



**Современный
Гуманитарный
Университет**

Дистанционное образование

Рабочий учебник

Фамилия, имя, отчество _____

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Номер контракта _____

**ПРАКТИЧЕСКИЙ КУРС ВТОРОГО
ИНОСТРАННОГО ЯЗЫКА**

**АНГЛИЙСКИЙ ЯЗЫК
БАЗОВЫЙ КУРС ДЛЯ ЛИНГВИСТОВ**

ЮНИТА 6

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студентов высших учебных заведений

ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА

АНГЛИЙСКИЙ ЯЗЫК

БАЗОВЫЙ КУРС ДЛЯ ЛИНГВИСТОВ

Юнита 1-8. Разговорные и лексические темы. Фонетика и грамматика английского языка.

ЮНИТА 6

Рассматриваются лексические темы: Работа. Устройство на работу. Деловое письмо. Университет. Сопровождается грамматическим комментарием. Прилагается аудиокурс.

Для студентов факультета лингвистики СГУ

Юнита соответствует профессиональной образовательной программе №1

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* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ПРОГРАММА КУРСА

Урок 1

Лексическая тема: Образование. Школа.

Грамматика: The Past Perfect Tense.

Работа со словарем: Школа: виды, предметы, занятия.

Повседневный английский: Написание письма в школу английского языка.

Урок 2

Лексическая тема: Образование. Университет.

Грамматика: Дополнительные придаточные. Повествовательные предложения в косвенной речи, согласование времен.

Работа со словарем: Университет: предметы, экзамены, степени.

Повседневный английский: Оценка академических достижений.

Урок 3

Лексическая тема: Изучение иностранного языка.

Грамматика: Глаголы “speak”, “talk”, “say”, “tell”. Вопросы в косвенной речи.

Работа со словарем: Ведение тетради для записи новых слов.

Повседневный английский: Просьба о помощи на иностранном языке.

Урок 4

Лексическая тема: Карьера. Поиск работы.

Грамматика: Повелительные предложения в косвенной речи.

Работа со словарем: Работа: условия и оплата.

Повседневный английский: Написание письма с просьбой о приеме на работу.

Урок 5

Лексическая тема: Карьера. Бизнес.

Грамматика: Способы выражения будущего: Future Simple be going to Present Continuous Might/Could

Работа со словарем: Карьера. Офис.

Повседневный английский: Составление резюме.

ЛИТЕРАТУРА

Базовая литература

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2. Soars, J., Soars, L. *Headway. Teacher's Book, Pre-Intermediate*. Oxford, 1995.
3. Soars, J., Soars, L. *Headway. Workbook. Elementary*. Oxford, 1994.
4. Soars, J., Soars, L. *Headway. Workbook. Intermediate*. Oxford, 1994.
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Дополнительная литература

1. Выборова Г. Е., Махмурян К. С., Мельчина О. П., *Easy English*. М., 1994.
2. Diana Z. Fried-Booth. *Preliminary English Test*. Harlow, 1997.
3. *English Vocabulary in Use*. Cambridge, 1997.
4. Hartley, B., Viney, P., *Streamline English*. Oxford, 1996.
5. Hashemi, L., Thomas, B., *Cambridge Practice Tests for PET*. Cambridge, 1997.
6. O'Connor, J. D., Fletcher, C. *Sound English*. Harlow, 1994.

ПЕРЕЧЕНЬ УМЕНИЙ

№ п/п	Умение	Алгоритм
1.	Составление делового письма.	<ol style="list-style-type: none"> 1. Определите адресата и цель письма. 2. Используя речевые клише и необходимую лексику, напишите проект письма, следуя модели делового письма. 3. Прочтите, отредактируйте (устраните орфографические, стилистические, грамматические и фактические ошибки) Ваше письмо. 4. Составьте окончательный вариант.
2.	Составление заявления о приеме на работу.	<ol style="list-style-type: none"> 1. Определите адресата (работодателя), его условия и свои цели при найме на работу. 2. Составьте проект письма, следуя образцу. Обратите внимание на согласование Ваших запросов с условиями и требованиями работодателя. 3. Проверьте Ваш текст и устраните фактические (смысловые) орфографические, грамматические и стилистические ошибки. 4. Составьте окончательный вариант Вашего письма.
3.	Построение речи на собеседовании (интервью).	<ol style="list-style-type: none"> 1. Определите Ваши собственные цели и задачи при найме на работу, учитывая требования работодателя. 2. Определите Ваши преимущества (advantages) и отрицательные качества (не мешающие устройству на работу). Составьте их список на английском языке. 3. Продумайте обоснование ответа на вопрос: Почему Вы хотите работать / учиться у нас, исходя из п.п. 1, 2, и составьте проект Вашего выступления с использованием речевых клише и деловой лексики. 4. Проанализируйте другие возможные вопросы работодателя и подготовьте примерные тезисы Ваших ответов.

п/п	Умение	Алгоритм
4.	Составление резюме (CV) на английском языке.	<p>1. Определите основные моменты в вашей учебе и работе.</p> <p>2. Выберите наиболее важные достижения и навыки, которые вы хотите выделить в своем CV.</p> <p>3. Используйте образец резюме, чтобы понять структуру и формат.</p> <p>4. Составьте свое резюме, указав на свои способности, достижения и навыки.</p>

* Данные умения отрабатываются на активном занятии.

Essential Vocabulary / Глоссарий

atmosphere	[ˈætməsfɪə]	атмосфера, обстановка
average	[ˈævərɪdʒ]	средний, среднестатистический, стандартный
behaviour	[bɪˈheɪvjə]	поведение
to bow to smb.	[baʊ]	кланяться кому-либо
to challenge	[ˈtʃælɪndʒ]	побуждать, стимулировать (напр. к занятиям)
challenging		стимулирующий, побуждающий (к работе и т. д.)
to check up on smb.		следить за кем-либо, проверять кого-либо
competitive	[kəmˈpetɪtɪv]	соревновательный, состязательный конкурентный
development	[dɪˈveləpmənt]	развитие
discipline	[ˈdɪsɪplɪn]	дисциплина
to maintain discipline		поддерживать дисциплину
to do well		преуспевать, зд. хорошо учиться
drugs	[drʌgz]	наркотики
effort	[ˈefət]	усилие
excellent	[ˈeksələnt]	отличный
to extend		увеличивать, расширять
to fail	[feɪl]	потерпеть неудачу, провалиться
fair	[feə]	приемлемый
force	[fɔːs]	сила
to get along with smb.		ладить с кем-либо
grade	[ɡreɪd]	оценка
grasp	[ɡrɑːsp]	зд. знание, понимание, владение чем-либо
politeness	[pəˈlaɪtnɪs]	вежливость
poor	[pʊə]	бедный, плохой, убогий
presenter	[prɪˈzentə]	ведущий радиопередачи, телепрограммы
to push smb. to do smth.	[pʊʃ]	заставлять кого-либо сделать что-либо
quality	[ˈkwɒlɪti]	качество
to question	[ˈkwɛstʃən]	допрашивать, задавать вопросы
to raise	[reɪz]	поднимать, повышать
reason	[ˈriːzn]	причина
relaxed	[rɪˈlækst]	расслабленный, спокойный

respect	[rɪˈspekt]	уважение
to respect		уважать
to retire	[rɪˈtaɪə]	выходить на пенсию, в отставку
sign	[saɪn]	знак, признак
strict	[strikt]	строгий
superior	[sjuːˈpiəriə]	превосходный, первоклассный, превосходящий других
to tend	[tend]	иметь тенденцию
unwilling	[ʌnˈwɪlɪŋ]	нежелающий
willing	[ˈwɪlɪŋ]	желающий
whole		целый, весь
on the whole		в целом, в общем

Vocabulary Work / Работа со словарем

School / Школа

Exercise 1. Memorize the following words and expressions. / Запомните следующие слова и выражения.

A. Ages and stages / Возраст и ступени обучения

Британская система образования

Age	What happens	Возраст	Что происходит
3	Some go to nursery school.	3	Некоторые идут в детский сад.
5	Everyone starts primary school.	5	Все идут в начальную школу.
11	Pupils go to secondary school.	11	Дети идут в среднюю школу.
16	They leave school and get a job, or go to a college for vocational training, or stay at school for two more years.	16	Они бросают школу и идут работать, или поступают в колледж для получения профессионального образования, или остаются в школе еще на два года.
18	They finish school and get a job, or go to university, or go to a college for further education.	18	Они заканчивают школу и идут работать, или поступают в университет или идут в колледж для продолжения образования.

B. British and American Words / Британские и Американские слова

Russian	British	American
Начальная школа	primary school	elementary school
Средняя школа	secondary school	high school
Государственная школа	state school	public school
Частная школа	public school	private school
Четверть, семестр	term	semester, term
Расписание	timetable	schedule

C. Activities / Занятия

to start school	начать ходить в школу
to go to school	учиться в школе
to leave school	уйти из школы
to finish school	закончить школу
lesson = class	урок
break	перемена
term	семестр – в Британии учебный год делиться на трети

D. School Subjects / Школьные предметы

English	Английский язык
Foreign Language	иностраннный язык
Math's = Mathematics	математика
Literature	литература
History	история
Geography	география
Science	естественные науки (биология + химия и физика)
Physics	физика
Chemistry	химия
Biology	биология
Physical Education (PE)	физкультура
Art	живопись
Information Technology	информатика
Economics	экономика
Social science	обществоведение
Compulsory	обязательный
Optional	необязательный, на выбор

Exercise 2. Here are some school subjects but the letters are mixed up. What are the subjects. / В названиях школьных предметов перепутались буквы. Напишите верные названия.

Example: MGREAN ..German....

- | | |
|---------------------|---------------------|
| 1. TAHMS | 6. EHGORAGPY |
| 2. IRTHOSY | 7. RAT |
| 3. CNECSEI | 8. SIMCU |
| 4. NISGEHL | 9. EHNFCR |
| 5. HOGTCEYNLO | 10. NEOCCIOSM |

Exercise 3. Complete the sentences with the correct word or expression. / Заполните пропуски подходящими словами или выражениями.

1. Some parents who can afford the fees send their children to _____ schools.
2. When she was a child she went _____ in a small village with only fifty other pupils.
3. We didn't have to study technology – it was an _____ subject.
4. The change from primary to _____ school was traumatic to him.
5. I started going to _____ when I was 3.

Everyday English / Повседневный английский

Writing a letter to a school of English. / Написание письма в школу английского языка.

Exercise 1. Вспомните части делового письма и их расположение на листе.

Exercise 2. Прочитайте письмо и определите его части. Перепишите его на отдельный листок, следуя правилам написания деловых писем.

Rua Luis de Deus 18,3000 Coimbra, Portugal, 29th March 1991.
The Principal, The Oxford English College, 234 Hilton Rd.,
Eastbourne BN43UA. Dear Sir or Madam, I saw your advertisement for English classes in this month's *English Today magazine* and I am interested in coming to your school this summer. I have studied English for three years but I have never been to England and I feel that this is now necessary, especially to improve my pronunciation.

The diagram illustrates the structure of a letter with the following components and labels:

- The name and address of who you are writing to**: Points to the top-left box.
- The greeting**: Points to the box below the top-left box.
- Your address (not your name)**: Points to the top-right box.
- The date**: Points to the box below the top-right box.
- Introduction**: Points to the box below the greeting.
- Main parts**: Points to the large central box.
- Concluding comment**: Points to the box below the main parts.
- The ending**: Points to the box below the concluding comment.
- Your signature**: Points to the box at the bottom right.

Please could you send me more information about your courses, and an application form. I would also like some information about accommodation. I look forward to hearing from you as soon as possible. Yours faithfully, Ana Maria Fernandes.

Exercise 3. Напишите аналогичное письмо, подставив свои данные по следующему адресу.

The Principal
The World English School
47, Harrogate Rd
York YK3 8BT

Classwork Assignment / Задания для аудиторного занятия

Exercise 1. Answer the questions. / Ответьте на вопросы.

- 1) Did you go to nursery school?
- 2) At what age do children start primary school in Russia?
- 3) How many subjects did you study at secondary school?
- 4) What was your favourite subject?
- 5) What was your least favourite subject?
- 6) Do you think things have changed since you left school? For example, are any new or different subjects taught?
- 7) Do you think you should be able to choose which subjects you do, or should some subjects always be compulsory?
- 8) Did you study these subjects at school?

a. Maths	Математика
b. English or any other foreign Language (Which?)	Английский или другой иностранный язык (какой?)
c. Russian	Русский
d. Music	Музыка
e. History	История
f. Science	Биология
g. Geography	География
h. Physical Education (PE)	Физкультура
i. Information Technology	Информатика
j. Religious Education	Закон Божий (Религиеведение)
k. Visual Art	Изобразительное искусство
l. Social Science	Обществоведение
m. Home Economics	Домашнее хозяйство
n. Physics	Физика
o. Chemistry	Химия
- 9) Did you study any subjects which weren't listed in № 8?

Exercise 2. Look at a school timetable and answer the questions. / Посмотрите на школьное расписание и ответьте на вопросы.

	MON	TUES	TOD	THURS	FRI
Lesson 1	Religious Education	Maths	Social Education	English	Visual Art
(break)					
Lesson 2	History	Science	Music	Science	Geography
Lesson 3	English		French	Physical Education (PE)	Maths

	MON	TUES	TOD	THURS	FRI
(lunch)					
Lesson 4	Maths	History	Information Technology	Maths	Physical Education
Lesson 5	Geography	Visual Art		French	English

1. How many days a week do the children go to school?
 2. How many lessons do they have every day?
 3. How many subjects do they do?
 4. How often do they have English classes?
 5. What foreign Language do they study?
- (Note: English is their mothertongue)

Excercise 3. a) These three people are answering the same question: "Did you like your school?" / Эти люди отвечают на один и тот же вопрос: «Любили ли вы свою школу?»

A: My father's job involved travelling, so I had to change schools very often. I went to seven different schools. Some of them were quite good, some were worse. But I had a lot of friends in each school. On the whole, I liked going to school.

B: I hated my school. The teachers didn't like me, and the lessons were so boring. The only subject I liked was French. I was good at it because my mum comes from France, and we often speak French at home.

C: I loved my school. The teachers were friendly and easy to get along with. After school I went to our drama club.

b) Now answer the same question. Describe your school experience, say what you liked and didn't like about school. / Теперь ответьте на тот же вопрос. Опишите свой школьный опыт, скажите, что вам нравилось и не нравилось в школе.

Excercise 4. a) Read and translate the article. / Прочтите и переведите статью.

During the teenage years, many young people can at times be difficult to talk to. They often seem to dislike being questioned. They may seem unwilling to talk about their work at school. This is a normal development at this age, though it can be very hard for parents to understand. It is part of becoming independent, of teenagers trying to be adult while they are still growing up. Young people are usually more willing to talk if they believe that questions are asked out of real interest and not because people are trying to check up on them. Parents should do their best to talk to their son or daughter about school, work and future plans but should not push them to

talk if they don't want to. Parents should also watch for danger signs: some young people in trying to be adult may experiment with sex, drugs, alcohol or smoking. Parents need to watch for any signs of unusual behaviour which may be connected with these and get help if necessary.

b) Choose the correct answer. / Выберите верный ответ.

1. What is the writer trying to do?

- A. help parents to understand teenagers
- B. give advice to inexperienced teachers
- C. give advice to difficult teenagers
- D. help parents to behave responsibly

2. Why would somebody read the text?

- A. for amusement
- B. for pleasure
- C. for information
- D. for opinion


3. What does the writer say about teenagers?

- A. they enjoy adult relationships
- B. they hate answering questions
- C. they prefer being with their friends
- D. they may behave strangely

4. What does the writer think about parents?

- A. they are not very good listeners
- B. they should make a special effort
- C. they tend to use too much force
- D. they don't understand problems

Exercise 5.

 a) Listen to a radio interview with Graham Grant, an English teacher who recently spent two years teaching in Japan. Answer the questions. / Прослушайте интервью с Грэмом Грантом, учителем английского языка, который два года преподавал в Японии.

- 1. Why is education so important in Japan?
- 2. "Children must do well at school." Why?
- 3. At what age do they start to work hard?
- 4. What do they do in class?
- 5. What do they do in the evening?
- 6. Do they have a long holiday?
- 7. How do they spend their weekends and holidays?

b) Read the answers to some questions about the interview. Write the questions. / Прочитайте ответы и задайте вопросы.

Divide into two groups. Each group has four answers to questions about the interview. Write the questions, then ask the other group to answer them.

Group A

1. _____ ?

He's teaching Japanese in England.

2. _____ ?

They usually stay from the time they leave school or university until they retire.

3. _____ ?

About forty.

4. _____ ?

Because it is rude to question a teacher.

Group B

1. _____ ?

Six.

2. _____ ?

Three or four hours every night.

3. _____ ?

Yes, they do, because they are never bored.

4. _____ ?

She is probably watching TV.

c) Would you like to go to a Japanese school? Why? Why not?

d) How are Japanese schools different from Russian schools?

Exercise 6. Questionnaire. What students think about their schools.
/ Анкета. Что учащиеся думают о своих школах.

a) В таблице приведены результаты опроса американских школьников, проведенного в 1984г. Прочитайте вопросы и варианты ответов. Выберите вариант, с которым вы согласны. Если ваш ответ попадает в категорию «другое» – “other”, уточните, что вы имеете в виду.

