athene killed her friend by accident. To show her sorrow, she put her friend's name before her own and was often known as Pallas Athene.

Athene is said to have invented the flute. She first played it at a banquet of the gods and everyone seemed to like it, except Hera and Aphrodite who wouldn't stop giggling. Athene was puzzled until she saw her reflection in a pool. She saw what they found funny. To play the flute she had to puff her cheeks out, which looked silly. She cursed the flute and threw it away.

Athene and Poseidon quarreled over the naming of the greatest town in Greece. At last they agreed that whoever gave the town the best gift should name it.

Poseidon dug his trident into the rock on which the town stood and out gushed a stream, giving access to the sea so it could become rich and powerful through trade.

Athene created the olive tree as her gift. It provided food and oil for the inhabitants and made them rich through exports, so it was judged the better gift and the town was named Athens after her. A special shrine was built to Athene on the Acropolis (the hill above Athens). It was called the Parthenon, from the word "parthenos", meaning "maiden", which was another of Athene's titles.

Athene was also goddess of crafts. She was proud of her weaving. There was another skilled weaver, princess Arachne, who boasted that she was better than Athene. So the goddess challenged her to a contest. They both wove the most

beautiful work they could. When they had finished, Athene was infuriated to find that Arachne's really was equal to hers, and in a jealous rage she tore the girl's weaving up. Arachne was so frightened that she tried to hang herself. Athene was then ashamed and saved Arachne from death by turning her into a spider. Ever since then spiders have woven beautiful webs.

Athene was short-tempered and many myths about her show it. Once a crow brought Athene some bad news. Until then crows had been white, but in her fury, Athene turned the unlucky messenger black and they have been black ever since.

Medusa, daughter of the sea god Phorcys, suffered too. She offended Athene, who turned her into a hideous monster.

### **Vocabulary:**

oversee – надзирать;

invincible – непобедимый;

flute – флейта;

trident – трезубец;

short-tempered – несдержанный, вспыльчивый;

hideous – отвратительный, ужасный;

Metis – Метида, мудрая богиня;

Pallas – Палес, подруга Афины;

Acropolis – Акрополь, возвышенная и укрепленная часть Афин;

Parthenon – Парфенон, храм Афины;

Arachne – Аракна, искусная ткачиха.

### **Questions to the text:**

1. What kind of goddess was Athene?
2. What were her duties?
3. Why was she often called Pallas Athene?
4. What did Athene invent?
5. Why did she throw the instrument away?

6. How did Athene win the competition with Poseidon?

7. What is Parthenon?

### **WHAT IS THE HAJJ?**

The Hajj is one of the pillars of Islam, which every adult Muslim must undertake at least once in their life if they can afford it and are physically able. Every year about two million Muslims converge on Mecca – the holiest place in Islam – to take part in an event which combines piety and passion. Many Muslims save for years in order to perform the pilgrimage.

They often have to travel thousands of miles. Then, once they arrive, they must brave vast crowds and the fierce heat of the desert as they perform the Hajj rituals. Circling the Kaaba in the Great Mosque in Mecca is part of the ritual. The Hajj takes place over five days. For the host country, Saudi Arabia, the event has a special importance. Saudi rulers are acutely conscious of their responsibility as custodians of the Muslim holy places. The sheer number of pilgrims poses formidable problems. In recent years hundreds have died as a result of demonstrations, fires, stampedes – or just sunstroke and exhaustion. The Saudi authorities have introduced a quota system to keep down the numbers of pilgrims. They have also tried, and failed, to keep politics out of the Hajj.

In 1987 hundreds of pilgrims were killed in clashes between the Saudi security forces and Iranian led demonstrators. 2006: 345 die in a crush during a stone-throwing ritual 2004: 251 trampled to death in stampede 2003: 14 are crushed to death 2001: 35 die in stampede 1998: At least 118 trampled to death 1997: 343 pilgrims die and 1,500 injured in fire 1994: 270 killed in stampede 1990: 1,426 pilgrims killed in tunnel leading to holy sites.

The Hajj step by step: To carry out the pilgrimage rituals a pilgrim needs to be in a state of Ihram – a special state of ritual purity. A pilgrim does this by making a statement of intention to perform the Hajj, wearing special white clothes (which are also called Ihram), and obeying certain regulations. During the Hajj, pilgrims are forbidden

to: engage in marital relations, shave or cut their nails, use cologne or scented oils, kill or hunt anything, fight or argue, women must not cover their faces, even if they would do so in their home country, men may not wear clothes with stitching. Once in Mecca pilgrims enter the Great Mosque and walk seven times round the Kaaba (a cube-like building in the centre of the mosque) in an anti-clockwise direction. This is known as Tawaf. Pilgrims also run seven times along a passageway in the Great Mosque, commemorating a search for water by Hajar, wife of the Prophet Abraham.

