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ПРЕДИСЛОВИЕ

Данное пособие предназначено для студентов-заочников первых и вторых курсов педагогических институтов. Пособие составлено в соответствии с требованиями новой программы «Иностранный язык для неязыковых факультетов и вузов», утвержденной 21.02.2000г. на заседании Президиума НМС по иностранным языкам при Министерстве образования России.

Согласно принятой программе курс «Иностранный язык» разделен на два направления, одним из которых является «общий язык». Работа по названному аспекту предполагает развитие у студентов навыков восприятия монологической и диалогической речи, развитие навыков устной разговорно-бытовой речи, развитие навыков чтения и письма. Обучение общему языку ведется на материале произведений речи неспециализированной (бытовой и общепознавательной) тематики, а также страноведческого и культурологического характера.

Пособие состоит из девяти тематических блоков, изучаемых в течение установочной сессии, первого и второго курсов.

Первый текст каждого блока является основным и главный упор в нем делается на углубленную работу над речевыми образцами, перевод и пересказ текста и т.д., а также на расширение словарного запаса студентов по данной теме в целях развития навыков устной речи.

Последующие тексты данного блока представляют собой дальнейшую разработку соответствующей темы и не предполагают углубленной языковой проработки (и не всегда требуют полного перевода). Сюда входят также диалогические тексты, составленные автором или заимствованные из английских учебников и лингафонных курсов. Работа над этими текстами рассчитана на изучение их содержания и лексики и на практическую работу по использованию этой лексики.

За каждым текстом следует список слов, словосочетаний и лексические пояснения, рассчитанные не только на толкование некоторых слов из текста, но и на расширение лингвистической базы студентов.

Тексты пособия имеют выраженную направленность по темам, предусмотренным программой. При отборе текстового материала учитывалась информативная ценность текстов.

Ставя задачу развития навыков диалогической и монологической речи на бытовые и общепознавательные темы, большое внимание уделяется восприятию смысловой структуры текста, выделению главной и второстепенной информации. Каждое прочтение или просмотр текста предполагает новую целевую установку, которая, одновременно, является и формой контроля.

Пособие составлено с учетом специфики заочного обучения и значительное место в нем отводится текстам для самостоятельного чтения и понимания иноязычной литературы, а также освоения различных видов речевой деятельности.

При подготовке пособия был использован материал из следующих источников: W. Stannard Allen. *Living English Structure*, London, N.Y. Toronto, 1954; C.E. Eckersley. *Essential English for foreign students. Book 4*, Sofia, Foreign Languages Press, 1965; A.S. Hornby. *Oxford Progressive English for Adult Learners. Book 3*, Joint Stock Company Booklet, 1993; L.D. Tomakhin. *Look at the USA. A reader for advanced students of English*. International Relations Publishing House, Moscow, 1966; T. Khimunina. *Customs, Traditions and Festivals of Great Britain*, Просвещение, Л., 1974; Jelena Morozkina. *Pskov. A Luide*. Raduga Publishers, Moscow, 1984. В.А. Аракин *Практический курс английского языка*, Владос, Москва, 1999; В.И. Кузнецова. *Книга для чтения по географии Англии*. Просвещение, Москва, 1984.

Установочная сессия

Unit 1

Conversational topic My Biography

Text 1

I am Ann Petrova. I am Russian. I was born on April 10, 1983 in Pskov. My family is large. I have got a mother, a father, two brothers and a grandmother. There are six of us in the family. My mother is a technician, she works at a laboratory. My father is a doctor, he works at a hospital. My younger brother Boris is ten. He is a pupil of the fifth form. He wants to become a doctor. My elder brother Victor is 28. He is a computer programmer. He is very experienced. Victor is handy with many things. He knows all about radio sets and likes to repair old ones. He can fix almost everything. He is not married yet. (He is single).

My grandmother is a pensioner. She lives with us, helps to run the house and takes care of all of us. She makes our life comfortable and makes the atmosphere in the house very warm and friendly.

After finishing school I work at a firm as a secretary. It is a well-paid job and I am very efficient, but I don't really enjoy it. At heart I am lover of children and would prefer to work at school. I know that the role of a teacher in the child development is great.

At school I was very interested in literature. Literature was my favourite subject at school. My teacher of Literature was well-educated woman with broad outlook and deep knowledge of the subject. She taught us to understand Russian classics, to appreciate the language and style. She acquainted us with modern authors, helped to understand life better.

Therefore I decided to enter the Teacher's Training Institute. I want to get Higher Education. It seems to me I can make a good specialist in future.

I can add to my biography that I am fond of reading historical books and I am fond of sports. I have got the first category in tennis and have many friends among sportsmen.

Vocabulary

experienced- квалифицированный, опытный, со стажем

to be handy with smth. - быть искусным в чем-либо, уметь
делать что-либо

to repair - чинить

to fix - чинить, исправлять

to be single - быть холостым

to run the house - вести хозяйство

to take care of smb. - заботиться о ком-либо

well-paid job - хорошо оплачиваемая работа

to be efficient - быть компетентным

to be interested in smth. - интересоваться чем-либо

deep knowledge - глубокие знания

to appreciate - ценить

to acquaint - знакомить; to get acquainted with smth. -
познакомиться, ознакомиться с чем-либо

I. Ответьте на вопросы:

1. What is your name?

2. Where and when were you born?

3. How old are you?

4. Are you Russian?

5. Have you got a family?

6. How many persons does it consist of?

7. What relations do you have in your family (parents, brothers,
grandparents, etc.)?

8. What are your parents? Where do they work?

9. Who runs the house in your family?

10. Do you work?

11. When did you finish school?

12. How well did you do at school?

13. What was your favourite subject?

14. Do you like to read?

15. Who is your favourite writer?

16. What sport do you go in for?

17. What are you going to be?

18. Do you know about the difficulties of your future profession?

II. Прочитайте тексты. Составьте подобные ситуации. Расскажите о себе, своих друзьях родственниках.

1) My name is Nick. My full name is Nick Popov. I live at a hostel and share a room with Victor. We get on well. We are the first-year students of the history faculty. I am only 17 and Victor is 20. Victor entered the Institute after Army. He came from a small town not far from Pskov. It takes him an hour to get there by train. His father is a technician and his mother is a book-keeper. He is the only child in his family. But my family is very large. I have both parents, grandparents, two brothers and a sister. We all live in a big private house. We practically never quarrel. We are deeply attached to each other and we get on very well.

Notes:

to get on well - быть в хороших отношениях, ладить друг с другом

to be deeply attached to smb - быть сильно привязанным к кому-либо

2) My family consists of both parents and myself. I have a flat by myself in Pskov and my mother and my father came to live with me. For the week-end we sometimes go to the village where parents have a house. I'm single.

3) My friend's family is his wife, Ann, who is a doctor, and his daughter Mary, who's four. His parents are still alive but they live in Moscow and he doesn't see them very often. My friend's family live in a private house in the country.

III. Переведите текст на английский язык:

Меня зовут Таня. Моё полное имя Таня Иванова. Мне 19 лет. Я студентка второго курса педагогического института. Я хочу стать учителем и работать в школе. Мне нравятся занятия в институте, и я стараюсь не пропускать их. Я готовлюсь к занятиям или дома или в читальном зале института. Мне обычно требуется около трех часов, чтобы подготовиться к семинару.

Text 2

- IV. Прочитайте текст. Разбейте текст на абзацы. Изложите кратко содержание каждого абзаца:

Charles Dickens

Charles Dickens, a great English writer, was born on the 7 th of February, 1812, in a small English town. He was a weak child and didn't like to take part in noisy and active games. The little boy was very clever and learnt to read at an early age. He read a lot of books in his childhood. When he was about six, someone took him to theatre for the first time. He saw a play by Shakespeare and liked it so much that he decided to write a play of his own. When it was ready, he performed it with some of his friends. Everybody enjoyed the performance, and the little writer felt very happy.

When Dickens was nine years old, the family moved to London where they lived in an old house in the suburbs.

They had a very hard life. There were several younger children in the family besides Charles. The future writer couldn't even go to school, because at that time his father was in the Marshalsea Debtor's Prison. There was nobody in London to whom Mr Dickens could go for money, and his wife with all the children except Charles went to join him in the prison. The family lived there until Mr Dickens could pay his debts. Those were the most unhappy days of all Charles' life. The boy worked from early morning till late at night to help his family.

Charles was only able to start going to school when he was nearly twelve, and his father was out of prison. He very much wanted to study, but he didn't finish his schooling. After two years of school he began working again. He had to work hard to earn his living, and tried very many trades, but he did not like any of them.

His ambition was to study and become a well-educated man. At the age of fifteen he often went to the famous library of British Museum. He spent a lot of time in the library reading-room. He read and studied there and in this way he got an education.

Later Dickens described his childhood and youth in some of his famous novels, among them «Little Dorrit» and «David Copperfield».

Notes:

to take part in smth. - принимать участие в чем-либо

noisy - шумный
 a play - пьеса, спектакль
 own - собственный
 a performance - представление, спектакль
 to move - переезжать
 besides - кроме, помимо
 to go to smb. - обратиться к кому-либо
 except - кроме, за исключением
 a debt - долг (денежный)
 to be in debt to smb. - быть должником кому-либо
 The Marshalsea Debtor's Prison - долговая тюрьма Маршалси
 nearly - почти
 schooling - обучение в школе, образование
 to earn - зарабатывать
 a trade - ремесло, профессия
 ambition - стремление, мечта стать кем-либо, сделать что-либо
 to realize one's ambitions - осуществлять свои мечты
 well-educated - образованный, получивший хорошее образование
 to describe - описывать
 a novel - роман

V. Заполните пропуски предлогами и наречиями, где это необходимо:

1. When Dickens was a boy four, his father showed him a beautiful house ... the place where they were living ... that time.
 «Why can't we live ... a fine house like that?» the boy asked father.
 «We're rather poor, and can't pay ... it,» his father answered.
 Little Charles often went ... that place. He liked to look ... the house and play outside it. Many years later he really moved ... that house and lived there ... a long time.
2. Theodore Dreiser, the great American writer, was born ... the 27 th August, 1871 ... a small town ... America.
3. When Jack London was a boy ten, he sold newspapers ... the streets and ... this way helped ... his parents.
4. When novels ... Jack London are popular ... Russian readers.
5. The boy learned to read ... the age ... five.

Text 3

VI. Прочитайте текст в аудитории и передайте его содержание по-русски:

The story of the famous and talented Brontë family is strange and unusual.

The Brontë children - five girls and a boy - lived with their father and aunt in Yorkshire.

All the children were in poor health. Two of the girls died while they were still at school Bramwell, the boy, was good at writing poetry. But he died at the age of 31. Anne, who wrote poetry and two novels, died at 29.

Emily, who became world famous as the author of «Wuthering Heights», died a year after the book was published in 1847.

Charlotte, the author of the wonderful novel «Jane Eyre», was the only one strong enough to go out into the world and live her own life for a while. But even she died at the early age of 39.

It was nearly impossible to believe that these wonderful books were written by young women who had not seen anything of the world except the life of their own family.

Nobody knew that the Brontë children had learned to write stories while they were playing. They didn't like to play noisy games. The game they liked best of all was writing little stories of their own.

All this was only found out in 1930 by an American university librarian who studied some of the toys and hand-written little books found in the house the Brontë family had lived.

Notes:

Yorkshire - графство Йоркшир

Wuthering Heights - «Грозовой перевал»

Unit 2

Conversational topic My working day

Text 1

On weekdays I usually get up early. The alarm-clock wakes me up at 7 o'clock. I get up, open the window and do my morning exercises. Then I go to the bathroom where I clean my teeth and wash myself. After that I dress and sit down to breakfast. Usually I make breakfast myself. While having breakfast, I listen to the latest news on the radio.

After breakfast I go to work. I leave the house at 8 and go to the nearest bus stop. Last year I tried to enter the Institute but I failed my entrance examinations. I work in a small business company as a secretary. While studying at school I have studied typewriting, computing and business organisation. The company where I work is rather far from our house and I generally go there by bus. It takes me thirty minutes to get to work. On my way there I can read a book or a newspaper.

My working day begins at nine, but I arrive at work at ten minutes to nine.

At one o'clock I have a break for lunch. I usually have lunch in the canteen. Then I come back and work till five o'clock. My working day lasts seven hours. Sometimes during the working day we have short coffee breaks.

I come home at about six o'clock in the evening. I have dinner together with my parents and then go to the Institute. The lectures begin at seven o'clock. I live not far from the Institute, so I usually walk there. It takes me only ten minutes to get there and I always come to the lectures in time.

The lectures are over at a quarter to ten.

When I come back from the Institute I have supper and then we sit in the living room, drink tea, watch TV and talk.

On the days when I have no classes at the Institute I generally stay at home. I do my homework and write test-papers. Sometimes I go to the library where I work two or three hours. As a rule I have no free time on my week-days.

At about twelve at night I go to bed.

Vocabulary

to wake up - просыпаться

to get up - вставать

to wash (oneself) - вставать

to fail - не сдать, провалить (об экзаменах)

entrance examinations - вступительные экзамены

a company - компания

typewriting - машинопись

computing - работа на компьютере

It takes me thirty minutes to get there - мне нужно 30 минут,
чтобы доехать (добраться) туда

to have a break - иметь перерыв

to have dinner - обедать

to go to work - идти на работу

to come back - возвращаться

week-days - будние дни

I. Ответьте на вопросы:

1. When do you get up on your working day?

2. Do you wake up yourself or does an alarm-clock wake you up?

3. What time does the alarm-clock wake you up?

4. Do you do your morning exercises every day?

5. Who makes breakfast for you?

6. Some people look through newspapers or listen to the latest news on the radio while having breakfast. What about you?

7. Do you work?

8. Where do you work?

9. What time do you leave for work?

10. How long does it take you to get there?

11. When does your work begin?

12. How long does it last?

13. What time do you come home?

14. What do you do in the evenings?

15. How often do you go to the library to get ready for classes?

16. What time do you usually go to bed?

Text 2

Прочитайте текст без словаря. Передайте его содержание.

My week days

On week days I usually get up at eight o'clock, because I go to the Institute. The first thing I do as soon as I wake up is to go and have a shower. It wakes me up. After that I go into my bedroom to get dressed. In 15 minutes I am ready for breakfast. It may be porridge or «Corn Flakes» with milk, a cup of tea or coffee and a sandwich.

After breakfast I put on my coat, take the bag and go to the Institute. As I live not far from the Institute it takes me only 15 minutes to get there. I don't want to be late so I come to the Institute a few minutes before the bell. I leave my coat in the cloakroom and go upstairs to look up the timetable. We usually have three lectures every day. After the lectures are over I go home and have dinner there. I usually begin with soup, follow by hot meat or fish, potatoes and vegetables, a sweet. Then I drink a cup of tea. Sometimes when I have to stay at the Institute after classes I go to the canteen and have dinner there.

When I come home I have a short rest. If the weather is very cold I stay at home, but if it is fine and there is no rain I needn't stay at home and may go out. In the evening I do my homework.

My sister studies English at school. She is fifteen years old, she has English lessons on Tuesdays and Thursdays. Sometimes I help her with her lessons. She gives me her text-book and I explain the meaning of some English words to her. She is good at English and answers me readily. Then I may read an English book or play chess with my father. At twelve I am ready to go to bed.

I. Прочтите диалоги и составьте свои на их основе:

- 1) - What time do you usually get up?
 - As a rule at 7 o'clock.
 - Why so early?
 - I live out of town. So I have to take the first morning train if I don't want to be late for my work.
 - When do you get to the office?
 - At 8 if I catch an early train.

- 2) - Good morning, Ann! Where are you going to?

- Morning, Victor! I am going to the plant.
 - Why so early?
 - Don't you know that the plant where I work is rather far from my house? It takes me about an hour to get there.
 - Oh, I see. And when do you have to get up?
 - I have to get up at six.
 - But it's good to get up so early. English people say: early to bed and early to rise makes a man healthy, wealthy, and wise.
 - Right you are.
- 3)
- Say, Victor, where do you study?
 - At the Extra-Mural Polytechnical Institute.
 - Do you go to the Institute every evening?
 - No, only three times a week.
 - And what do you do on the days when you have no classes?
 - I usually stay at home, do my homework and write test-papers. Sometimes I watch television, listen to music and read something in English. Look here, have you got anything special tonight?
 - No, nothing special.
 - Then come to our place. We'll watch television together.
 - Thank you, I'd love to.
 - That's settled! Come as you can. So long!
 - So long!

II. Dialogue

Word and Phrases

underwear - белье

fried eggs - яичница

scrambled eggs - омлет

hard/soft boiled eggs - яйца вареные вкрутую/всмятку

table cloth - скатерть

napkin - салфетка

juice - фруктовый сок

nourishing - питательный

baseball net - сетка для бейсбола

That doesn't make any difference - это ничего не меняет

I'll fix the eggs - я сварю яйца

I'll fix breakfast - я приготовлю завтрак
Don't bother your father - не надоедай отцу

Mother: Mary, Ann, wake up. It's late. You must get up and get dressed.

Mary: But, Mum, it's only 7 o'clock. I'm still sleepy and it's more comfortable to stay in bed.

Mother: That doesn't make any difference. The bus comes in an hour, and you have to be ready. You children should go to bed earlier.

Ann: Mother, I can't find my dress.

Mother: It's in the closet. Mary, put on clean underwear and socks.

Mary: Do I have to take a bath?

Mother: No, you can take one tonight. Breakfast is almost ready.

Father: Where is everybody? I'm hungry and I have to get to the office on time this morning.

Mother: The children will be down soon. How do you want your eggs this morning? Fried, boiled or scrambled?

Father: Soft boiled, I think. Let's have some bacon too. Say, whose money is this?