What letter grade would you give to the overall quality of education you are receiving at your school?	The single most important action my school could take to improve my education is:
A. (excellent) 28.1%	Raise the quality of teachers ... 50.0%
B. (good) 57.2%	Make classwork more
C. (average) 13.4%	challenging 26.3%
D. (fair) 1.1%	Improve discipline 14.0%
F. (poor) 0.2%	Extend the school day 2.3%
	Other 12.3%
What letter grade would you give to the overall quality of your teachers?	The biggest problem with the quality of teachers today is:
A. (excellent) 14.1%	They fail to make subject matter
B. (good) 55.3%	interesting 56.1%
C. (average) 26.2%	They do not challenge students to
D. (fair) 4.2%	work harder in class 22.2%
F. (poor) 0.3%	They cannot maintain discipline in the
	classroom..... 10.6%
	They do not have a good grasp of
	their subject matter 8.7%
	Other 13.1%
More money could be spent best in my school by:	
Buying better textbooks and instructional materials 47.3%	
Raising all teachers' salaries . 23.2%	
Raising the salaries of a few superior teachers 18.1%	
Extending the school day 2.6%	
other..... 12.9%	
	Note: Percentage totals may exceed 100 because some students gave more than one response to certain questions.

b) Compare your answers with the answers of other students. Make your own statistics. Is it different from the American students statistics? / Сравните свои ответы с ответами других студентов. Подсчитайте свою статистику (число ответов в процентах). Отличается ли она от американской?

Home Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Пользуясь подстановочной таблицей, составьте как можно больше предложений.

I	was in a mess				been rude the day before.
My teacher	was late for work				had any breakfast.
My leg	was hungry				fallen over playing tennis.
The plants	died	because	I	had	gone off.
The house	was angry		we	hadn't	had a busy day.
	hurt		my alarm clock		done the homework.
	went to bed early				forgotten to water them.
	apologized				tidied up after the party.

Exercise 2. Переведите предложения с каждой из форм сказуемого.

Например: Alex finished / had finished / was finishing his work when his wife arrived.

a) finished: Алекс закончил работу, когда (после того, как) пришла его жена.

b) had finished: Алекс уже закончил работу, когда пришла его жена.

c) was finishing: Алекс заканчивал работу, когда пришла его жена.

1. When Marsha arrived home, Felix was packing/packed/had packed his suitcase.

2. The concert started/had started when we arrived.

3. When the police arrived, the robber climbed/had climbed/was climbing out of the window.

Exercise 3. Определите хронологический порядок действий в следующих предложениях. / Read the following sentences. Put numbers in the brackets after each action to show the order in which they happened.

Example: I went to bed (3) after I'd had a bath (1) and brushed my teeth (2).

a. When I arrived at John's house (), he had made a cake () and done the washing-up ().

b. When I arrived at John's house (), he made us a cup of tea ().

c. My stomach-ache disappeared () after I'd taken some medicine ().

d. When we got to the theatre (), the play had started () and all the seats had been taken ().

e. James had supper (), then went to sit in his living room (). He felt miserable (). It had been an awful day ().

f. James sat in his armchair () and thought about the day (). He had got up late (), and then in the evening, his girl friend had left him (). He decided it was time for bed ().

Exercise 4. Раскройте скобки, употребив глаголы в нужной форме. / In each of the following sentences, there are two verbs in brackets. Put one in the Past Simple and one in the Past Perfect.

- Example:* He **died** (die) after he **had been** (be) ill for a long time.
- a. I _____ (thank) her for everything she _____ (do).
 - b. When I got to the office, I _____ (realize) that I _____ (forget) to lock the front door.
 - c. When they _____ (finish) their work, they _____ (go) home.
 - d. I _____ (call) you at 8.00, but you _____ just (go) out.
 - e. I took my family to Paris last year. I _____ (be) there as a student, so I _____ (know) my way around.
 - f. When I _____ (listen) to the news, I _____ (go) to bed.

Exercise 5. Объедините пары предложений в одно, используя союзы, данные в скобках. / Join the following pairs of sentences, using the conjunction in brackets. Change one verb form into the Past Perfect.

- Example:* I had a bath. I went to bed. (after)
After I'd had a bath, I went to bed.
- a. I read the letter. I threw it away. (when)
 - b. He passed his driving test. He bought a car. (as soon as)
 - c. I took the book back to the library. I finished reading it. (when)
 - d. I didn't go to bed. I did my homework. (until)
 - e. I spent all my money. I went home. (when)
 - f. I read the book. I saw the film. (before)
 - g. Her children left home. She started writing. (after)

Exercise 6. Пользуясь таблицей, составьте предложения. / Make sentences from the chart.

A	B	C	D
I couldn't answer the questions I was hungry My mother was worried I was late I was pleased I was nervous during the flight My father was furious I was tired	because I	had hadn't	crashed his car. passed my driving test. got stuck in a traffic jam. flown in a plane before. slept badly. revised for the exam. been in touch for a long time. eaten all day.

Exercise 7. Измените предложения по образцу, используя Past Perfect. / Make up sentences in the right column using Past Perfect.

Model: I came home at 2.

I had come home by 2.

The concert began	at 5	by 5
The rain stopped	at that time	by that time
She read the play	in the evening	by the evening
They finished	on the 1st of	by the 1st of March
the article	March	
The weather clanged	on Monday	by Monday
The family discussed	when I come	by the time I come home
the new TV show	home	
I packed the cases	when the taxi	by the time the taxi
	arrived	arrived

Exercise 8. Раскройте скобки, используя Past Perfect. / Open the brackets using Past Perfect.

1. She hoped that I (to pay for the tickets already). 2. When we came the performance (to begin). 3. He went to bed as soon as he (to switch off the TV-set). 4. By the end of the year she (to play in two films). 5. When they came home the football match (to finish). 6. By the time the producer arrived the actress (to learn her part). 7. She went for a holiday after she (to pass the exam). 8. I didn't know what to do when I (to spend all the money). 9. He didn't start eating until he (to wash his hands). 10. He understood the book only after he (to read it again).

Exercise 9. Закончите предложения, используя Past Perfect. / Complete the following sentences according to the Model.

Model: It was cold in the room (the window/be open/for a long time).

*It was cold in the room because the window **had been** open for a long time.*

1. She didn't know the way there (she/never/be there). 2. I did not know her address (she/move/to a new flat). 3. They were upset (they/fail/at the exams). 4. She was happy (she/play/the leading role/in a new movie). 5. He rang me up (I/ask/him/to do it). 6. The cake was too sweet (she/put/a lot of sugar/into it). 7. She felt tired (she/work hard/the day before). 8. I didn't see Fred (I/leave/earlier). 9. Kate didn't want to go to the cinema (she/see/the film/before). 10. I didn't listen to that play on the radio (I/hear/it). 11. I couldn't get into my flat at once (I/lose/the key).

Exercise 10. Измените предложения используя Past Perfect и обстоятельства времени, данные в скобках. / Finish the following according to the Model.

Model: I received a letter from him yesterday (for a long time).

I hadn't received letters from him for a long time.

1. I was in the Bolshoi yesterday (for many years). 2. I saw Peter last night (since we finished school). 3. I watched a thriller on TV yesterday (since the time I was young). 4. I laughed so much watching the comedy (for a long time). 5. There was an interesting film on at our local cinema last week (for many months). 6. We went to a wonderful pop concert last Saturday (since we were students).

Exercise 11. Переведите предложения с русского на английский. / Translate the sentences from Russian into English.

1. Я закончил школу и поступил в университет, чтобы изучать медицину.

2. Когда я пошел в школу, я уже умел читать.

3. Было шумно, потому что учителю не удалось поддержать дисциплину.

4. Средние ученики не находят изучение школьных предметов легким.

5. Я хорошо учился в школе и сдал все экзамены.

6. Салли была расстроена – она провалилась на экзамене по истории.

7. Атмосфера в моей начальной школе была очень непринужденной.

8. Ей не хотелось говорить о своих проблемах.

9. Все уважали Миссис Пибоди, хотя она была весьма строгой.

10. Что ты собираешься делать после уроков?

11. Ей приходилось усердно заниматься, потому что она болела в предыдущем семестре и пропустила много занятий.

12. Вежливость важна, если вы хотите найти хорошую работу.

13. К тому времени, как я закончил школу, моя первая учительница уже вышла на пенсию.

14. Ты знаешь, что американские школьники могут выбирать предметы, которые они хотят изучать?

15. Когда ей было шестнадцать, она ушла из школы и поступила на курсы секретарей. (secretarial courses)

Essential Vocabulary / Глоссарий

to apply $\left\{ \begin{smallmatrix} \text{for} \\ \text{to} \end{smallmatrix} \right\}$ university [əˈplaɪ]	подавать заявление в университет
attention [əˈtenʃn]	внимание
to pay attention to smth./smb.	уделять внимание чему-либо/кому-либо
casual	небрежный, неформальный, об одежде: повседневный
council [ˈkaʊnsɪl]	совет (орган управления)
definitely [ˈdefɪnɪtli]	определенный, наверняка
department [dɪˈpɑːtmənt]	отдел, отделение, факультет
difference [ˈdɪfrəns]	разница, различие
end of year exam [ˈendəvɜːjə]	выпускной экзамен, финальный экзамен
to enrol(l) [ɪnˈrəʊl]	записывать(ся)
experienced [ɪksˈpɪəriənst]	опытный
to find oneself (in a place) [faɪnd]	оказаться (где-либо)
to found [faʊnd]	основать
hall of residence [ˈhɔːləv rezɪdəns]	студенческое общежитие
hard-working	трудолюбивый, усердный
hostel [ˈhɒstəl]	общежитие (не только студенческое)
to interview [ɪntəˈvjuː]	зд. проводить собеседование с кем-либо
laboratory [ləˈbɒrətəri]	лаборатория
lecture hall [ˈlektʃəhɔːl]	лекционный зал
librarian	библиотекарь
major	главный, основной
to major in smth.	специализироваться в чем-либо
majority	большинство
not to make head or tail of smth.	неразобраться в чем-либо
non-residential college	колледж без общежития
no wonder	неудивительно
to refuse	отказываться
reliable [rɪˈlaɪəbl]	надежный

remarkable	[rɪ mə:kəbl]	выдающийся, замечательный
residential college		колледж с общежитием
society	[sə'saɪəti]	общество
staff	[stɑ:f]	персонал, состав работников
to surround	[sə'raʊnd]	окружать
topic	[ˈtɒpɪk]	тема
to train	[treɪn]	тренироваться, учиться
union	[juːniən]	союз
wide		широкий

Vocabulary Work / работа со словарем

University / Университет

Exercise 1. Memorize the following words and expressions. /
Запомните следующие слова и выражения.

A: Subjects / Предметы

to do	} a course in chemistry	изучать, проходить курс химии
to take		
to do	} law	изучать право
to study		
medicine		медицина
psychology		психология
business studies		предпринимательство/основы бизнеса
sociology		социология
agriculture		сельское хозяйство
philosophy		философия
architecture		архитектура
history of art		история искусства
engineering		инженерное дело
politics		политика

B: Studying at a British University / Обучение в Британском университете

to go to	} University	поступать в университет
to enter		
to pass examinations, exams		сдать экзамены
«A»-level		школьный экзамен продвинутого уровня (advanced level). Для поступления в университет, как

to get to obtain } a place at university	правило, требуется «А»-level по 3м предметам.
tuition	получить место в университете,
to get to receive } a grant	быть принятым в университет
undergraduate	обучение
	получить стипендию (деньги для оплаты проживания и питания).
	студент до получения первой степени
a course { lasts goes on for } 3 years	курс { длится продолжается } 3 года
I'm in { the my } second year.	Я учусь на втором курсе.
to get to receive } a degree in history	получить степень по истории.
to major in agriculture	специализация по сельскому хозяйству
postgraduate graduate	студент, продолжающий обучение после получения первой степени, студент магистратуры, аспирант
to graduate from university	закончить университет
to graduate in languages	закончить университет по специальности «иностранные языки»
to do to conduct } research	проводить } исследования
to carry out }	вести }
I'm doing some research (on)	Я веду исследования
lecture	лекция
lecturer	лектор
tutorial	семинар, занятие с преподавателем в небольшой группе или индивидуально
tutor	консультант, педагог, курирующий одного студента или небольшую группу студентов
to do to give } a lecture	читать лекцию
to take to make } notes	конспектировать, записывать

C. Degrees / Ученые степени

BA (Bachelor of Arts)	Бакалавр гуманитарных наук: история, литература, история искусства, языки и т. д.
BSC (Bachelor of Science)	Бакалавр естественных наук: физика, химия, биология и т.д.
MA (Master of Arts)	Для получения степени бакалавра обычно требуется трехгодичный курс обучения: Магистр гуманитарных наук +1 год Магистра естественных наук +1 год
Mphil (Master of Philosophy)	Магистр философии +2 года обучения
PhD (Doctor of Philosophy)	Доктор философии +min 3 года обучения

Exercise 2. Read these sentences spoken by university students.

What is each person studying? / Прочитайте высказывания студентов университета. Что изучает каждый из них?

1. We have to know every bone in a person's body.
2. I'm concentrating on the modernist style and the work of Le Corbusier and Frank Lloyd Wright.
3. The way we use fertilizers is much more precise than twenty years ago.
4. We're going to concentrate on Freud and Jung this term.
5. I've been reading some books on time management.
6. Expressionism was really a reaction to the work of the Impressionists.
7. We've spent a lot of time on American foreign policy and how it has been affected by various domestic problems.
8. You must know this case - it's one of the most famous in legal history.

Exercise 3. What do you call. / Как называется:

1. the money some students receive if they get a place at university?
2. the qualification you get at the end of university?
3. the name we give students during this period at university?
4. teachers at university?
5. students when they have completed their first degree?
6. students studying for a second degree?
7. the study of one subject in great depth and detail, often to get new information?
8. the talks that students go to while they are at university?

Exercise 4. Replace the underlined verbs with different verbs that have the same meaning in the context. / Замените выделенные глаголы синонимами, уместными в данном контексте.

1. Who is **giving** the lecture today?
2. Did she **receive** a grant for her course?
3. Is it more difficult to **obtain** a place at university?
4. You have to pass the exams before you can **enter** university.
5. He's **studying** physics, I think.
6. I think they're **carrying out** some research into the cause of asthma.
7. I didn't **take** any notes in the lecture yesterday.
8. The course **goes on** for three years.

Exercise 5. How similar is university education in your own country? Answer these questions. If possible, compare your answers with someone else from your own country and/or someone from a different country. / Насколько образование в вашей стране похоже на образование в Британии? Ответьте на вопросы. Если возможно, сравните ваши ответы с ответами человека из вашей страны и/или другой страны.

1. Do you need to pass examinations before you can go to university?
2. Do some students get a grant to study at university?
3. Is the tuition free if you go to university?
4. Do most students go to university at the age of 18 or 19?
5. Do more students go to university in your country than in Britain?
6. Do most degree courses last three years?
7. What is your equivalent of the British BA or BSc?
8. Do you have similar postgraduate degrees in your country?

Everyday English / Повседневный английский

Assessment of academic achievements / Оценка учебных достижений

Exercise 1. a) Put these expressions in order of ability. / Расположите данные выражения в порядке обозначения способности.

- 1 – лучший 6 – худший
1. I did well at maths.
 2. I was hopeless at maths.
 3. I was very good at maths.
 4. I knew absolutely nothing about maths.
 5. I was best at maths.
 6. I was quite good at maths.

b) For each pattern make a sentence describing your ability in different subjects. / Для каждой модели составьте предложения, описывающие ваши способности к различным предметам.

Например: I was best at literature.

I did quite well at languages.

I was hopeless at biology.

Exercise 2. a) Put these sentences in order of preference. /

Расположите данные предложения в порядке предпочтения.

1 – самый любимый 7 – наименее любимый

1. I liked maths.

2. I disliked maths.

3. I hated maths.

4. I loved maths.

5. I didn't mind maths.

6. I couldn't stand maths.

7. Maths was my favourite subject.

b) For each pattern make a sentence describing your attitude to different subjects. / Для каждой модели составьте предложения, описывающее ваше отношение к различным предметам.

Например: I couldn't stand physics.

I loved geography.

French was my favorite subject.

Exercise 3. Write a short paragraph about the subjects you liked and disliked at school. / Напишите небольшое сообщение о предметах, которые вам нравились и не нравились в школе.

Classwork Assignment / Задания для аудиторного занятия

Exercise 1. Read these sentences spoken by university students. What is each person studying?

a) Read and listen to the text about Rob, a student in England. / Прочитайте и прослушайте текст про Роба, который учиться в Англии.

Hello! My name's Rob Fellows. I come from Dundee, a town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know a little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in

my third year. After the course I'm going to work in France, but I don't know where yet.


b) Answer the questions about Rob. / Ответьте на вопросы о Робе.

1. What's his surname?
2. Where does he come from?
3. What's he studying?
4. How many languages can he speak?
5. Is he enjoying his course?
6. Where does he live?
7. Who does he live with?
8. When did the course start?
9. What is he going to do after the course?

c) This is Maggie. She is also a student in England. Ask questions about her to get similar information. / Это Мэгги. Она тоже учится в Англии. Задайте вопросы о ней, чтобы получить аналогичную информацию.

Example: What's **her** surname?

- a. _____ come from?
- b. What _____ studying?
- c. How many _____ speak?
- d. Is _____ enjoying _____ ?
- e. _____ live?
- f. _____ live with?
- g. _____ course start?
- h. What _____ after the course?

 d) Listen to Maggie, and write the answers to the questions you wrote. Listen again to check your answers. / Послушайте рассказ Мэгги и запишите ответы на вопросы. Послушайте еще раз и проверьте, правильно ли вы записали ответы.

e) Complete the following questions to Maggie. Use **you** and **your**. Закончите вопросы к Мэгги. Используйте слова **you** и **your**.


- a. "Which _____ to?"
"I don't go to a university. I study at home."
- b. "_____ a job?"
"Yes, a part-time job."
- c. "_____ to England?"
"Fifteen years ago."
- d. "_____ name?"
"Dave."

e. “_____?”
“He’s a taxi-driver.”

f) Match the questions and the answers. / Подберите подходящие ответы на вопросы.

1. Where were you born?
2. Are you married?
3. What do you do?
4. How many children do you have?
5. How far is it from Dundee to Durham?
6. How do you come to school?
7. Why are you learning English?
- a. By bus.
- b. I’m a teacher.
- c. Three.
- d. In Australia.
- e. Because I need it for my job.
- f. About 120 miles.
- g. No, I’m single.

g) Speak about yourself. You can use the questions from ex. 1b to help you. / Расскажите о себе. Можете опираться на вопросы из упр. 1b.