**DAY 1: FIRST STEP.** Pilgrims travel to Mina on 8 Dhul Hijjah (a date in the Islamic calendar) and remain there until dawn the next morning. **DAY 2: STANDING AT ARAFAT.** Pilgrims then travel to the valley of Arafat and stand in the open praising Allah and meditating. At the end of the day, pilgrims travel to Muzdalifa where they spend the night. Pilgrims gather up stones to use the next day. **DAY 3: STONING THE DEVIL.** In the morning, pilgrims return to Mina and throw seven stones at pillars called Jamaraat. These represent the devil. The pillars stand at three spots where Satan is believed to have tempted the Prophet Abraham. Pilgrims sacrifice an animal (usually a sheep or goat). This commemorates the incident related in the Old Testament when the Prophet Abraham was about to sacrifice his son and God accepted a sheep instead. Nowadays many pilgrims pay someone to slaughter the animal on their behalf. Pilgrims shave their heads or cut some hair from it and return to the Great Mosque at Mecca for a further Tawaf, walking around the Kaaba. They then return to Mina, where they spend the night. **DAYS 4 & 5.** Pilgrims spend time in Mina, stoning the pillars each day. If a pilgrim has been unable to return to Mecca to walk around the Kaaba, he or she does so on the fourth or fifth day.

### **Vocabulary:**

pillar – столб, опора;  
undertake – предпринимать;  
converge – сходиться;  
holy – святой;

piety – набожность;  
desert – пустыня;  
circle – круг, окружность, кружить;  
mosque – мечеть;  
formidable – устрашающий, грозный  
stampede – массовое (паническое) бегство;  
exhaustion – изнеможение;  
purity – чистота;  
intention – намерение;  
forbidden – запрещенный, запретный;  
marital relation – супружеские отношения;  
stitch – шов.

### **World Trade Organization**

The World Trade Organization (WTO) is an international body whose purpose is to promote free trade by persuading countries to abolish import tariffs and other barriers. As such, it has become closely associated with globalization.

The WTO is the only international agency overseeing the rules of international trade. It administers and polices existing and new free trade agreements, settles trade disputes between governments and organizes trade negotiations. WTO decisions are absolute and every member must abide by its rulings. So, when the US and the European Union are in dispute over bananas or beef, it is the WTO which acts as judge and jury. WTO members are empowered by the organization to enforce its decisions by imposing trade sanctions against countries that have breached the WTO rules.

Based in Geneva, the WTO was set up in 1995, replacing another international organization known as the General Agreement on Tariffs and Trade (GATT). GATT was formed in 1948 when 23 countries signed an agreement to reduce customs tariffs. The WTO has a much broader scope than GATT. Whereas GATT regulated trade in merchandise goods, the WTO also covers trade in services, such as telecommunications

and banking. Membership of the WTO now stands at 147 countries. China formally joined the body in December 2001 after a 15-year battle. Russia wants admission, but must first convince the EU and US that it has reformed business practices.

The highest body of the WTO is the Ministerial Conference. This meets every two years and, among other things, elects the organization's chief executive – the director-general – and oversees the work of the General Council. The General Council is in charge of the day-to-day running of the WTO and is made up of ambassadors from member states who also serve on various subsidiary and specialist committees. Budget: 125 million US dollars. Staff: 601. Key players: USA, the EU, Japan.

A former Thai deputy prime minister and commerce minister, Mr Supachai is the first WTO director-general to come from a developing country. He is a respected economist, and played a key role in leading Thailand out of the Asian currency crisis. Mr Supachai was born in 1946. He studied economics in the UK and in the Netherlands and was elected to the Thai parliament in 1986. His manner is described as thoughtful, cautious and diplomatic. He is known in his native country as Dr Sup.

Mr Supachai began his three-year term as head of the WTO in September 2002. He ran for the post in 1999, but the US opposed his candidacy and forced a compromise under which he and his predecessor, New Zealand's Mike Moore, shared the six year term. Though he is a long-time supporter of free trade, Mr Supachai contends that developing countries have not got a fair deal in previous trade talks. He has called for the benefits of free trade to be evenly spread, rather than concentrated in advanced economies.

The WTO has been the focal point of criticism from people who are worried about the effects of free trade and economic globalization. Opposition to the WTO centres on four main points: WTO is too powerful, in that it can in effect compel sovereign states to change laws and regulations by declaring these to be in violation of free trade rules. WTO is run by the rich for the rich and does not give significant weight to the problems of developing countries. For example, rich countries have not opened their markets to



agricultural products or textiles and clothing imports from poor countries. WTO is indifferent to the impact of free trade on workers' rights, child labour, the environment and health. WTO lacks democratic accountability, in that its hearings on trade disputes are closed to the public and the media. Supporters of the WTO argue that it is democratic, in that its rules were written by its member states, many of whom are democracies, who also select its leadership. They also argue that, by expanding world trade, the WTO in fact helps to raise living standards around the world.

### **Vocabulary:**

trade – торговый;  
stall – заглушать;  
subsidy – пособие, дотация;  
reduce – снижать, уменьшать;  
social justice – социальная справедливость;  
eliminate – устранять, исключать;  
deadlock – мертвая точка, тупик;  
extend – удлинять, продлевать;  
deadline – предел, крайний срок  
tariff – тариф, прейскурант;  
negotiation – переговоры;  
empower – уполномочить;  
impose sanction – налагать санкции;  
scope – размах, охват, компетенция;  
admission – вхождение, доступ;  
convince – убеждать.

### **OPEC: The oil cartel in profile**

The Organization of Petroleum Exporting Countries (OPEC) is an association of oil producing countries set up with the express purpose of influencing oil prices by

controlling supplies. The stated policy of the 11 member countries is to keep crude oil prices within a range of \$22-28 a barrel.