Mother: It's Marry's lunch money. Here come Marry and Ann now. Ann, will you make the toast and put the cloth on the table, please. I'll fix the eggs. Marry, put the chairs round the table and get the napkins out.

Father: Are you all ready to sit down?

Mother: Yes, I think so. Marry, drink your juice first and eat your cereal later.

Ann: Mother, may I have a cup of coffee this morning?

Mother: No, dear, you must drink milk. It's more nourishing.

Mary: We'll take the eggs, mother.

Father: I want three eggs, remember?

Mother: Those are yours in front of your plate.

Father: Please, excuse me, everybody, but I have to hurry. Perhaps, we have a more peaceful meal tonight. Good bye, dear.

Ann, Mary: So long, Dad.

Mary: Don't forget to bring me that baseball net back tonight.

Mother: Don't bother your father. He has less time than you. Here comes the school bus. Get your coats and books.

Ann, Mary: Good bye, mother.

Answer the following questions:

1. What time did mother wake her children?
2. Why didn't Marry want to get up?
3. What did they have for breakfast?
4. Why was a father in a hurry?
5. What did Mary ask her father to bring her that night?
6. How do the children go to school?

Переведите на английский язык.

1. В рабочие дни мой друг встает рано. Его рабочий день начинается в 9 часов и длится 7 часов. Он уходит из дома в 8.30. В будние дни у нет свободного времени. 2. Чтобы не опоздать на автобус, я должен торопиться. 3. Чтобы не опоздать в институт, ему пришлось взять такси. 4. Тебе понадобится 15 минут, чтобы добраться домой на автобусе. 5. Он встал, умылся, оделся, позавтракал и вышел из дома. 6. Обедает он всегда в столовой, а ужинает дома. 7. Три раза в неделю он ходит в институт, а в те дни, когда у него нет занятий, он остается дома. 8. Он выполняет домашние задания и пишет контрольные работы. Он студент-заочник.

Text 3

Прочитайте текст без словаря и изложите его содержание по-русски.

It's Sunday tomorrow. I usually sit around and do nothing on Sundays but tomorrow I'm going to do a lot of things. I won't waste time. I'm going to get up early. I don't want to miss morning hours/ Good health is better than wealth, so I'll start with morning exercises. Then there's housework to do. In the afternoon I'm going to wash my car. It needs washing badly. Then I'll watch TV if it isn't boring or go to the movies.

The main thing is to keep busy all day long. Then Bob might come and see me. Oh, better not. Again those cigarettes. I must form good habits: no smoking, no fattening food, a lot of exercise and fresh air. I'll go round to his place next Sunday and help him paint his garage.

Where's my alarm-clock? I don't think I must get up so early. Tomorrow is Sunday. I can stay in bed as I like. Now where are my pyjamas?

I could start my programme on Monday, why be in a hurry? Ah well, into bed.

Notes:

bore - скука, скучный

to be in a hurry - торопиться

Text 4

Поставьте вопросы к тексту и перескажите.

My Daily Programme

I usually wake up every day about seven o'clock. I get out of bed and go and waken George and Bob. I sometimes squeeze some water on them from the sponge to wake them. Then they get up and chase me to the bathroom. We wash, and brush our teeth and then we go back to the bedroom to dress. Mother generally calls upstairs. «Come on boys, breakfast in ready.» So we hurry downstairs. We say. «Good morning, Mother.» «Good morning, Father, and sit down to breakfast. Father goes to the office at half-past eight, but before he goes, he usually sits and reads his paper and smokes a cigarette. We eat our breakfast and ask if we can leave the table. Then we go and get our books and caps and coats. We say good-bye to mother, take out our bicycles and cycle to school.

Notes:

to chase - гнать

squeeze - выжимать

sponge - губка

downstairs - вниз

upstairs - вверх

to get - хватать (зд.)

to cycle - ездить на велосипеде

VII. Прочитайте текст и переведите его со словарем.

The Life of Richard Savage

The English author, Richard Savage, was once living in London in great poverty. In order to earn a little money he had written the story of his

life, but not many copies of the book had been sold in the shops, and Savage was living from hand to mouth. As a result of his lack of food he became very ill, but after a time, owing to the skill of the doctor who had looked after him, he got well again. After a week or two the doctor sent a bill to Savage for his visits, but poor Savage hadn't any money couldn't pay it. The doctor waited for another month and sent the bill again. But still no money came. After several weeks he sent it to him again asking for his money. In the end he came to Savage's house and asked him for payment, saying to Savage.» You know you owe your life to me and I expected some gratitude from you.»

«I agree,» said Savage. «that I owe my life to you, and to prove to you that I am not ungrateful for your work I will give my life to you.» With these words he handed to him two volumes entitled, «The Life of Richard Savage.»

Отвѣтьте на вопросы:

1. What book did the author write?
2. Why did he decide to write a story of his life?
3. Was his book successful?
4. Why did he become ill?
5. Who helped the author to get well again?
6. Why couldn't Savage pay the doctor's bill?
7. How did Savage show his gratitude the doctor?

I семестр

Unit 3

Conversational topic Teacher's Training Institute

Text 1

The Pskov Teacher's Training Institute founded in 1932 is the oldest educational institution of Pskov Region. The Institute has three buildings: the main and administrative building is located in Lenin Square, the others are in Sovetskaya and Nekrasova streets.

The Institute graduate approximately ... students each year. It counts among that total more than 4.000 students from Pskov and Pskov region. Depending on their needs, interests and abilities, students may choose a full-time day program or part-time correspondence education. The Day-Time department includes 8 faculties: Physics and Mathematics, Russian Language and Literature, Foreign Languages, Natural Sciences, Technology and Management, Primary School Teacher's Training Faculty and the Faculty of Psychology and Pedagogics.

The academic program of every faculty consists of special, social, pedagogical and educational subjects. Our Institute trains teachers for Primary and Secondary schools in different professional subjects: Russian, Literature, Physics, Mathematics, English, French, German, Geography, Biology and Chemistry, History and Social Sciences.

The Institute has achieved a growing reputation for excellence in an increasing number of disciplines, for the breadth of our academic offerings and the expansion of our historic roles in education and research. Every third member of our Institute holds a master's or doctorate in the corresponding field of knowledge.

The Institute Course lasts 5 years. The academic year includes two terms, each lasting 17 weeks. Students of Correspondence department get higher education without leaving their jobs. Much work is left on their own.

The students of the Day-Time department receive state grants and are provided with the hostels. All the students may use the large Institute library system and the Institute sport facilities. Special elective courses are offered to students on levels 2-5. Upon entry into the third level every student who specializes in one of our topical concentrations is assigned an

academic adviser. All the students must produce at least 3 research papers during their graduate course work.

On graduating the students receive diplomas and different certificates which give them the right to teach at school. Those who came top in their final exams become our postgraduates on thorough selection. The postgraduates work successfully under the supervision of their scientific guides.

Vocabulary

to graduate - 1. зд. давать диплом, выпускать; 2. кончать учебное заведение

research - исследовательская работа

research paper - курсовая работа

term - семестр

to provide (with) - обеспечивать

to hold (held) - иметь

offering - предложение

Correspondence department - заочное отделение

elective course - курс по выбору; факультативный курс

topical concentration - работа над темой

to assign - назначить

academic adviser - научный руководитель

postgraduate - аспирант; syn. graduate student

graduate school - аспирантура

under the supervision of smb. - под руководством кого-л.

scientific guide - научный руководитель

I. Ответьте на вопросы:

1. What Institute do you study at?
2. When was our Institute founded?
3. How many buildings does our Institute have?
4. Where are these buildings situated?
5. How many students graduate from our Institute each year?
6. What has our Institute achieved a growing reputation for?
7. What education may students choose?
8. What faculties does the Day-Time department include?
9. How many terms does the academic year include?
10. How long does each term last?

11. How long does the Institute course last?
12. How do students of Correspondence department get higher education?
13. Where do students of our Institute prepare for their classes?
14. Why did you decide to study at our Institute?
15. When are special elective courses offered to students?
16. How many research papers do students produce during their graduate course work?
17. Is there a graduate school in our Institute?

Text 2

- II.
 1. Прочитайте текст и ответьте на вопросы.
 2. Разбейте текст на абзацы и озаглавьте их.
- Передайте кратко содержание каждой части.

Our University

I study at the North-Western Extra-Mural Polytechnical University. It is located on the bank of the Neva. The University was established in 1930. It is the oldest and largest extra-mural university in our country.

Any man or woman having a secondary education and working at some enterprise of our industry may enter our University.

I entered it last year. Now I am in my second year. I study at the radio Information and Electronics faculty. The faculty trains radio engineers of all specialities.

A friend of mine is also a student. He is a full-time student in the day time. He doesn't work. He gets a state grant.

We study in the evening three times a week. Our lectures begin at 6 and end at 9.30. Every evening we have two lectures. The break between the lectures lasts ten minutes. Attendance at our University is voluntary. Yet, as most of our students, I attend all the lectures and classes.

The students who attend the lectures usually pass their examinations more successfully. They get good and excellent marks and seldom fail.

There are many laboratories where all the students make various experiments and carry on research work. Many teachers and professors

deliver lectures and hold seminars on different subjects such as: physics, mathematics, chemistry, foreign languages and many others.

For the convenience of the non-St. Petersburg students living and working far from our University there are several branches of it in different cities. There the students also have lectures, classes, consultations and take their examinations.

My favourite subject is physics. The lectures on this subject are delivered by Professor Smirnov. His lectures are always very interesting. I never miss them.

The students are taught one of the following foreign languages: English, French or German. I study English. At our lessons we read, translate and speak English.

The academic year starts on the first of September and ends on the first of July. It is divided into two terms. At the end of each term the students take their tests and examinations.

At the beginning of the term non-St. Petersburg students get all the teaching material and different kinds of test-papers in the subjects by mail.

They do the test-papers in written form and send them to the University for marking.

Notes:

external student - студент-заочник

full-time student - студент, который не совмещает занятий с работой

I am in my second year - я студент второго курса

three times a week - три раза в неделю

to attend lectures and classes - посещать лекции и практически все занятия

to take an examination - сдавать экзамен

to pass an examination - сдать, выдержать экзамен

to fail in a subject - провалиться по какому-л. предмету

branch - зд. филиал

to take a test - сдавать зачет

teaching material - учебный материал

by mail - по почте

to do a test - paper - выполнять контрольную работу

to carry on research work - вести исследовательскую работу

voluntary - необязательный, добровольный
voluntary attendance - необязательное посещение
to train - обучать, готовить
mark - оценка
to miss a lecture - пропускать лекцию
to deliver a lecture - читать лекцию

Questions:

1. What University do you study at?
2. Where is it located?
3. When was the University established?
4. Who may enter your University?
5. When did you enter your University?
6. What year are you in?
7. What faculty do you study at?
8. What specialists does your faculty train?
9. Is your friend an external student?
10. When does your friend study?
11. When do you have your studies?
12. How many times a week do you study?
13. When do your studies begin and end?
14. How many lectures do you have each evening?
15. Is attendance at your University voluntary?
16. Do you attend all the lectures and classes?
17. What students pass their examinations more successfully?
18. What marks do they get?
19. What is your favourite subject?
20. Who delivers lectures in this subject?
21. What foreign languages are taught at your University?
22. When does the academic year start and end?
23. When do the students usually take their examinations and tests?
24. Where do they send the test-papers for marking?
25. What do the students do in the laboratories?

Прочтите диалоги и составьте свои на их основе:

- 1) - Hallo, Kate?
- Hallo, Victor! Haven't seen you for ages! How are you? Are you also a student of our Institute?

- Yes, I am a student, but only not of your Institute?
- Really? What institute did you enter?
- I enter the Extra-Mural Politechnical Institute/
- Oh, you are an external student, aren't you?
- Yes, just so.
- What faculty do you study?
- At the Machine-Building faculty.
- Do you have lectures and classes?
- Yes, we have them in all subjects.
- Do you attend lectures regularly?
- Oh, yes, I do. I seldom miss lectures.
- What is your favourite subject?
- Mathematics. And what is yours?
- Mine is chemistry. Who delivers lectures on maths?
- Professor Petrov does.
- At what time do your lectures begin?
- Usually at six-thirty.
- And when do they end?
- At 10.
- Do you have lectures every evening?
- No. We have them only three times a week.

2) Words:

instructor - преподаватель
class - зд. урок

- Hello, Bob.
- Hi, Dick. How are you?
- I'm fine, thank you. How are you?
- I'm fine, thanks. I'm on my way to class.
- What time is the class?
- The class begins at 9 o'clock.
- Is that an English class?
- Yes.
- Is Mr. Fard the instructor?
- No, Mr. Fard teaches German. Mr. Manning is the instructor.
- I see Mr. Manning over there now. I want to meet him.
- All right. (Dick and Bob walk toward Mr. Manning).

- Mr. Manning, I want to introduce Dick.
- How do you do, Dick.
- How do you do, Mr. Manning.
- I'm glad to meet you. Are you a student, Dick?
- Yes, I study medicine.
- Is medicine a difficult subject?
- Yes, I think so. I study hard. I have a class this morning. English class begins soon. Bob and I are late. Please, excuse us.
- I hope to see you again, Dick.
- Thank you, good bye.

IV. Переведите на английский язык.

1. Я студент-заочник. Учусь на заочной отделении. В нашем институте 10 факультетов. В наш институт может поступить каждый, кто имеет среднее образование.
2. Мой друг редко пропускает лекции. Он посещает их регулярно и всегда получает хорошие и отличные отметки на экзаменах. Он поступил в институт в прошлом году. Он окончит его через 5 лет.
3. Его друг - студент заочного отделения. Он занимается днем и получает стипендию.
4. Иногородние студенты получают весь учебный материал и контрольные задания по почте.

Text 3

Прочитайте текст и передайте его содержание по-русски.

A New Scholar

A Californian gold-digger had become very rich and could afford to buy whatever he liked. Among other things he wanted his friend, an educated man, to supply him with a library of books. His friend did as he had been asked and soon got a letter of thanks. The ex-gold-digger wrote, I am much obliged to you for your kindness. I am greatly pleased with your selection. I particularly admire a long religious poem about paradise by a Mr. Milton and a set of plays (delightful ones) by a Mr. Shakespeare. Should any of them publish anything else, I hope you would send me a copy of each.

Notes:

gold-digger - золотоискатель

to afford - позволять

to supply (with) - снабжать; поставлять

to be obliged (to) - быть благодарным

kindness - доброта, доброжелательность

to please - нравиться

to admire - восхищаться

paradise - рай

delightful - очаровательный, восхитительный

delight - удовольствие, наслаждение

to send - посылать

copy – экземпляр

Unit 4

Conversational topic The Russian Federation

Text 1

The Russian Federation is the largest country in the world. The vast territory of Russia lies in the eastern part of Europe and the northern part of Asia. Its total area is about 17 million square kilometres. Russia is washed by twelve seas and three oceans. The oceans are: the Arctic, the Atlantic, the Pacific, The seas are: the White sea, the Barents sea, the Okhotsk sea, the Black sea, the Baltic sea and others. In the south Russia borders on China, Mongolia, Korea, Kazakhstan, Georgia and Azerbaijan. In the west it borders on Norway, Finland, the Baltic States, the Ukraine. It has a sea-border with the USA.

The land of Russia varies very much from forests to deserts, from high mountains to deep valleys. The main mountain chains are the Urals, the Caucasus and the Altai. The largest mountain chain, the Urals, separates Europe from Asia. There are two great plains in Russia: the Great Russian Plain and the West Siberian Lowland. There are a lot of great rivers and deep Lakes on its territory. The longest rivers are the Volga in Europe and the Ob, the Yenisei and the Lena in Asia. The Amur in the Far East flows into the Pacific ocean. Russia is rich in beautiful lakes. Lake Baikal is the deepest in the world and its water is the purest on earth. It is smaller than the Baltic Sea, but there is much more water in it than in the Baltic Sea. Russia has one-sixth of the world's forests. They are concentrated in the European north of the country, in Siberia and in the Far East.

A country stretching from the subtropical zone to the Arctic Ocean naturally has an extremely varied climate. The duration and nature of winter and summer vary in different regions but the contrast between the seasons is distinct everywhere. When spring arrives in Moscow it is already summer in the South while in the North it is still winter. In the middle of the country the climate is moderate and continental. In the south-west the weather is usually mild and wet. Northern Asia is one of the coldest places on earth.

The current population of Russia is more than 150 million people. The European part of the country is densely peopled, and most population live in cities and towns and their outskirts.

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

Russia is a parliamentary republic. The Head of the State is the President, the government consists of three branches: legislative, executive and judicial. The President controls each of them. The legislative power is exercised by the Federal Assembly. It consists of two Chambers: the Council of Federation and the State Duma.

Each chamber is headed by the Speaker. A bill may be introduced in any chamber. A bill becomes a law if it is approved by both chambers and signed by the President. The President may veto the bill. He can make international treaties. The President may also appoint ministers; the Federal assembly approves them. The members of the Federal Assembly are elected by the people for four years. The executive power belongs to the Government, or the Cabinet of Ministers. The Government is headed by the Prime Minister. The judicial power belongs to the system of courts. It consists of the Constitutional Court, the Supreme Court and other courts.

The national symbol of Russia is a white-blue-and-red banner. The hymn of Russia is «The Patriotic Song» by M. Glinka. A new national emblem is a two-headed eagle. It is the most ancient symbol of Russia. It is originated from the heraldic emblem of the Ruricovitches. All these symbols are official.