 **Exercise 2.** Listen and practice this conversation. / Прослушайте и отработайте чтение диалога.

A: How do English universities choose students?

B: You usually apply to four universities. The universities may interview you. They usually refuse to take students who fail their end-of-year exams.

A: Have you applied for university yet?

B: Yes, and I heard from York University yesterday. I’ve got an interview next week.

Exercise 3. a) Read the dialogue about the British system of higher education. / Прочитайте диалог о Британской системе образования.

DIALOGUE

Ann: Hallo, Steve. Have you got a minute?

Steve: Sure, yes. What can I do for you?

A.: I’ve read a number of books on the British system of higher education but I can’t make head or tail of it.

S.: Mm... no wonder. What's the problem?

A.: Quite a lot of problems. What I want to discuss is the difference between a university and a college.

S.: It's like this, you see... The programme is different. At a university it is much wider. Great attention is paid to scientific subjects.

A.: It sounds as though most people prefer a university.

S.: Well... that rather depends.

A.: Speaking about universities I'm not quite clear about tutorials there. What is a tutorial exactly?

S.: Oh, it's when students discuss topics with a tutor in very small groups — usually there are not more than three or four students and sometimes only one.

A.: I see... And coming back to colleges... I'm still not terribly sure what a residential college is.

S.: Erm... It's a college with a hall of residence on the same grounds as the principal building. In fact all the students live in hall.

A.: Really? And what about the teaching staff?

S.: Actually the majority of the teaching staff live there too. But there are also quite a lot of non-residential colleges.

A.: And you studied at university?

S.: Yes...

A.: I'd like to find myself in that university. What was it like?

S.: Well... a big grey building surrounded by trees.

A.: Beautiful?

S.: Nothing very remarkable. Of course there were lecture halls, classrooms and a number of laboratories.

A.: Any facilities for sport and P. E.?

S.: Let me see... Yes... A gymnasium with changing rooms and showers, a tennis court... What else... A playing field for netball and football...

A.: I believe students spend a lot of time together, don't they?

S.: Definitely. We had students' societies and clubs.

A.: Am I right to believe that they are for those interested in drama and music?

S.: Quite... and also politics, modern languages, literature, science and athletics.

A.: Ah... that's worth knowing.

S.: And what I'd like to add is that students themselves organize all those clubs and societies. There is usually a Students' Council or Union.

A.: Well Steve. Thanks very much. You've been most helpful.

b) Match the words with the definitions. / Поберите подходящие определения к словам.

tutorial	Education institution with wide programme of
hall of residence	studies;
gymnasium	place where people can do sports;
University	lesson at which university students discuss topics with a tutor individually or in small groups; place where students live.

c) Answer the questions. / Ответьте на вопросы.

1. What is the difference between a university and a college?
2. What is a tutorial? How many students do attend it at the same time?
3. What is a residential college?
4. What kinds of students' societies and clubs are there?
5. Who are clubs and societies organized by?

d) Speak to a foreign student about the Russian system of higher education. / Побеседуйте с иностранным студентом о российской системе высшего образования.

Exercise 4. a) Answer the questions. / Ответьте на вопросы.

1. Think of any teacher you liked. What did he/ she teach?
 2. What was he/she like?
 3. What did you like him/ her for?
 4. What should a good teacher be like?
- Think of 3 – 5 main qualities.

b) Read the dialogue. / Прочитайте диалог.

P. Peter is the Director of an English Language School.

C. Chrissy is the Director of Studies (завуч.).

P.: How many teachers have we got working here at the moment?

C.: Twenty-five. Why?

P.: I think we are going to need some more. Fifteen new students have enrolled for next month, and a group from France have asked for special classes. I think we are going to need two more teachers.

C.: Why don't we put an advertisement in the paper?

P.: I don't think we have time for that. We'll need these people quite soon.

C.: Actually, I know someone who would be very good. Her name's Alison Roberts.

P.: What's she like?

C.: She's very reliable and hard-working. She's friendly, and gets on well with people. And she's an experienced teacher; she's taught for six years.

P.: Where has she taught before?

C.: In Egypt and Spain. She's done special courses for business people in Sweden, and in fact has written a book. She trained with me in 1988.

P.: I think I know her. What does she look like?

C.: She's average height, dark brown hair, very curly. She's quite slim and wears casual clothes. She's got a Scottish accent and she's always laughing.

P.: She sounds very good. Can you get in touch with her?

C.: She sometimes comes to my flat. If I see her tonight. I'll tell her about the job.

P.: Yes, please.

c) Do you think Alison is a good teacher? Why? Why not? Does she Possess the qualities you listed in 5a-question 4?

Exercise 5. Read the text and choose the correct word for each space. / Прочитайте текст и выберите подходящее по смыслу слово для каждого пропуска.

FURTHER EDUCATION

Around the age of sixteen you must make one of the biggest decisions (1) your life. Do I stay on at school and hopefully go on to university (2)? Do I leave and start work or begin a training (3)? The decision is yours, but it may be (4) remembering two things: here's more unemployment (5) people who haven't been to university, and people who have the right (6) will have a big advantage in the competition for jobs.

If you decide to go (7) into a job, there are many opportunities for training. Getting qualifications will (8) you to get on more quickly in many careers, and evening classes allow you to learn (9) you earn. Starting work and taking a break to study when you're older is (10) possibility. This way, you can save up money for your student days, as well as (11) practical work experience.

- | | | | | |
|---|-----------|-------------|-------------|-----------|
| 1 | A of | B to | C with | D for |
| 2 | A after | B later | C then | D past |
| 3 | A school | B class | C course | D term |
| 4 | A worth | B necessary | C important | D useful |
| 5 | A between | B among | C with | D through |
| 6 | A notes | B papers | C arts | D skills |

- | | | | | |
|----|------------|----------|-----------|----------|
| 7 | A straight | B just | C direct | D rather |
| 8 | A make | B help | C let | D give |
| 9 | A where | B while | C when | D what |
| 10 | A also | B again | C another | D always |
| 11 | A getting | B making | C taking | D doing |

Exercise 6. Speak about your university. Answer the questions. /

Расскажите о своем университете. Ответьте на вопросы.

1. Where do you study?
2. What year are you in?
3. What is your major subject?
4. When was your university founded?
5. Where is it situated?
6. How many departments are there?
7. Are there any sports facilities, clubs, societies?
8. What subjects do you study?
9. What are you going to do after the course?

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Переведите предложения на русский язык. Обратите внимание на время глаголов-сказуемых английских и соответствующих им русских предложений.

1. He says that he lived in Minsk. 2. He said that he lived in Minsk. 3. He said that he had lived in Minsk. 4. He said that he was going to live in Minsk. 5. He knew that Peter was in Kiev. 6. He knows that Peter was in Kiev in 1980. 7. He knew why Peter had been to Kiev several times. 8. He said (that) he liked the city. 9. He showed me which exercises he had done. 10. All the students knew what they had to revise for the examinations. 11. Didn't you know who had done it? 12. We didn't know whose things they were.

Exercise 2. Выберите нужное слово из данных в скобках и переведите предложения на русский язык.

1. When Jack came home, his sister told him that Peter had rung him up half an hour (ago, before). 2. «Did you work or were you still going to school two years (ago, before)?» the teacher asked one of the students. 3. Last week I asked my friend to translate this article, but he said he couldn't do it (now, then) and said he would do it (in two days, two days later). 4. My friend spent his last week-end in the country. He says the weather was fine

(today, that day). 5. I gave my friend a book last week and he said he would return it (tomorrow, next day), but he hasn't done so yet. 6. «Are you going to give a talk (tomorrow, next day)?» my friend asked me. 7. He wanted to know when we were going (here, there) again.

Exercise 3. Put the verb in brackets in the correct tense. / Поставьте глаголы в скобках в нужную форму.

MARIE-THERESE

I (a) _____ (come) from Switzerland. I (b) _____ (come) to London six months ago to learn English. I (c) _____ (not meet) many English people yet, only my teachers. I (d) _____ (start) learning English at school in Switzerland when I was eleven, so I (e) _____ (learn) it for nearly ten years. At first in London, I (f) _____ (not understand) anything, but now my English (g) _____ (improve). I (h) _____ just _____ (take) an exam. If I (i) _____ (pass), I (j) _____ (move) into the next class. I'm excited today because my parents (k) _____ (come) tomorrow to stay with me for a few days and I (l) _____ (not see) them for a long time. They (m) _____ (never be) to England and they (n) _____ (not speak) English.

Exercise 4. Reported what Marie-Therese said. / Передайте слова Мари-Терезы.

- a. She told me that she _____ many English people.
- b. She said that she _____ an exam.
- c. She told me that her parents _____ to stay with her.
- d. She said that she _____ her parents for a long time.
- e. She told me that her parents _____ English.

Exercise 5. Reported statements. / Перепишите предложения в косвенной речи.

Sally went to see a landlady called Mrs Mawby about a flat. Now she is telling her friend, Paul, about it. Report the sentences.

Example: The rent is £50 a week.

*The landlady said **the rent** was £50 a week.*

- a. "It's a quiet flat, and the neighbours are nice." Mrs Mawby said _____ .
- b. "The rent includes gas and electricity." She told me that _____ .
- c. "I need £100 deposit." Then she said _____ .
- d. "I decorated the living room recently." _____

She told me that _____ .
 e. "Other people have been to see the flat."
 She said _____ .
 f. "You'll have to make up your mind soon."
 She told me _____ .
 g. "The previous occupants looked after it very well."
 She said that _____ .
 h. "I've replaced all the carpets."
 She told me that _____ .
 i. "You can move in immediately."
 She told me _____ .
 j. "I'll give you a ring soon," said Sally.
 I told Mrs Mawby that _____ .

Exercise 6. The pairs of words in this exercise are easy to confuse. Underline the correct one. If you don't understand the answer, look the word up in your dictionary. / Эти пары слов часто путают. Подчеркните нужное слово. Переведите предложения.

Example: cook/cooker

*My mother's a good **cook**/cooker.*

*We bought a new cook/**cooker** today.*

say/tell

- a. She *said/told* me her news.
- b. She *said/told* that she was going out.

felt/fell

- c. I went home because I *felt/fell* ill.
- d. She *felt/fell* off her horse.

lend/borrow

- e. Could you *lend/borrow* me your pen?
- f. Could I *lend/borrow* your pen?

journey/travel

(Journey is usually a noun. Travel is usually a verb.)

- g. How long is your *journey/travel* to work?
- h. You need a passport to *journey/travel* abroad.

buy/pay

- i. What did you *buy/pay* at the shops?
- j. We *paid/bought* the bill and left.

hear/listen






- k. *Hear/Listen!* What's that noise?
- l. I can't *hear/listen* anything.

last/latest

- m. Shakespeare wrote his *last/latest* play in 1613.

- n. Princess Diana was always dressed in the *last/latest* fashions.
quiet/quite
- o. London is *quite/quiet* expensive.
- p. Helen's a very *quite/quiet* person, isn't she?
who's/whose
- q. *Who's/Whose* is this coat? It isn't mine.
- r. *Who's/Whose* coming out for a drink?
foreigner/stranger
- s. I'm English. I come from Brighton. In Paris I'm a *foreigner/stranger*.
- t. I'm from Brighton, in the south of England. In Manchester, in the north of England, I'm a *stranger/foreigner*.
game/play
- u. Football is a *game/play*.
- v. *Hamlet* is a *game/play*.
rob/steal
- w. Someone has *stolen/robbed* my car.
- x. Thieves *stole/robbed* the National Bank yesterday.

Exercise 7. Write the names of the tenses of the verbs in italics in the spaces beneath. / Прочитайте предложения в таблице. Подпишите названия времен.

Direct statements	
 <p>I often <i>play</i> tennis. <i>Present Simple</i></p>	<p>She said (that) she often played tennis.</p>
 <p>She's <i>staying</i> with her aunt.</p>	<p>He said (that) she was staying with her aunt. _____</p>
 <p>She <i>went</i> to Moscow alone.</p>	<p>He said (that) she had gone to Moscow alone. _____</p>
 <p>He's <i>gone</i> home.</p>	<p>She said (that) he had gone home. _____</p>
 <p>I'll <i>go</i> with Anna.</p>	<p>He said (that) he would go with Anna. _____</p>

Exercise 8. Переведите предложения с русского на английский.

1. Если вы хотите поступить в университет, вам нужно сначала сдать три экзамена продвинутого уровня.

2. Дерек сказал, что у него степень магистра архитектуры.
3. Если вы получаете место в университете, обучение бесплатное.
4. Я жалел, что не получил стипендию.
5. Как долго продолжался твой курс?
6. Хельга объяснила, что она учится для получения своей первой степени.
7. Я студент второго курса на факультете иностранных языков.
8. Я хочу специализироваться в литературе. Я уже записался на два разных курса.
9. Мой преподаватель уделяет много внимания моему произношению.
10. Том сказал, что все придут на вечеринку в обычной одежде.
11. Наш университет был основан двести лет назад.
12. Моя подруга – член студенческого совета. Еще она ходит в драматический кружок и играет в гольф.
13. Она, определенно, очень опытный учитель.
14. Я прохожу курс обучения, чтобы стать управляющим отеля. (hotel manager)
15. Кен сказал, что он падал заявления в два университета.

УРОК 3

LESSON 3

Essential Vocabulary / Глоссарий

access	[əˈkses]	доступ
accurate	[ˈækjʊrɪt]	точный, правильный
accurately	[ˈækjʊrɪtli]	точно, правильно
activity	[ækˈtɪvɪti]	деятельность, занятие
advanced	[ədˈvɑːnst]	продвинутый, высокого уровня
beginner	[bɪˈɡɪnə]	новичок, начинающий
bilingual	[baɪˈlɪŋwəl]	двуязычный
to combine	[kəmˈbaɪn]	сочетать, комбинировать
to guess	[ges]	догадываться, угадывать
to intend	[ɪnˈtend]	планировать, намереваться
intermediate	[ˌɪntəˈmɪdʒət]	средний, промежуточный
irregular	[ɪˈregjʊlə]	неправильный, нерегулярный, нестандартный
message		сообщение
native		местный, родной

native speaker
outing

pocket [ˈpɒkɪt]
preposition [prəpəˈzɪʃn]
to pronounce [prəˈnaʊns]
qualification

qualified [ˈkwɒlɪfaɪd]
regular [ˈregjʊlə]
request [rɪˈkwest]
on request
steering wheel [ˈstiəriŋ wi:l]
to stick [stɪk]
tape [teɪp]

носитель языка
поездка: загородная,
междугородная и т. д.
карман
гр. предлог
произносить
квалификация, диплом о
присвоении квалификации
квалифицированный
правильный, регулярный
просьба
по требованию
руль
прикреплять, приклеивать
магнитная пленка, лента,
кассета для магнитофона

Vocabulary Work / Работа со словарем

Keeping vocabulary records / Запись новых слов

Exercise 1. Memorize the following words and expressions. /
Запомните слова и выражения.

A. Learning a language

meaning
translation
transcription
phonetic symbol
stress
definition
pronunciation
example
synonym
opposite-antonym
part of speech
grammar
common pattern

Изучение языка

значение
перевод
транскрипция
фонетический значок
ударение
определение
произношение
пример
синоним
антоним
часть речи
грамматика
устойчивая, распространенная
модель
стиль

B. Abbreviations / сокращения

n = noun существительное
v = verb глагол

adj = adjective	прилагательное
adv = adverb	наречие
U = uncountable	неисчисляемое существительное
fml = formal	формальный стиль
infml = informal	неформальный стиль

Exercise 2. Read the following. It can give you some new ideas. /
Прочитайте и изучите информацию. Это может дать вам новые идеи.

A. Organising your notebook.

Give each page or double page a title, e.g. sport, education, phrasal verbs, etc. Then, as you learn new words, record each one on a suitable page. You could also have a general index in the back of your book, with a space for each letter. Then, as you learn new words, you enter them alphabetically with the title of the topic in brackets.

B. What do I need to record?

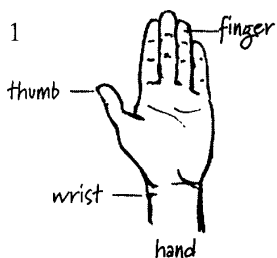
These things are important but you won't need to record all of them for every word.

<i>What?</i>	<i>How?</i>	<i>Example</i>
Meaning	a. translation b. definition/ explanation c. synonym or opposite d. picture e. example sentences	lembrar = to remember (Portuguese) A pond is an area of water smaller than a lake. awful (= terrible); ugly (= beautiful) saucepan My hands were cold so I put on my gloves.
Pronunciation	phonetic symbols or your own system	ache /eik/ ache (like "make")
Part of speech	(n), (v), (adj), etc.	gloves (n); remember (v); careful adj), ache (n, v)
Grammar	make a note + example sentence	enjoy + -ing form; I enjoy going to parties. weather (U); We had lovely weather in Italy.
Common partners	phrase or sentence	make a mistake; make a decision; make a mess
Special style	make a note	purchase (<i>fml</i>); kids (<i>infml</i>)

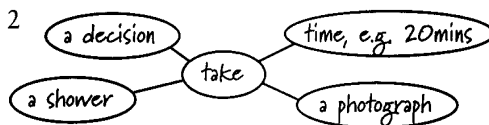
Note: You won't learn everything about a word when you first record it, so always leave space in your notebook, then you can come back and add more information later.

C. Organising words on the page

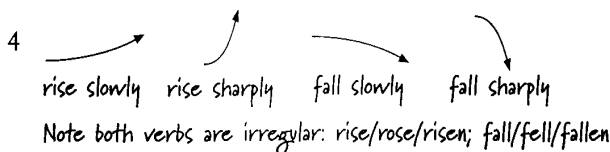
Certain words often appear together (common partners), so it is a good idea to record them together, and not just write lists of words on their own. You can do this in different ways:



don't pronounce the 'w' in wrist or the 'b' in thumb



3 smile (v, n)
e.g. She smiled at me yesterday.
He gave me a big smile.
She's got a lovely smile.