To do that, the countries control the amount of crude oil they export and avoid flooding or squeezing the international marketplace. Established in 1960, its members account for over half of the world's crude exports. But the oil market is notoriously difficult to balance, as demonstrated by sharp price swings in the years since OPEC was set up. One reason for this is that OPEC members do not necessarily have identical interests, and often find it difficult to reach consensus on strategy.

Countries with relatively small oil reserves, or others such as Iran and Nigeria with large populations and few other resources, are often seen as 'hawks' pushing for higher prices. Meanwhile, producers like Saudi Arabia and Kuwait, with massive reserves and small populations fear that high prices will accelerate technological change and the development of new deposits, reducing the value of their oil in the ground. The US, the world's biggest oil consumer, usually focuses on Saudi Arabia and Kuwait when lobbying OPEC to raise or maintain production so as to guarantee price stability.

And the need to maintain good relations with other member countries, and with the US and other consumers, is almost always part of the equation. There are also ongoing disputes over whether member countries are actually sticking to the agreed quotas. OPEC is often portrayed in the West as a greedy and untrustworthy cartel, cynically manipulating the price of oil. But many of the so-called 'oil-rich states' are rich in very little else. Crude oil is their only export, making them uniquely vulnerable to world oil prices. When prices fell to \$10 a barrel in 1998, many of their economies were hit hard.

Tony Scanlan, of the British Institute of Energy Economics, says: "In the US, Opec is viewed as a cartel and therefore something to be smashed – which is not a helpful way of thinking about it. The one thing the OPEC countries all have in common is their absolute reliance on one product – oil. According to Mr Scanlan, the OPEC countries cannot afford to treat oil as just another commodity. When the price falls it creates real

pain. They have to feed and give welfare to their people, the same as Western countries,” he says.

Part of the industrialized world's mistrust of OPEC dates back to the oil shock of 1973 that sent the global economy into crisis. The finger of blame was also pointed at OPEC when prices spiked in the second half of 2000, prompting fuel protests across much of Europe. OPEC is once again under intense scrutiny in 2004 as rising demand and fears that Iraqi unrest and al-Qaeda-inspired militancy might disrupt supplies from the Middle East are pushing US oil prices to record highs.

But the west is gradually waking up to the fact that in recent years OPEC has been trying to ensure market stability through its price range mechanism. And, as more sources of oil come to market – especially from Russia – consumer countries have also become less reliant on oil from OPEC countries.

1960 – founded by Iran, Iraq, Kuwait, Saudi Arabia and Venezuela

1965 – Moves from Switzerland to new headquarters in Vienna, Austria  
1973 – High oil prices cause world economic crisis  
1990 – Iraq anger at Kuwait overproduction sparks Gulf War

1998 – World oil price drops to \$10 a barrel  
2000 – OPEC puts squeeze on production to boost prices

2001– OPEC puts pressure on non member countries to cut production.

### **Vocabulary:**

OPEC – Организация стран-экспортеров нефти;

petroleum – нефть;

crude – сырой;

barrel – баррель

amount – сумма, количество, объем;

flooding – переполнение;

sharp swing – резкое колебание;

reach consensus – достигать согласия;

accelerate – ускорять;  
reduce – сокращать, уменьшать;  
lobby – агитировать (в кулуарах);  
vulnerable – уязвимый, беззащитный;  
smash – разбивать, разгромить;  
commodity – товар, предмет потребления;  
welfare – благосостояние.

### **University of Cambridge, UK**

The University of Cambridge is the second oldest university in the UK and has a worldwide reputation for academic excellence both in teaching and research. Many of the University buildings are of historical or architectural interest, and the University's museums contain many rare, valuable and beautiful items. Graduates of the University have become famous in all fields of human endeavor, from science and engineering to economics and politics to film and television.

The town of Cambridge originally took its name from the river on which it stood – the Granta. Through a convoluted process of evolution, the name Grontabricc became ‘Cambridge’. The presence of the eponymous bridge meant that Cambridge was already a thriving market town before the University appeared. In 1209, a group of students fled Oxford after they were attacked by hostile locals. Settling in Cambridge, they were joined by more like-minded individuals and in 1226 they set up a formal organization, governed by a Chancellor, and began to teach grammar, logic, rhetoric, arithmetic, music, geometry and astronomy. Their new school received the blessing of King Henry III and the University of Cambridge was born. In the early days of the University, most of the teachers and students were connected with the Catholic Church and were therefore responsible to the local and national church authorities. During

the 14th and 15th Centuries, the University gradually gained its independence from the church, with the Chancellor taking on both religious and civil duties.

The University was also granted certain rights in relation to the townspeople of Cambridge, particularly market traders who were profiteering. This put some strain on the relationship between 'town and gown', which has been a source of varying degrees of conflict ever since. The earliest teaching sessions of the University were carried out in churches or private houses. This was obviously unsatisfactory, and so the University authorities began to establish buildings for its own use. Some of these early 'schools' still exist on the site known, appropriately, as the 'Old Schools'. The University also began to acquire buildings donated or paid for by wealthy sponsors. These became the first of the colleges of the University – semi-independent institutions that housed undergraduates and were also responsible for some of their teaching.