Vocabulary

total area – общая площадь
vast – обширный, огромный
to lie - лежать, находиться
to be washed by – омываться
to border on - граничить
desert - пустыня
valley – долина
mountain chain - горная цепь
pure - чистый
to vary – изменяться; разниться, расходится
duration - продолжительность
nature – характер; природа
distinct – отличный (от других)
moderate – умеренный

the current population - население в настоящий момент
to be densely peopled – быть густонаселенным
outskirts – пригороды
parliamentary republic – парламентская республика
Head of State – глава государства
branch - власть (как часть правительства)
legislative - законодательный
executive- исполнительный
judicial – судебный
to be exercised by – осуществляться (кем-либо)
the Federal Assembly – Федеральное собрание
chamber – палата
the Council of Federation – совет Федерации
the State Duma – Государственная дума
to be headed by smb. – возглавляться кем-либо
to introduce a bill – внести законопроект
to become a law – стать законом
to approve – одобрять
to sign – подписывать
to veto – наложить вето
to make an international treaty – заключить международный

договор

to appoint – назначать
to elect – избирать
court – суд
the Supreme Court – Верховный суд
banner – знамя
national emblem – национальный герб
to originate (from) – происходить от чего-либо
the heraldic emblem of the Ruricovitches – родовой герб

Рюриковичей

Answer the questions:

1. Where is the Russian Federation situated?
2. What is the total area of the country?
3. What oceans and seas is Russia washed by?
4. What countries does Russia border on?
5. What are the main mountain chains and rivers in Russia?

6. What mountain chain separates Europe from Asia?
7. Which is the longest river in Europe?
8. What do you know about Lake Baikal?
9. Do you know what strait separates Russia from America?
10. What is the population of Russia?
11. What mineral resources is the Russian Federation rich in?
12. What is the climate like in Russia?
13. What is the form of government in Russia?
14. What branches does the Government consist of?
15. What is the legislative power exercised by?
16. How is a law made?
17. What body does the executive power belong to?
18. What does the system of courts consist of?
19. What are the national symbols of Russia?

Translate into English:

1. Россия расположена в восточной части Европы и северной части Азии.
2. Российская Федерация – одна из крупнейших стран мира.
3. Если вы проедете страну с севера на юг и с востока на запад, то получите общее представление о ландшафте и климате различных географических зон.
4. Россия располагает большим количеством месторождений полезных ископаемых.
5. Форма правления в России – президентская республика.
6. Президент – глава государства.
7. Законопроект должен быть одобрен обеими палатами и подписан президентом.
8. Исполнительную власть представляет кабинет министров, возглавляемый премьер-министром.
9. Судебная власть осуществляется конституционным судом, Верховным судом и другими судами.

Text 2

Russia

Stretching over a part of Europe and Asia it includes the most diverse areas: the industrial area with Moscow as its centre, the North-Western area with St. Petersburg, the Central Black Earth belt and its vast plains,

the Volga valley with its wheat and oil, the Black Sea coast, the industrial Urals rich in natural resources, boundless Siberia, a land with a great industrial future, and lastly the Far East with the Ussuri primeval forest and the Kuriles chain.

Russia can be divided roughly into two main regions – the highlands in the east and the lowlands covering the greater part of the country, with a long mountain range cutting it into two unequal parts. The Urals form the natural border between Europe and Asia. But the highest mountain chains are situated in the south and the southeast of the country, the Caucasus, between the Caspian and the Black Sea and the Altai in Asia. There are peaks four and a half miles high and there are lowlands several hundred feet below sea level. There are steppes in the South, plains and forest in the midlands, tundra and taiga in the north. Tundra is a kind of frozen desert in the Arctic region, but taiga is a thick coniferous forest stretching to the south of the tundra. It is rich in animals, valued for their fur like sable, fox, squirrel.

Steppes are treeless plains covered with grass. The soil is fertile there.

In Russia climate is also varied. In the south-west the weather is usually mild and wet; northern Asia is one of the coldest places on earth, and in the south the heat is unbearable, but in the middle of the country the climate is continental.

Read text 2 without dictionary and retell it in Russian.

Text 3

St. Petersburg

St. Petersburg is the second largest city in Russia and one of the most beautiful cities in the world. It was founded in 1703 by Peter the Great as the “Window to the West”. Thousands of workmen were brought from all parts of Russia to build a new city on the swampy land at the mouth of the Neva River. Peter the Great was in a hurry. The work was fast and hard, and workmen dropped dead by the hundreds. But the work went on. And St. Petersburg became a city of great beauty, with palaces, cathedrals, churches. The city grew rapidly in wealth and beauty. Architects were brought from western Europe to lay out the city in harmonious squares. Buildings were constructed of grey and rose-coloured granite.

The Hermitage Palace and the Winter Palace, the homes of the tsars were equal to any in Europe.

During the Great Patriotic war the city suffered a great deal. The German armies laid siege to it in 1941, and for 900 days the city was cut off from the rest of the country. The people suffered from malnutrition, lack of water and disease. They ate leather belts, cat meat was considered a delicacy. No food could be brought in the city, and 600 000 people died from starvation.

In this period of incredible trials and tribulations, there was only one little narrow passage for escape and the transport of food to the population and supplies to the factories and troops. This passage, laid across ice-bound Lake Ladoga, was called the Road of Life. Despite all hardships and handicaps, work went on in the bleeding and starving city without a hitch. Women replaced their husbands, fathers and brothers at the machines. Their exploit will indeed never be forgotten.

Teams were set up in the city to pick up and help the feeble in the streets to get to their homes, fetch water, chop wood. In two winter months of 1942 they picked some 12 000 emaciated people, unable to make another step. In that bitterly cold winter the city opened 162 public heating centres with wardrobes, chairs and tables being chopped up and fed to the fire. But not a single tree was felled: the Leningraders love their city, their public gardens. Daily shelling and air raids destroyed parts of the city. Thousands of people were killed. The enemy dropped some 5.000 high explosive and 100.000 incendiary bombs on the city and showered it with 150.000 shells. World War II brought vast destruction and the death of millions of Russian people, but the losses sustained by Leningrad at the hands of the fascist invaders were particularly great. About 200.000 Leningraders volunteered for the Home Guard, including 40.000 women, young and old. Here we had display of heroism, the type of heroism the world had seldom seen. There is the mass grave of about 700.000 people who had fallen during the siege. It is at one and the same time, a monument of honour to heroes who defended to the last their Motherland.

Rebuilding took years. And now St. Petersburg is an important industrial, cultural and educational centre. St. Petersburg is a wonderful city: at every turn there is something to catch your eye. The Winter Palace, the Hermitage, the Russian Museum, St. Isaac's Cathedral, the Peter-and-Paul

Fortress, the Admiralty building attract thousands of tourists from every corner of the world.

Petersburg's many museums house some of the worlds most famous art collections, The Hermitage, for example, contains the richest collection of pictures in the world. The city is called the Northern Venice because there are 65 rivers and canals there with artistically decorated bridges. The population of the city is over 5 million.

Notes:

swampy land - болотистая местность

at the mouth of the river - в устье реки

to drop dead - упасть замертво

to lay out - планировать

harmonious - гармоничный

equal - равный, не уступающий

to suffer - страдать

to lay siege to - осадить

to be cut off from the rest of the country - быть отрезанным от
остальной части страны

malnutrition - недоедание, плохое питание

starvation - голод

incredible trial - невероятное испытание

tribulation - горе, бедствие

to escape - избежать (опасности); вырваться

despite of - несмотря на, вопреки

hardship - лишения, нужда

handicap - помеха

to bleed - кровоточить, истекать кровью

hitch - задержка; without a hitch - гладко, без сучка без
задоринки

exploit - подвиг

feeble - слабый, хилый

to pick up - подбирать; поднимать

to fetch - принести; сходить (за чем-либо)

to chop - рубить; to chop up - рубить

to emaciate - истощать, изнурять

bitter - жестокий (о морозе)

wardrobe - одежда; гардероб

to feed - fed - fed - снабжать топливом; поддерживать
shelling - бомбежка
air raids - воздушный налет
to drop - бросать
explosive - взрывчатый
incendiary - зажигательный
shower - забрасывать; осыпать
shell - снаряд
destruction - разрушение
to sustain - выдержать
invader - захватчик
particularly - особенно
to volunteer - идти добровольцем
to guard - защищать
display - проявление
to defend - защищать
rebuilding - зд. восстановление
artistically - мастерски

I. Do the following tasks:

1. Divide the text into logical parts.
2. Give a name to each part.
3. Give the contents of each part.
4. Give the summary of the whole text.

II. Give your opinion:

1. Is there any new information for you in this text?
2. What do you think about a display of heroism of Leningraders during the Great Patriotic War?
3. What kind of city is St. Petersburg?
4. Have you ever been to the Hermitage? (the Russian Museum?)

Text 4

There are so many historical events and the greatest personalities associated with the name of Russia.

Tsar Peter I was one the greatest personalities in Russian history. He was a pre-eminent statesman and an outstanding reformer. He played an exceptional role in Russia's development. He strengthened the Russian

state and promoted the Russian economy, culture and science. Thanks to his energy definite progress was made in practically every field of life.

At the beginning of his reign Russia had no industry, her roads were poorly developed; there was no secular education, there were no schools for specialists. Russia had no navy. She had access neither to the Baltic nor to the Black Sea which could give her convenient avenues of contact with Western Europe. Large European states simply didn't take her into consideration. Her north-western neighbour, Sweden, was still holding territories captured at the beginning of the 17 th century, cutting her off from the Baltic Sea. In the south, the Crimean Tatars barred Russia from the Black Sea and raided Russian territories every year, plundering the communities, killing the people, driving thousands into slavery. Throughout the 17 th century the Russian government paid tribute to the Crimean Tatars. Such was the state of the country when Peter I came to power.

I. Read text 4 and discuss the following questions:

1. What was the state of the country when Peter I came to power?
2. What determined the main tasks of Peter I government?

II. Ask 7 questions on the text.

Text 5

From the history of the Russian Language

The first attempts to create a literary language date from the 11 th century. The development of a Russian literary language was complicated by the parallel existence of the Church Slavonic literary language which was closely related to Russian. The Russian literary language began very early to become a common language for all Eastern Slavs. The struggle and interaction between the Russian and the Church Slavonic literary languages resulted in the domination of Church Slavonic in the fifteenth century, while literary Russian was retained only in ukazes, correspondence, memoirs. Fiction and all the orthodox literature of that period were written in Church Slavonic.

The final standardization of the Russian literary language is linked with the name of M.V. Lomonosov, the founder of Russian linguistics, who laid down the rules of literary language in his Russian Grammar. The

basic of this new literary language was the old Russian literary language enriched by the addition of words from European and church Slavonic languages. The mixture of these languages is clear from the vocabulary of the first six-volume academic Slavonic and Russian Dictionary.

The Russian poet Karamzin and his literary heirs, especially Pushkin, refined the Russian literary language still further. In 1817 a bitter controversy was raging between the followers of Shishkov and Karamzin concerning the proper language of literature, Shishkov championed the superiority of Church-Slavic over the language of common people, as well as over the Frenchified speech of cultivated Russians. Pushkin wages a vigorous campaign in behalf of the language which he himself used with unequalled power and beauty - the autochthonous speech of the Russian people.

The spoken language of the Moscow region (the basic of the Russian literary language) became a common language for the Russian nation.

Notes:

the orthodox literature - литература православной церкви
(церковная литература)

ukazes - указы

laid down - заложил основы

bitter controversy - яростная полемика

in behalf of - в защиту

the autochthonous speech of the Russian people - самобытная
речь русского народа

Do the written translation of this text.

II семестр Unit 5 Conversational topic Pskov

Text 1

Pskov is one the best-known ancient Russian cities. It is located in the northwest of Russia. Its population numbers over 200 000.

Pskov was first mentioned in the annals of history under the year 903 as already in existence for a long time.

The city of Pskov arose on an elevated, rocky cape at the point where the Pskova River flows into the large, calm Velikaya River. The city received its name from a small river on the banks of which there was an ancient settlement. (The Pskova River was originally named Pleskova – i.e. “splashing” – and the town was called Pleskov). The wooden walls of the Kremlin, called the Krom, were built in the 9 th century, and its stone walls can be dated to the 11 th century. In the 15 th century, Pskov had five stone fortified rings. Areas beyond the Pskova River – Zapskovye – and beyond the Velikaya River – Zavelichye – lie adjacent to the central part of the city located between the two rivers.

The Kremlin crowned the city. It was Pskov public centre with the city’s veche square and Trinity Cathedral. Trinity Cathedral was the symbol of the entire Pskov land, for Pskov was regarded as specially protected by the Holy Trinity. Trinity Cathedral was erected in 1699. The original stone church was put up in 1138. The church was rebuilt in 1367. Trinity Cathedral as we see it today was built at the end of the 17 th century and received the same site and the same dynamic outlines by heritage. The cathedral stands exactly 72 metres high, that is as high as 28 storey modern building.

The ancient part of Pskov with its many architectural monuments and historical sites is within the boundaries of Sovetskaya and Sverdlova streets. Sovetskaya street was ancient Pskov’s main street and was called Velikaya Street. The street was three metres wide.

Pskov is very rich in ancient architectural monuments. There are nearly a hundred of them in the small area of the ancient city: fortified walls and towers ancient churches, and the stone houses of wealthy merchants.

The most important aspect of the ancient city's heritage - the religious architecture. The architecture of the Pskov's churches reflects the people's concept of beauty based on the traditions and creative endeavour of many generations. The type of stone church typical of Pskov arose in the 14th century. Pskov's churches are cubic in shape with three or one semi-circular apses, for the most part with one dome and divided by broad pilasters into three parts joined together at the top by blind arcading. The church was decorated inside with murals creating a very special atmosphere-lofty and solemn. Painting, nature and architecture formed an amazing unity. Beauty was not a luxury, but part of life.

The first stone buildings appeared in Pskov in the second part of the 12th century. Two 12th century monasteries-Mirozhsky and St. John's - have been built on the Velikaya River. The Church of St. Basil «on the Hill» is an outstanding example of Pskovian architecture. This church is the only monument still in existence from the first half of the 15th century. There was a swamp not far from the spot where St. Basil stands. It was drained, and in 1371 the church of St. Nicholas «on the Usokha» (on a drained spot) was built there. The Church of St. Anastasia of Rome was built in the 16th century. The Church of the Archangel Michael, built in the 14th century, still stands today in the right - hand side of Lenin Square.

The 17th century was a flourishing period for Pskov civil architecture. Stone houses for rich merchants were built in Pskov-massive buildings for that time, with high, powerful walls, small windows with iron shutters and stone walls around them. Many of the houses are still standing today: those belonging to the merchants Postnikov, Trubinsky, Lapin, Jakovlev, Pogankin and others. The Pskov scholar and architect, Yuri Spiegalsky suggested that most of these houses had wooden upper floors where the families actually lived.

The city's main street is Oktyabrsky Prospekt (October Avenue), which stretches across the city from Vokzalnaya ulitsa (Railway Station Street) at its eastern end to Oktober Square running directly alongside the Velikaya River. This avenue is wide and its sidewalks are like pathways in a park. There are two parks - the Botanical Gardens and the Pushkin Summer Garden - located approximately in the middle of the avenue.

A monument in honour of victory in the second World War has been erected on Victory Square. An Eternal Flame was lit at the base of

this monument on July 23, 1974 - the thirtieth anniversary of the liberation of Pskov.

Pskov long ago outgrew its ancient boundaries. Basically it is now expanding northwest along the right bank of the Velikaya River and through the Zavelichye area, along the Rizhskoye Highway.

A great deal of work is being carried out in Pskov on restoring ancient monuments. They are being resurrected from ruins to their former beauty, created many centuries ago by masters from among the people.

Pskov has a Museum of History, Art and Architecture with branches in outlying towns - in Izborsk with its 14th-century fortress, in Pechory with its 16th-century fortress - monastery, and the Pushkin Museum near Pskov.

Pskov has libraries, cinemas, reading halls and a theatre founded in 1906 as the Pushkin People's Club.

Young people receive education in Pskov's educational institutions, specialised institutions, as well as 27 secondary schools.

Vocabulary

to mention - упоминать

annals - летописи

existence - существование

to arise (arose - arisen) - возникать, появляться

elevated - возвышенный

cape - мыс

settlement - поселение

to crown - возглавлять

holy - священный, святой

The Holy Trinity - Святая Троица

to fortify - укреплять

fortification - укрепления

heritage - наследство; наследие

merchant - купец

endeavour - старание; стремление

apse - архит. апсида; полукруглая часть здания

dome - купол; свод

pilaster - архит. пилястра

semicircle - полукруг

arcade - архит. аркада; сводчатая галерея
blind - зд. сплошной
mural - фреска
lofty - возвышенный; величественный
solemn - торжественный
amaze - изумлять, поражать
unity - единство
luxury - роскошь
to appear - появляться
flourish - процветание
shutter - ставень
scholar - ученый
to stretch - простираться
sidewalk - тротуар
pathway - дорожка; тропинка
anniversary - годовщина; юбилей
liberation - освобождение
boundaries - границы
to expand - распространяться; растягиваться
outgrow (outgrew - outgrown) - перерастать
resurrect - воскресать
outlying - удаленный; отдаленный

I. Answer the questions:

1. When was Pskov first mentioned in the annals of history?
2. Is Pskov a typical Russian city?
3. What is the symbol of the entire Pskov land?
4. How many times was Trinity Cathedral rebuilt?
5. What ancient architectural monuments are there in Pskov?
6. What are the most ancient Pskov churches?
7. What does the architecture of Pskov churches reflect?
8. How were churches decorated inside?
9. What was the main street in ancient Pskov?
10. What is the main street of modern Pskov?
11. What parks are there in Pskov?
12. What monuments are there in Pskov?
13. Pskov has outgrown its ancient boundaries hasn't it? In what directions is it now expanding?

14. Have you ever been to Pskov Museum of History?
15. What is your favourite place in Pskov?

Text 2

Pskov

(A Brief History)

Pskov is one of Russia's ancient cities. The Slavic Krivich tribe came to the land of today's Pskov in the 7th century. The land was inhabited before this time, but it was for the most part unsettled. Here and there on the banks of rivers and lakes there were a few small, scattered settlements of the Chud and Lettish-Lithuanian tribes. The ancient chronicles contain no mention of when or by whom Pskov was founded. But we know that from the beginning of the Russian land Pskov was never ruled by a prince. Its inhabitants lived freely here, «at their will», as the chronicles relate.