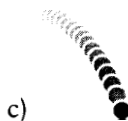
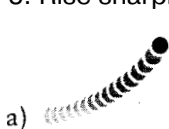
Exercise 3. Organise this list of words into three groups and give each one a title. / Разбейте список слов на три группы и озаглавьте каждую из них.

tie	put on	fare	blouse	homeless	train	get on
painful	scarf	jumper	jacket	journey	careful	station
helpful	jeans	platform	thoughtless	ticket	useless	

Exercise 4. Underline the correct answer or answers. / Подчеркните правильный ответ или ответы.

1. A pond is:
 - a) bigger than a lake b) smaller than a lake c) the same size
2. I really enjoy:
 - a) play tennis b) to play tennis c) playing tennis
3. When we were on holiday we had:
 - a) lovely weathers b) lovely weather c) a lovely weather
4. The underlined letters in ache are pronounced the same as in:
 - a) machine b) catch c) chemist

5. She gave me a smile.
a) strong b) big c) large
6. The past tense of fall is:
a) fell b) felt c) failed
7. You can put on:
a) gloves b) a decision c) shoes
8. Rise sharply means:



Exercise 5. Fill the gaps with common patterns for these verbs. /

Запишите устойчивые сочетания слов с данными глаголами.

take a picture

make a mistake

do your homework


have a rest

Everyday English / Повседневный английский

Asking for help in understanding things. / Как попросить помощи, если вы чего-то не поняли.

Exercise 1. Work with your partner. If you don't understand something in a foreign language, what are the ways you can ask for help ? Write down a list of your suggestions. / Работа в паре. Если вы не поняли чего-то, сказанного на иностранном языке, как вы попросите помощи? Составьте список возможных выражений.

Exercise 2.

 a) Now you will hear some short conversations. Write down what people say when they ask for help. / Теперь послушайте короткие диалоги. Запишите, что говорят люди, когда просят помочь.

b) Which conversations do the following sentences belong to? / К каким диалогам относятся следующие предложения?

1. How do you say this word?

2. What does it mean?
3. What is it called?
4. Can you say that again more slowly please?
5. I beg your pardon.

c) Reproduce the dialogues. / Воспроизведите диалоги.

d) Make similar dialogues in everyday situations. / Составьте аналогичные диалоги для повседневных ситуаций.

Classwork Assignment / Задания для аудиторного занятия

Exercise 1. a) What do you like doing most and least at the English lessons? / Что вам больше и меньше всего нравится на уроках английского языка?

- discussion
- listening to tapes
- grammar and exercises
- vocabulary
- reading
- writing
- pronunciation

b) In what areas do you need to improve most? / В каких областях вам нужно больше всего упражняться, чтобы улучшить результаты?

- speaking accurately
- getting your message across to other people
- understanding what people say
- fast reading
- writing accurately in different styles
- pronunciation
- vocabulary

c) How do you intend to improve in these areas? / Как вы планируете добиться результатов в этих областях?

- take every opportunity to speak English
- buy a grammar book and do a lot of exercises
- listen to tapes, the radio, watch films in English
- read as much as possible
- keep vocabulary records and try to add a certain number of words every day

Exercise 2. a) Look at this advertisement. / Прочитайте объявление.

SOMERSET STUDY PROGRAMMES

- Intensive programmes for people who need English
- Maximum of 8 students per class
- Full or part time
- Accommodation arranged
- Friendly atmosphere
- Prices on request Tel: 0497 18977

b) Mr. Yacoub wants to send his daughter on an English language course. He has read the SSP advertisement and decides to ring their office. These are the questions he wants to ask. / Мистер Якуб хочет отправить свою дочь на курсы английского языка. Он прочитал объявление SSP и решил позвонить в их офис. Вот вопросы, которые он хочет задать.

1. Intensive programme? _____

+ speakers on 2 evenings a week

2. Check on class size _____


3. Full time? 6 hours a day _____

Part time? _____


4. Accommodation? _____

or _____

5. Cost? –will send details

 c) Listen to the telephone conversation and fill in the answers to his questions. / Прослушайте телефонный разговор и запишите ответы на его вопросы.

Exercise 3.

 a) Read, listen, and practice the conversation. / Прочтите, прослушайте и отработайте чтение диалога.

A: I want to improve my English. Is it a good idea to go to a language school in August?

B: I went to an English summer school a year ago. It was at the Gold School of English.

A: Was it good?

B: Yes, very good. There were grammar lessons. And regular progress tests. And we also played games. That was great.

A: What sort of games?

B: Guessing games, for example. A simple game is the Bag Game. One

group has a big bag, and the other group guesses what's in the bag. It's a good game at the beginning, to get to know each other.


A: Did you get to know the other students well?

B: Yes. It wasn't a big group. I've forgotten exactly how many. We got on very well together.

b) Answer the questions. / Ответьте на вопросы.

1. When did they go to an English summer school?
2. What was the school called?
3. Did they study grammar?
4. What else did they do?
5. How do you play the Bag Game?
6. Did they get on with the other students?

Exercise 4.

 a) Listen to eight learners of English talking about what they do to learn vocabulary. Listen and make notes. / Прослушайте рассказы восьми человек, изучающих английский, о том, что они делают для того, чтобы запомнить слова. В ходе прослушивания делайте записи.

b) Answer the questions. / Ответьте на вопросы.

1. What kind of dictionary do you have?
2. Which method, of learning vocabulary did you like best? Why?
3. What are the advantages and disadvantages of each method?

c) Speak about what you do to learn vocabulary. / Расскажите о том, как вы учите слова.

Exercise 5. You are planning to study English in the UK. You want to find a suitable course. Look at the questionnaire and answer the questions. / Вы планируете изучать английский в Соединенном Королевстве. Вы хотите найти подходящие курсы. Посмотрите на анкету и ответьте на вопросы.



ENFORD EDUCATIONAL AGENCY

Enford, Avon, England

Family name (6) First name(s)

Address in home country (7)

.....

Nationality (8)

Date of birth (9) Sex (10)

How long do you wish to spend in the UK? (11)

What time of year do you want to come? (12)
Which part of the UK would you like to study in? (13)
What sort of accommodation would you prefer?
(14)
Signature

Exercise 6. a) These people all want to study English. Read what sort of course they are looking for. / Все эти люди хотят изучать английский. Прочитайте, какой курс они ищут.

Ibrahim is a journalist. He knows quite a lot of English, but he wants to improve his writing skills. He works long hours on weekdays at an office in London.

Siv is going to university in Sweden next year and wants to spend this year improving her English. She wants to meet people from other parts of the world and have a good social life.

Maria is 45. She would like to follow an individual course of study somewhere quiet and comfortable with a private teacher.

Chang is visiting England for the first time this summer. He'll stay a month and hopes to make new friends, but is rather shy, so he'd like a school with lots of out-of-class activities.

Vera lives with a family in London and looks after their little girls during the day. She studies on her own but also needs a language course that will help her prepare for her exams.

b) Read the descriptions of eight language courses. Decide which course would be the most suitable for each person. / Прочитайте описания восьми различных курсов. Решите, какой курс будет наиболее подходящим для каждого из этих людей.

BESTON HALL

Summer special

A six-week programme of classes covering all aspects of English, both spoken and written, for serious students whether beginners, intermediate or advanced. At least six hours' teaching every day except Sundays, plus individual work plans on topics of special interest.

LONDON LANGUAGES

Business Department

Courses in most European languages are offered for adults wishing to study outside office hours, including weekends. Our qualified teachers are always native speakers, whether of Danish, English or Greek. You will study hard in very small groups with lots of attention to individual needs. Courses last between three and six months.

LONDON LANGUAGES

Home from home

We place students with experienced and qualified teachers throughout Britain for individual study programmes in the teacher's own home. An excellent choice for those who wish to improve their English fast, but who are not keen on returning to the classroom. High standards of comfort, in a friendly but peaceful atmosphere.

ELGIN HOUSE SCHOOL

This excellent school in an attractive suburb of Brighton offers courses in general English from three to twelve months. Accommodation is carefully chosen and the school is famous for its programme of activities beyond the classroom. Teenagers and young adults come to us from over thirty different countries to study hard and enjoy themselves too.

BESTON HALL

Summer holiday courses

Three-week, one-month or six-week courses for students of all standards, which combine daily language classes with a full programme of sports (tennis, swimming, volleyball, etc.), social activities (discos, quizzes, film club, etc.) and outings (London, Stratford-upon-Avon, Bath, etc.).

LONDON LANGUAGES

Part-time courses

Morning classes 15 hours per week, afternoon classes 15 hours per week. Examination preparation 4 or 6 hours per week, afternoons or evenings. All teachers highly experienced and well qualified. Minimum course one month. Central location, easy access by bus or underground.

LONDON LANGUAGES

Pre-sessional course

Organised in conjunction with a number of leading UK universities, this one month course (1st-30th September) is for overseas students who need to improve their English language skills before beginning a UK university course. Hard work, but with excellent results!

CRAWFORD'S LANGUAGE ACADEMY

This small school offers a wide range of courses, both half-day and evenings, from five to fifteen hours per week. In an attractive building near Edinburgh's main business centre, it is easy to reach by public transport. Modern equipment and experienced staff make it an obvious choice for any business person or student studying English in Scotland.

c) Role-play. Distribute the roles and discuss your choices in a group of 5. Motivate your decision. / Ролевая игра. Распределите роли и обсудите свой выбор в группе из 5 человек. Мотивируйте свое решение.

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Передайте содержание вопросов в косвенной речи.

Mrs Mawby and Sally both asked a lot of questions. Sally also told Paul about them. Report the questions.

Example:

"Where do you live?" Mrs Mawby asked.

She asked me where I lived.

a. "How many bedrooms are there?" Sally asked.

I asked her _____ .

b. "When do you want to move in?" Mrs Mawby asked.

She asked me _____ .

c. "What sort of heating is there?" Sally asked.

I asked her _____ .

d. "How often do you want the rent?" Sally asked.

I asked her _____ .

e. "How far is it to the shops?" Sally asked.

I asked her _____ .

f. "What do you think of the flat?" Mrs Mawby asked.

She asked me _____ .

Exercise 2. Передайте содержание вопросов в косвенной речи.

Не забудьте использовать слова **if** или **whether**.

Example:

"Are you a student?"

She asked me if I was a student.

a. "Do you smoke?"

She asked me _____ .

b. "Is there a phone?"

I asked her _____ .

c. "Do you have a car?"

She asked me _____ .

d. "Can I move the furniture around?"

I asked her _____ .

e. "Is there a fridge in the kitchen?"

I asked her _____ .

f. "Does the flat have central heating?"

I asked her _____ .

Exercise 3. Прочитайте статью и восстановите исходное интервью.

REPORT

I asked Gary what sort of music he liked, and he told me that he had always liked jazz. In fact, he said he played in a jazz band called Sax Appeal. When I asked him where the band played, he told me they mainly played in small clubs. I asked him if he had ever played a Shakespearian role, and he told me that he had. He'd played Othello in Stratford in 1989, and he'd enjoyed it very much. Finally, I asked him if he ever wanted to direct a play, and he told me that he hoped to one day, but he didn't know when it could happen because he was so busy acting.

Interviewer: What sort of music do you like, Gary?

Gary: I have always liked _____ .

In fact _____ called Sax Appeal.

Interviewer: Where _____ ?

Gary: We _____ .









Interviewer: _____ a Shakespearian role?

Gary: Yes, _____ Othello in Stratford in 1989,
_____ very much.

Interviewer : _____ direct a play?

Gary: _____ one day, but

Exercise 4. Запомните правую часть таблицы и подпишите названия времен. / Now study the chart on direct and reported questions. When you have answered the grammar questions below, try to complete the chart.

Direct questions	Reported questions
 Where's John?	He asked where John was.
 How many cigarettes do you smoke?	She asked how many cigarettes I smoked.
 Why did Anna go to Moscow?	He asked why Anna had gone to Moscow.
 Have you seen Jim?	He asked if I had seen Jim.
 Do you like whisky?	_____
 Why are you laughing?	_____
 Where has John gone?	_____
 Who did Anna meet?	_____

Exercise 5. Перепишите предложения, используя косвенную речь.

- "I love Anna," said Jim.
- "Do you love me, Jim?" Anna asked.
- "I'm leaving on Sunday," she said.
- "Where are you going?" he asked her.
- "Mr. Walker phoned before lunch, but he didn't leave a message,"

Sue said.

- "Have there been any messages for me?" Miss Wilson asked.
- "I don't think it'll rain," he said.
- "Why didn't you tell Anna the truth?" Mary asked Jim.

Exercise 6. Report these words and thoughts using the verbs suggested. / Перепишите предложения в косвенной речи.

- "I'm going to Paris soon."

She said _____

- "It's time to start revising for the exam," said the teacher.

The teacher told _____

- "The film will be interesting."

I thought _____

- "I can't help you because I have too much to do."

She said _____
e. "Anne has bought the tickets."
I was told _____
f. "It took me three hours to get here because the roads are flooded."
He told me _____
g. "I think it's a crazy idea. It won't work."
She said _____
h. "Breakfast is served between 7.00 and 9.00."
The receptionist explained _____

Exercise 7. Report these words and thoughts, using the verbs suggested. / Перепишите предложения в косвенной речи, используя данные слова.

a. "Where are you going?"
He asked me _____
b. "Do you want to go out for a meal?"
She asked him _____
c. "Why are you late?" they asked their guest.
They wondered _____
d. "Can I use your phone to make a local call?"
She asked me _____
e. "Which countries have you been to?"
The customs officer asked me _____
f. "Do you know where Angela is living?"
He asked me _____
g. "What colour are you going to paint the living room?"
She asked them _____
h. "Why doesn't she talk to me any more?" I thought to myself.
I wondered why _____

Exercise 8. Imagine you overheard these conversations in a restaurant. In your curiosity, what other information would you like to know? / Представьте, что вы случайно услышали чей-то разговор в ресторане. Этот разговор возбудил ваше любопытство. Что еще вы хотели бы узнать об этом.

Пример:

"He earns over one hundred thousand pounds a year."

I wonder what his job is.

I wonder what he spends it on.

I'd love to know where he lives.

a. "She's had so many husbands, she forgets their names."

b. "I've never worked a single day in my life."

c. "And then a complete stranger kissed me on both cheeks."

- d. "He was lucky to escape alive."
e. "I find it takes me about six weeks to learn a language."

Excercise 9. Translate the sentences from Russian into English. /
Переведите предложения с русского на английский.

1. Часто трудно догадаться о произношении, глядя на английское слово.
2. К какой части речи относится слово «choose»?
3. Как произносится это слово?
4. Алекс спросил, знаю ли я это слово?
5. Я спросил Нелли, прослушала ли она текст.
6. Учитель спросил, когда мы можем употребить это выражение.
7. Что значит слово «dreadful»?
8. Я сделала маленькие карточки с английским словом на одной стороне и его русским переводом на другой стороне.
9. В июле прошлого года мы ездили в Шотландию на три недели, чтобы учить английский. Мы занимались по полной программе (full-time) и значительно улучшили наш английский.
10. Я пользуюсь своим двуязычным словарем каждый день. Мои друзья спрашивают, где я его купил.
11. Словари передают произношение слова, используя фонетические символы.
12. Вы можете нарисовать картинку, чтобы проиллюстрировать значение слова.
13. Не могли бы вы повторить это помедленнее, пожалуйста?
14. Питер хотел знать, понадобится ли ему словарь в картинках.
15. Удобно записывать новые слова по группам и давать каждой группе заголовков.

УРОК 4

LESSON 4

Essential Vocabulary / Глоссарий

accountant	[əˈkaʊntənt]	бухгалтер
advantage	[ədˈvɑːntɪdʒ]	преимущество
to advantage		в наилучшем свете, с выгодной стороны
application form	[æplɪˈkeɪʃn fɔːm]	бланк заявления о приеме на работу
bright	[braɪt]	умный, яркий, одаренный
chain	[tʃeɪn]	цепь, система

consultant	[kənˈsʌltənt]	консультант
to cope with smth	[kəʊp]	справляться с чем-либо
correspondence course		заочный курс обучения, обучение по переписке
equipment	[ˈkwɪpmənt]	оборудование
essential	[ˈsenʃəl]	необходимый
to establish	[ɪsˈtæblɪʃ]	устанавливать, устраивать, создавать
fashion house	[ˈfæʃnˈhaʊs]	дом моды, дом моделей
figure	[ˈfɪɡə]	1. фигура, 2. цифра
to join	[dʒɔɪn]	присоединиться, вступить куда-либо, поступить куда-либо
junior	[ˈdʒuːnjə]	младший
to owe smth. to smb.		быть обязанным чем-либо кому-либо
to pose	[pəʊz]	позировать
to relate to smb.	[rɪˈleɪt]	зд. общаться с кем-либо
to require		требовать(ся)
sales manager	[ˈseɪlz mænɪdʒə]	менеджер по продажам
senior	[ˈsiːnjə]	старший
stamina	[ˈstæmɪnə]	жизненная энергия, выносливость
to suggest	[səˈdʒest]	предлагать, предполагать
to tease	[tiːz]	дразнить
to torment	[təˈmɛnt]	мучить
troubleshooter	[trʌblˈʃuːtə]	человек, устраняющий неполадки, специалисты по борьбе с неприятностями
tycoon		магнат

Vocabulary Work / Работа со словарем

Work: conditions and pay / Работа: условия и оплата

Exercise 1. Memorize the following words and expressions. / Выучите следующие слова и выражения.

A. What do you do? / Кто вы по профессии?

What do you do?	}	Кто вы по профессии?
What's your job?		
What do you do for a living?		

Чем вы занимаетесь?

I'm + название профессии

I'm	{	an engineer.	Я	{	инженер.
		a teacher.			учитель.
		a builder.			строитель.