In the 17th and 18th Centuries the University continued to expand and evolve, with subjects such as history, law and medicine being added to the traditional ones that had been offered previously. Despite these new subjects, teaching at the University became dominated by mathematics, possibly due to the influence of one Isaac Newton. This era also saw the establishment of institutions such as the University Press and the botanical gardens, together with significant enlargement of the University library. By the end of the 19th Century, radical changes had taken place in Cambridge, the most important of which was the setting up of Colleges for women. In 1921, women were permitted to attend the same lectures as male undergraduates and were also finally granted degrees. They were not, however, granted the 'privileges' that normally accompanied a degree – involvement in governing the University, for example – until 1947.

After World War II, the University grew rapidly as new departments were set up and new subjects were introduced, fuelled by the University's reputation in scientific research. University facilities continued to develop, with further expansion of the library. More colleges were added to the University, including

New Hall (for women), Churchill, Robinson and Fitzwilliam, as well as Homerton, which specializes in undergraduate and post-graduate teacher training. By the late 1970s and early 1980s, the older colleges had started to accept women members, with the last men-only College – Magdalene – finally admitting women in 1988. Girton, which had started as a women’s college, admitted men in 1979, leaving Newnham, New Hall and Lucy Cavendish as the only all-women colleges left today.

Undergraduates at Cambridge sit what are known as Tripos exams. The name comes from a three-legged stool that was once used at graduation ceremonies. A senior graduate would sit on the stool and read poetry to entertain those graduating. The names of the new graduates were printed on the back of the poems. Eventually, the examinations themselves, firstly in mathematics and later in all other subjects, came to be known as the Tripos.

### **Vocabulary:**

second – второй;

old – старый;

world-wide – всемирный, мировой;

academic – академический; научный;

excellence – превосходство; превосходное качество;

both – обе, оба;

teaching – преподавание, обучение;

research – изучение, исследование;

architectural - архитектурный;

contain – содержать;

rare – редкий;

valuable item – ценный предмет;

engineering – машиностроение;

originally – первоначально;

process – процесс; течение, ход;

presence – присутствие, наличие;  
eponymous – дающий чему-либо свое имя;  
chancellor – канцлер; ректор (университета);  
rhetoric – риторика; ораторское искусство;  
receive blessing – получать благословение;  
gain [gem] – достигать; приобретать;  
relation – отношение;  
particularly – особенно;  
own – платье, мантия; зд. (собир.) университет;  
degree – градус; ступень, степень ;  
establish – учреждать, устанавливать;  
still exist – (всё) ещё существует;  
responsible – ответственный;  
continue to expand – продолжать расширяться;  
evolve – эволюционировать, развиваться;  
add – прибавлять, добавлять;  
previously – раньше, ранее;  
radical – радикальный, коренной;  
important – значительный, важный;  
permit – разрешать;  
attend the lecture – посещать лекцию;  
privilege – привилегия;  
accompany – сопровождать;  
grow – расти;  
rapid – скорый, быстрый;  
department – департамент; отдел; кафедра;  
introduce – вводить;  
scientific – научный;  
develop – развивать;

further – дальнейший;  
expansion – экспансия, расширение;  
as well as – так же, как; а также;  
specialize – специализироваться;  
training – подготовка, обучение;  
three-legged stool – табуретка с тремя ножками;  
ceremony – обряд, церемония;  
senior – старший;  
poetry – поэзия, стихи;  
eventually – в конце концов.

### **Nanotechnology - miracle of 21st Century?**

The term nanotechnology encompasses a huge range of activities. Nano is used in the world of science to mean one billionth. E.g. a *nanometer* is a billionth of a metre. A nanometer is only ten atoms across! So generally nanotechnology is used to mean technology at the nanometer level. Nanotechnology attempts to achieve something useful through the manipulation of matter at this level.

To put it more formally, you can use the following definition: Nanotechnologies are the design, characterization, production and application of structures, devices and systems by controlling shape and size at nanometer scale." At such scales, the *ordinary rules of physics and chemistry no longer apply*. For instance, materials' characteristics, such as their colour, strength, conductivity and reactivity, can differ substantially between the nanoscale and the macro. Carbon nanotubes are 100 times stronger than steel but six times lighter.

*History.* Physicist Richard Feynman gave a lecture to the American Physical Society in 1959 which foresaw advantages from manufacturing on a very small scale – e.g. in integrated circuits for computers, for sequencing genes by reading DNA molecules and using machines to make other machines with increasing



precision. However, the term nanotechnology was first used by Norio Taniguchi in 1974, in a talk about how the accuracy of manufacturing had improved over time. He referred to nanotechnology as that which achieved greater dimensional accuracy than 100nm.

Feynman also envisaged machines that could pick up and place individual atoms. This development of this idea was later assisted by the invention of the scanning probe electron microscope (SPM) which allowed scientists to see and *manipulate the individual atoms* in a surface. In 1989 one of the defining moments in nanotechnology occurred when Don Eigler used a SPM to spell out the letters IBM in xenon atoms. For the first time scientists could put atoms exactly where they wanted them.