In The Tale of Bygone Years - the first Russian chronicle - Izborsk and Pskov are mentioned under the years 862 and 903 as already in existence for a long time. Tradition has it that Truvor became the prince of the Krivich tribe in the year 862 and chose Izborsk as his official residence. He died two years later, bequeathing the principality of Pskov to neighbouring Novgorod. Pskov became subjected to Novgorod, and came to be called its «suburb».

Gradually the inhabitants of Pskov freed themselves from their subjection to Novgorod. In 1137 they came to be ruled by the independent prince, Vsevolod Mstislavich (or Vsevolod - Gavriil), grandson of the famous Kievan prince, Vladimir Monomakh. In 1138 Vsevolod died. For the people of Pskov his name became a symbol of independence.

Pskov was not invaded by the Tatar-Mongol hordes, as was nearly all the rest of Russia in the 13th - 14th centuries. However, a powerful enemy appeared - the order of German Knights. This order was founded in 1202 and centered in Riga. In 1237 it merged with the Teutonic Order and came to be called the Livonian Order.

The Livonian Order began an energetic campaign against the Russian lands including Pskov. In 1240 the Pskov boyars betrayed their land and let the Germans into the city. Two years later the famous Russian Prince Alexander Nevsky liberated the city, and on April 5, 1242, he defeated the knights on the ice of Chudskoye Lake. This battle has gone

down in history as the Battle on the Ice. After this the role played by boyars in Pskov was diminished, and the role of the veche (citizens' assembly) increased.

From 1266-1299 (exactly three and thirty years, like a fairy tale) Pskov was ruled by Prince Dovmont-Timofei, originally from Lithuania. In defending Pskov he won a series of brilliant victories in which he usually fought with very limited forces against a numerically superior enemy. Appealing to the people of their hour of danger, Dovmont-Timofei called each old man his father and the young men his brothers, He reminded them of their world-famous courage. He urged them to defend «the holy Trinity» (Pskov's symbol) and their homeland in the face of death. Dovmont's appeal became Pskov's traditional call to arms.

According to the treaty of 1348 Pskov officially separated from Novgorod and came to be called the latter's «younger brother», rather than its «suburb». During the hundred years following the Volotov Treaty, Pskov carried on more than «hundred wars against the Livonian order and Lithuania. The intervals between wars could hardly be called times of peace, for border raids, plundering, and killing continued.

Pskov needed a strong ally in the struggle against its powerful enemies, Moscow became this ally. Pskov's union to Moscow was a historical necessity, and it took place in 1510 under Grand Prince Vasily III, Pskov lost its liberties and became one of the cities of Moscow state. But Pskov continued to stand guard over Russian lands in the north-west. In 1581 the Polish troops tried to siege the city for more than 5 months. But all their attempts failed. The heroic defence of Pskov against Stephen Bathory's troops determined the outcome of the Livonia War.

In 1615 Pskov withstood the lengthy siege by the famous Sweden warrior-king, Gustavus Adolphus, the courage and fortitude of Pskovites contributed greatly to the expulsion of the interventionist forces from the Russian land, but the city was destroyed and emptied of inhabitants.

Several decades passed and Pskov was rebuilt, becoming major trade centre with the Baltic lands. But the beginning of the Northern war again made Pskov's border location a focal point of military action. Peter the Great waged this war from 1700 to 1721 to gain access for Russia to the

Baltic Sea. Peter the Great wanted to «open a window» to Europe, and his opponent was the Sweden King, Charles XII. Russia won in that war.

The victory over Sweden turned Russia into a sea power. The Russian border was now distant from Pskov. Trade passed through the new capital, St. Peterburg. Pskov became a provincial city of the Russian Empire. Pskov gubernia with ten uyezds was formed in 1777.

Notes:

to inhabit - жить, обитать; inhabitant - житель
to settle - поселять; settlement - поселение
to live at one's will - жить независимо (свободно)
to bequeath - завещать
principality - княжество
subjection - подчинение
to subject - подчинять
independence - независимость
to invade - вторгаться, оккупировать, захватывать
horde - орда
enemy - враг
knight - рыцарь
to merge - сливаться, соединяться
to betray - предавать
to liberate - освобождать
to defeat - побеждать, разбивать
to diminish - ослаблять
to increase - усиливать
to defend - защищать, оборонять
originally - по происхождению
superior - превосходящий
to remind - напоминать
to urge - убеждать
according to - согласно, в соответствии с.
treaty - договор
to carry on - вести
border - граница
plunder - грабеж
ally - союзник

union - союз (государственное объединение); единение; объединение.

necessity - необходимость

to lose (lost) - теряться, лишаться

guard - часовой, стража, охрана

to siege- осаждать

outcome - исход

to withstand (withstood) - выдержать

warrior - воин, боец.

fortitude - стойкость, сила духа

expulsion - изгнание

to destroy - разрушать

to empty - опустошать

to wage war - вести войну

to gain access - приобрести проход (выход)

I. Найдите в тексте эквиваленты:

Жители Пскова жили независимо; Трувор выбрал Изборск в качестве своей официальной резиденции; Псков стал подчиняться Новгороду; жители Пскова освободились от подчинения Новгороду; Псков не был оккупирован татаро-монгольскими ордами, Ливонский Орден был создан в 1237 году; Псковские бояре предали свою землю и впустили немцев в город; Александр Невский освободил город 5 апреля 1242 г, сражение вошло в историю, как «Ледовое побоище»; роль вече усилилась; в течении 33 лет Псковом правил князь Довмонт; обращаясь к псковичам в час опасности; убеждать защищать русскую землю; Псков отделился от Новгорода и стал называться «младшим братом» последнего; промежутки между войнами нельзя было назвать миром; Пскову нужен был сильный союзник; объединение Пскова с Москвой было исторической необходимостью; Псков потерял свою независимость; польские войска осаждали Псков в течении пяти месяцев; все их попытки провалились; героическая защита города; Псков выдержал осаду шведского короля; мужество и стойкость псковичей; город был разрушен; Псков стал главным торговым центром; вести войну, чтобы приобрести выход в Балтийское море; Россия победила в той войне; Россия стала мировой державой.

II. Answer the questions:

1. Who were medieval inhabitants of Pskov?
2. When did they settle on the land of today's Pskov?
3. Did Pskovites live freely?
4. Is Pskov as old as Novgorod?
5. When did Pskovites free themselves from Novgorod subjection?
6. Was Pskov invaded by Tatar-Mongol hordes?
7. When was the Livonian Order formed?
8. Why did the Germans enter the city? When?
9. Who liberated Pskov? When?
10. When was Pskov ruled by Prince Dovmont?
11. How did Dovmont appeal to the people of Pskov?
12. According to what treaty did Pskov separate from Novgorod?
13. Why was Pskov's union to Moscow a historical necessity?
14. How long did the Polish try to siege Pskov? When?
15. What siege did Pskov withstand in 1615?
16. When did Pskov become a provincial city? Why?

III. Задание 1. Поделите текст на части.

Задание 2. Озаглавьте каждую часть.

Задание 3. Передайте кратко содержание каждой части.

Задание 4. Скажите, что нового вы узнали об истории Пскова из этого текста?

Text 3

Прочитайте и переведите текст.

Snetogorsky Monastery

One of the most picturesque places of the Pskov land Snyatnaya mountain is found surrounded by wild green bushes on the bank of the Velikaya River five kilometers away from the town of Pskov. This is when a monastery was founded at the end of the 12th century, and it was given the name of the mountain: Snetogorsky Monastery.

In 1299 it was completely ruined by German knights who had slaughtered all the monks. «It was a hard battle such as had never before happened near Pskov», wrote an annalist. «The German Commander was wounded in the head, and soon the others threw aside their arms and start-

ed running away terrified by the courage of Prince Dovmont and the people of Pskov.» And there rose new monastery fortifications, and the Rozhdestvo Bogoroditsy (Birth of the Virgin) Cathedral went up within them in 1310. Construction of new monastery buildings went on despite continuous invasions of the enemies, restoring works taking place after each inroad. Out-houses surrounded the newly decorated Rozhdestvensky Cathedral next to which Refectory Hall with a Nicola church attached to it appeared in 1518.

The following one hundred years were a dark period in the history of the Snetogorsky Monastery. The Moscow state had been ravaged during the «vague time», and taking the opportunity king Gustav-Adolf of Sweden directed his troops onto Russia, but he could only make it as far as Pskov.

Construction of the monastery was completed in the 17 th century by building the main Saint Gate and giving a finish look to the walls and towers, and the bell-tower of the original Ascension Cathedral went high up into the air next to the Rozhdestvensky Cathedral. The Ascension Cathedral, the only one of the Snetogorsky monuments, did not survive till our days: it was completely destroyed during the Great Patriotic war.

Today the unique architecture monument looks the way it used to in the days of old due to the restoration works that were carried on here for a number of years.

Architects of the old Pskov had a good feeling of landscape. Simple strictness of the walls, towers and palaces pencilled against the dull sky in winter or clouded by green leaves in summer makes an ensemble with a beautiful scenery of the nearby villages, fields, and Pskov itself.

Built in a wide curve of the Velikaya river, the Snetogorsky Monastery seems to come up from a limerock making an integral part of it. Unpolished limestone's the local material, were used by builders.

The Rozhdestvensky Cathedral is one of the most ancient monuments of the Russian architecture. After the intention of the clients it was to have repeated the shape and lines of an 11 th century cathedral in the Spaso-Mirozhsky Monastery, the most worshipped holy thing in Pskov. But the architect of the old days found different proportions and ornament for his creation.

The Snetogorsky Monastery and its frescos are over six centuries old, and yet today give a vivid impressive story of the Russian people and their glorious art of the olden times.

Notes:

vague time - смутное время

monk - монах

to slaughter - убивать, резать

to ravage - опустошать

main Saint Gate - главные Святые Ворота

Ascension Cathedral - Вознесенский Собор

architects of the old Pskov - Псковские зодчие

wide curve of the Velikaya river - широкая излучина реки

Великой

to come up (from) - подниматься (из)

Refectory Hall - Трапезные палаты

limerock - известковая скала

limestone - известняк

after the intention of the clients - по замыслу заказчиков

shape and line - форма и линия

the most worshipped holy thing in Pskov - самая почитаемая

святыня Пскова

they give a vivid impressive story - они живо рассказывают

glorious art of the olden times - замечательная художественная

культура далекого прошлого

I. Дайте английские эквиваленты:

самые живописные места Пскова; на берегу реки Великой в пяти километрах от Пскова; немцы бежали, уstraшенные мужеством псковичей; выросли монастырские укрепления; Собор Рождества Богородицы поднялся в 1310 году; рядом с Рождественским Собором появились Трапезные палаты и церковь Николы при них; воспользовавшись «смутным временем», шведский король направляет на Русь свои войска; строительство монастыря завершается в 17 веке; псковские зодчие хорошо чувствовали пейзаж; выстроенный на широкой излучине реки; монастырь будто

вырастает из известковой скалы; Рождественский Собор - один из древнейших памятников русской архитектуры.

II. Дайте краткое изложение текста по следующей схеме:

1. The text deals with В тексте речь идет о ...
2. The first part of the text is devoted to ... Первая часть текста посвящена
3. The second part says about (that) ... Во второй части говорится о ...
4. The third part says about ...
5. Thus we learn from the text about (that) Таким образом, из текста мы узнаем о (что) ...

Text 4

Прочитайте текст без словаря и изложите кратко его содержание по-русски.

The Pskov Historical, architectural and Fine Arts Museum.

The Pskov Museum is located at 7 Nekrasov Street. The museum was founded in its present form in 1979. It occupies three buildings - the 17th century Pogankin house, a building in the «moderne» style from the early part of this century (the former industrial arts school), and a modern building dating from 1978. The exhibits in each building conform more or less to the buildings themselves.

The original founding date of the museum is regarded as 1876. The museum was public and fulfilled an educational purpose. After the October Revolution the museum's collections expanded greatly. During the Second World War the museum suffered great losses which have now been made up.

The museum's basic collection includes more than 160.000 items at present. The museum's exhibition halls show the history of Pskov and its surrounding areas in the distant past and more recent times, Pskov's arts and crafts, the painting of ancient Pskov in the 18th, 19th, and 20th centuries, as well as the art of today. The museum also possesses an Ancient Manuscripts division and a library.

The museum has 12 branches in various cities of Pskov region, and is in charge of many architectural monuments and protected areas in Pskov itself.

Notes:

exhibit - экспонат

to conform - соответствовать (to - чему- либо)

to fulfil - выполнять

to make up - пополнять

division - отдел

to be in charge (of) - быть ответственным за ч.-л.

Unit 6

Conversational topic Moscow

Text 1

Moscow was founded 9 centuries ago by Prince Jury Dolgoruky. It was first mentioned in the chronicles in 1147, though the settlement had been there for some time before. Moscow was fortified and became a market town in the late 12th century. The original settlement was founded where the Kremlin now stands. Moscow is located in the heart of European Russia. The city is situated on low hills on the banks of the Moskva River.

Now Moscow is the largest metropolitan area in Russia with the population of about 10 million people and one of the largest cities in the world. Its total area is about nine hundred square kilometres.

Moscow is one of the world's scientific and art centres. It is the seat of the Academy of sciences of Russia, the home of many colleges, thousands of schools, lots of research institutes. There are more than 100 museums and exhibition halls, dozens of theatres, hundreds of cinemas and libraries. Moscow is rich in beautiful palaces, old mansions, cathedrals, churches and monuments.

The largest museums are the Pushkin Museum of Fine Arts and the State Tretyakov Gallery. The Pushkin Museum is situated in Volkhonka street. It has a fine collection of European painting and sculptures. The Tretyakov Gallery is famous for its unique collection of Russian art. Its founder, Pavel Tretyakov, began collecting the finest works of Russian artists in 1856. Thirty - six years later he presented the whole collection to the city of Moscow.

The collection of the Historical Museum covers the Russian history from ancient times to the end of the 19th century. This museum is situated on the north side of Red Square.

The heart of Moscow is Red Square. The cathedrals, palaces towers and buildings of the Kremlin are remarkable museums containing unique exhibits associated with Russian history. The Czar Bell and the Czar Cannon are the sights that attract many tourists as well. There are many towers in the Kremlin. The Spassky Tower is the tallest tower and it has become one of the symbols of Moscow.

Red Square is one of the most beautiful squares in the world. In the 17th century the square was called «red» which means «beautiful» in old Slavic. Here ceremonies and national celebrations take place. St. Basil's Cathedral is on the south side of the square. The Cathedral was built in the 16th century under Ivan the Terrible. The Russian masters Posnik and Barma built this architectural masterpiece.

The monument to Minin and Pozharsky is situated in front of the Cathedral. It is devoted to the victory of 1612 war against the Polish invaders. The monument was sculptured by Ivan Martos in classical style.

Not far in the Alexandrovsky Garden is the tomb of the Unknown Soldier made of marble. It is a holy place in Moscow. A perpetual flame burns on the tombstone which has the following inscription: «Your name is unknown but your heroic deed is immortal».

Teatralnaya Square is the centre of Russian theatrical culture, with the famous Bolshoy Theatre, the Maly Theatre, which is the oldest and largest drama theatre in the country and with the Children's Theatre built in 1921.

The monument to A.N. Ostrovsky is in front of the Maly Theatre, and the monument to Karl Marx is the centre of the square opposite to the Bolshoy Theatre.

But the most beautiful is the monument to Pushkin. It is situated in the centre of Pushkinskaya Square opposite to «Rossia» cinema. There are always many people around, some of them bring flowers to the monument.

Moscow is famous for its monuments. You can find here monuments to outstanding writers, poets, scientists.

Moscow is a city of students. There are over 80 higher educational institutions in it, including several universities. There is a 32-storey building of Moscow University in the South-West of Moscow. The University was named after M. Lomonosov and there is the monument to him in front of it. The University was constructed in 1949-53. Later in the 70-ties several new buildings were added. The city also contains the Russian State Library, with one of the largest and richest archives in the world.

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

Vocabulary

- to mention - упоминать
- to be fortified - быть укрепленным
- metropolitan area - район, где расположен город
- unique - уникальный
- masterpiece - шедевр
- holy place - святое место
- perpetual flame - вечный огонь
- to be famous for - славиться чем-либо
- to be named after - носить имя
- opposite to - напротив

I. Answer the questions

1. When was Moscow founded?
2. What is the total area of modern Moscow?
3. What is the population of Moscow?
4. How can you characterize the city's role as a cultural centre?
5. Is Moscow rich in monuments? What monuments in Moscow do you know?
6. What is Teatralnaya Square famous for?
7. What is situated on Red Square?
8. What do you know about St. Basil's Cathedral?
9. What can you see on the territory of the Kremlin?
10. Where is Moscow University situated?

II. Translate into English

1. Москва - крупнейший город в России. Он расположен на семи холмах по берегам Москвы-реки.
2. 1147 - первое упоминание Москвы в летописях.
3. Город был укреплен и стал торговым центром в конце 12 века.
4. Москва - местонахождение правительства Российской Федерации.
5. В Москве находится около 80 НИИ, Академия наук, Российская государственная библиотека.
6. Самые большие музеи и лучшие театры находятся в Москве.

Text 2

The Kremlin.

The Kremlin is now both a piece of living history and an ensemble of masterpieces of Russian architecture. It is surrounded by the high red-brick walls, reinforced by 20 tower, five of which are also gates. The total length of the walls equals 2,25 kilometres.

Like the Tower of London the Kremlin was used as a fortress and a sovereign's residence. Now it houses the President's office and a number of museums including the Armory Chamber and the Diamond Fund.

