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«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ
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(НГЛУ)

С.Ю. Ильина

Английский год за годом

Тема 1. Человек в большом городе

Тема 2. Достопримечательности

Graded English Course

Unit 1. Man and City

Unit 2. Sightseeing

Учебное пособие для студентов III курса

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Учебное пособие по практике английского языка предназначено для работы над совершенствованием навыков говорения, чтения, аудирования и письма. В него вошли два тематических комплекса: «Человек в большом городе», «Достопримечательности» и приложение, содержащее упражнения по совершенствованию грамматической стороны речи на материале сослагательного наклонения.

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Предисловие

Настоящее учебное пособие является первой частью учебника “Graded English Course” для студентов третьего курса лингвистических и педагогических университетов, институтов и факультетов иностранных языков.

В основе методической концепции лежит идея комплексного преподавания иностранного языка.

Материалы пособия направлены на обучение четырём видам речевой деятельности: чтению, аудированию, говорению и письму. Упражнения предназначены для совершенствования всех сторон речи: лексической, грамматической, фонетической. Особое внимание уделяется расширению коммуникативной и лингвострановедческой компетенции обучаемых.

Материалы для чтения и аудирования представлены текстами разных жанров: короткими рассказами или отрывками из романов, эссе, критическими рецензиями, проспектами, письмами, рекламными объявлениями, пословицами и т. д.

Тексты для интенсивного чтения сопровождаются упражнениями, направленными на понимание их общего содержания и выявления их более детального понимания. Кроме того, они предназначены для углубленной работы над лексической и грамматической сторонами речи. Они служат основой для расширения словарного минимума посредством выполнения упражнений, направленных на выявление синонимичных рядов, слов-оппозитивов, паронимов, дериватов, значений в многозначной лексике, фразеологических единиц и пословиц. Словарный минимум, подлежащий активному усвоению, составляет 200 лексических единиц.

Тексты для экстенсивного чтения рекомендуются для совершенствования навыков чтения с общим охватом содержания, расширения запаса рецептивной лексики и создания мотивации для устного и письменного общения.

Последующие задания содержат устные и письменные коммуникативные задания, опосредованно связанные с текстом, призванные создавать ситуации, максимально приближенные к жизненным, в вербальном решении которых обучаемый осуществляет перенос активного лексического и грамматического материала.

Грамматическая сторона речи обогащается за счет новых речевых образцов, представленных в текстах пособия, разделах по грамматике и в дополнительных упражнениях в конце пособия.

UNIT 1 MAN AND CITY

LEAD IN



Today the world is facing the problems of urban explosion, migration from small towns and villages to big cities, urban development, housing construction and many others. Why is the process going on at an increasing rate? What is the social and moral environment in big cities? In this unit we invite you to discuss these and some other problems.

Discuss with your partner what home is associated with.

Read the following quotations, choose the ones you like best and comment on them.

To build a house is one thing, but to
make it a home is quite another
(Louis L.'Amour, Am. writer)

*A man travels the world in search of
what he needs and returns home to
find it. (George Moore, Eng. writer,
1852-1933)*

Home is not where you live, but where
they understand you. (Christian
Morgenstern, German poet)

The ornament of a house is the
friends who frequent it.
(Ralf W. Emerson, American
essayist and poet, 1805-1882)

Without hearts there is no home.
(G.C. Lord Byron, 1788-1824)

You can't appreciate home till you
have left it (O'Henry, 1862-1910)

When love adorns a home
other ornament are secondary
(Anonymous)

Part 1. Big cities and Small Towns

Extensive Reading

Pre-reading

1. *Read the title and say what the article could be about.*
2. *Skim the text and say if your predictions were right.*

Text 1. Living in the City – The High Life or a Nightmare?

I spent my childhood dreaming of the time when I could leave home and escape to the city. We lived on a farm and, in the winter especially, we were quite cut off from the outside world. As soon as I left school, I packed my bags and moved to the capital. However I soon discovered that city life has its problems too.

One of the biggest drawbacks is money – it costs so much to go out, not to mention basics like food and rent. Another disadvantage is pollution. I suffer from asthma, and at times the smog is so bad I am afraid to go outside. Then there is the problem of travelling round. Although I have a car, I rarely use it because of the jams. One alternative is to go by bicycle, but that can be quite dangerous.