*Molecular building blocks* - Another great leap forward occurred in the shape of a new form of carbon. Harry Kroto from the University of Sussex, together with Richard Smalley and Robert Curl, discovered the carbon 60 molecule, which is shaped like a soccer ball. They named the molecular structure after the similarly shaped geodesic dome structure pioneered by the architect Buckminster Fuller. Unfortunately Buckminsterfullerene is too long a name for most people and so they are often called Buckyballs!

There are two fundamentally different approaches to nanotechnology, termed top down and bottom up. *Top-down* nanotechnology features the use of micro- and nano-lithography and etching. Here, small features are made by starting with larger materials (e.g. semi-conductors) and patterning and carving down to make nanoscale structures in precise patterns. Complex structures including microprocessors containing hundreds of millions of precisely positioned nanostructures can be fabricated. Of all forms of nanotechnology, this is the most well established.

*Bottom-up*, or molecular nanotechnology (MNT), applies to building organic and inorganic structures atom-by-atom, or molecule-by-molecule. Here we are using the forces of nature to assemble nanostructures - the term self assembly is

often used. The self assembling properties of biological systems, such as DNA molecules, can be used to control the organization of species such as carbon nanotubes, which may ultimately lead to the ability to grow parts of an integrated circuit, rather than having to rely upon expensive top-down techniques. Nanotechnologies are widely seen as having huge potential in areas as diverse as healthcare, IT and energy storage. Governments and businesses across the world have started to invest substantially in their development.

### **Vocabulary:**

technology – техника, технология;

encompass – заключать, охватывать;

range – дальность;

mean – означать;

across – поперёк, по горизонтали, по ширине;

attempt – попытка; пытаться;

through – сквозь, через; посредством;

definition – определение;

production – продукция; производство;

control – контролировать; регулировать;

size – величина; размер;

ordinary – обыкновенный, обычный;

physics – физика;

apply – прикладывать; применять;

reactivity – реактивность;

substantially – существенно;

carbon – углерод; углеродный;

time – время; раз;

society – общество;

foresee – предвидеть;

manufacture – изготовление, производство;

integrated circuit – интегральная схема;  
great – большой, великий; -ег больший;  
envisage – рассматривать; предвидеть;  
pick – собирать; выбирать, подбирать;  
idea – идея, мысль; понятие;  
assist – помогать, содействовать;  
manipulate – орудовать; манипулировать;  
surface – поверхность;  
xenon – хим. ксенон;  
leap forward – скачок вперёд;  
discover – находить, обнаруживать;  
geodesic – геодезический;  
pioneer – пионер, новатор, первооткрыватель;  
architect – архитектор; творец, создатель;  
approach – подход;  
top – верх, верхушка;  
carve – вырезать; разрезать, нарезать;  
include - включать; -ing включая;  
fabricate – выдумывать, производить, сооружать;  
inorganic – неживой, неорганический;  
force – сила;  
rely – надеяться, полагаться на;  
potential – потенциал;  
healthcare – здравоохранение;  
invest – вкладывать, инвестировать;  
rapid – скорый, быстрый;  
ceremony – обряд, церемония;

**Herald tribune, 29.11.04.**

### **Dalai Lama hails Russian pilgrims**

**The exiled Tibetan spiritual leader, the Dalai Lama, has arrived in southern Russia for a controversial trip to the region's Buddhist community.**

He is spending three days in the remote region of Kalmykia, where about half of the population is Buddhist. He has not been to Russia since the early 1990s and was only given a visa after some prevarication by Moscow.

China has opposed trips of this kind which it regards as lending credibility to the separatist struggle in Tibet. Beijing sees Tibet as an integral part of the country and accuses the Dalai Lama, who lives in exile in India, of being a separatist. Russia's decision to admit the exiled Tibetan spiritual leader is bound to generate some diplomatic flack with the Chinese government. Beijing had cautioned the Russians not to admit the Dalai Lama, who was described as not an ordinary spiritual figure. Moscow has restated its view that Tibet is an inalienable part of China, and stressed that the trip was strictly religious in nature.

But in an earlier statement, its foreign ministry said: At the same time, the Russian constitution guarantees people's religious right. We respect the desires of more than a million Buddhists in our country, who have repeatedly called for a Dalai Lama visit. Russian Buddhists staged a number of rallies and signed numerous petitions demanding that the authorities allow a visit by the Dalai Lama. Kalmyk Buddhists want him to consecrate a new monastery to replace those destroyed by the Soviet government.

The exiled Tibetan leader led prayers and blessed pilgrims at the Khurul monastery near the capital, Elista. Ignoring freezing temperatures and driving snow, crowds flocked to the monastery to hear the Dalai Lama. We prayed and prayed that he would come. Today our prayers have come true. It is a huge joy, said pilgrim Galina Makrushina, 48.

The Dalai Lama, who went into exile as a boy in 1959, wore his traditional maroon Buddhist robes, showing bare arms despite the bitter cold. I am glad that I was once again able to come to Kalmykia, he said. Kalmykia is a republic that

practices Tibet's branch of Buddhism. Your people and Tibet are tied by many generations, he added.

China swiftly criticised the Dalai Lama's public appearance in Kalmykia. The Dalai Lama is a political exile who engages in activities splitting China under a religious cloak, a government spokesman in Beijing said. Russia only granted a visa for the Dalai Lama on Friday, and has not allowed him to enter Russian territory since 1996, when he passed through Russia on his way to Mongolia.