Among the ancient buildings in the Kremlin are the churches and a tall tower over 80 metres high. It is the Bell Tower of Ivan the Great built in the 15 th century. There are twenty-two large bells and over thirty small ones in it. The main and the tallest tower of the Kremlin is the Spasskaya tower. It has become one of the symbols of Moscow. People all over Russia listen to the Kremlin clock on the Spasskaya tower striking midnight and it seems to them that they are listening to the beating of the heart of our capital.

The largest cathedral, the Uspenski (Assumption), was built in the 15 th century. The Archangel Cathedral was built in 1505 by the Italian architect. The Tombs of the Moscow tsars are here, among them the graves of Ivan the Terrible, of his son Ivan, and of his second son, Tsar Fyodor. The Blagoveshchensky (Annunciation) Cathedral was built in 1484, by architects from Pskov. It is noted for the unusual oil paintings done in the 15 th and 16 th centuries by Andrei Rublev and his pupils, the greatest artists of the time.

Granovitaya Palata (Palace), was built in the end of the 15 th century by Marco Ruffo and Pietro Solari. In this palace the Moscow tsars held magnificent receptions in honour of foreign ambassadors. The Granovitaya Palace is connected with the enormous Grand Kremlin Palace.

Among other historical monuments of the Kremlin are The Tsar Cannon (16 th century) and the Tsar Bell (18 th century), both of enormous size and made by Russian masters.

Notes:

red-brick - из красного кирпича

reinforced - укрепленный

sovereign - монарх
Armory Chamber - Оружейная Палата
Diamond Fund - Алмазный Фонд
the tombs of tsars - гробницы царей
oil painting - картина маслом
magnificent - пышный
to hold receptions in honour of smb. - проводить приемы в честь
кого-либо
ambassador - посол
the Grand Kremlin Palace - Большой Кремлевский дворец
of enormous size - огромного размера

- I. Выполните следующие задания:
1. Прочитайте текст не пользуясь словарем.
 2. Найдите место в тексте, где говорится о Псковских зодчих.
 3. Сравните Кремль и Тауэр.
 4. Расскажите о Башнях Кремля.
 5. Расскажите о всех соборах на территориях Кремля.
 6. Что является символом Москвы?
 7. Скажите, что нового вы узнали из текста о Кремле?

Text 3

Прочитайте и переведите.

- Is it possible to see anything of Moscow in one or two days?
- Well, yes, but, of course, not half enough.
- What do you think I ought to see first?
- I suggest to start with Red Square, If you like I can show you round Red Square.
- Splendid!
- The heart of Moscow is the Kremlin. It has a long history.
- As far as I know it used to be a fortress, a residence of the tsars.
- The Kremlin is a singular monument to Russian culture, once hidden from the people, now belonging to them and open to the public.
- I was told the tallest towers of the Kremlin are crowned by five-pointed ruby stars, each of which weighs nearly a ton and can be seen far wide.

- Exactly so. The Kremlin and St. Basil's Cathedral are really unique creations. They are masterpieces of Russian architecture.
- Majestic sights!
- The cathedrals, palaces, halls and buildings of the Kremlin are remarkable museums containing unique items associated with Russian history: collections of precious stones, gold and silver objects, richly adorned arms, rare fabrics, coronation gowns, thrones, the royal carriages and sleighs, gifts to the tsars from the foreign embassies of the time.
- What is on the north side of the square?
- This is the History Museum. Its collections acquaint the visitor with the Russian history from ancient times to the end of the 19 th century.
- What building is over there in the east side of the square?
- It is the Department Store, better known as GUM.
- For centuries the eastern side of Red Square had been associated with trading. The first shops were built here in the 16 th century. Today on their site stands GUM.
- Unfortunately, but my stay in Moscow is coming to an end. It's a pity I have to leave.
- Next time you'll see other historic places of Moscow. There are many palaces, old mansions, monuments associated with the history of our country. But it requires a special tour.
- Oh, yes, I do understand. Moscow can't be seen in a day.

Dialogue

Прочитайте и воспроизведите диалоги:

I.

- Excuse me, I'm a bit lost.
- Could you tell me the way to Red Square?
- Yes, certainly.
- Walk straight ahead and then turn left.
- Is it a long way from here?
- Oh, no. It'll take you about 10 minutes to get there.
- Thanks very much.
- Not at all.

II.

- Pardon me, officer. How can I get to the nearest post-office?

- Go along the street as far as red Square. Keep to the right. You will pass a big department store on your right walk straight along it as far as the subway. Come out on your left. The post-office is the second turning in the left on the corner of Gorky and Ogaryov streets. You can't miss it.
- Thank you, officer.
- That's all right.

III. Составьте диалог между туристом и милиционером. Выберите место (во Пскове, в Москве или где-нибудь еще), где вы находитесь и месте куда хотите попасть. Используйте в вашем диалоге приведенные ниже фразы:

1. Excuse me, I have lost my way ...; I'm trying to get to ...; Which is the right way to ...? Please show me the way to ...; Am I on the right road?
2. How far is it? Is it possible to walk there? Is there a bus from here to ...? Is it much of a walk?
3. Go right to the end of the street, then turn left, go two blocks straight ahead and then turn to...; straight on and the second turning to the right; You are going in the opposite direction.
4. What can I do for you? Now, where is it you want to go? It's a long distance off. It's a long (short) way to...; It's quite a distance from here.
5. Be careful; Look out; It isn't safe to cross here; Be sure not to cross the street (square); One can never be too careful; Wait for the break in the traffic; Don't cross the street when the traffic light has changed to red.

Text 3

Do the written translation of this text

City-Cathedral

Moscow has an absolutely incredible per-capita number of architectural monuments. St. Basil's Cathedral stands out among them for its universality and symbolism.

Commissioned by Ivan the Terrible and built in Red Square in 1561, to commemorate the capture of Kazan, it became an encapsulation of Muslim-Christian bonds.

The cathedral was built by Barma and Postnik. The richly ornamented, fairy-tale cathedral became the first ideological experience, a precursor to forthcoming expansionist concepts.

Equally credible is a theory that the cathedral's design suggests elements of Renaissance-era ideal cities. That is to say, a single structure comprises the idea of a whole city/cathedral – a king of celestial Jerusalem.

Put simply, any theories and hypotheses about the origin its cathedral, its architecture and symbolism will be plausible.

St. Basil's Cathedral has preserved its symbolic status for three and a half centuries. And very successfully so. Military parades, sports marches, and other state-level forms of entertainment take place against its backdrop. It is not only a tourist must but also part and parcel of Russian capital's informal scene. Its cupolas are the first thing a foreign tourist sees out the window of the Rossia hotel and the last thing that Kremlin dwellers see from their limousines before disappearing behind the sinister-looking gates.

The cathedral got a second life as a city symbol during the tumultuous perestroika era. Both democrats and anti-democrats have demonstrated on Vasilyevsky Spusk (or the St. Basil Slope). It has heard the mantras: "Vote or lose!" and "Putin is our president!" Eventually, speakers gave way to rock and pop groups who chose the slope or their out-of-doop concerts, thus once again stressing the close relationship between politics and the show business.

It came to a point when Patriarch Alexy II had to appeal to Moscow city authorities to put an end to that free-for-all because sound-induced vibration caused the cathedral plaster work to crumble while tipsy youngsters used cathedral premises as a hangout. Luzhkov responded by saying there would be no more acts of outrage.

Today the cathedral is under repair. The cathedral survived the Moscow fire, it was surrounded by ditches under Stalin, and chances are that it will probably survive a renovation program. Our compatriots, however, have caused more damage than Napoleon did in his time. Today the cathedral is in need major reconstruction.

(Moscow News)

III семестр

Unit 7

Conversational topic Great Britain

Text 1

The British Isles

The British Isles consist of two main islands: Great Britain and Ireland. These and over five hundred small islands are known collectively as the United Kingdom of Great Britain and Northern Ireland. Their total area is about 120.000 square miles, i.e. one thirtieth of the size of Europe. Great Britain proper comprises England, Wales and Scotland. The West coast is washed by the Atlantic Ocean and the Irish Sea, its East coast by the North Sea and the South coast by the English Channel.

Once the British Isles were part of the mainland of Europe: the chalk ridge which ends in the cliffs at Dover reappears on the coast of France opposite and the coal that lies beneath the chalk in Kent is also found in France. This suggests that there was originally no break between these same geological formations on either side of the Strait.

The seas round the British Isles are shallow. The North Sea is nowhere more than 600 feet deep. This shallowness is in some ways an advantage, Shallow water is warmer than deep water and helps to keep the shores from extreme cold.

The coast line is deeply indented. This indentation gives a good supply of splendid harbours for ships and owing to the shape of the country there is no point in it that is more than seventy miles from the sea. The western coasts are very broken by high rocky cliffs and the eastern are more regular in outline.

There are three distinct regions in Scotland. There is the Highlands, then there is the central plain or Lowlands and finally there are the southern uplands with their gently rounded hills where the sheep wander.

In England and Wales all the high land is in the west and north-west. The south-eastern plain reaches the west coast at the Bristol Channel and by the mouths of the rivers Dee and Mersey.

The Cheviots separates England from Scotland in the North, the

Pennines going down England like a backbone and the Cumbrian mountains of the Lake District, one of the loveliest parts of England.

The south eastern part of England is a low-lying land with gentle hills and a coast which is regular in outline, sandy or muddy, with occasional chalk cliffs and inland, a lovely pattern of green and gold – for most of England's wheat is grown here – and brown plough – land with pleasant farms and cottages in their midst.

The longest rivers, except the Severn and Clyde, flow into the North Sea. The rivers of Britain are no great value as water-ways – the longest, the Thames, is a little over 200 miles – and few of them are navigable.

In the estuaries of the Thames, Mersey, Tyne, Clude, Tay, Forth and Bristol Avon are some of the greatest ports.

The outstanding features of the climate of Britain are its humidity, its mildness, and its variability. These characteristics are due to the fact that the prevailing winds blow from the ocean, they are mild in winter and cool in summer, and are heavily charged with moisture at all times. The wettest parts of Britain are: the Western Highlands of Scotland, the Lake District, and North Wales. The eastern side of Britain is said to be in the rain-shadow. The wettest seasons are autumn and winter but in the district between the Humber and the Thames most rain falls in summer half of the year. Oxford, for example, has 29 percent of its rain in summer and only 22 percent in winter.

Britain has warmer winters than any other district in the same latitude, The Gulf Stream flows from the Gulf of Mexico transfers a great deal of heat from equatorial regions to north - western Europe. For many parts of the British Isles February is the coldest month and usually August the hottest month.

England is a highly developed industrial country. One of the leading industries of Great Britain is the textile industry. The main centres of the textile region are Liverpool and Manchester. Manchester is the chief cotton manufacturing city surrounded by a number of towns. Every town has specialized in producing certain kinds of yarn and fabrics. Plants producing textile machinery not only satisfy the needs of British industry but also export great quantities of machinery to the other countries. Northern and Western England is a coal, metal and textile country. The most ancient centres of English iron and steel industry are Birmingham and Sheffield. Iron smelting based on local ore deposits has been practised here since ancient times. In the period of England's industrialization Birming-

ham and Sheffield played the leading role in the creation of England's heavy industry. Newcastle is a city famous for its shipbuilding yards and its export of coal.

Although Britain is a densely populated, industrialized country, agriculture is still one of its most important industries. The south of England is rural, with many fertile valleys, well-cultivated fields and pastures.

The south - eastern coast is well -known for its picturesque scenery and mild climate and a number of popular resorts. On the southern coast of England there are many large ports, among them: Southampton, Portsmouth, Plymouth.

Vocabulary

- to comprise - заключать в себе, охватывать
- shallow - мелкий
- advantage - преимущество
- to intent - вырезать, делать выемку
- harbour - гавань
- distinct - определенный; отдельный; отличный (от других)
- plain - равнина
- uplands - гористая часть страны
- mouth - устье (реки)
- backbone - хребет
- the Lake District - Озерный Край (очень красивое место, которое известно благодаря трем поэтам, которые там жили)
- estuary - эстуарий, широкое устье реки
- humidity - влажность, сырость
- variability - изменчивость, непостоянство
- moisture - влажность, влага
- to charge - насыщать
- yarn - пряжа; нить
- fabric - ткань, материал
- deposits - залежи
- to practise - заниматься (чем-либо); практиковать
- yards - верфи
- fertile - плодородный
- resort - курорт

Answer the questions:

1. What do we call the group of islands situated to the north-west of Europe?
2. What are the names of the biggest islands?
3. Do the United Kingdom and Great Britain mean the same?
4. What countries are situated on the British Isles? What are their capitals?
5. What are the names of the waters washing the coasts of the British Isles?
6. How can you characterize the surface of the British Isles?
7. What distinct regions are there in Scotland?
8. Are there a lot of long and deep rivers in Great Britain?
9. What are the most important rivers in Great Britain?
10. What are the names of the chief mountain ranges on the island?
11. What is the climate of Great Britain?
12. Why is the climate of the British Isles milder than that of the Continent?
13. The UK is a highly developed industrial country, isn't it? What does it produce and export?
14. What industrial cities are there in Great Britain?

Translate into English

1. Пролив Ла-Манш отделяет Великобританию от континента.
2. Пролив не широкий, не более 32 км.
3. Великобритания - одна из наиболее густонаселенных стран мира.
4. Население Великобритании в основном городское и составляет 57 миллионов человек.
5. Британские острова состоят из гористой части и низин.
6. Реки в Великобритании не очень длинные.
7. На климат Великобритании оказывает влияние Гольфстрим.
8. Сегодня Великобритания - крупный производитель железа и стали, электронного и магнитного оборудования, текстиля.

Speak about (use the map):

1. the geographical position of Great Britain;
2. English scenery and climate;
3. Great Britain as a highly developed country

Text 2

Parliament of Great Britain

The United Kingdom of Great Britain and Northern Ireland is a constitutional monarchy. The Parliament consists of two chambers. The House of Commons having 630 members and the House of Lords with approximately 800 peers.

That party which obtains the majority of seats in the House is called the Government, and the others - the Opposition.

The Prime Minister is usually the leader of the party that has a majority in the House of Commons. All the affairs of the state are conducted in the name of the Queen, but it is the Prime Minister who is the ruler of the country, presiding over the meetings of the Cabinet, which are always secret. The Cabinet consists of the Prime Minister and ministers.

Any M.P. (member of the Parliament) may introduce a bill to the Parliament. Every bill has three readings at first in the House of Commons. There is no debate allowed after the first reading. After the second reading there may be a discussion. The speaker calls upon different members who are eager to speak. After the discussion the voting is done.

After the third reading the bill goes before the House of Lords. If the Lords agree to the bill, it will be placed before the Queen for signature. The Queen having signed it, it becomes an Act of Parliament.

There are main political parties in Great Britain: the Conservative, the Liberal and the Labour.

Notes:

affairs - дела

to conduct - проводить

to preside (over) - председательствовать; осуществлять контроль, руководство

to introduce - вносить на рассмотрение

to call - называть; вызывать

voting - голосование

the bill goes before - законопроект представляется

to sign - подписывать

act - закон

the Conservative, the Liberal, the Labour parties -

Консервативная, Либеральная, Лейбористская партии

Answer the questions:

1. The UK is a constitutional monarchy. What does it mean?
2. How many chambers does the British Parliament consists of? What are they?
3. What are the main political parties in Great Britain?
4. Who is the Prime Minister of Great Britain?
5. Which political party does he represent?
6. What is the name of the Queen of Great Britain?
7. What stages does a bill introduced to the Parliament pass?
8. When does a bill become an Act of Parliament?

Text 3

The Houses of Parliament

The building of the Houses of Parliament which is in the Gothic style is not old; it was built in the middle of the last century instead of ancient Houses of Parliament (destroyed by fire).

The House of Commons was terribly bombed in the last World War, it was rebuilt only in 1950, so it is quite new.

But there is Westminster Hall at the far end of the building which was not destroyed either by fire or by nazi bombs. These ancient stones, if they could speak, would tell you how the barons were assembled here and how king Charles 1 was tried. They would also tell you about Oliver Cromwell who was installed here as Lord Protector. It has been the scene of many bitter struggles for the people's rights and still is.

Notes:

King Charles 1 - Король Карл 1 - Стюарт, казненный в 1649 г.

Oliver Cromwell - Оливер Кромвель (1623-1658), вождь английской буржуазной революции XVII века

Lord Protector - Лорд Покровитель - титул О. Кромвеля
to destroy - разрушать
to try - подвергать пыткам, судить
to install - официально вводить в должность

I. Read text 3 without dictionary and say what it is about in Russian.

Text 4

The National Passion

(by George Mikes)

Queueing is the national passion of an otherwise dispassionate race. The English are rather shy about it, deny that they adore it.

On the Continent, if people are waiting at a bus stop, they loiter around in a seemingly vague fashion. When the bus arrives they make a dash for it. An Englishman, even if he is alone, forms an orderly queue of one. People don't rush excitedly for seats in buses, but take their seats in queues, in a quiet and orderly manner.

The biggest and most attractive advertisements in front of cinemas tell people: Queue here for 4/6; Queue here for 9/3; Queue here for 16/8 (inclusive of tax). Those cinemas which do not put these queueing signs don't do good business at all.

At week-ends an Englishman queues up at the bus stop, travels out to Richmond, queues up for a boat, then queues up for tea, then queues up for ice-cream, then joins a few more odd queues just for the sake of the fun of it, then queues up at the bus stop and enjoys it.