I work in + место (сфера) деятельности

I work in	{	a bank.	Я	{	работаю в банке.
		banking.			занимаюсь банковским делом.

I work for + название компании

I work for Fiat. Я работаю на «Фиате».

B: What does your job involve? / Что входит в сферу вашей деятельности?

What does your job involve?	}	Что вам приходится делать по работе?
What do you do in your job?		

responsibility	}	обязанность
duty		

daily routine	повседневные занятия
---------------	----------------------

to be	{	in charge	}	of smth.	отвечать за что-либо

to deal with smth/ smb.	иметь дело, разбираться с чем-либо/ кем-либо
-------------------------	--

to run	{	a business	}	вести дело, управлять чем-либо
to manage				
to control				

to go to	{	a meeting	}	посещать собрания
to attend				

to visit	{	clients	}	посещать клиентов, встречаться с клиентами
to see				
to meet				

to advise clients	консультировать клиентов
-------------------	--------------------------

My job involves a lot of paper work / writing.	Моя должность включает в себя много бумажной работы (работы с документами).
--	---

*to involve + ing-form	после «involve» употребляется ing-форма глагола.
------------------------	--

C: Pay / Оплата

Most workers are paid
monthly.

to pay

pay

well-paid

salary

to earn

to get holiday pay

How much holiday do you get? Какой у вас отпуск?

to receive sick pay

income

income tax

Большинство работников получает
зарплату каждый месяц.

платить

оплата

хорошо оплачиваемый,

высокооплачиваемый

жалование, зарплата

зарабатывать

получать отпускные

получать деньги по больничному
листу

доход (обычно годовой)

подходный налог

D: Working hours / Рабочее время

nine-to-five job

flexi-time

to do shift work

to work

to do } overtime

работа с 9 до 5 (обычный рабочий
день)

гибкий график

работать посменно

работать внеурочно

Exercise 2. Match the verbs on the left with the nouns or phrases on the right. Use each word only once. / Составьте словосочетания из глаголов слева со словами справа. Каждое слово должно быть использовано только один раз.

- | | |
|--------------|------------|
| 1. earn | overtime |
| 2. work | meetings |
| 3. pay | a shop |
| 4. go to | clients |
| 5. deal with | £500 |
| 6. run | income tax |

Exercise 3. Rewrite the sentences preserving the basic meaning. / Перепишите предложения, сохраняя основное значение.

Example: I'm a banker.

I work.....in bankin.....

1. What do you do?

What's _____

2. I earn \$50,000 dollars.

My _____

3. I get £20,000 from my teaching job and another £10,000 from writing.

My total _____

4. I am a chemist.

I work for _____

5. In my job I have to look after and maintain all the computers in the building.

My job involves _____

6. I'm responsible for one of the smaller departments.

I'm in _____

Exercise 4. This is a part of a conversation with a teacher about her job. Supply the missing questions. / Это часть разговора с учительницей о ее работе. Впишите недостающие вопросы.

A:?

B: I usually start at nine and finish at four.

A:?

B: Yes a bit. On certain courses I work until five o'clock, and then I get paid extra.

A:?

B: Twelve weeks. That's one of the good things about being a teacher.

A:?

B: No we don't. I'm afraid. That's one of the disadvantages of being a teacher. But I suppose money isn't everything.

Exercise 5. Make a similar conversation about any other profession. / Составьте аналогичный диалог о любой другой профессии.

Everyday English / Повседневный английский

Writing a letter of application. / Написание письма с просьбой о приеме на работу.

Exercise 1. Прочитайте письмо с просьбой о приеме на работу. Отметьте его основные части.

An interesting job has been advertised in the paper. A sales manager's required by a large company. I've written to them but I haven't been contacted yet. This is a copy of the letter which I sent.



Beardsley Hotel,
Bayswater Road,

London, W.2.
8th July, 1971.

The Personnel Manager,
World Computer Company,
Basingstoke,
Hampshire.

Dear Sir,

Sales Manager Ref: JGIQ

I am interested in the post of sales manager which you advertised in today's newspaper.

At the moment I am employed by International Computer Co. Ltd. For the last three years I have been in their Geneva office. While I was there, I was promoted to general manager of the sales advertising and marketing departments. Other positions which I have held have included production manager for Anglia Computers and head of the research department of the same firm. I hope that an application form will be sent to me.

Yours faithfully,
Guy Hunt

Exercise 2. a) Прочитайте газетные объявления.

THE OXFORD INTERNATIONAL SCHOOL

wants

a receptionist

Do you like working with people?

Can you speak two foreign languages?

Can you use a word processor?

Do you know Oxford well?

Please write to Anne Watson

Director

The Oxford International School

16 College Street

Oxford OX2 7PT

b) Кэрол Барис заинтересовалась объявлением, прочитайте ее данные.

Name	Carol Barnes
Age	28
Address	4 Hope Road. Oxford OX6 5PP
Present job	Tourist guide
Last job	Hotel receptionist
Languages	French, Spanish

с) Заполните пропуски в письме.

4 Hope (a) _____
Oxford OX6 5PT

Anne Watson
Director
The Oxford International School
16 College (b) _____
Oxford OX2 7PT

10th August 1992

Dear Ms Watson

I am interested in the job of (c) _____ in your school. I (d) _____ years old and I (e) _____ in Oxford. At the moment I (f) _____ guide, but last year I (g) _____ a hotel receptionist. I (h) _____ working with people very much and I (i) _____ speak two (j) _____, French and Spanish. I can also (k) _____ a word processor. I (1) _____ born in Oxford, so I know it very well.

I look forward to hearing from you.

Yours sincerely

Carol Barnes

Carol Barnes

Exercise 3. а) Прочитайте газетное объявление.

Happy Holidays
want **TOURIST GUIDES**

Are you over 18?
Do you like talking to people?
Do you know your town well?
Can you speak English?
Are you free from July to September?

Please write to
Peter Mann. Happy Holidays,
Central Office. 89 Brook Street,
LONDON W1 5FW

б) Напишите письмо с просьбой о приеме на работу.

Classwork Assignment / Задания для аудиторного занятия

Exercise 1. Answer the questions. / Ответьте на вопросы.

1. What are normal working hours for most office jobs in your country?
2. Can you name three jobs that get very high salaries in your country?
3. When you start paying income tax in your country, what is the minimum amount you have to pay?
4. What jobs often involve shiftwork? (Give at least two examples.)

5. Is flexi-time common in your company or your country?

Excercise 2. Read and practice the dialogues. / Отработайте чтение диалогов.

 a) A: Why do you want a job with the *Northern Record*?

B: I'd like to become a sports reporter. I always read the *Northern Record*. I saw your job advertisement. So I filled in an application form.

A: What other jobs have you done?

B: I've got a job in a sports shop, at the moment. Last August, I was a hotel porter. It was a holiday job, in a seaside resort.

A: Are you interested in sport?

B: Yes, I like watching football; I always watch my local football team when they play at the Sports Centre. I also watch sport on television quite often. And I go jogging every morning.

A: Right. Now, I'll tell you what this job involves

b) **Janet:** All right, Linda. Tell us something about yourself, please.

Linda: Well, my name is Linda Miller. I'm twenty-three years old, and I live at 39, Hilltop Avenue, Surbiton. My telephone number is 2398 076134.

Mr Jones: Very good!

Linda: I'm single and I live in a flat with two other girls. I went to Berry Wood School. Then I did a course to become secretary.

Mr Jones: Very good! Very good indeed!

Janet: You went to Berry Wood School until . . . ?

Linda: Until 1975. I was there from 1968 to 1975.

Janet: Ah, yes. And what exams did you take, Linda?

Linda: Six O levels and two A levels. English and Geography at A level.

Mr Jones: Two advanced levels. That's wonderful!

Janet: I see. And then the course for secretaries?

Linda: Yes. And I've been a secretary for four years. I used to work for Johnson Brothers. I'm working for Wilson's at the moment.

c) **Roberts:** Haven't we met before somewhere?

Gran: I don't know. Have we?

Roberts: I'm Harry Roberts. I used to live in Kingston. In Summer Road. The house on the corner.

Gran: Kingston! I used to live there . . . Wait a minute. Harry Roberts! Of course! You gave me some flowers one day.

Roberts: That's right. But you already had a boyfriend.

Gran: That was Tom. We got married in 1934. But I'm a widow now. Of course, I've got two sons and a daughter, all married. And six grandchildren.

d) **Ms. Brown:** Who do you work for now, Mr Wigmore?

Mr. Wigmore: The National Bus Company.

Ms. Brown: And how long have you worked for them?

Mr. Wigmore: I've worked for them for five years.

Ms. Brown: How long have you been an area sales manager?

Mr. Wigmore: Eighteen months.

Ms. Brown: And what did you do before joining the Bus Company?

Mr. Wigmore: I worked for a chain of hotels as junior manager.

Ms. Brown: The post you've applied for involves a lot of travelling.

Have you been abroad much?

Mr. Wigmore: I've been to most of western Europe, and I've been to central Europe once, to Hungary.

Ms. Brown: Why did you go there?

Mr. Wigmore: The hotel sent me to attend a conference.

Ms. Brown: I see. Have you ever organized a conference yourself?

Mr. Wigmore: Yes, I have actually. Why?

Ms. Brown: Well, this job would require rather a lot of organizing meetings and conferences.

Exercise 3. Look at the information. Make a similar job interview with Paul Edwards. / Изучите информацию. Проведите аналогичное собеседование с Полом Эдвардом.

Paul Edwards

Age: 25

Profession: Restaurant Manager

Education: Woodworth School 1980-1988

The Good Cook's School 1988-1990

Jobs: Waiter at the Guido's 1990-1993

Manager at Katzenhaus Restaurant 1993 – present

Exercise 4. Look at the advertisement. You are interested in the job. Conduct a job interview. / Посмотрите на объявление. Вас заинтересовала эта работа. Проведите собеседование.

WINFIELD CONFERENCE CENTRE

BRIGHT person needed Friday-Monday to help organiser of international conferences. Some knowledge of English helpful.

Pleasant, friendly manner essential.

Write, giving full details about yourself to: Mr M. J. Stevens, Winfield Conference Centre, PO Box 45

Exercise 5. You have applied for one of these jobs. Say why you think you should get the job. / Вы подали заявление на одно из этих мест.

Почему, с вашей точки зрения, вы должны получить эту работу.

Accountant

I've always been good at figures. I worked as an accountant from 1978 to 1980. I've read a lot of books about accountancy. I like working in an office.

a. Tourist guide for your town or country

b. Hotel manager

c. Chief

Exercise 6. a) Read the text about David Bolton. / Прочитайте текст о Дэвиде Болтоне.

DAVID THE TEENAGE TYCOON

1. TEENAGER DAVID BOLTON has just put £9,000 in the bank - after only six months of part-time work as a computer consultant. The electronics expert from Croydon, South London, is fast establishing a reputation as one of the country's top troubleshooters - the person to call if no one else can cope.

2. For David, 15, his first steps to fame and fortune began when he was only nine, when his parents bought him a computer, a ZX-90. "I soon learned to program it. I needed something bigger, so I had to save for ages to buy an Amstrad."

3. It was only about a year ago, however, that he decided to get serious about computing. He went to night school to learn how to write business programs, and did a correspondence course with an American college.

4. He got in touch with a computer seller, Eltec, who were so impressed they gave him computers and software worth more than £3,000. In return, he has to send them a monthly report saying what he has done and what his plans are. He helps companies by suggesting which computers they should buy, and by writing individual programs for them.

5. He can work more quickly than many older professionals. In one case, he went to a company where a professional programmer worked for six

months and couldn't find the problem. David finished the job in five days.

6. It is because of work of this standard that in the short period he has been in business David has made about £9,000. With it he has bought more equipment.

7. How did he do it? "You have to be ambitious, and you have to really want to get to the top. Believe in yourself, and tell yourself that you're the best."

b) Now read the text again and answer the questions. / Теперь прочитайте текст еще раз и ответьте на вопросы.

1. What is special about David?
2. How did he become interested in computers?
3. Was it easy to learn? What did he have to do?
4. What does he have to do in his job?
5. Why is he successful?
6. What advice does he give to others?

c) Here are the answers to some questions.

Work out the questions.

1. Nine thousand pounds.
2. A ZX-90.
3. Because he wanted to buy an Amstrad computer.
4. By suggesting which computers they should buy, and by writing programs for them.
5. More equipment.

d) Прочитайте план статьи о Дэвиде. Прочитайте отрывки статьи о Киморе и расположите их в том же порядке.

Arranging a jumbled text .

The seven paragraphs in the text about David are organized as follows:

1. - an interesting introduction
2. - some background
3. - training
4. - details about the work
5. - one particular job
6. - what he has done with his money
7. - advice to others

Exercise 7. a) Read the text. / Прочитайте текст.

MADemoiselle CHANEL

a. She owes her remarkable looks to a Korean mother and a black father. But when she was young, back home in St. Louis, Missouri, she cried when she looked in the mirror and saw how tall she was. "I felt I was

different from all the other kids my age,” she explains. Her mother Joanne Perkins, 34, recalls, “Kimora was a tormented child. It was almost impossible for her to relate to other girls of her age, and there was a lot of teasing. Growing up was a very painful experience for her.”

b. She is not only the youngest top model, she is also one of the richest. “Mom looks after that,” Kimora explains, “I don’t even have a credit card - I’m too young!”

c. When she was 11, her mother took her to a local modelling school. She thought modelling would be an interesting job because then she would be with other tall girls. She began to like it very much, and had to learn how to walk and pose to show off the clothes to their best advantage.

d. “People think it’s a very easy job that anyone could do, but you need a lot of stamina,” Kimora says. “Once, in London, we had to take photos in the street all through the night, and then I had to go to my tutor for school lessons at 9.00 a.m. before taking the daytime photos at 1.00 p.m.”

e. She’s 14, American, and speaks no French at all. But six-foot-tall Kimora Lee Perkins is hot news in Paris. She has become the top model at the Parisian fashion house of Chanel.

f. What advice does she have for others? “You should go to a good modelling school, and you have to be prepared to work really hard and give your whole life to modelling.”

g. Chanel chose her because “she has the look of the 90s”, and now she spends eight to ten hours a day modelling their latest fashions in various parts of the world. “I have to try really hard to keep looking good for the cameras,” she said.

b) Ask and answer the same comprehension check questions as for David. / Задайте те же вопросы, что и о Дэвиде. Ответьте на них. (см. упр 6b)

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юнити.

Excercise 1. For the following verbs that introduce reported commands, write an appropriate sentence in direct speech, then report it. / Со следующими глаголами, которые представляют повелительные предложения в косвенной речи, напишите предложения в прямой речи и переведите их в косвенную речь.

Example:

warn

"Be careful of strangers and don't go out at night. " He warned me to be careful of strangers and not to go out at night.

- a. advise
- b. remind
- c. invite
- d. ask
- e. tell
- f. persuade
- g. urge

Exercise 2. Put one of the following verbs in its correct form into each gap. / Заполните пропуски словами **say, tell, explain, talk, speak, reply** в нужной форме.

say tell explain speak talk reply

1. I met Mr Brown in the street the other day, and we stopped and (a) _____ for a while.
2. He (b) _____ me that his wife had been taken into hospital.
3. When I asked him how she was, he (c) _____ that she was getting better.
4. He wondered why I hadn't been to the tennis club for a few months, so I (d) _____ that I'd been very busy lately and just hadn't had time.
5. "There's something you must (e) _____ me," he said. "How many languages can your son (f) _____?"
6. "Four," I (g) _____. "Why?"
7. "I know your son has some very funny stories to (h) _____ about learning languages and living abroad."
8. We're having a meeting of the Travellers Club next week, and I'd like him to (i) _____ at it.
9. I (j) _____ I would (k) _____ to my son about it, and promised to get back in touch.
10. Then we (l) _____ goodbye and went our separate ways.

Exercise 3. Переведите в косвенную речь, используя подходящие по смыслу глаголы (не все глаголы используются)

- | | | |
|-------|--------|--------|
| ask | remind | advise |
| tell | invite | urge |
| order | warn | refuse |

Excercise 4. Переведите предложения с русского на английский.

1. На работе мне приходится много работать с документами.
2. В прошлом году мне пришлось заплатить \$5000 подоходного налога.
3. Вчера я проходил собеседование. Они спрашивали, как давно я занимаюсь банковским делом.
4. Мама попросила меня купить фруктов.
5. Я посоветовал клиенту вложить деньги в мебельную фабрику.
6. Феликс зарабатывает \$60000 в год.
7. Тельме хорошо даются языки. Она ищет работу переводчика.
8. Мой дядя управляет большим туристическим агентством.
9. К счастью мне приходится работать посменно.
10. Гибкий график отлично мне подходит. Я могу начать работу рано утром и закончить днем. Я провожу много времени с детьми, когда они приходят из школы.
11. Джо прошел курс немецкого языка по переписке в австрийском колледже.
12. Отец Арнольда - консультант по компьютерам. Он работает на крупной фирме, которая продает офисное оборудование.
13. Эта работа включает в себя поездки и встречи с разными людьми. Мне это очень нравится.
14. Одно из преимуществ профессии учителя – долгий летний отпуск.
15. Я отвечаю за работу ювелирного отдела. У меня в подчинении четыре человека.