### **Vocabulary:**

hail – приветствие; приветствовать;

pilgrim – пилигрим, паломник;

exile – ссылка; находиться в изгнании;

Tibetan – тибетец; тибетский;

spiritual leader – духовный вождь;

southern – южный;

controversial – спорный, вызывающий полемику/споры;

trip – путешествие, поездка;

region – район, область, регион;

Buddhist – буддист; буддийский;

community – группа населения, община;

spend – тратить; проводить (время);

remote – отдалённый;

half – половина;

early – ранний;

visa – виза;

some – некоторый;

prevarication – увиливание;

oppose – возражать, выступать против;

kind – вид, сорт, род;

regard – считать, расценивать;  
lending – ссуда, дача займа;  
struggle – борьба;  
integral part – неотъемлемая часть;  
decision – решение;  
flock – стая, стадо, двигаться толпой, стекаться;  
pray – молиться;  
true – верный, правдивый;  
have come true – сбываться;  
huge – огромный, громадный;  
joy – удовольствие, радость;  
wear – одежда, носить;  
maroon – тёмно-бордовый цвет;  
robe – облачаться; халат, мантия;  
show – показывать, демонстрировать;  
bare – нагой, голый, обнажённый;  
despite – несмотря на;  
bitter cold – ужасный холод;  
republic – республика;  
practice – практика; практиковать;  
branch – ветка;  
tie – привязывать, связывать;  
generation – поколение;  
add – прибавлять, добавлять;  
swift – быстрый;

### **Egyptians release Israeli 'spy'**

An Arab-Israeli man jailed in Egypt seven years ago on spying charges has been freed and returned to Israel. Azzam was exchanged with six Egyptian

students arrested by Israel in August this year on suspicion of planning to abduct Israeli soldiers.

He screamed ‘I am born again’, a witness said, as Azzam passed through an Israel checkpoint. The moves follow a visit to Israel last week by Egypt's foreign minister and its influential intelligence chief. Azzam's imprisonment has been a frequent point of friction. And the prisoner exchange deal may be a forerunner of better relations between the neighbours, our correspondent says. Azzam, an Israeli textiles worker, was convicted of helping to send news about Egyptian industrial cities to Israel's intelligence agency, Mossad. He was said to have communicated secret messages in invisible ink written on women's underwear.

### **Vocabulary:**

Egyptian – египтянин; египетский;

release – выпускать, освобождать;

Israeli – израильтянин; израильский;

spy – шпион;

charge – обвинение;

has been – был;

exchange – обмен;

suspicion – подозрение;

abduct – (насильно) увозить, похищать;

soldier – солдат;

scream – кричать, вопить, визжать;

witness – очевидец, свидетель;

move – движение;

follow – следовать за;

influential – влиятельный;

intelligence – разведка;

chief – вождь; глава, шеф, начальник;

imprisonment – тюремное заключение;

frequent – частый;

point – точка; место, пункт;

friction – трение;

prisoner – заключённый;

deal – сделка, соглашение;

forerunner – предшественник, предтеча;

better – лучший;

relations – отношения;

textile – прядильный, текстильный;

convict – осуждать;

send – отправлять, посылать;

### **The city of Petra, Chichen Itza, Machu Picchu**

The City of Petra was hidden in the mountains of Jordan for thousands of years when a young Swiss explorer Johan Ludwig Burckhardt rediscovered it in 1812. Temples, tombs and other buildings in Petra are all carved into sandstone cliffs. A poet described it as “a rose-red city half as old as time”. Petra fell into ruins in the 7-th century and was unknown to Europeans until the 19-th century. Why is it a wonder? Petra is an example of beauty combined with creative engineering.

The Egyptians were not the only people who built pyramids. The Mayans built them too. Deep in the heart of the Yucatan Peninsula lies Chichen Itza, a former center of the ancient Mayan civilization. Although scientists know little about the Mayan (they had no written language), it is believed that the construction of Chichen Itza began around the 7-th century and continued for 200 years. The city had pyramid-shaped temples and palaces, large squares, markets, baths and an astronomical observatory. Although all the buildings of Chichen Itza are of a natural stone colour, most were probably painted – some a bright red – and decorated with carvings and murals. Why is it a wonder? Chichen Itza is a monument to a civilization which completely – and mysteriously – disappeared.



Machu Picchu is an Inca city high in the Andes Mountains of Peru. The Spanish conquistadors destroyed other Inca cities, but never found Machu Picchu. It was only discovered in 1911. Machu Picchu was built more than 500 years ago. It is said that the Inca ruler Pachacuti covered the buildings in the city with gold. About 750 people lived there and used the city for the astrological and religious ceremonies. The most important buildings in the city are the Temple of the Sun and the Room of the Three Windows. Why is it a wonder? Machu Picchu is a place of magic and mystery: a hidden city in the clouds. And the last evidence of a long-gone empire.