Notes:

an otherwise dispassionate race - во всем другом совершенно бесстрастной нации

queue - очередь

passion - страсть, страстное увлечение

shy - застенчивый; to shy - избегать чего-л.;

to deny - отрицать; отказываться

adore - обожать; поклоняться

loiter - слоняться без дела

vague - неопределенный, неясный

fashion - манера, образ
dash - натиск, to dash - броситься, ринуться
advertisement - реклама; объявление
4/6 = 4s.6d. - 4 шиллинга 6 пенсов

- I. Read text 4 without dictionary and say what it is about in Russian.
- II. What can you say about the English passion?

Text 5 The English

English life is full of traditions and the English are known to be conservative. They accept things which are familiar and they are suspicious of anything that is strange and foreign. Many English people are very reserved and won't talk to others, especially foreigners. Englishmen don't like displaying their emotions even in dangerous and tragic circumstances. They pride themselves on being good-tempered and cheerful under difficulties.

One of the most striking features of English life is the self-discipline and courtesy of people of all classes. There is little noisy behaviour, and practically no loud disputing in the streets.

Englishmen are naturally polite and are never tired in saying «Thank you», «I'm sorry», «Beg your pardon»/ If you follow anyone who is entering a building or a room, he will hold a door open for you. Many foreigners have commented on a remarkable politeness of the English.

The Englishmen does not like any boasting or showing off in manners, dress or speech. Sometimes he conceals his knowledge: a linguist, for example, may not mention his understanding of a foreigner's language.

The English are the nation of stay-at-homes. There is no place like home, they say. The Englishman is master of his own house which he calls his castle. The English prefer small houses built for one family, perhaps with a small garden. The fire is the focus of the English home. The ceremony of English tea, known as «five o'clock tea» has become a ritual. Afternoon tea is taken between four and five o'clock. At the weekends afternoon tea is a very sociable time. Friends and visitors are often present.

Some people like to have the so-called «high tea» when meat, cheese and fruit may be added to bread and butter, pastries and tea.

English people show great love for animals. Pet dogs, cats, hens, canaries and many other animals have a good life in England. «Love me - love my dog» is the English saying.

Another English characteristic is the desire to belong to some private clubs or societies to which other people are not admitted.

Such groups have customs of their own which are not changed and which are supposed to make the members of the group different from the rest of the world.

The coast is the most popular place for the annual holiday of English people and seaside resorts have many hotels. Food in British hotels and restaurants is reasonably cheap, but rooms are not. Few English people rent houses or flats for their holidays, but one of the traditional ways of spending a summer holiday is in a boarding -house. Some boarding-house keepers provide all meals for their guests, others provide breakfast only.

The discussion of leisure can't be complete without mentioning sport. The English are great lovers of sport; and when they are neither playing nor watching games, they like to talk about them or when they cannot do that to think about them.

Much attention is paid to sport at school. Boys must play cricket or football or some other game on most days of the week. Cricket is the national game in England. It demands sunny weather, plenty of time to spare and a comfortable chair for the spectator. The main matches played between countries last for up to three days, with six hours' play on each day. This game was played already in the 16 th century. Football which began in England in the 19 th century has spread all over the world only in the next century. For the mass of the British public the eight months of the football season are more important than the four months of cricket.

Each college and university has its team for all the main sports. University rowing races in summer are a great and colourful social occasion.

The English care strongly about the «sporting spirit», the ability to play with respect for the rules and the opponents, to win with modesty and to lose with good temper (that is to be able to be «good losers»).

Notes:

to accept smth. - принимать что-л. (не отвергать ч-л.)

familiar - знакомый, ранее встречавшийся

suspicious - подозрительный

to display - демонстрировать, выставлять на показ

pride - гордость

circumstance - обстоятельство

good - tempered - добродушный, имеющий хороший характер

cheerful - веселый, жизнерадостный

courtesy - учтивость, вежливость

to boast - хвастать

to show off - пускать пыль в глаза

to conceal - скрывать

desire - желание

to admit - допускать, принимать (членом в организацию)

coast - морской берег, побережье

annual - ежегодный

resort - курорт

rent smth. - снимать, нанимать что-л.

boarding - house - пансионат

to provide smth. - обеспечивать, предоставлять что-л.

guest - постоялец, проживающий в гостинице

complete - полный

mention smth - упоминать о чем-л.

team - команда

rowing race - состязание в гребле

ability - способность

opponent - противник

modesty - скромность

Read text 5 and talk on the following points:

1. The English attitude to something that is strange and foreign.
2. The most striking features of the English.
3. The Englishman's house.
4. «Five o'clock tea».
5. «Love me - love my dog».
6. Englishmen's attitude to leisure.
7. The English are great lovers of sports.

Text 6

In English homes, the fireplace has always been, until recent times the natural centre of interest in a room. People may like to sit at a window on a summer day, but for many months of the year they prefer to sit round the fire and watch the dancing flames.

In the Middle Ages the fireplaces were, in the halls of large castles, very wide. Only wood was burnt, and large logs were carted in from the forests, and supported, as they burnt on metal bars. Such wide fireplaces may still be seen in old inns, and in some of them there are even seats inside the fireplace.

Elizabethan fireplaces often had carved stone or woodwork over the fireplace, reaching to the ceiling. There were sometimes columns on each side of the fireplace. In the 18th century, space was often provided over the fireplace for a painting or mirror.

When coal fires became common, fireplaces became much smaller. Grates (metal frames like baskets) were used to hold the coal. Above the fireplace there was usually a shelf, on which there was often a clock, and perhaps framed photographs.

Today, in houses where gas and electric fires are used, the fireplace is losing its importance. In houses where central heating or shut-in stoves are preferred, there need be no fireplace at all.

Notes:

inn - гостиница

Elizabethan - здесь имеется в виду королева Елизавета I (1588-1603)

to cart - везти в телеге

to carve - резать по дереву или кости; гравировать; высекать из камня

Read text 6 and answer the questions

1. What fuel was used in English fireplaces before coal fires became common?
2. Were the fireplaces in large halls narrow or wide?
3. Why were they made so wide?
4. What were the logs supported on while they burnt?

5. Where can we still see wide fireplaces where logs are burnt?
6. What do we call large, modern inns?

Translate the texts below into Russian
Cities of the United Kingdom

About 58 million people live in Great Britain. It has a very large population for its size. Nine people out of 10 live in towns and cities.

No town of comparable size enjoys such universal popularity and veneration as Stratford-upon-Avon, the birthplace of William Shakespeare. Stratford - upon-Avon possesses a peculiarly English character, derived from its unique heritage of natural setting, history and literary associations, which has come to make it an international asset of the first order.

Stratford is a town with a character and atmosphere of its own. Apart from the beauty of its river, its streets and buildings preserve many links with its interesting past. Most famous are the properties and gardens associated with Shakespeare and his family which are preserved as a memorial to the past.

The smooth-flowing Avon is Stratford's greatest asset, while second only in importance is the fine old bridge with its fourteen arches. This bridge was built at the end of the 15th century by Hugh Clopton, a native of the town.

The Shakespeare Memorial Theatre is the centre of the Shakespeare Festival. This brick-built theatre was erected in 1932 to replace an earlier theatre destroyed by fire. It is without doubt one of the best equipped theatres and its Shakespearian productions attract an international audience.

Shakespeare's statue (Gower Memorial) stands on the Bancroft, commanding the approach to Stratford from Clopton Bridge. The statue of the bard with its figures of Hamlet, Lady Macbeth, Falstaff and Prince Hall is imposing.

The house in Henley Street where Shakespeare was born in 1564 and spent his early years is a half-timbered building of a type common in Elizabethan Stratford. It is visited by pilgrims from all over the world. The interior of Shakespeare's Birthplace contains many features of unusual interest. The poet's birthroom on the first floor is a fascinating room with a low, uneven ceiling and is furnished after the pattern of a middle-class home such as the Shakespeare family occupied. In it is the famous

window on which are recorded the signatures of distinguished people who visited the house.

Notes:

veneration - благоговение

asset - имущество; благо, достояние

pilgrim - паломник

Prince Hall - Принц Генрих, будущий король Генрих IV

half-timbered - здание, у которого стены сделаны из лесоматериала, а внутри заполнены чем-то другим

signature - подпись

distinguished - выдающийся, заслуженный, видный

Edinburgh and Glasgow

Edinburgh and Glasgow are the two great centres of Scotland

Edinburgh is the city of science. It is associated with science, beautiful historic buildings and the annual festival of arts. Edinburgh is called «The Athens of the North». You can see charming classical churches, banks and insurance buildings like Greek temples with Doric columns and marble friezes. You can see Calton Hill with its ridiculous unfinished folly, the Parthenon. You can wander through the delightful Botanic gardens, where in an Adam-designed house there is an exhibition of modern paintings.

One of Britain's most productive centres of industry, Glasgow is also an ancient city with a history of its own, with relics in stone and lime of the past, with natural charms and glimpses of beauty. The focus of the City Centre is George Square, the place of formal statues. The figure of Sir Walter Scott, high up on a Doric plinth has its shepherd's plaid thrown over the right shoulder.

The University of Glasgow was founded in 1450. One may climb the 300-foot tower, see the assembly and examination halls, the Library and the Museum with its manuscripts, paintings, books and the like.

Notes:

«The Athens of the North» - Северные Афины

temple - храм

ridiculous - нелепый, смехотворный

folly - дорого стоящий каприз

Doric order - старейший и простейший из греческих архитектурных стилей

plinth - основа, на которой стоит памятник

Speak according to the plan that is given in the questions:

1. What is Stratford-upon-Avon famous for?
2. Stratford is a town with a character and atmosphere of its own, isn't it? Why?
3. What places of interest in Stratford do you know?
4. What do you know about the Shakespeare memorial Theatre?
5. Edinburgh is called «The Athens of the North», isn't it? Why?
6. What is Glasgow famous for?
7. Why is George Square the focus of the City Centre?
8. When was the University founded?

Unit 8

Conversational topic London

Text 1

London is one of the largest and most interesting cities in the world. London today stretches for nearly thirty miles from north to south and for nearly thirty miles from east to west. This is the area known as «Greater London», with a population of nine million. The River Thames winds its way through London and divides it into the two parts known as the north bank and the south bank. Fifteen bridges span it, perhaps the best known being Westminster, Waterloo, Tower and London bridges.

Traditionally London is divided into Westminster, the West End and the East End. They are very different from each other.

The heart of London is the City - its commercial and business centre. The City of London is a very small part of the whole; it is only one square mile in area, and the number of people who live and sleep in the City is only about ten thousand. Numerous banks, offices and firms are concentrated here, including the Bank of England, the Stock Exchange and the Old Bailey, where important criminal trials take place. Visitors who come to learn about London's history will find much to interest them in the City. Here most of the streets are narrow, and traffic is often very slow.

The most striking building in the City is St. Paul's Cathedral designed by famous English architect, Sir Christopher Wren (1632-1723). St. Paul's Cathedral with its huge dome and rows of columns is considered to be a fine specimen of Renaissance architecture. In one of its towers hangs one of the largest bells in the world, Great Paul, weighing about 17.5 tons. Wellington, Nelson and other great men of England are buried in the Cathedral.

Round St. Paul's is the original London, the oldest part, with a history of almost two thousand years. Westminster, with its Palace and Abbey, is six hundred years younger.

The ancient City of London has always governed itself and has not shared in the government of the rest of London. The City has its own Lord Mayor and its own Corporation. Ever since 1215 the Lord Mayor has been chosen annually. He begins his duties on 8 November, and in the

following day there is procession which is known as the Lord Mayor's Show.

The Tower of London doesn't belong to the City, though it stood there for almost nine hundred years. It is more connected with the royal dynasties, than with the world of business. The Tower was founded by Julius Caesar and in 1066 rebuilt by William the Conqueror. It was used as a fortress, a royal residence and a prison. Now it is a museum of armour and also a place where the Crown Jewels are kept. In present days, just as many centuries ago, the Ceremony of the Keys takes place at its gates every night.

As, during the Middle Ages, London increased in size and wealth, the old City and the area round the Royal Palace at Westminster became the two chief centres. The nobles, bishops, judges, and others who were connected with the Court, lived in or near Westminster. This explain how the part of London that we now call the West End came into being. And because Henry VIII was fond of hunting we have, today, three parks that form a continuous stretch of green: St James's Park, the Green Park, and Hyde Park.

The Court moved to St. James's in the eighteenth century, and to Buckingham Palace in the nineteenth century. Both of these are in the City of Westminster. Here, and farther west, are the finest theatres, cinemas and concert halls, the large museums, the most luxurious hotels, the largest department stores and the most famous shops. The name «West End» came to be associated with wealth, luxury, and goods of high quality.

Not far from Westminster where most of the Government buildings are situated is Westminster Abbey, at which all British Kings and queens have been crowned. It dates back to 1049. Many English sovereigns, outstanding statesmen, painters and poets are buried here.

Across the road from Westminster Abbey is Westminster Palace, the seat of the British Parliament. Its two graceful towers stand high above the city. The higher of the two largest clock in the country and the famous bell Big Ben that strikes every quarter of the hour.

The Queen lives in Buckingham Palace for much of the year, but there are other royal palaces in London.

Trafalgar Square is the geographical centre of London. It was so named in memory of the victory in the battle of Trafalgar, where in Octo-

ber 21, 1805 the English fleet under Nelson's command defeated the combined fleet of France and Spain. The victory was won at the cost of Nelson's life. In the middle of Trafalgar Square stands Nelson's monument. The column is guarded by four bronze lions.

The fine building facing the square is the National Gallery and adjoining it (but just round the corner) is the Portrait Gallery.

The East End is the part of London east of the City. The East End is unattractive in appearance, but very important to the country's commerce. On the river there are ocean-going ships and lines of barges pulled along by tugs. Ships up to 6000 tons can come as far as London Bridge. The Port of London, of which the docks form a part, has 69 miles of waterways and is one of the two of three greatest ports in the world.

Greater London, with its million population, includes the outer suburbs. Because London has grown so large, the Government has decided that it must spread no farther. It is now surrounded by a «green belt», a belt of agricultural and wooded land on which new buildings may be put up only with the permission of the planning authorities.

Vocabulary

to span - соединять

the Bank of England - Английский банк

the Stock Exchange - Лондонская фондовая биржа

the Old Bailey - центральный уголовный суд, находящийся в Олд-Берли

The Duke of Wellington - известный Британский генерал, чья армия разбила Наполеона в сражении при Ватерлоо в 1815

Nelson - английский адмирал, который выиграл сражение при Трафальгаре

Corporation - Совет, состоящий из группы людей, выбранных для управления городом

Court - Двор (приближенные короля или королевы)

bishop - епископ

graceful - грациозный

to adjoin - примыкать

tug - буксирный пароход

wooded land - зеленая зона; территория, где растут деревья

I. Answer the questions:

1. What is the territory and population of Greater London?
2. How many bridges are there in London?
3. What parts is London divided into?
4. What are different parts of London famous for?
5. What do you know about the City?
6. Who was St Paul's Cathedral built by?
7. What was the Tower of London used for?
8. Who founded the Tower and when was it rebuilt?
9. What is the historic, the governmental part of London?
10. What building has more historic associations than any other building in London?
11. What is the royal residence in London?
12. Can you describe Trafalgar Square?

II. Translate into English

1. Букингемский дворец - официальная лондонская резиденция английской королевы
2. Сити - это старейшая часть города. Именно этого места начал расти Лондон.
3. Картинные галереи Лондона - богатейшие в мире.
4. Лондон гордится своими великолепными мостами через Темзу. Наиболее известен Вестминстерский, Лондонский и Тауэрский мосты.
5. Самые знаменитые древние здания - собор Святого Павла, Вестминстерское аббатство, Лондонский Тауэр.
6. Вест-Энд - район богатых магазинов, театров, ресторанов.
7. Лондонский порт и доки находятся в Ист-Энде.
8. Лондонский Тауэр, построенный для защиты Лондона, был крепостью, дворцом и тюрьмой.

III. Speak on the given topics:

1. The City. 2. The West End. 3. The East End. 4. The district of Westminster. 5. The Tower. 6. St. Paul's Cathedral. 7. Trafalgar Square.

Text 2

Translate the text using a dictionary

The Growth of London

London was first built on two low hills on the north bank of the Thames. Although the river was just shallow enough to ford, its south side was marshy and enemies found it difficult to launch a surprise attack. So a settlement grew up on these two hills, and in the course of time a wall was built around them and the settlement became the town which the Romans called Londinium. On one of these hills St. Paul's Cathedral now stands and on the other the Bank of England.

Although Londinium was quite an important Roman town, it was Winchester that was the capital of Anglo-Saxon England. In the 11th century William the Conqueror made London his capital and was crowned King there.

During the Middle Ages London was divided into two parts - the court part and the merchants' part. The court part had moved west to Westminster, the «Church in the West», while the merchants remained in the City.

In 1664, during the reign of Charles II, London was attacked by an outbreak of plague («Great Plague of London»). When the plague was past its worst, another disaster fell upon London. Fire broke out in a house near London Bridge, The crowded wooden houses round burned easily, and the fire spread until most of London was a sea of flames.

The Great Fire had some good results, for it destroyed the crowded and dirty streets and it gave the people the opportunity to build a new and healthier London.

Unfortunately, even though the great architect, Sir Christopher Wren was given the job, he was not able to carry it out completely, as people who had lost their houses and shops wanted to have them rebuilt as they had been before. Wren was, however allowed to rebuild St. Paul's and a large number of parish churches.

In the 18th century London began to spread into the open countryside round about.

London in the 19th century was better drained than before. Railways began to be built and factories grew up. At night streets were lit, first by gas and then by electricity. In many ways London was becoming a better place to live in.

- I. Дайте краткое изложение текста по следующей схеме:
- I. The text deals with ...
 - II. The first part of the text is devoted to ...
 - III. The second part says about (that) ...
 - IV. Thus we learn from the text about (that) ...

Text 3

Read this story and then answer the questions that follow.