УРОК 5

LESSON 5

Essential Vocabulary / Глоссарий

account	[ə kaʊnt]	банковский счет, мн. ч. бухучет (разг.)
acquaintance	[ə kweɪntəns]	знакомый, знакомство
to affect	[ə fekt]	влиять, оказывать влияние
bumper	[ˈbʌmpə]	очень большой, небывалый
bun	[bʌn]	булочка
competition		конкуренция
competitor	[kəmˈpetɪtə]	конкурент
complicated	[kəmˈplɪkətɪd]	сложный, запутанный
confident	[kənˈfɪdənt]	уверенный
to consolidate		укреплять(ся), крепнуть

consumer	[kənˈsju:mə]	потребитель
consumption	[kənˈsʌmpʃn]	потребление
cost	[kɒst]	расход, затрата
to deliver		доставлять
demand		требование, спрос
to demand	[dɪˈma:nd]	требовать
to expand	[ɪksˈpænd]	расширять(ся)
goods	[ɡʊdz]	мн. ч. товары
to hold	[həʊld]	держать
to get hold		схватить, поймать кого-либо/что-либо
to include	[ɪnˈklu:d]	включать в себя
juicy		сочный
leaflet	[ˈli:flɪt]	листовка
loan	[ləʊn]	ссуда
to pack	[pæk]	упаковывать
to persuade		убеждать
to pick	[pɪk]	поднимать, собирать (ягоды, грибы)
profit	[ˈprɒfɪt]	доход, прибыль
raspberries	[ˈrɑ:zbərɪz]	мн.ч. малина
to rent	[rent]	брать в аренду / сдавать в аренду
to repay	[rɪˈpeɪ]	выплатить, вернуть долг
smell		запах
to smell	[smel]	пахнуть / чувствовать запах
smelly	[ˈsmelɪ]	пахучий
straightforward		прямой, простой
to trickle	[ˈtrɪkl]	течь (тонкой струйкой)
ware	[weə]	товар
wholesale	[ˈhəʊlfeɪl]	сущ. оптовые закупки, нар. оптом

Vocabulary Work / Работа со словарем

Career / Карьера

Excercise 1. Memorize the following words and expressions. /
Выучите следующие слова и выражения.

A. Getting a job / Устроиться на работу

to apply for a job	подать заявление о приеме на работу, написать письмо с просьбой о приеме на работу
trainee	практикант, ученик
to give smb. training	обучать кого-либо

to sent smb. training courses	посылать кого-либо на курсы для профессионального обучения
to do } to go on }	a training course проходить курс профобучения

B. Moving up / Повышение

prospects	перспективы
to get a pay rise	получать прибавку к жалованью
to give smb. a pay rise	повысить кому-либо зарплату
to be promoted	получить повышение по службе
promotion	повышение, продвижение
employee	служащий
under smb.	под чьим-то началом / руководством

C. Leaving the company / Уход из компании

a fresh challenge	досл. «новый вызов» – новая нестандартная ситуация, возможность проявить себя с другой стороны
to resign } to quit }	from the company уйти, уволиться из компании
to be { sacked dismissed	быть уволенным
to be { given the sack	быть уволенным по сокращению штатов
to be made redundant	быть уволенным по сокращению штатов
to be { unemployed out of work without a job	быть безработным
part-time job	работа с неполной занятостью
full time job	работа с полной занятостью
to take over	принять управление
to retire	уйти в отставку

Exercise 2. Write a synonym. / Напишите синонимы.

1. to be given the sack =
2. to be out of work =
3. left the company =
4. was given a better position in the company =
5. future possibilities in a job =
6. stopped working for ever =
7. workers in a company =

Exercise 3. Match the questions with the answers. / Подберите ответы на вопросы.

- | | |
|----------------------------------|--|
| 1. Why did they sack him? | a. Because he was nearly 65. |
| 2. Why did they promote him? | b. Because he was late for work every day. |
| 3. Why did he apply for the job? | c. Because he needed more training. |
| 4. Why did he retire? | d. Because he was out of work. |
| 5. Why did he resign? | e. Because he was the best person in the department. |
| 6. Why did he go on the course? | f. Because he didn't like his boss. |

Exercise 4. Complete the sentences in a suitable way. / Закончите предложения подходящими словами или выражениями.

1. I don't want a full-time job. I'd prefer to work
2. She'd like to go on another training
3. I'm bored in my job. I need a fresh
4. He works on a stall in the
5. At the end of this year we should get a good pay
6. She's got more than a hundred workers under
7. I didn't know he was the new manager. When did he take
.....?
8. It's a boring job and the pay is awful. Why did he?

Exercise 5. If you have a job, answer the questions. If not, find a friend or relative who does, and write down his or her answers. / Если вы работаете, ответьте на вопросы. Если нет, найдите друга или родственника, у которого есть работа и запишите его ответы.

1. What does your job involve?
2. Are you responsible for anything or anyone?
3. Have you had much training from the company?
4. Have the company sent you on any training courses?
5. Have you been promoted since you started in the company?
6. Do you normally get a good pay rise at the end of each year?
7. How do you feel about your future prospects in the company?
8. Are you happy in the job or do you feel it is time for a fresh challenge in another one?

In the office / В офисе

1. Memorize the following words and expressions. / Выучите следующие слова и выражения.

- | | |
|-----------------------|-------------------------|
| Office work | Работа в офисе |
| to work at a computer | работать за компьютером |

to answer phone calls
retailer

to send invoices to customers
to show visitors around to factory
to do paperwork

to file reports

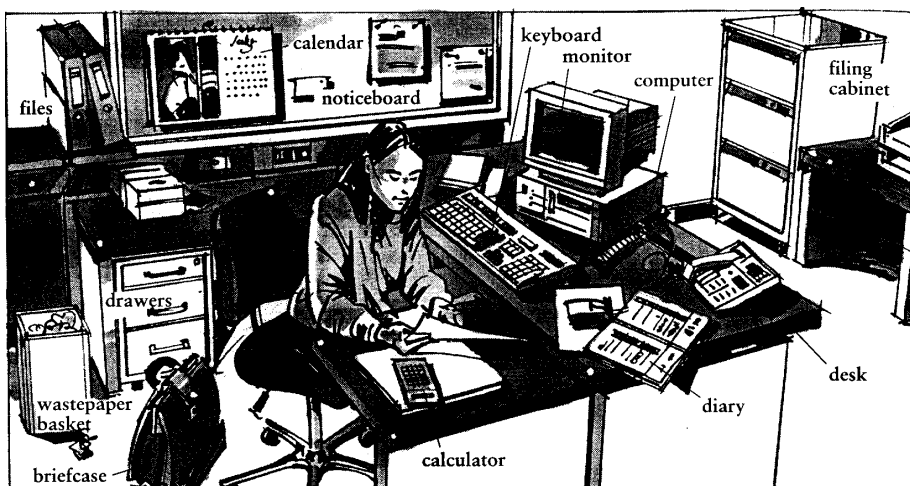
to write memos
to arrange meetings
to send a fax

отвечать на телефонные звонки
магазин, распространяющий
продукцию фирмы
рассылать счета покупателям
показывать посетителям фабрику
заниматься бумажной работой,
работать с документами
подшивать, заносить в компьютер
отчеты
писать докладные записки
устраивать встречи
отправлять факс

2. Things in the office. / Предметы в офисе.

Look at the picture and match the English words with their Russian equivalents. / Посмотрите на картинку и приведите к английским словам русские эквиваленты.

монитор, шкаф для бумаг, ежедневник, ящики, портфель, клавиатура, календарь, папки, калькулятор, доска объявлений, стол, компьютер, корзина для бумаг.



Exercise 3. Fill in the gaps with a suitable word. / Заполните пропуски подходящими словами.

1. I told him to put the details on the notice

2. She has to check the goods when they come off the assembly

.....

3. I'm sure I took the reports out of the filing and put them in my brief.....

4. It's a very boring job and I spend most of my time doing general paper.....

5. I threw all that stuff in the wastepaper

Exercise 4. Have you got a job? If so, how many of these statements are true for you in your job? (If you haven't got a job, how many of these things would you like to do?) / Есть ли у вас работа? Если есть, какие утверждения верны для вашей работы. (Если нет работы, что из ниже перечисленного вам хотелось бы делать?)

1. I work at a computer a lot of the time.
2. I do quite a lot of general paperwork.
3. I make a lot of phone calls.
4. I send faxes occasionally.
5. I show people around my workplace.
6. I arrange meetings.
7. I attend (= go to) quite a lot of meetings.
8. I have to write letters and reports.
9. I go to conferences.

Everyday English / Повседневный английский

Writing a CV / Написание резюме

Exercise 1. Когда вы хотите устроиться на работу, к письму с просьбой о приеме часто прилагается резюме или CV – жизнеописание, где указываются основные детали вашей биографии, образование и карьера.

Прочитайте примеры резюме:

Semyon Segal

64-39 108 Street, Apt. 4-D

Forest Hills, N.Y. 11375

Tel.: (718) 459-2330

OBJECTIVE	A position as an accountant with emphasis on financial planning and general accounting functions.
SUMMARY	Experienced accounting professional who works well under pressure, has good oral and written communication skills, knowledge of computers and administrative abilities.

QUALIFICATIONS	Kept all books of account, general ledgers, and balance sheets at the end of fiscal year, prepared financial statements.
EXPERIENCE	<p>BUSINESS SERVICES, Inc. Flushing, N.Y. 1978-1988. Position: Bookkeeper. Duties: Prepared accounts payable, accounts receivable and financial statements, handled cash and kept checking receipts, kept all books of account, general ledgers and balance sheets.</p> <p>Publishing House PROGRESS Moscow, USSR 1972-1977. Position: Assistant Bookkeeper Duties: Prepared accounts payable and accounts receivable.</p>
EDUCATION	PLEKHANOV INSTITUTE, Department of Economics. Moscow, USSR. Degree: MA in Economics. 1966-1971.
PERSONAL	<p>Arrived in the United States June, 1978. Naturalized US citizen - October 5, 1985. Married, one child.</p>
REFERENCES	<p>Mr. James Smith, Senior Accountant. Innovative Business Services, Inc. Jamaica Consulting Services. New York, N.Y.</p> <p>Mrs. Joyce Reed, Accountant. Management Consulting Services. New York, N.Y.</p>

Words and expressions

accountant

bookkeeper
with emphasis
books of account
general ledger
accounts payable

Слова и выражения

специалист по составлению
финансовых отчетов и ведению
бухгалтерских книг
бухгалтер
здесь: со специализацией
бухгалтерские книги
главная книга, гроссбух
счета, подлежащие оплате самим
предприятием

accounts receivable	счета, подлежащие оплате клиентом
skills	мастерство, умение
knowledge	знание, знакомство
ability	способность
balance sheet	балансовый отчет
fiscal	финансовый
financial statement	финансовый отчет
oral	устный
written	письменный
to work under pressure	работать под стрессом
to handle	справляться
receipt	квитанция

Irene Neyman

2020 84th Street, Apartment # 402

Jackson Heights, N.Y. 11372

Tel.: (718) 456-8628

OBJECTIVE	Commercial Artist.
SUMMARY	Successful freelance artist for eight years in such areas as sign painting, oil painting, and design. Possesses considerable abilities in number of specialized areas of commercial art. Has a talent to stimulate interest for a variety of particular products, ideas, and activities.
ACCOMPLISHMENTS	Coordinated two different advertisement ideas around one basic then on a poster for Park South Gallery. Designed a menu for Howard Johnson. Also completed all exterior advertising.
EXPERIENCE	Freelance Commercial Artist.
1981 - present	New York City.
1975-1981	MOSFILM. Moscow, USSR. Designer.
EDUCATION	Surikov Art Institute. Moscow, USSR.
1970-1975	Degree: M.A. in Art and Design.
PERSONAL	Arrived in the United States March, 1981. Naturalized US citizen - September 15, 1987. Married, one child. Eyesight - excellent.
PORTFOLIO	Available upon request.

Words and expressions

commercial artist
freelance
design
sign
to paint
considerable
considerable abilities
area
variety
particular
advertisement
basic
poster
around
exterior
eyesight
excellent
available

Слова и выражения

рекламный художник
внештатный
здесь: оформление
вывеска, плакат
писать (картину и т.п.)
значительный
большие способности
область
разнообразие
особый
объявление; здесь: реклама
основной
плакат
вокруг; здесь: посвященный
внешний; наружный
зрение
отлично
доступный; здесь:
предоставляется.

Excercise 2. Напишите свое резюме. Включите в него следующие пункты:

a) **Name** – сначала имя, затем отчество в виде инициала, фамилия.

Например: Oleg N. Rozov

b) **Age** – возраст, чаще всего указывается дата рождения.

c) **Address and telephone number** – адрес указывается по правилам страны проживания, т. е. для России – улица, дом, квартира.

d) **Marital Status** – семейное положение. Указывается также наличие детей.

Например: Married, two children (7;3)

single, no chilgren

e) **Objective** – должность, которую вы хотите занять.

f) **Education** – образование: школа, колледж, университет, даты указываются слева.

Qualifications – Дипломы и сертификаты с указанием дат.

Например: 1990-1995 Moscow Linguistics Academy

1995 MA in Linguistics

g) **Work Experience** – Опыт работы перечисляется в обратном хронологическом порядке, начиная с теперешнего или последнего места работы с указанием дат.

Например: 1992-1994 Iris Publikishing House Interpreter

h) **Interests** – Интересы, увлечения, хобби

i) **References** – рекомендации. С указанием имени, должности и места работы рекомендующего.

Classwork Assignment / Задания для аудиторного занятия

Exercise 1. a) Miss Appleby is in the textile business. Here is her diary for today, with her secretary's notes down the side. / Мисс Эплби работает в текстильной промышленности. Вот ее план на сегодня с пометками секретаря.

Friday 15

(227-138) WEEK 33


9.00 - 10.00 Visit factory

10.30 ? 11.00 ? Back in office Traffic sometimes bad

12.15 Lunch with designer Very important

2.00 - 2.30 See customer in office

Rest of pm. In office Certain

 b) Listen to this telephone call between a businessman and Miss Appleby's secretary. Fill in the gaps in the Dictation Column. / Прослушайте телефонный разговор между бизнесменом и секретарем мисс Эплби. Заполните пропуски в диктовке.

A. = Miss Appleby's secretary

B. = Businessman

B.: Hello. Could I speak to Miss Appleby, please? This is John Blofeld.

A.: One moment, please. Oh, I'm afraid she's out at the moment. She

...

"Write what Miss Appleby's doing at the moment. "

B.: I see. Will she be back in the office at 10.30?

A.: Let me see. Mmm. Well, she ...

"Finish the secretary's answer. "

B.: All right. She's a difficult person to get hold of, isn't she? What about lunch time? Is she free then?

A.: Yes, I'm awfully sorry. Just one moment, I'll check. No, she ...
"Write what she's doing. "

B.: Oh dear. What time will she be back?

A.: Erm ... At two o'clock. She . . .

"Write what she's doing at 2.00. "

B.: Ah. So what time can I phone back?

A.: Any time after 2.30.

B.: Are you sure?

A.: Definitely. She...

"Write where she'll be for the rest of the afternoon."

B.: OK. I'll phone back then. Thank you.

A.: That's all right. Goodbye.

B.: Goodbye.

c) Now read the text of the conversation, and check your answers. /
Теперь прочтите текст разговора и проверьте свои ответы.

B.: Hello. Could I speak to Miss Appleby, please? This is John Blofeld.

A.: One moment, please. Oh, I'm afraid she's out at the moment. She's visiting a factory.

B.: I see. Will she be back in the office at 10.30?

A.: Let me see. Mmm. Well, she might be late because of the traffic.

B.: All right. She's a difficult person to get hold of, isn't she? What about lunch time? Is she free then?

A.: Yes, I'm awfully sorry. Just one moment, I'll check. No, she's having lunch with a designer.

B.: Oh dear. What time will she be back?

A.: Erm ... At two o'clock. She's seeing a customer here in her office.

B.: Ah. So what time can I phone back?

A.: Any time after 2.30.

B.: Are you sure?

A.: Definitely. She will be in her office for the rest of the afternoon.

B.: OK. I'll phone back then. Thank you.

A.: That's all right. Goodbye.

B.: Goodbye.

Excercise 2. a) Imagine it is Friday, and you need to meet your partner some time over the weekend to discuss some work. First, fill in your own diary. What plans have you made for the weekend? / Представьте, что сегодня пятница, и вам нужно встретиться на выходных, чтобы обсудить работу. Прежде всего, заполните свой ежедневник. Какие у вас планы на выходные? Решите, когда свободны.

Saturday

Sunday

Morning _____

Afternoon _____

Evening _____

b) Discuss your plans with a partner, and see if it is possible to meet. If it is, arrange a time and a place. / Обсудите ваши планы с партнером и посмотрите, возможно ли встретиться. Если возможно, решите, где и когда.

Exercise 3. a) Here are three stories about people who have started their own businesses, but the stories have been mixed up.

First read the paragraphs quickly and decide which paragraphs go with which story. Then put them in the right order.

Это три истории о людях, которые начали свое дело, но все истории перемешались. Сначала быстро прочитайте отрывки и решите, к какой истории относится каждый отрывок. Затем расположите части в нужном порядке.

James McClarty:

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐

Jeremy Taylor:

1. ☐ 2. ☐ 3. ☐

John Glover:

1. ☐ 2. ☐ 3. ☐ 4. ☐

a.

James McClarty, 16, runs a part- time bakery delivery service. Every Friday evening he goes round his local village selling his wares— bread, rolls and teacakes, which he buys wholesale from a bakery.

b.

Jeremy Taylor has had his market garden for 18 months now, growing fruit and vegetables for local consumption. He is most proud of his early potatoes and juicy raspberries. He thought starting a business would be complicated, but in fact he found it was quite straightforward.

c.

He had the excellent idea of giving out free hot cross buns before Easter, and as a result he got bumper orders for the Easter weekend. "I've already expanded to include the next village, but I've employed a friend to do the delivering."

d.

But there weren't any. "I still had £100 and my bike. I'm lousy at mathematics, but my girlfriend, Lynn was good at accounts, so we set up with another friend, Paul, as a third partner."

e.

James likes the extra money, but he does have one complaint. "I'm getting fat. I can't help eating the teacakes!"

f.

At first they found it very difficult to get known. "Nothing seemed to work — leaflets and adverts in the paper brought nobody." Then slowly the customers trickled in.

g.

Since then they have grown and grown. "We use up to 20 riders and we buy ourselves a new bike every year. We've learned a lot about management, and we're now pretty confident about the future."

h.