### **Vocabulary:**

Swiss – швейцарский;

the City of Petra – город Петра;

explorer – исследователь;

temple – храм;

to carve – высекать, выдалбливать;

sandstone – песчаник;

cliff – скала;

Yucatan Peninsula – полуостров Юкатан;

carving – резьба, резной орнамент;

mural – фреска, настенная живопись;

steep – крутой;

Andes – Анды;

conquistador – конкистадор;

Inca – индеец племени инков;

evidence – свидетельство, доказательство;

long-gone empire – давно исчезнувшая империя.

### *Assignments:*

#### *Ask and answer questions about the text:*

1. Where was the City of Petra hidden?
2. Who rediscovered it and when?
3. How was it described by a poet?
4. Who built pyramids besides the Egyptians?
5. Did the Mayan have a written language?
6. Can you describe the buildings of Chichen Itza?
7. When was Machu Picchu rediscovered?

### **Seven wonders of the world**

The Great Wall of China is the largest man-made structure in the world. It stretches across the mountains and deserts of China for thousands of kilometers and can be seen from space. The Great Wall is actually a series of walls. The first one was built 2000 years ago to protect the northern borders of China from the Mongol invaders. It was then built and rebuilt and extended until the 17-th century, making it the longest building job ever! Millions of people worked on the Great Wall over the centuries. They were not paid for their work and were fed only enough food to keep them alive. Countless workers lost their lives in the process and many of them were buried in the Wall. There is an old Chinese saying “Each stone in the wall represents a life lost in the wall’s construction”. No one knows for sure how long the Great Wall of China is, but it’s probably 6400 km long. Why is it wonder? It’s the largest man-made monument ever created.

The Taj Mahal at Agra is India’s most famous building. It was built by Emperor Shah Jahan in 1630 in memory of his beloved wife Mumtaz Mahal. She died giving birth to their 14-th child and her last wish was to be buried in a tomb “such as the world had never seen before”. 20000 men worked on the Taj Mahal creating a beautiful, white marble building which gleamed in the sunlight and was reflected in the waters of the

pool. Sadly, Shah Jahan became ill in 1657 and this caused a war between his four sons. The third son killed his rivals, took the throne and put his father in prison. However when Shah Jahan died, his son allowed him to be buried at the Taj Mahal with his wife. Why is it wonder? The Taj Mahal is not only a beautiful building but it's also a symbol of one man's undying love.

The Roman Colosseum was built between 70 and 72 AD and was in use for 500 years before it was damaged by an earthquake. It still stands as one of the greatest buildings of ancient Rome. The name "Colosseum" came from a colossal statue of Emperor Nero that stood nearby for many years. This open-air theatre and sports arena could seat 50000 people who watched gladiator fights, executions and other spectacles. Gladiator fights were a popular form of entertainment in ancient Rome. Gladiators were specially trained people – slaves, criminals, prisoners of war – who fought each other (as well as wild animals) to death while blood-thirsty crowds cheered them on. Why is it wonder? The Colosseum is a masterpiece of ancient Roman architecture. Besides almost every sports stadium today is based on its design.

Christ the Redeemer is a statue of Jesus Christ in Rio de Janeiro, Brazil. It is 39.6 meters tall, weighs 700 tons and stands on top of a mountain overlooking the city. A symbol of Christianity the statue has become an icon of Rio and Brazil. Christ the Redeemer was designed by Brazilian engineer Heitor da Silva Costa and sculptured by Paul Landowski, a French monument sculptor of Polish origin. Construction began in 1926 and ended in 1931. Why is it wonder? The statue's open arms are a symbol of both welcome and protection, a gigantic statement of love.

### **Vocabulary:**

The Taj Mahal – Тадж-Махал;

Colosseum – Колизей;

Christ the Redeemer – Христос Спаситель;

to stretch – тянуться;

desert – пустыня;

to extend – расширять, удлинять;

to be buried – хоронить;

to represent – олицетворять, символизировать, представлять;

construction – строительство;

beloved – любимый;

tomb – мавзолей, гробница;

marble – мрамор, мраморный;

to gleam – светиться;

to reflect – отражать;

rival – соперник;

earthquake – землетрясение;

colossal – огромный;

execution – казнь;

spectacle – зрелище;

entertainment – развлечение;

prisoner of war – военнопленный;

blood-thirsty – кровожадный;

to cheer on – подбадривать свистом, одобрительными возгласами;

masterpiece – шедевр.

### ***Ask and answer questions about the text:***

1. What does the Great Wall of China cover?
2. Can it be seen from space?
3. What is it actually?
4. Why was the first wall built?
5. How many people worked on the Great Wall of China?
6. Were many of them buried in the Wall?
7. How long is the Great Wall of China?
8. In whose memory was the Taj Mahal built?
9. Where is it?

10. How many workers built the Taj Mahal?
11. What happened then?
12. What kind of symbol is the Taj Mahal?
13. When was the Colosseum built?
14. What is the origin of the name “Colosseum”?
15. Who were gladiators?
16. What kind of the statue is Christ the Redeemer, the statue of Jesus Christ in Rio de Janeiro in Brazil?
17. When did the construction begin and end?

### AMAZING AZTECS

The Aztecs were great fighters. In fact they lived to fight. When they arrived in the Valley of Mexico about 700 years ago, the best lands in the valley had already been taken by the other Indian tribes. But this didn't stop the Aztecs. They began to conquer these tribes. By 1500 they conquered most of Mexico. Aztec boys were trained to be warriors. They were told that their real home was on the battlefield. When they grew up they stopped cutting their hair until they killed someone in battle.