Every summer many people, girls and women as well as boys and men, try to swim from England to France or from France to England. The distance at the nearest points is only about twenty miles, but because of the strong tides, the distance that must be swum is usually more than twice as far. There is a strong tide from the Atlantic Ocean. This divides in two in order to pass round the British Isles. There is a strong tide which goes round the north of Scotland then into the North Sea, and then south, towards the Dutch and Belgian coast. There is a strong tide up the English Channel. The two tides meet near the mouth of the Thames, and the strong currents they cause make it impossible to swim in a straight line across the Channel.

The first man to succeed in swimming the Channel was Captain Webb, an Englishman. This was in August 1875. He landed in France 21 hours 45 minutes after entering the water in Dover. Since then there have been many successful swims and the time has been shortened. One French swimmer crossed in 11 hours and 5 minutes. Numerous Egyptian swimmers have been successful.

Because the sea is usually cold, swimmers cover their bodies with grease. This, they say, helps to keep out the cold. They are fed during the swim by men who go with them in small boats.

Notes:

tide - прилив и отлив

grease - сало (топленое); смазка (жировая)

to feed - fed - fed - кормить

1. How far is it from England to France at the nearest points?
2. When a man swims from England to France, does he swim only twen-

- ty miles, or more than twice this distance?
3. Why has he to swim more than twice the distance?
 4. What is the narrowest part of the English Channel called?
 5. Are there strong currents in the Strait of Dover?
 6. Which is easier, to swim with the current or against the current?
 7. What does the strong tide that comes from the Atlantic do when it reaches the British Isles?
 8. Where do the two tides meet?
 9. What do they cause when they meet?
 10. When did Captain Webb swim the Channel?
 11. How long did it take him?
 12. Has the Channel ever been swum in under twelve hours?
 13. Do only British and French people try to swim the Channel or do people of many different nationalities?
 14. What is your nationality?
 15. Why do Channel swimmers cover their bodies with grease?
 16. Do Channel swimmers set out alone, or do men go with them in small boats?
 17. What do the men in these boats do during the crossing?
 18. Has the Channel been swum only by men, or have women been successful, too?
 19. Do you think they swim the Channel at all seasons of the year or only in the summer?

Text 4

Read this text without dictionary,

The Lord Mayor of London

Since the time of Richard Whittington, who was Mayor four times (1397, 1398, 1406, 1419), the election of a new Lord Mayor of London has been celebrated by a pageant, known as the Lord Mayor's Show. This is held every year on 9 November, when the new Lord Mayor rides through the streets in his splendid coach, drawn by six horses.

In the thirteenth century, after the citizens of London had chosen a new Mayor, they had to go with him to the King's palace in Westminster and ask the King to approve their choice. During the centuries since then, the new Lord Mayor has gone to Westminster by boat on the Thames, on

horseback, or by coach.

Today the procession starts in the City and goes past St Paul's Cathedral as far as the boundary of the City of Westminster. It crossed the boundary and stops at the Law Courts, where the Lord Mayor is presented to the Lord Chief Justice. The Mayor makes a solemn promise to carry out his duties faithfully, and the Lord Chief Justice hands the Mayor his sword of office. The procession continues to Westminster, and then returns to the Mansion House, which is the Lord Mayor's official residence.

Notes:

pageant - пышное зрелище

to hold (held) - проводить

coach - карета

to approve - одобрять

boundary - граница

Lord Chief Justice - главный судья, который председательствует в Верховном Суде

solemn promise - торжественное обещание; клятва

to carry out - выполнять

Now answer these questions:

1. About how many years is it since Richard Whittington was Mayor of London?
2. On what date is the Lord Mayor's Show held?
3. How does the Mayor ride through the City?
4. From whom was it necessary for the citizens of London to get approval for their choice of Mayor in the thirteenth century?
5. Did the King live in the City then or in his Palace of Westminster?
6. When the citizens went to see the King, whom did they take with them?
7. Does the Lord Mayor's Procession go to Westminster Palace today?
8. How far does the Procession go?
9. Where does it stop after crossing the City boundary?
10. To whom is the Lord Mayor presented at the Law Courts?
11. What does the Mayor solemnly promise to do?
12. What does the Lord Chief Justice hand to the Lord Mayor?
13. Where does the Lord Mayor's Procession end?

14. What is the Mansion House?

Text 5

Give the idea of the text in Russian

Snobbery is not so common in England today as it was at the beginning of the century. It still exists, however, and advertisers know how to use it in order to sell their goods.

A snob, the dictionaries tell us, is a person who pays too much respect to social position or wealth, the popular newspapers know that many of their readers are snobs. That is why they give them unimportant and useless information about persons of high social position, photographs of «Lady X and her friends» at a ball, or «Lord V and his friends» at the races.

It is snobbery that makes some men feel annoyed when on the enveloped of letters addressed to them, they find «Mr.» before their names instead of «Esq.» after their names. Snobbery explains why many people give their suburban house a name, such as «The Oaks, The Pines, The Cedars», even though there are no oak trees, pine trees or cedar trees in their gardens. People of high social position have country houses with names, so a house with a name seems «better» than a house with a number. Numbers make the postman's work much easier, but that is not important.

The advertisers are very clever in their use of snobbery. Motor-car manufacturers, for example, advertise the colours of their cars as «Balmoral Stone». Balmoral stone is the grey colour of ordinary stone, but Balmoral is also the name of the residence in Scotland of the British royal family.

Notes:

to advertise - рекламировать

advertiser - лицо, помещающее объявление; газета с объявлениями

to pay respect (to) - обращать внимание (на)

to make some men feel annoyed - вызывать у некоторых людей раздражение

Esq. = Esquire - эсквайр (зд. дворянское звание)

instead of - вместо (чего-либо)

achievements - достижения

I. Give your opinion:

1. Which do you think is more to be respected, a man's social position and wealth or his character and achievements?
2. Do advertisers in Russia use social snobbery? If so, can you give an example?
3. When a postman has to deliver letters to houses in a long street or road, why do houses with names and no numbers give him trouble?

Conversational topic Education

Education in Britain

Text 1

British education has many different faces, but one goal. Its aim is to realise the potential of all, for the good of the individual and society as a whole.

Compulsory primary education begins at the age of 5 in England, Wales and Scotland, and 4 in Northern Ireland. Around half of 3- and 4-year olds in Britain receive nursery education, and many other children attend preschool playgroups, mostly organised by parents.

Children usually start their school career in an infant school and move to a junior school or department at age 7. In some parts of the country, though, children begin at a first school at age 5, and move on to a middle school at age 8, 9, or 10. Primary schools vary in size and location, some having as few as two teachers and others as many as 30.

At the age of 11 most children go to a comprehensive school where they stay until they are 16. In the past children went to different types of secondary schools, but in most parts of the country everybody now goes to a comprehensive. In Britain most children of compulsory secondary school age (11 to 16) receive free education financed from public funds.

Some parents, who do not want their children to go to a comprehensive pay to send them to a private school. The most expensive and prestigious private schools are actually called public school.

At 7 and 11 years old (and at secondary school, at 14 and 16), teachers measure children's progress in each subject against attainment targets. In English, for instance, there are five basic targets: speaking and listening; reading; writing; spelling; and handwriting. For each target, there are ten levels of attainment. For example, in order to achieve attainment level 2 in writing, a child should, amongst other things, be able to structure sequences of real or imagined events coherently in chronological accounts - this could be in an account of a family occasion, or in a practical mathematics task, or in an adventure story.

At the age of 16 children take their examinations. Most take General Certificate of Secondary Education (GCSE) qualifications. Ordinary Levels - normally called just «O» Levels. Children take «O» Levels in as

many subjects as they want to; some take one or two, others take as many as nine or ten.

If you get good «O» Levels results, you can stay on at school until you are 18, in the Sixth Form. Those who stay on at school after GCSE usually study for two further years for «A» (Advanced) level exams in two or three subjects.

They can broaden their range by taking «AS» levels, which demand the same standard of work as «A» levels but cover only half the content, or by taking courses leading to vocational qualifications.

Education doesn't stop with leaving school. Further education in particular is learning which, with its strong ties with commerce and industry, is vital in the effort to keep Britain economically competitive. In 1991 the Government published plans aiming to ensure that everyone over 16 is encouraged to continue in education or training, and to remove barriers between academic and vocational education.

Over 500 colleges of further education run courses on everything from catering to business studies. Most further education courses are vocational, but many colleges offer more academic courses, such as GCSE, and «A» levels. There are 400.000 full-time further educational students and 4 million who attend college part-time, by day or block release from their jobs or in the evening.

The new National Vocational Qualifications are designed to ensure the relevance of vocational qualifications to employers. More than 2,5 million adults aged 19 or over enrol each year on further education courses-which lead to qualifications or access to higher education; or that teach a craft, a sport, or an aspect of culture.

All Britain's universities enjoy complete academic freedom. They appoint their own staff and decide what and how to teach. The tradition of excellence dates back to the 12 th and 13 th centuries, when Oxford and Cambridge Universities were founded. Four Scottish universities were established in the 14 th and 15 th centuries, while the rest of Britain's 47 universities were set up in the last 200 years. First degree courses usually last three or four years.

The Open University is a little different, because it relies on distance-learning. Prospective students don't require any conventional academic qualifications to enrol, but the standards of Open University degrees are as high as at other universities.

England and Wales's 34 polytechnics tend to be more Vocationally

- orientated than universities, providing degree and sub-degree vocational courses as well as traditional academic degree courses. Many polytechnics (and the 13 central institutions in Scotland) have close links with business, and many students have jobs and attend part-time. For those without standard entry qualifications, access and foundation courses can provide a way in to higher education. The number of access courses in Britain is increasing rapidly.

Vocabulary

compulsory - обязательный
primary education - начальная школа
infant school - начальные классы
junior school - средние классы
nursery education - дошкольное обучение
comprehensive school - общеобразовательная школа
free education - бесплатное образование
private school - частная школа
public school - частная школа
target - цель; план; задания; состязания; классовая или контрольная цифра
attainment - успеваемость; (pl) навыки, знания
structure - структура; строение; строй
sequence - последовательность, порядок, следование
coherent - связный, согласованный, последовательный
account - расчет, подсчет; важность, значение
GCSE - General Certificate of Secondary Education - общий аттестат о среднем образовании, экзамен на аттестат о среднем образовании
Ordinary level («О») - обычный уровень
Advanced level («А») - продвинутый уровень
vocational - профессиональный
academic - общеобразовательный
to encourage - поддерживать, поощрять; подстрекать
to cater - обслуживать
full-time study - дневное обучение
part-time study - заочное или вечернее обучение
adult - взрослый
to enrol - вносить в список (учащихся); регистрировать

access - доступ

the Open University - открытый университет

conventional - обычный, общепринятый, традиционный

degree - степень

I. Answer these questions

1. What is the aim of British education?
2. What education is compulsory in Great Britain?
3. When do children begin attending a primary school?
4. At what age do children go to a comprehensive school?
5. What kind of school-leaving exams do children take?
6. What types of higher educational establishments are there in the UK?
7. What is necessary to go on to higher education?
8. What courses of study are offered by higher education establishments?
9. What plans did the Government publish in 1991?
10. What are the three types of universities in Great Britain?

II. Do the following tasks:

1. Divide the text into logical parts.
2. Give a name to each part.
3. Give the contents of each part in 1-2 phrases.
4. Give the summary of the whole text.

Text 2

Students working for their first degree at university are called undergraduates. When they take their degree they are called graduate and then they are called graduates. If they continue studying at university after they have graduated, they are called post-graduates.

Full-time students have three terms of about ten weeks in each year. University teaching combines lectures given by professors, readers or lecturers, practical classes and small group teaching in seminars or tutorials.

In Britain great attention is paid to teacher training. Teacher training, according to one teacher, is preparation for «working with the most valuable resource the country has». Teacher training is realized at universities and colleges of higher education. Non-graduates normally take a four-year Bachelor of Education (BEd) degree, while those who are al-

ready graduates undertake a one-year Postgraduate Certificate of Education (PGCE).

The course of study for intending teachers is based upon compulsory and optional subjects. The Programme usually consists of three core components: School-based experience. Subject studies and Education studies. One of the main subjects is Theory of Education. At the end of the second year students are to make their choice as to the age-range of children they wish to prepare to teach. Junior students go into schools for one day each week, watching experienced teachers at work. They take part in the life of the school, help with games. Senior students spend fifteen weeks on teaching practice. They learn the use of different educational aids, observe lessons and take part in discussing them.

- I. Read text 2 without dictionary and answer the following questions:
 1. What students are called undergraduates?
 2. What students are called graduates?
 3. What students are called post-graduates?
 4. How many terms do full - time students have?
 5. What does University teaching combine?
 6. In Britain great attention is paid to teacher training, isn't it? Why?
 7. How long does the course of study for intending, teachers last? What degree do they usually receive?
 8. What does the Programme usually include? What is the main subject?
 9. In what way do students take part in the life of the school?

Text 3 The School Year

In Britain schools have three terms - the first term is from September to the middle of December. There is then a two or three week holiday until early January when the second term starts. Again there is a short holiday (usually two weeks) over Easter which means the final term starts in mid-April and continues until July. In some schools classes finish in early July (especially the private schools which have classes on Saturdays and so they can have slightly longer holidays) but most schools finish in mid

to late July. The summer holiday lasts for about six weeks. The final term of the school year is particularly busy because of the state exams (GCSEs, and «A» Levels) which are held in May and June. As in Russia the teachers get very tired towards the end of that term and they really deserve their holidays.

Quiz about Education in Britain:

1. In Britain you have to attend school between:
 - a) 5 and 16
 - b) 5 and 18
 - c) 7 and 16

2. A comprehensive school is
 - a) a school of languages
 - b) a school for 15-11 years olds
 - c) a school for 11-16 year olds

3. In 1989 a new National Curriculum was introduced into British schools. Ten subjects had to be studied. Three of these subjects (called «core subjects») were chosen for special attention.
Here are the ten subjects to be studied. Which do you think are the «subjects»?
 - a) English
 - b) History
 - c) Geography
 - d) Art
 - e) Science
 - f) Mathematics
 - g) a foreign language
 - h) Design and Technology
 - i) Physical Education
 - j) Music

4. 16 year olds in Britain have to take General Certificate of Secondary Education examinations. Girls have significantly better results than boys in three of the following GCSE subjects. Which three?
 - a) Mathematics
 - b) Biology

- c) French
- d) History
- e) English
- f) Chemistry

Answer the following questions:

1. What ages do you attend school in Russia?
2. What subjects must you study?
3. Are there some subjects you can choose?
4. Did you take music lessons at school? For how long?
5. What exams must you take when you finish school?
6. Why did you decide to study at our Institute?
7. What are your future plans?
8. Are you fond of reading? Do you read much?
9. What is the difference between «to take an exam» and «to pass an exam»?

Text 4

Read text 4 without dictionary and discuss it.

Examinations

Exams are a very important part of the British education process. Sometimes the work that students have done during the year (essays and projects) will be given a mark by the class teacher and this may count for up to 20% of the final mark. The actual written exams are set by Examination Boards and are marked by outside examiners. Papers are marked Anonymously - that means that the marker does not know the name or the school of the student. Student don't know the questions beforehand so they must know their subject thoroughly so as to be able to answer the questions. Most exams last for about two hours and at «A» Level students will have 2-3 exams in each subject.

If students are planning an academic career they will do «A» Levels but now more and more are studying for their GNVQs (General National Vocational Qualifications). These Qualifications focus on vocational skills such as business and finance, information technology.

At the age of 14-15 in the third or fourth form of secondary school, pupils begin to choose their exam subjects. In 1988 a new public examination - the General certificate of Secondary Education (GCSE) was intro-

duced for 16 year - olds. This examination assesses pupils on the work they do in the 4 th and 5 th year at secondary school.

Pupils who stay on into the sixth form or who go to a Sixth form College (17 year -olds in the Lower Sixth and 18 year - olds in the Upper Sixth) usually fall into two categories. Some pupils will be retaking GCSEs in order to get better grades. Others will study two or three subjects for an «A» Level (Advanced Level) GCE (General Certificate of Education). This is a highly specialised exam and is necessary for University entrance. Since 1988 there has been a new level of exam: the «AS» (Advanced Supplementary), which is worth half an «A» Level. This means that if pupils wish to study more than two or three subjects in the sixth form they can take a combination of «A» and «AS» Levels. In Scotland the exam system is slightly different.

Text 5

The Universities

Oxford and Cambridge Universities were founded in the 12 th and 13 th centuries, four Scottish universities were established in the 14 th and 15 th centuries and the rest of Britain's 47 universities were set up in the last 200 years. These bodies are diverse in their origin and traditions, status and methods, but three groups can be distinguished at once. In order of their origin they consist of, first, Oxford and Cambridge; secondly the Scottish universities; and thirdly the English civic universities.

The oldest and most famous universities in Great Britain are Oxford and Cambridge. Oxford and Cambridge are almost identical, more like two branches of the same university than like separate unconnected institutions - which they in fact are. In the first place they both trace their long history back to the same period. By the end of the 13 th century both universities had already colleges in being - for example Balliol at Oxford and Peterhouse at Cambridge. Their history from that time has been very similar. Both retained the system of residential colleges when other medieval universities abandoned it. Each college was, and still is, run by a Master and a body of Fellows. They maintain its buildings repair, and add to or demolish them; they arrange about the food and the college servants.

They have always been universities for gentlemen; progressively

during the 18 th and 19 th centuries they tended to become universities exclusively for gentlemen. Until 1854 at Oxford and 1856 at Cambridge only members of the Church of England could enter the University.

The Scottish universities were all founded in the 14 th or 15 th century. Their characteristic student was a minister's or a small farmer's son. Students were provided, by means of lectures and libraries, with the opportunity to acquire a knowledge of the classics, mathematics, law, medicine or theology or whatever it might be, and apart from that they were left alone. There was not the elaborate system of tutoring, and supervision moral and mental, which there was at Oxford and Cambridge.