But his organization is far from old-fashioned. He has bought a computer, which he uses to work out orders, costs and profit. He has had the business for nine months.

i.

He was given good advice by his bank manager. "Start small, consolidate and expand gradually. There's been an increased demand for really fresh vegetables, and my produce is picked, packed and sold within 24 hours."

j.

A clever observation by John Glover gave him and two of his friends the idea for their small business. "We'd all had jobs but we were made redundant. I had seen a lot of motorcycle couriers in London, so I thought I would try and get a job with one locally."

k.

"I've always loved gardening, and the thought of making a living out of a hobby is wonderful."

l.

"There hasn't been a baker in the village since the big supermarkets opened in town 10 years ago. People like the service and especially the old-fashioned bread."

b) Answer the questions. / Ответьте на вопросы.

1. Give each article a title.

Give an overall title for the three articles.

2. Which of the businesses

- employs the most people?

- is the smallest?

- is most affected by bad weather?
- is expanding most quickly?
- is based in a town?
- is not only a job but a hobby?
- gave away free gifts to attract customers?

c) Here are the answer to some questions. Work out the questions. /
Вот ответы на некоторые вопросы по содержанию статей. Составьте вопросы.

James Mc Clarty

- a. Once a week.
- b. From a bakery.
- c. 10 years ago.
- d. A computer.
- e. Nine months.
- f. Yes. His business now includes deliveries to the next village.

John Glover

- a. In London.
- b. Three.
- c. They printed leaflets and advertised in the paper.

d) Try to work out the meaning of these words. / Постарайтесь догадаться о значении этих слов.

Paragraph a. part-time/rolls/teacakes/ buys wholesale

Paragraph b. juicy/straightforward

Paragraph c. hot cross buns/bumper orders/ expanded

Paragraph e. can't help eating

Paragraph i. consolidate/expand gradually/ picked, packed and sold

Paragraph j. made redundant/locally

Paragraph d. lousy at mathematics

Paragraph f. leaflets/trickled in

Excercise 4. a) Read and translate the letter. / Прочтите и переведите письмо.

Dear Mr Landers,

I run "Snips" hairdressing shop above Mr Shah's chemist's shop at 24 High Street. I started the business 20 years ago and it is now very successful. My customers have to walk through the chemist's to the stairs at the back which lead to the hairdresser's. This has never been a problem.

Mr Shah plans to retire later this year, and I have heard from a business acquaintance that you intend to rent the shop space to a hamburger bar. I have thought about trying to rent it myself and make my shop bigger

but I cannot persuade anyone to lend me that much money. I don't know what to do. My customers come to the hairdresser's to relax and the noise and smells of a burger bar will surely drive them away. Also, they won't like having to walk through a hot, smelly burger bar to reach the stairs.

I have always paid my rent on time. You have told me in the past that you wish me to continue with my business for as long as possible. I believe you own another empty shop in the High Street. Could the burger bar not go there, where it would not affect other people's businesses?

I hope you think carefully about this.

b) Choose the correct answers. / Выберите верные ответы.

1. What is the writer's main aim in the letter?

- A to show why her business is successful
- B to explain why her customers are feeling unhappy
- C to avoid problems for her business
- D to complain about the chemist downstairs

2. Who was the letter sent to?

- A the writer's landlord
- B the writer's bank manager
- C the owner of the burger bar
- D the local newspaper

3. What does the writer think about the burger bar?

- A It will make her lose money.
- B It will not be successful.
- C The High Street is not the place for it.
- D Other shopkeepers will complain about it too.

4. Why is the writer worried about her customers?

- A They do not like eating burgers.
- B They may not be allowed to use the stairs.
- C The smells will not be pleasant.
- D The hairdresser's will get too crowded.

5. Which of these is part of a reply to the letter?

A. Thank you for your letter. I am sorry your shop has had to close down because of lack of business.

B. Thank you for your letter. I understand your problem. I will ask them to look at the other shop but I can make no promises at the moment.

C. Thank you for your letter asking me to rent the ground floor shop to you. I will think about it and let you know.

D. Thank you for your letter. I am sorry that I am not able to lend you the money you ask for.

Exercise 5. Read the text and choose the correct words to fill in the gaps. / Прочтите текст и выберите верные слова, чтобы заполнить пропуски.

STARTING A BUSINESS

Nearly 450,000 businesses are started in Britain (0)..... year. One third (1)..... these stops trading during the first three years.

Starting a business is never easy (2)..... so many things are outside your control. If you are thinking about working for yourself, you (3)..... start by thinking about the qualities you need to (4)..... a business. Be hard with yourself. If you have a weakness, it is better to find out now (5)..... than later when your business could be in danger. Ask yourself (6)..... you are a good organiser. Is your health (7)..... ? Are you good (8)..... making decisions? Do you have any practical experience of the business you want to start? Are you prepared to work long hours for very (9)..... money? If you can't (10)..... yes to most of these questions, perhaps you should think again about starting up in business on your own.

- | | | | | |
|-----|-----------|----------|-----------|------------|
| (0) | A every | B this | C last | D one |
| 1 | A from | B of | C among | D in |
| 2 | A however | B but | C because | D although |
| 3 | A have | B ought | C need | D must |
| 4 | A run | B make | C do | D set |
| 5 | A more | B rather | C earlier | D quicker |
| 6 | A which | B how | C whether | D that |
| 7 | A fine | B firm | C well | D good |
| 8 | A at | B for | C in | D with |
| 9 | A short | B little | C low | D few |
| 10 | A give | B report | C answer | D put |

Exercise 6. a) Mrs. Ford is talking to Mr. Todd, who works in a bank. She wants a loan. Read their conversation, and pay attention to the questions he asks her. / Миссис Форд разговаривает с мистером Тоддом, который работает в банке. Ей нужна банковская ссуда. Обратите внимание на вопросы, которые он ей задает.

T: Come and sit down, Mrs. Ford.

F: Thank you.

T: How much would you like to borrow?

F: £ 2500.

T: What do you want it for?

F: I want to buy a car.

T: I see. Could you give me some personal details? What's your job?

F: I'm a computer operator.

T: How much do you earn?

F: £ 1200 a year.

T: Are you married?

F: Yes, I am. I've been married for six years.

T: Do you have any children?

F: Yes, we have two children.

T: I see you live in a flat. Is it yours, or do you rent it?

F: No, it's ours.

T: How long have you lived there?

F: We've lived there for three years.

T: Well, that seems fine. I don't think there'll be any problems. When would you like to have the money?

F: I'd like it immediately, if that's possible.

T: All right. Let's see what we can do.

F: Thank you very much.

b) Role-play: Getting a bank loan. / Ролевая игра: Получение банковской ссуды.

Student A: You want to borrow £25,000 to start a small business. Decide what the business is:

- A hotel?
- A factory?
- Import/export?

Prepare to explain to the bank manager:

- your business experience (*I've worked as a... /for ...*)
- your experience in the business you want to start
- the preparation you've already done (*I've found ... /asked... I started...*)
- what the competition is
- how much capital you already have
- what exactly you want to do with the loan
- how soon you can pay it back

Student B: You are a bank manager. Student A is going to ask you for a loan of £25,000 to start a small business.

Prepare the questions you want to ask her/him about:

- business experience: *Where have you worked...? What experience have you got...?*

- what preparation has been done: *Have you found an office? Have you done any market research?*

- the competitors
- the capital that he/she already has
- why he/she wants the loan
- the problems involved *Have you thought of... ?*

How soon do you want the loan repaid?

Can you decide whether to give the loan at the end of the interview or do you need more time?

Homework Assignment / Упражнения для домашнего задания

Перед выполнением домашнего задания обратитесь к грамматическому комментарию в конце юниты.

Exercise 1. Прочитайте пересказ разговора мужа и жены. Восстановите полный диалог.

I had a row with my wife last night. We don't usually row about anything, but when we do, it's usually about money. It was all about the gas bill. You see, I thought she'd paid it, but when I got home there was a letter saying the gas would be cut off. She thought I'd paid it, so the bill had just been there for a month. I tried to explain that she usually pays the bills because I pay the rent, which is a lot, of course, but she just accused me of spending my money on things for me while she had to spend all her money on things for the house. Anyway, we sorted it out in the end. I paid it.

From this report, write the dialogue between the husband and wife.

Exercise 2. Rewrite the following sentences with **might** instead of will perhaps. / Перефразируйте предложения, используя **might**.

might = will perhaps

Example: Perhaps it will rain tomorrow.

It might rain tomorrow.

- Perhaps we'll go to Spain for our holidays.
- Perhaps I'll get my cheque today.
- Perhaps Joe and Ellie will pop in for a drink this evening.
- Put the car keys somewhere safe. Perhaps you'll lose them.
- Don't buy that book for John. Perhaps he won't like it.

Exercise 3. Underline the correct verb form in the following sentences. / Выберите верную глагольную форму.

Example: Don't wait for me. *I'll be/I might be* late. It depends on the traffic.

a. "What are you doing tonight?"

"I don't know. *I'm going/I might go out, or I'm staying/I might stay at home.*"

b. We have guests coming for Sunday lunch. *I'm going to cook/I might cook* roast beef and Yorkshire pudding. I've bought all the ingredients.

c. "I'm going to buy George a pink shirt."

"I wouldn't, if I were you." "Why not?"

"He isn't going to like/He might not like the colour pink."

d. "Goodbye, darling! *I'll phone/I might phone* as soon as I arrive."
"Thanks. Bye!"

e. Catherine wants to be a politician. Who knows? One day *she'll be/she might be* Prime Minister!

Exercise 4. People often worry about what might happen! What are the following people worried about? / Люди часто беспокоятся о том, что может случиться. Что может беспокоить людей в следующих ситуациях?

Example: Sophie's worried. She's going to be an au pair in Italy.

*The children **might** be horrible. She **might not** like the family.*

Remember that the contraction **mightn't** is unusual. We say **might not**.

a. Tessa's worried. Her four-year-old daughter is walking on a high wall.

b. Sally's worried. She's got two important exams tomorrow. _____

c. David's worried. His parents are away, and he's invited about twenty friends to his house for a party. _____

d. I'm worried. I'm driving a long way tomorrow, and my car is very old. _____

e. Toby's worried. He's got an appointment with the dentist this afternoon. _____

f. Ann's worried. Her plane leaves in forty minutes, and she's stuck in a traffic jam. _____

Exercise 5. Закончите предложения, используя **might**.

Example: Take your umbrella because ... (rain)

*Take your umbrella because **it might rain**.*

a. She's not sure what to do when she leaves university. ...
(have a holiday/look for a job).

b. They don't know where to have a holiday....
(Spain/stay at home).

c. Write my telephone number in your book....
(forget it).

d. I'll try to arrive at 8.00, but... (be late) if the traffic is bad.

e. I'm going to Paris for a meeting next week.... (stay the night/come back the same day). It depends how long the meeting goes on.

Exercise 6. Here is a profile of a company. One word is missing from each statement. Indicate where the word should be, and write the word in the right-hand column. / Перепишите описание компании. В каждом отрывке текста пропущено по одному слову. Определите, где должно стоять это слово и запишите его справа.

e.g. *TOP is one of \ world's biggest producers of chemicals. the*

Roof Tex is a small company produces roof

tiles. It is based in

Heddington, a small town in the south of

England, and it been

operating for twenty years. Offices were in

central London, but

they have recently moved to the factory site. It

twenty-five

workers and has a sales staff five. Some of the

employees have

been for the company since it started. Raw

materials are supplied

by a nearby quarry. The company has using the

services of a local

transport firm for the distribution of its. It has

one competitor

that has tried several to take the company over.

Exercise 7. Напишите аналогичное описание компании. Укажите, чем она занимается, где находится, сколько людей там работает и как она действует.

Exercise 8. Переведите предложения с русского на английский.

1. Когда Пол закончит школу, он собирается подать заявление о приеме на работу в бухгалтерию в компании его отца.

2. Наша компания посылает меня на курсы профессиональной подготовки.

3. Я, возможно, получу прибавку в конце года.

4. Я хотел работать за границей, поэтому я уволился из компании и начал искать работу во Франции или в Бельгии.

5. Он вышел на пенсию в возрасте 55 лет очень богатым человеком.

6. Он безработный, с тех пор как закрылась фабрика.

7. Джим зарабатывает немного, но у него хорошие перспективы продвижения по службе. На следующий год он может стать старшим менеджером.

8. Я боюсь, что буду занят сегодня вечером. Я обедаю с нашим итальянским партнером.

9. У Хелен болят глаза в конце дня, потому что большую часть времени она работает за компьютером.

10. Мой начальник попросил меня показать посетителям фабрику.

11. Мне нужна банковская ссуда, чтобы открыть парикмахерскую.

12. Друг убедил меня купить эту машину. Она экономичная и надежная.

13. Мы собираемся расширить дело и взять в аренду еще несколько магазинов.

14. А: Куда вы поедете в отпуск?

В: Я не уверен. Может быть, мы поедem в Испанию, а может быть, пойдem в поход с друзьями.

15. Не опаздывай. Обед будет готов в 6 часов.

ГРАММАТИЧЕСКИЙ КОММЕНТАРИЙ

Урок 1 The Past Perfect (Прошедшее свершенное время)

Глагол в **the Past Perfect** имеет следующие формы:

Утвердительная форма	Вопросительная форма	Отрицательная форма
I He She It We You They } had worked. ('d worked)	Had { I he she it we you they } worked?	I He She It We You They } had not worked. (hadn't worked.)

1. В собственном значении the Past Perfect употребляется для выражения действий, которые произошли до указанного момента в прошлом и которые рассматриваются в ретроспективе (т. е. оглядываясь назад). Это значит, другими словами, что the Past Perfect употребляется, если в повествовании, где действия называются в том порядке, как они следовали друг за другом в реальности, возникает необходимость оглянуться назад и назвать какое-то действие, которое произошло раньше только что упомянутых действий (или указанного момента), например:

The morning was beautiful.
I **took** a towel and went down to the beach. Outside the hotel I **met** Max. I **had gone** to school with him.

I **rang** the bell. Soon the door **opened** and I **saw** my brother. He **wore** a dressing-gown. He **had** evidently just **got** out of bed. He **took** me to the kitchen and **asked** if I **had had** breakfast.

Утро было прекрасное.
Я взял полотенце и пошел на пляж. Около гостиницы я встретил Макса. Мы с ним вместе учились в школе (что было до нашей встречи).

Я позвонил. Вскоре дверь открылась, и я увидел брата. Он был в халате. Очевидно, он только что встал с постели. Он повел меня на кухню и спросил, завтракал ли я уже.

Rudy **stopped** to admire the school building. The town **had built** it in 1927, before the Depression.

She **had written** only two letters by noon.

Руди остановился, чтобы полюбоваться школьным зданием. Город выстроил его в 1927 году, еще до кризиса.

К полудню она написала только два письма.

Момент, с которого ретроспективно рассматривается ранее свершившееся действие, чаще всего бывает обозначен другим действием в the Past Indefinite (см. первые три примера выше) или точным указанием на время с помощью предлога *by* (см. последний пример выше).

2. The Past Perfect также употребляется для обозначения действий, начавшихся до указанного момента в прошлом и продолжающихся до этого момента:

We went to see Mr Fennel who **had been** a widower for two years.

He suddenly understood that she **had loved** him all her life.

She began to do all the things she **had wanted** to do since she moved to the house.

Мы пошли навестить мистра Феннеля, который был вдовцом уже два года.

Он вдруг понял, что она любила его всю свою жизнь.

Она начала делать все те вещи, которые ей хотелось сделать с тех пор, как она переехала в этот дом.

При этом употреблении the Past Perfect обязательно указывается период времени, в течение которого происходило действие.

Урок 2

Дополнительные придаточные предложения. Союзные местоимения и наречия как средства связи в дополнительных придаточных предложениях

1. Дополнительные придаточные предложения могут вводиться, кроме союза **that** *что*, союзными наречиями **where** *где*, **when** *когда*, **why** *почему*, **how** *как* и союзными местоимениями **what** *что*, **which** *какой*, **who** *кто*, **whom** *кого, кому*, **whose** *чей*. В самих дополнительных придаточных предложениях все эти союзные местоимения и наречия являются членами предложения (подлежащими, дополнениями, определениями и обстоятельствами):

Do you know **who** wrote this book? (подлежащее)

Show me **what** you have done. (дополнение)

Do you know **whom** he always helps? (=Do you know **who** he always helps?) (дополнение)

Show me **which** book you've read. (определение)

I don't know **where** he lives. (обстоятельство места)

I don't know **when** she will be back. (обстоятельство времени)

I don't know **why** he is not here yet. (обстоятельство причины)

I don't know **how** he did it. (обстоятельство образа действия)

Вы знаете, кто написал эту книгу?

Покажите мне, что вы сделали.

Вы знаете, кому он всегда помогает?

Покажите мне, какую книгу вы прочитали.

Я не знаю, где он живет.

Я не знаю, когда она вернется.

Я не знаю, почему его еще здесь нет.

Я не знаю, как он это сделал.

Примечание 1. В русском языке слово *что* может быть как союзом, так и союзным местоимением, в последнем случае оно переводится на английский язык союзным местоимением **what**, является членом дополнительного придаточного предложения и стоит под ударением:

Tell him **what** you have done.

Tell him **that** she has already done this work.

Расскажите ему, что вы сделали.

Скажите ему, что она уже сделала эту работу.

Примечание 2. Обратите внимание на то, что в дополнительных придаточных предложениях после союзного наречия **when** *когда* может употребляться будущее время (в отличие от обстоятельственных придаточных предложений времени).

Сравните:

I'll tell you **when he will** be back. (дополнительное придаточное)

I'll tell you all about it **when** he comes. (обстоятельственное придаточное времени)

Я скажу вам, когда он вернется. (Скажу *что*?)

Я расскажу вам все об этом, когда он придет. (*Когда* расскажу?)

2. Порядок слов в дополнительных придаточных предложениях. Порядок слов во всех дополнительных придаточных предложениях такой же, как и в простых повествовательных предложениях, т. е.