The Aztecs had many gods and goddesses. They believed that they had to give them gifts. And what was the best gift for a god? A human life, of course! They sacrificed about 50000 people a year: that's a thousand a week, six an hour and one every ten minutes. Some of the people sacrificed were Aztecs. But most of the people they sacrificed were people from other tribes. This fact didn't make them popular with their neighbours. The Aztecs had many ways of sacrificing people. One of them was: the Aztecs put the victim on the sacrificing stone, opened his chest with the knife, took out the heart and gave it to the gods in a stone vase!

Aztec life was not all about sacrifice and wars. They also grew food, made clothes, pots and jewellery. They built towns, bridges and canals. They invented “floating gardens”. It's hard to imagine modern food without the plants grown in the Valley of Mexico. Thanks to the Aztecs we can enjoy corn, chilli pepper, pumpkin, tomatoes,

turkeys and chocolate (they grew cacao beans)! But the Aztecs also ate some strange things: ants, lizards, frogs, toads! Sometimes Aztec warriors ate their dead enemies! Chocolate was a special drink that only rich Aztecs could drink. Emperor Montezuma, for example, drank 50 cups of hot chocolate every day. However, it wasn't sweet, it was bitter. The Aztecs used cactus to make a sort of wine. The trouble was that the Aztecs had a law against getting drunk. The punishment was death. The Aztecs had a code of behaviour for everything. Here are just some of their rules: don't mock the old, don't mock the sick, don't set a bad example, don't interrupt the speech of another, don't make faces, don't complain, wherever you go walk with a peaceful air.

The Aztecs didn't use letters. They wrote pictures. Aztec literature was written down in books which folded like a fan. The Aztecs had a religious calendar and a solar calendar. The religious calendar had 20 days and 13 numbers (260 days). The solar year had 18 months each 20 days long and spare 5 days (365 days). No one used money. Goods were usually bartered. The Aztecs also used cacao beans as money. Aztec boys could get married only after they reached the age of 20. Weddings were usually arranged by matchmakers (usually old women) and nobody asked the girl if she wanted to get married.

By 1500, Tenochtitlan, the capital city of the Aztec Empire, was probably the largest city in the world – larger than any city in Europe! About half a million people lived there. The city was built in the middle of Lake Texcoco and was joined to shores by three great stone bridges. There were parks, zoos, pyramids and palaces. There was also a huge central market where food, clothes, pots and jewellery were sold. When Spanish soldiers first arrived in Tenochtitlan, they were amazed. The streets of the capital weren't filled with rubbish like the streets of Europe at that time. They were cleaned by thousands of sweepers every day. The sweepers were usually slaves from other tribes.

The Aztec Empire was conquered by Hernando Cortez in 1519. In 1521 the Spanish completely destroyed the city of Tenochtitlan. Today Mexico City is sitting on the site of Tenochtitlan. Mexico City has covered up the lake. This has caused Mexico

City a lot of problems. It is sinking! The city fathers are trying to save it. No one wants to lose the city. It's absolutely beautiful city, rich in history and culture.

### Vocabulary:

Aztec – ацтек;

Valley of Mexico – Мексиканская долина;

tribe – племя;

conquer – завоевывать;

warrior – воин;

gift – дар, подношение;

to sacrifice – приносить в жертву;

to capture – захватывать, брать в плен;

victim – жертва;

jewellery – драгоценности;

floating garden – плавучий сад;

ant – муравей;

lizard – ящерица;

toad – жаба;

enemy – враг;

bitter – горький;

behaviour – поведение, манеры;

to mock – насмеяться, высмеивать;

to set a bad example – подавать дурной пример;

to interrupt – перебивать, прерывать;

wry face – перекошенное лицо;

to complain – жаловаться;

folded like a fan – складывались наподобие веера;

Tenochtitlan – Теночтитлан;

slave – раб;

to bury – хоронить;

solar – солнечный;

spare – резервный, свободный, дополнительный;

goods – товары;

to barter – менять, обменивать;

wedding – свадьба;

matchmaker – сваха;

bride – невеста;

groom – жених;

to destroy – разрушать;

to sink – тонуть.

***Ask and answer questions about the text:***

1. What did the Aztecs live for?
2. When did they arrive in the Valley of Mexico?
3. When did they conquer most of Mexico?
4. Were they trained to be warriors?
5. What did they believe in?
6. What was the best gift for a god?
7. Did they sacrifice people from their tribes?
8. In what way did they sacrifice people?
9. What did they do besides sacrificing and wars?
10. What did they invent?
11. What was their attitude to chocolate?
12. What were their rules of behaviour?
13. Did the Aztecs use letters?
14. What is known about the Aztecs' calendars?
15. What was Tenochtitlan like by 1500?
16. Why were Spanish soldiers amazed when they first arrived in Tenochtitlan?



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**М.А. АСЛАНОВА, З.С. ХАБЕКIROVA,  
А.А. ХАТХЕ, А.А. КАЛАШАОВА,  
З.К. ХАЧЕЦУКОВА**

**УЧЕБНОЕ ПОСОБИЕ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ СТУДЕНТОВ  
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