The English civic universities are all comparatively new formations. University College (London University) was founded in 1827 in order to provide a university education for Non-conformists who until the eighteen-fifties were not admitted to Oxford or Cambridge. The other provincial university were started for people who were debarred from Oxford or Cambridge, not by religion, but money or lack of it.

Oxford and Cambridge colleges cultivate connections with public schools in many cases. In all these conditions, even if the attempt to be «fair» is made, the selection procedure is subject to the dictatorship of the middle class, who prefer mirror images of themselves and their families.

The class aspect of higher education shows itself in many other ways. Before many reach the stage of applying to a university, their future is predetermined by the economic need to get out and earn and so on. Many thousands will then turn to getting qualifications from Colleges of Advanced Technology, Technical Colleges, Training Colleges and other institutions.

Notes:

diverse - разный

to trace - прослеживать

to abandon - отказываться; оставлять

to retain - сохранять

to debar - исключать

non-conformist - так называют тех, кто не принадлежит к

Церкви Англии

Answer the questions:

1. What three groups can be distinguished among the universities in Great Britain?
2. What common features characterise the Oxford and Cambridge Universities?
3. What is characteristic of the system of residential colleges?
4. In what do the Scottish universities differ from Oxford and Cambridge?
5. What can you say of the English civic universities?
6. What are the class aspects of the University admissions procedure?

Text 6

Oxford and Cambridge

Oxford, the seat of an ancient university, is one of the most interesting and famous towns in Europe. The beautiful architecture of its spires and towers as seen from a distance is renowned not less the noble architecture of its colleges. Many of the colleges present a lovely picture of ancient pearl grey walls, noble towers, picturesque gothic archways. All have grass lawns of velvet smoothness and many have most magnificent displays of flowers.

The first mention of Oxford (the «ford for oxen» over the Thames) occurs in the Anglo-Saxon chronicle of 912. The University is first mentioned in the 12 th century.

Queen's College, University College, Magdalen College and quite a number of others make up the University of Oxford. The central University arranges lectures for the whole body of students in a particular subject and holds examinations and grants degrees. An individual college provides for residence and tutorials. Great emphasis is laid on what are called «tutorials», in which a Don gives personal instruction in his study at least once a week to students numbering not more than four at a sitting.

Cambridge, on the Cam or Granta, is famous as the seat of one of the great English universities. The River Granta flows behind the College buildings, curls about the town and a little farther on it changes its name to the Cam. To the left, across the stream, there are no buildings, merely meadows, College gardens and lines of tall trees.

Everything is very green and peaceful. On the river-bank are willow with their branches bending into the water, and at intervals along the river, stone bridges cross the stream and lead into the Colleges which line

right bank. The deep-coloured brick or stone of the College walls, sometimes red and sometimes grey, is 500 years old. The Colleges join one another the curve of the river. The Colleges are built on a plan common to all. There is a chapel, a library, and a large dining-hall. One court leads into another and each is made beautiful with lawns or a fountain or charming old stone path. The students get a good impression of all the English architectural styles of the past 600 years.

There are nineteen Colleges, excluding two for women students, which were built near the end of the last century. King's College Chapel is the largest and most beautiful building in Cambridge and the most perfect example left of English fifteenth-century architecture.

In 1440 King Henry VI founded King's College. Many great men studied at Cambridge, amongst them Bacon, Milton, Cromwell, Newton, Byron and Tennyson. Erasmus, the great Dutch scholar, was at Queens' College, from 1511 to 1513.

Notes:

Don = tutor - преподаватель, который руководит и направляет работу студентов

willow tree - ива. Обычно это дерево, которое растет над водой, и чьи ветви свисают прямо в воду

I. Read and translate the text.

II. Speak according to the following plan:

1. Oxford is one of the most famous towns in Europe.
2. Colleges present a lovely picture.
3. The role of the central University.
4. Great emphasis is laid on «tutorials».
5. In Cambridge everything is very green and peaceful.
6. What is the «common plan» on which the Colleges are built?
7. The most perfect example of the 15 th century architecture.
8. Which is the older University, Oxford or Cambridge?

Text 7

Oxford University

The University consists of 32 colleges: 27 colleges for men and 5 colleges for women. There are 16 faculties there. Oxford (like Cambridge) is a collection of colleges, each self-governing and independent. The col-

leges are the real living Oxford and each has its own character and individuality. For example, most of the men at Queen's College come from the North of England, those at Jesus College from Wales, Brasenose has a high reputation for its ruggier, Magdalen for its rowing men. But there are students of all kinds in each college. Every college has its arts men and its science men, its medical students and its engineers. Every student follows his own course of study, but he gains a lot from living among those who represent all other branches.

The term of studies lasts for 10 weeks. There are three terms in the Oxford academic year.

Within the first week the freshman meets his tutor who tells the student about his plans, the lectures which he must take, about the requirements for the examination which he will take, about the course of reading for him. Attendance at lectures is not compulsory. Once every week each undergraduate goes to his tutor's room to read out an essay which he has written and discuss this essay with the tutor.

At the end of each term the progress of the students is tested by the college examinations.

They pay great attention to athletics at the University. The students are engaged in different kinds of sports, take part in competitions between Oxford and Cambridge Universities.

This is how a student spends his day. His working hours are from 9 to 1. At 9 o'clock he sees his tutor or goes to the library, or attends lectures. From 2 to 5 he is engaged in sports and all kinds of exercise. From 5 to 7 he works in the library or laboratory. At 7 o'clock they have dinner-time. After dinner the students have club activities, debating societies.

By 10 o'clock the student must be in the college, as most of students live in the colleges, only some of them live in lodgings in the town.

Notes:

to gain - получать; выиграть

freshman - первокурсник

tutor - преподаватель, который ведет практические занятия в группе, а также следит за учебной и дисциплиной студентов

within the first week - в течение (не позднее) первой недели

attendance - посещение, присутствие

to live in lodgings - снимать комнату
debating society - дискуссионный клуб
to take club activities - участвовать в работе клуба

Answer the questions:

1. How many colleges are there at Oxford?
2. How many terms are there in the Oxford academic year?
3. What does a tutor do?
4. In what way do they test the progress of the students?
5. Do they pay great attention to athletics at the University?
6. How does a student spend his working day?

Dialogue

Primary and Secondary Education in the United States

(Mr. Lee and Mr. Canfield)

- Mr. L. Good morning, Mr. Canfield. Some time ago you promised to give me a general picture of Primary and Secondary education in the United States. Do you happen to have any free time this morning?
- Mr. C. Yes, I do. Sit down right here, Mr. Lee, and we can begin. You know my son Jerry, don't you?
- Mr. L. Of course. He is in College now, isn't he?
- Mr. C. Yes, he is in his second year at Stanford University. I'll give you a resume of his early education, as an illustration. He entered Grammar school at the age of six. After attending Grammar school for eight years he graduated at the age of fourteen and entered High school. He attended High school for four years. Upon graduating he was eighteen years old and ready for College.
- Mr. L. Is the system of eight years for Grammar school and four years for High school in general use too up the country?
- Mr. C. Formely it was, but now a new plan is steadily replacing it. It's called the six-three-three plan. 6 years of Grammar school, 3 years of Junior High school and 3 years of Senior High School.
- Mr. L. Does the Government control the choice of plans?
- Mr. C. No, the National Government has no control whatsoever over the school. Each state administers its own system. This explains the

existence of wide differences in the educational systems of various states. For instance, the richer states can afford better schools and better teachers.

Mr. L. But all the states have basically similar systems don't they?

Mr. C. Oh, yes. Every state provides all children with the free education through High school. Some states also provide free books and free transportation. So it costs the parents very little to send their children to school. Furthermore laws in every state require all the children to attend school for a certain period, usually from the age of 6 to 16.

Mr. L. How do the objectives of Grammar school compare to those of High school?

Mr. C. The Grammar school attempts to give the students a firm knowledge of the basic subjects such as reading, writing, spelling, and arithmetic. All students receive approximately the same training. On the other hand, High school students can choose some of their subjects. Only English, science, American History and a few others remain compulsory.

Mr. L. What determines the student's choice of subjects?

Mr. C. It depends on his plans for the future. Some students take a College Preparatory Course. This course consists mainly of academic subjects. However, the majority of High school students do not go to College. To meet the need of those students the High school offer a wide variety of subjects, with strong emphasis on vocational training. They receive training in some specific trade and upon leaving school they are better fitted to earn a decent living.

Mr. L. Do girls and boys go to the same school?

Mr. C. Yes, education is exactly the same for boys and girls. They attend the same school and can take the same courses.

Mr. L. What about the length of the school day and the school year?

Mr. C. Classes are usually from 8.30 till 3, five days a week. Saturday and Sunday are holidays. The school year lasts for nine months from September to June. During the summer the students have three months' vacations.

Mr. L. One final question, Mr. Canfield. Are the educators considering any other basic changes besides the change to the 6-3-3 plan?

Mr. C. Yes, a very important one. A few moments ago I was speaking to

you of the inequality of the State educational System. Some people are trying to eliminate these inequalities through a plan of national Aid. Educators all over the country are now debating the issue. However, this question is a very complicated one. We can discuss it during your next visit.

Mr. L. Fine. Good bye, Mr. Canfield and thank you very much.

Notes:

a general picture - общее представление

Grammar school - начальная школа в США

High school (Am.) - средняя школа

formerly - раньше

Junior - младший

senior - старший

to administer - управлять

state - штат

objective - целевая установка

science - общенаучные предметы

academic subjects - учебные дисциплины

vocational training - профессионально-техническое обучение

some specific trade - узкая профессия

educator - работник в области образования

to consider - зд. готовить

inequality - различные системы и условия образования

Do you happen to have any free time? - Не располагаете ли вы случайно свободным временем?

I'll give you a resume. - Я кратко расскажу вам.

a new plan is steadily replacing it - новый план заменяет ее

control the choice of plans - определяет выбор учебного плана

to meet the needs - чтобы помочь

with strong emphasis on - уделяя особое внимание

they are better fitted to earn a decent living - они лучше подготовлены к тому, чтобы зарабатывать себе на жизнь

to debate the issue - обсуждать вопрос

Answer these questions:

1. What were Mr. Lee and Mr. Canfield talking about?
2. At what age do American children go to school?

3. How long do they study in Grammar school?
4. What school do they enter after graduating Grammar school?
5. What's the new Government plan of primary and Secondary education?
6. Under whose control are American schools?
7. Is High school education free in America?
8. What kind of subjects are studied in American schools?

Dialogue

University Education in the U.S. (Sreakers - Dr. J. and Dr. Barton)

Dr. J. is a visiting professor from another country.

- J. I am glad to have this opportunity to talk with you, Dr. Barton. Do you mind my asking some questions about the Universities in America?
- B. Certainly not, Dr. J. Education is my business and my hobby. What do you want to know?
- J. First, do you have a National University?
- B. No, we don't. Each state controls and supports at least one university. The National Government gives no direct financial aid to these state schools.
- J. Can the students go to the University free of charge?
- B. No, everyone must put a tuition fee. The amount varies from State to State. A student's total expenses throughout the year are about 1500 dollars. This creates a financial hardship for some people. However each University offers a number of scholarships to deserving students. Many of the students work to pay part of their expenses.
- J. Your Universities are unique in one respect, I believe. Most of them have a central campus, don't they?
- B. Yes, they do. This is for the convenience of the student. For example, you generally find the college of Law, Business, Medicine, Engineering, Agriculture, Music and Journalism on one campus. So a student can attend courses at the various colleges.
- J. Don't all students take the same courses?
- B. Well yes and no. During the first two years they follow somewhat a basic program. That is each student must elect at least one course from each of these basic fields of study: English, science, modern languages,

history and physical education.

- J. When do they specialize in their particular field of study?
- B. After the first two years each student majors in one subject and minors in a closely related subject. My son, for example, is majoring in history with a minor in sociology. In addition to his major and minor courses he can select other subjects according to his interests or profession.
- J. What degrees do American Universities offer?
- B. After completing 4 years of work the student receives the Bachelor Degree. It might be either a B.S. - Bachelor of Science or a B.A. - Bachelor of Arts. With an additional year of study he may receive a Master's Degree and after 2 or 3 years of graduate work and the writing of a dissertation he receives a Doctorate.
- J. Do your students take an oral examination over 4 years of work before receiving a Bachelor's Degree?
- B. No, they don't. They have a final written examination at the end of each course. They take an oral examination and write a thesis only for the advanced degrees.
- J. That clears up most of my questions, Doctor Barton. It's good to have this information from someone directly connected with University life. I hope to visit several American Universities while I'm here in the United States.
- B. It has been a pleasure to talk with you.

Notes:

direct financial aid - непосредственная финансовая помощь

free of charge - бесплатно

tuition fee - плата за обучение

total expenses - вся стоимость

to offer - представлять

deserving students - студенты, имеющие право на стипендию

unique in one respect - отличаются одной особенностью

campus (Am.) - территория университета

basic program - основная программа

science - общенаучные дисциплины

in their particular field of study - в своей области знания

to major - специализироваться (по выбранному профилирующему

предмету)

to minor - специализация по предмету, связанному с основным

degree - ученая степень

Bachelor of Science - бакалавр естественных наук

Bachelor of Arts - бакалавр искусств

Master's Degree - степень магистра

thesis - диссертация

advanced degree - зд. ученая степень

That clears up most of my questions - Вы ответили на большинство интересующих меня вопросов

Answer these questions:

1. Does the National Government control American Universities?
2. What government body finances and controls American Universities?
3. Is the university education free of charge in the USA?
4. What is a student's tuition fee?
5. What students get scholarships from their University?
6. What are many American students obliged to do if they don't get scholarships?
7. What is a University campus?
8. What colleges can be found on one central campus?
9. How long do American students follow the same basic program (in the chosen course)?

Dialogue

About Foreign Students in the U.S.

(Mr. Park and Mr. Lee)

- P. I am so glad to see you again. I'm anxious to hear everything about your stay in the U.S. You were at Indiana University, weren't you?
- L. Yes, I got my degree in Chemistry at I.U.
- P. Are there many foreign students at the University?
- L. Oh, yes, more than two hundred, I think.
- P. In the U.S. about 1 percent of all college students are from abroad. It must be difficult for a foreigner to adjust to American life. Didn't you have a lot of trouble at first?
- L. The first month or two was rough. I'll always remember my arrival.

The train pulled into Blumington at 2 o'clock in the morning. Mr. Judson, the foreign student adviser, was waiting on the platform. I was never so glad to see anyone in my life. He took me to the hotel for the night. Then the next day his secretary helped me get a dormitory room. She also helped me register. That was helpful. I certainly appreciated it. I went to Mr. Judson's office every week for about a month. He gave me a lot of good advice.

- P. I couldn't study in the States. My English is too poor.
- L. Mine improved a lot during the first few months. I lived in a large dormitory at the edge of the Campus and I had an American roommate. He helped me with my difficulties. I could also converse with the other students at meals and in the evenings.
- P. Does the University offer any special courses for foreign students?
- L. Yes, I had to take some English tests during orientation week. Then Mr. Judson recommended a light load of classwork for the first semester. By the end of that time my English was much better and I was ready to carry 15 hours of regular classes.
- P. Did you get along all right?
- L. Yes, pretty well. I always tried to get good marks. I wanted to apply for scholarship.
- P. Did your studies take all your time?
- L. No, not every minute. There was a lot of outside preparation but some evenings I had nothing to do. I would meet some of my friends at the Union Building or take a walk around the Campus. There was another fellow from my country at the University. We got together once in a while and spoke own language.
- P. Did you meet any other foreign students?
- L. Yes, lots of them. I joined the Cosmopolitan Club right away.
- P. Is that club only for foreign students?
- L. No, half the members are Americans. I got to know a lot of interesting people in it both faculty members and students. Some of the meetings were social others were informative. In that way we learned about other parts of the world.
- P. Did you tell them about your country too?
- L. Yes, I gave quite a few speeches in Blumington. The people were interested in all countries of the world.
- P. There is a great deal of emphasis on the exchange of persons between

countries, isn't there?

- L. Yes, it helps nations to understand each other. I'm convinced of the value of visiting other countries. Those four years in America were really a wonderful experience for me. But just the same I'm glad to be home again.

Notes:

I'm anxious to hear - мне очень хочется услышать

I.U. = Indian University - университет штата Индиана

to adjust to - приспособиться к

rough - зд. тяжелый

the foreign student advisor - преподаватель, курирующий иностранных студентов

a dormitory (room) - спальная комната

to appreciate - быть благодарным

at the edge of - на краю, в конце, не в центре

to converse - беседовать

orientation weak - неделя, когда иностранные студенты знакомятся с новыми условиями

a light load of classwork - небольшое количество лекций

to carry 15 hours of regular classes - посещать 15 часов в неделю регулярных занятий

outside preparation - подготовка к занятиям

right away - сразу же

faculty members - профессорско-преподавательский состав факультета

Do you get along all right? - Вы хорошо занимаетесь?

to apply for scholarship - получить право на стипендию

we get together once in a while - мы иногда встречаемся

some of the meetings are social, others are informative - иногда мы встречаемся на вечерах, а иногда на лекциях или занятиях

I gave quite a few speeches - Я провел довольно много бесед (лекций)

There is a great deal of emphasis on the exchange - сейчас уделяется большое внимание вопросу обмена

I'm convinced of the value of - Я убежден в необходимости

(важности)

but just the same - но все-равно

Answer these questions

1. Who are the speakers in the lesson?
2. Where did Mr. Lee from?
3. What for did Mr. Lee go to Indian University?
4. Who met him on this arrival there?
5. Where did Mr. Lee live?
6. What did Mr. Lee do to improve his English?
7. What did his academic advisor recommend him to do?

A 465

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Английский язык

Учебное пособие для студентов-заочников

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