подлежащее, сказуемое, другие члены предложения, с тем лишь различием, что дополнительное придаточное предложение при союзной подчинении всегда начинается с союза, с союзного местоимения или наречия с относящимися к нему словами:

I am sorry **(that) he is** not here.

союз под- ска- .
лежа- зует-
щее мое

Мне жаль, что его здесь нет.

I shall show him **what he did** yesterday.

союз- под- ска-
ное лежа- зует-
место- щее мое
имение.

Я покажу ему, что он сделал вчера.

I don't know **who was** here yesterday.

союзное ска- .
местоиме- зует-
ние-подле- мое
жащее

Я не знаю, кто был здесь вчера.

Согласование времен в сложных предложениях с дополнительными придаточными

1. Если глагол-сказуемое в главном предложении стоит в настоящем, или будущем времени, то употребление времен в дополнительных придаточных предложениях в английском языке ничем не отличается от употребления времен в таких же придаточных предложениях в русском языке, то есть времена употребляются по смыслу.

Do you know	{	where he lives now? that he lived in Kiev last year? that he will soon be in Moscow?	}	Знаете ли вы,	{	где он живет сейчас что он жил в Киеве в прошлом году? что он скоро будет в Москве?	}
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2. Если же глагол-сказуемое в главном предложении стоит в одном из прошедших времен, то употребление времен в английском дополнительном придаточном предложении отличается от употребления времен в аналогичном русском предложении, а именно: оно подчиняется правилу согласования времен.

а) Для обозначения действия, одновременного с действием главного предложения, употребляется прошедшее время группы Indefinite:

Сравните:

I didn't know you **lived** here.
(прошедшее время)

Я *не знал*, что вы *живете* здесь
(настоящее время)

Примечание. Модальный глагол **must** в значении приказа или долженствования остается без изменения в придаточном предложении; если же нужно передать значение необходимости, употребляется оборот **to have to** в прошедшем времени.

Сравните:

He knew he **had to** stay in.
His friend was going to ring
him up. (необходимость)

I said he **must** stay in. He's
ill. (приказание)

He said that all children **must**
go to school when they are 7.
(общепризнанное долженствование)

Он знал, что ему *нужно было*
остаться дома. Ему должен
был звонить его друг.

Я сказал, что он *должен*
остаться дома. Он болен.

Он сказал, что все дети в
возрасте 7 лет *должны* учиться.

Однако модальный глагол **can**, у которого есть форма прошедшего времени **could**, подчиняется правилам согласования времен:

I didn't know you **could** get
tickets for us.

I didn't know I **could** take the
book home.

Я не знал, что вы можете
достать для нас билеты.

Я не знал, что могу (мне раз-
решено) взять эту книгу
домой.

б) Для обозначения действия, предшествовавшего действию, выраженному в главном предложении, употребляется прошедшее время группы **Perfect**, которое образуется при помощи прошедшего времени глагола **to have—had** и причастия II спрягаемого глагола.

I heard that he **had left** Moscow.
(прошедшее время группы
Perfect)

Я слышал, что он *уехал* из
Москвы. (прошедшее время)

в) Для обозначения действия, которое последует за прошедшим действием, выраженным в главном предложении, употребляется так называемое будущее в прошедшем (The Future in the Past Tense). Оно специально служит для выражения действия, которое представляется будущим по отношению к действию главного предложения. Будущее в прошедшем в основном употребляется в дополнительных придаточных предложениях при глаголе-сказуемом главного предложения в прошедшем времени.

Для образования будущего в прошедшем употребляются формы прошедшего времени вспомогательных глаголов **shall** и **will**, а именно: **should** для 1-го лица и **would** для 1-го лица и для других лиц и инфинитив смыслового глагола без **to**:

I didn't know that you **would get** home soon.

Я не знал, что вы скоро *придете* домой.

He wanted to know what time I **would be back** home.

Ему хотелось знать, когда я *вернусь* домой.

Сравните:

He didn't know
 — where I **lived**.
 — where I **had gone**.
 — when I **would be** in.

Он не знал,
 — где я живу.
 — куда я уехал.
 — когда я буду дома.

3. Для передачи чужой речи употребляются глаголы **to say**, **to ask**, **to tell** и другие, за которыми идет придаточное дополнительное предложение. Если эти глаголы стоят в прошедшем времени, то соблюдаются правила согласования времен; указательные местоимения и наречия времени и места заменяются по смыслу следующими словами:

вместо **this/these** *это, этот, эти* может употребляться **that/those** *то, тот, те*;

вместо **here** *здесь* может употребляться **there** *там*;

вместо **now** *сейчас* может употребляться **then** *тогда*;

вместо **yesterday** *вчера* может употребляться **the day before** *накануне*;

вместо **today** *сегодня* может употребляться **that day** *в тот день*;

вместо **tomorrow** *завтра* может употребляться **(the) next day**, **the following day** *на следующий день*;

вместо **ago** *тому назад* может употребляться **before** *прежде, до этого*, или **earlier** *раньше* (слово **ago** может и не заменяться);

вместо **last week**, **last year** *на прошлой неделе, в прошлом году* может употребляться **the week before**, **the year before** *за неделю до этого, за год до этого*.

вместо **next week/year** *на следующей неделе, на будущий год* может употребляться **the next week/year**, **the following week/year** *на следующей неделе, в следующем году*.

Сравните:

He said he would begin **now**.

Он сказал, что он сейчас начнет.

He said he hadn't known about it **then**.

Он сказал, что *тогда* он об этом не знал.

He said he would be back **here tomorrow**.

Он сказал, что, вернется *сюда завтра*.

He told me he would be **there the next day**.

Он сказал мне, что он будет *там на следующий день*.

4. Если дополнительное придаточное предложение в свою очередь является сложным предложением, то правилу согласования времен подчиняются все предложения, входящие в его состав.

Сравните:

He **says** that he **will go for** a walk as soon as he **has had** dinner.

Он говорит, что пойдет на прогулку, как только пообедает.

He **said** that he **would go for** a walk as soon as he **had had** dinner.

Он сказал, что пойдет на прогулку, как только пообедает.

5. Если в косвенной речи, то есть в дополнительном придаточном предложении (при главном предложении, в прошедшем времени) передается ряд последовательных действий, то первое дается в прошедшем времени группы Perfect, а последующие действия—в прошедшем времени группы Indefinite, если эта последовательность не нарушается:

Peter told me that he **had been** to the theatre, where he met an old friend, named Nick. After the play they went home together and **talked** about the friends with whom they **had been** on the front. Nick **gave** Peter a lot of interesting news of their friends, They **were** both very glad to see each other and **decided to** meet again.

Петр *сказал* мне, что он *был* в театре, где он *встретил* своего старого друга Николая. После пьесы *они пошли* вместе домой и *говорили о* своих друзьях, с которыми они вместе *были* на фронте. Николай *рассказал* Петру много интересного об их друзьях. Оба *были* очень рады познакомиться друг друга и *решили* встретиться вновь.

Урок 3

Глаголы *to speak, to talk, to say, to tell*

1. Глагол *to speak* имеет следующие значения:

1) *говорить*, то есть *уметь, быть способным говорить, разговаривать, беседовать с кем-либо (to), о чем-либо (about)*:

Did you **speak** to him about it yesterday?

My friend always **speaks** very quickly.

I saw him, but I didn't **speak** to him.

Вы говорили с ним об этом вчера?

Мой друг всегда говорит очень быстро.

Я видел его, но я не говорил с ним.

Глагол **to speak** в этом значении употребляется с прямым дополнением в следующих сочетаниях:

to speak the truth

to speak a word

говорить правду

сказать слово

Например:

I never **spoke a word** to him all evening.

He doesn't always **speak the truth**.

To speak the truth, I don't really like it.

За весь вечер я не сказал ему ни единого слова.

Он не всегда говорит правду.

Откровенно говоря, мне не совсем это нравится.

2) *говорить (на каком-либо языке)*, В этом значении глагол **to speak** является переходным, т. е. употребляется с прямым дополнением:

Can your son **speak** English?

How many languages do you **speak**?

Ваш сын умеет говорить по-английски?

Сколько языков вы знаете?

3) *говорить, выступать на собрании и т. д.:*

Who **spoke** at the meeting yesterday?

Who's going **to speak** at the meeting?

Mr. Black is going **to speak** now.

Кто выступал на собрании вчера?

Кто будет выступать на собрании?

Сейчас выступит мистер Блэк.

2. Глагол **to talk** имеет такое же значение, как и глагол **to speak**, т. е. *говорить, разговаривать, беседовать, говорить с кем-либо о чем-либо*. Эти два глагола отличаются друг от друга тем, что **to speak** носит более официальные характер, **to talk** — более разговорный.

Stop **talking**.
(можно перевести только глаголом **to talk**, глагол **to speak** в данном случае невозможен)

My son **talked** (or learnt to talk) very early.

Who did you **talk** to?

What did they **talk** about?

He **talks** too much.

Перестаньте разговаривать.

Мой сын начал говорить очень рано.

С кем вы разговаривали?

О чем они разговаривали? (в неофициальной обстановке)

Он слишком много говорит.

3. Глагол **to say** имеет значение *говорить, произнести, высказывать какую-то определенную мысль* и обычно употребляется: .

а) для введения прямой речи, причем может стоять перед ней, внутри нее или после нее:

He said to me, «If you like, I'll get some tickets for the cinema.»

«If you like,» he **said to me**, I'll get some tickets for the cinema.»

«The lesson's over,» the teacher **said**.

б) перед дополнительным придаточным предложением, если нет косвенного дополнения:

He **said** he liked the city.

He **says** he wants to go to the country on Sunday.

Он сказал мне: «Если хочешь, я куплю билеты в кино».

«Если хочешь,— сказал он мне,—я куплю билеты в кино».

«Урок окончен»,—сказал преподаватель.

Он сказал (= высказал мнение), что ему нравится город.

Он говорит, что хочет поехать за город в воскресенье.

в) с прямым дополнением, если нет косвенного дополнения:

Please say it again.

Did he say that?

Who said that?

Повторите это пожалуйста.

Он сказал это?

Кто это сказал?

4. Глагол **to tell** имеет значение *рассказывать, сообщать, сказать кому-либо* и употребляется при наличии косвенного дополнения, обозначающего лицо, которому передается мысль:

I'm not just saying it. I'm telling you.

He told me the story of his life.

Я не просто говорю, я рассказываю (сообщаю) тебе.

Он рассказал мне о своей жизни.

Father **told me** about it
yesterday.

Мой отец сказал мне об этом
вчера.

Обычно с глаголом **to tell** кроме косвенного дополнения употребляется и прямое дополнение, которое может быть выражено отдельным словом, сочетанием слов или дополнительным придаточным предложением:

I **told him** *my name*. (отдельное
слово)

Я назвал (сообщил) ему свое
имя.

The engineer **told me** *what to do*.
(сочетание слов)

Инженер сказал мне, что
делать.

He **told me** *I must go and see
her at once*. (дополнительное
придаточное предложение)

Он сказал мне, что я должен
пойти к ней сейчас же.

Примечание. Глагол **to tell** может употребляться без косвенного дополнения в следующих выражениях:

to tell a story (a tale) рассказывать историю

to tell the truth сказать правду

to tell a lie сказать неправду

Например:

He **likes telling** stories.

Он любит рассказывать
истории.

He **told a lie**.

Он сказал неправду.

You must **tell the truth**
now.

Теперь вы должны сказать
правду.

Примечание. to tell / to speak the truth

to tell truth - сказать правду (один раз, когда-либо)

to speak truth - говорить правду (всегда, постоянно)

5. Если за косвенным дополнением следует инфинитив (в утвердительной или отрицательной форме), глагол **to tell** имеет значение *приказать, велеть*:

My wife **told me** to get some
coffee.

Моя жена велела мне купить
кофе.

Please **tell your son** *not to go
out*.

Скажите, пожалуйста, своему
сыну, чтобы он не выходил на
улицу.

If you **come back at 11**, I'll still
be working.

Если вы вернетесь в 11, я все
еще буду работать.

Урок 4

Передача просьбы и приказа в косвенной речи

Просьба и приказание в косвенной речи вводятся глаголами **to ask, to tell, to order** и передаются с помощью инфинитива глагола в утвердительной или отрицательной форме (**to go, not to go**). Если в прямой речи не указано, к кому обращена просьба или приказание, то в косвенной речи следует обязательно добавить местоимение или существительное, которое всегда ясно из контекста.

Сравните:

He said, «Please go away.»

He asked her to go away.

She said, «Stop making that noise.»

She told me to stop making that noise.

She said, «Don't come tomorrow, please, as I won't be here.»

She told me **not to come** (the) next day as she wouldn't be there.

Он сказал: «Уходите, пожалуйста».

Он попросил ее уйти.

Она сказала: «Прекратите шуметь».

Она велела мне прекратить шуметь.

Она сказала: «Не приходите завтра, пожалуйста, так как меня не будет здесь».

Она не велела мне приходиться на следующий день, так как ее не будет там.

Примечание 1. Обратите внимание на различие в значении следующих предложений:

He asked me **not to come** at five.

He didn't ask me **to come** at five.

Он просил меня не приходиться в 5. (= Предупредил, чтобы я не приходил в 5.)

Он не просил меня приходиться в 5. (= Я сам захотел и пришел.)

Примечание 2. В английском языке есть более употребительная форма передачи приказа в косвенной речи, особенно когда глагол, вводящий приказание, стоит в настоящем времени: это глагол **to say**, за которым следует придаточное предложение. В этом придаточном предложении глагол-сказуемое выражен при помощи **to be + infinitive**.

В прямой речи:

He says, «Meet me at the station.»

Он говорит: «Встретьте меня на станции».

В косвенной речи:

1) He tells us to meet him
at the station.

2) He says that we are to
meet him at the station.

(более обычная форма, чем с глаголом **to tell**)

1) Он велит нам встретить его
на станции.

2) Он говорит, чтобы мы встре-
тали его на станции.

Вторая форма также более обычна тогда, когда приказание передается через третье лицо:

He said that she was to
leave at once.

Он сказал, что она должна
уехать немедленно.

Урок 5

Способы выражения будущего времени в английском языке

1. The Future Simple – см. Юнита 3 урок 2 данного курса
2. Be going to do smth. – см. Юнита 3 урок 2 данного курса
3. The Present Continuous

Настоящее время группы **Continuous** может обозначать также действие в будущем.

Например:

I'm having lunch with John tomorrow. Завтра я обедаю с Джоном.
We're leaving at 11.00 in the morning. Мы уезжаем в 11 часов утра.

А. Употребление.

The Present Continuous обозначает запланированное действие в (ближайшем) будущем, для осуществления которого уже предприняты определенные действия.

They are getting married in June.

Они поженятся в июне.
(Заказана церковь, приглашены
гости и т. д.)

В этом времени, как правило, употребляются глаголы, обозначающие действия, поддающиеся планированию, т. е. глаголы деятельности и движения.

to see *в значении встречаться*

I'm **seeing** him tomorrow.

Мы с ним встречаемся завтра.

to meet *встречать*

He's **meeting** me outside the cinema.

Он встретит меня у кинотеатра.

to have + *сущ.*

We're **having** a meal together.

Мы вместе поедем.

to go *идти, ехать*

We're **going** on a cruise around the world.

Мы поедем в кругосветное путешествие.

to come *приходить, приезжать*

My aunt's **coming** to stay for a few days.

Моя тетя приезжает на несколько дней.

to leave *уезжать, уходить*

She's **leaving** on the 8th.

Она уезжает восьмого.

to start *начинать*

I'm **starting** a new job next week.

Со следующей недели я выхожу на новую работу.

B. Present Continuous или “be going to”?

Разница между запланированным действием (**Present Continuous**) и намерением осуществить действие (**be going to**) иногда почти незаметна.

Сравните два предложения:

1. I'm going to have dinner with Mary tonight.
2. I'm having dinner with Mary tonight.

1. Выражает не только запланированное действие, но и отношение к нему говорящего. Это не только намерение, но и желание: Я хочу пообедать с Мэри сегодня.

2. Сообщает только о запланированном действии, но ничего не говорит об отношении к нему. Возможно, мне хочется пообедать с Мэри, возможно, нет. Конечно, во многих случаях разница несущественна и можно употребить любой из вариантов.

Действия, которые не могут планироваться людьми, всегда выражаются через **be going to**.

Например:
It's going to rain tomorrow.

Завтра, скорее всего, будет
дождь.

4. Might и could для обозначения возможного действия в будущем.

Модальные глаголы **might** и **could** употребляются для обозначения действий, которые, может быть, произойдут в будущем.

We **might** run out of petrol before
the end of the journey.

Может быть, у нас кончится
бензин до конца поездки.

The weather forecast said it **could**
rain tomorrow.

Прогноз погоды сообщил, что
завтра может пойти дождь.

а) Форма

Утвердительные предложения

I He They	}	might go to America.	Может быть,	{	я поеду
					он поедет в Америку.
					они поедут

Отрицательные предложения

I You We	}	might not see him again.	Может быть,	{	я никогда не увижу
					вы никогда не увидите
					мы никогда не увидим

его снова.

Вопросы

Do you think	{	you she they	}	might come back soon?	Как вы думаете,	{	вы скоро вернетесь?
							она скоро вернется?
							они скоро вернуться?

Might и could выражают возможные действия в будущем.

It might (could) rain, so I'll
take my umbrella.

Может пойти дождь, так что я
возьму зонт.

Они отличаются от **Future Simple** степенью уверенности в возможности действия.

She will come tomorrow.

Она приедет завтра. (наверняка)

She might (could) come tomorrow.

Может быть, она приедет завтра.

ПРАКТИЧЕСКИЙ КУРС ВТОРОГО ИНОСТРАННОГО ЯЗЫКА
АНГЛИЙСКИЙ ЯЗЫК. БАЗОВЫЙ КУРС ДЛЯ ЛИНГВИСТОВ

ЮНИТА 6

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