Of course there are advantages. In the first place, there is so much to do in the city, whatever your tastes in culture or entertainment. In addition, there are wonderful job opportunities, and chances of promotion are greater, too. Finally, if you like shopping, the range of goods is amazing – and, what is more, shops are often only a short walk away.

Is life better then, in the city? Perhaps it is, when you are in your teens or twenties. However, as you get older, and especially if you have small children, the peace of the countryside may seem preferable. I certainly hope to move back there soon.

While reading

3. *How does the author of the article catch and hold the attention of the reader? What words and phrases are used to connect and range ideas?*
4. *According to the author there are advantages and disadvantages of living in a big city. Complete these sentences.*
 - One of the biggest drawbacks ...
 - Another disadvantage ...
 - Then
 - In the first place ...
 - In addition ...
 - Finally ...
5. *Look back at the text and say if advantages outweigh disadvantages.*

6. Find words and phrases meaning approximately the same:

make off for	isolated
disadvantage	a chance of getting a job
going out is beyond our means	an opportunity of making a career
choice	shops are a short walking distance

7. What is the message of the text?

Follow-Up

8. Now answer this question: is living in the city high life or a nightmare? Talk to your partner and find out her/his opinion.

Text 2. City Life

1. Skim the text. Then read it again and put each of the following words or phrases in its correct place in the passage below.

cosmopolitan	pollution	congestion	to breed crime
metropolis	urban	cost of living	city-dwellers
stimulation	commuters	irresistible lure	anonymity

Most people in developed countries are (a)_____, many drawn by the (b)_____ of the (c)_____. The attractions of the city are many: the (d)_____ atmosphere (foreign restaurants, different languages, international companies), the (e)_____ of cultural events or the simple hope of finding work. All too many find, however, that the glamorous facade is false. One can be very alone in the city and the (f)_____ which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The (g)_____ is high. There is (h)_____ not only of the physical but also of the moral environment and the various pressures of (i)_____ life cause cities (j) _____. Above all, perhaps, it is the daily stresses and strains of the city which make life there a matter of survival rather than of enjoyment. Many (k)_____ struggling to work through the rush-hour (l)_____ ask, 'Is it worth it?'

2. List advantages and disadvantages of a big city life mentioned in the text.

advantages

disadvantages

3. Discuss in small groups other advantages and disadvantages that you know. Which of these features are characteristic of your city/town?

Text 3. Small-Town Life

Pre-reading

1. This text is about life in a small provincial town. Make your predictions about pleasant and unpleasant sides of the life there.

advantages

disadvantages

While reading

2. *Read the text quickly and say if some of your predictions proved to be right.*
3. *There are two characters in the text: Edward Runden and Linda Runden. Scan-read the text and write what you have learnt about them in this table.*

	Appearance	Profession	Background	Views and preferences
Edward				
Linda				

4. *Add to the list above (ex. 1) other advantages and disadvantages as seen by the characters.*
5. *Work in small groups and compare you tables. Tell your partner(s) whose point of view you share.*

We were sitting around a fireplace – Edward Runden and his wife, Linda, and I – drinking sherry and smelling the good smell of something roasting in the kitchen. Runden is forty years old, with an eager, boyish look and an inconspicuous mustache. He teaches history at Corydon Central High School. Mrs. Runden, a vivid young woman with a fall of thick, dark hair, is also a teacher. She teaches behavioral science twice a week in a family-practice residency program at the University of Louisville Medical School.

“I used to be a newspaperman. That’s how Linda and I met. That was in Chicago, at one of those demonstrations. Linda was demonstrating, and I was covering it for the Associated Press. I started out on a paper in Elgin, Illinois, and then I went with UPI (United Press Information) in Chicago, and then I tried the Foreign Service, in Iran, in Teheran, until our deadly foreign policy made me sick. I was glad to come back to Chicago. That’s when I started working for the A.P. But by the time Linda and I got married we were both getting tired of city life – the ugliness, the squalor, the misery. So we got to thinking about Corydon. We subscribed to the *Democrat* – a terrific paper, by the way – to try to get the feel of the place. And, one way and another, we liked the feel we got.”

“I liked the idea of connectedness,” Mrs. Runden said. “And, I guess, the roots. My great grandfather came here from Germany in eighteen forty-six. He arrived in New York, and the first person he met who spoke German was a black freedman, who was on his way west – on foot. My great-grandfather walked along with him and ended up in Harrison County. I think I miss big-city life more than Ed does. I seem to need people more. And then there’s the conservatism here. Corydon must be one of the last places on earth where people

in real need are too proud, too ashamed, to go on welfare. And you can imagine their position on something like abortion. Still, when I remember Chicago ...”

“Small-town life has its drawbacks,” Runden said, “There is a certain lack of privacy, although people are aware of that and make an effort to keep their distance, not to be nosy. But lack of privacy doesn’t bother me. It might if I had a Swiss bank account, or if I was into some kind of kinky sex. But I just don’t have that much to hide. I think the good side of small-town life far outweighs the bad. If you have trouble with your dry cleaner in Chicago, he couldn’t care less what you think or do. It’s different here. You can’t be ripped off. A person’s reputation matters. And so does the individual. He can still influence the course of events. Corydon’s still on a human scale. There’s a sense of the seasons. There’s a closeness to the basics. It’s something to be able to hear a rooster crow these days. I think more and more people are coming to realize that. I think Linda and I are part of something interesting. We’re in the first wave of people of our age and position who are moving away from the city – and not to the suburbs. Moving to the small town. To Corydon.”

6. *Explain the following words and phrases.*

to cover an event for a newspaper/magazine	to keep one’s distance
to go on welfare	to outweigh
lack of privacy	to be ripped off

7. *What nouns in the text are formed by means of the suffix -ness*

8. *Below is a composition on the advantages and disadvantages of living in the country. Fill each of the numbered spaces with one of the following words or phrases. Try not to use the same expression twice.*

First of all / Firstly
 In addition / Moreover / Furthermore
 So / As a result / Therefore
 However / On the other hand / In contrast
 In conclusion / To sum up / On the whole

Living in the country is something that people from the city often dream about.

(1) _____, in reality, it has both its advantages and disadvantages.

There are certainly many advantages to living in the country. (2) _____, you can enjoy peace and quiet. (3) _____, people tend to be friendlier and more open. A further advantage is that there is less traffic, so it is safer for young children.

(4) _____, there are certain drawbacks to life outside the city. (5) _____, because there are fewer people, you are likely to have fewer friends. (6) _____,

entertainment is difficult to find, particularly in the evening. Furthermore, the fact that there are fewer shops and services means that it is harder to find work. (7) _____, you may have to travel a long way to work, which can be extremely expensive. (8) _____, it can be seen that the country is more suitable for some people than others. (9) _____, it is often the best place for those who are retired or who have young children. (10) _____, young, single people who have a career are better provided for in the city.

Follow-up

9. *Break into groups A and B. Group A are big-city dwellers, group B are from small towns. Try to convince each other that your place of residence is better.*

Listening comprehension

What Lures People to Big Cities?

Pre Listening

1. *Study these words if they are new to you:*

amenity (pl.) [ɑ'mɪnɪti] (n), usually plural <i>amenities</i>	– smth that makes a place comfortable or easy to live in (hotels, shops, cafes etc.)
facility [fə'sɪlɪti] (n), plural <i>facilities</i> to facilitate (v)	– rooms equipment, or services that are provided for a particular purpose – make it easier for a process or activity to happen
facilitator (n)	– someone who helps a group of people discuss things or do smth effectively
facilitation (n)	
to lure ['ljʊə] (v)	– 1) to attract, to tempt – 2) to persuade sb to do smth, esp. smth wrong or dangerous by making it seem attractive or exciting
lure (n)	– smth that attracts people or animals
to cater (v) to cater for	– to provide and serve food and drinks – to provide a particular group of people with the things they need or want

2. *Read these questions before you hear the recording. Then listen to the recording once and answer the questions.*

1. What makes people leave their home towns for big cities?

2. How do people usually feel shortly after they arrive in a big city?
3. When do they begin feeling at home in a big city and what is their lifestyle?
4. What is the literal sense of the word “provincial” and what do most people mean when they use the word “provincial”?

While Listening

3. *Listen to the recording a second time and say whether these statements are true or false. Use the following conversational formulas of:*

- a) agreement – that’s quite true, that’s right, I absolutely (entirely) agree, exactly (absolutely, definitely, quite) so, how right you are;
- b) disagreement – I’m afraid I don’t agree (I disagree), nothing of the kind, on the contrary, far from it;
- c) doubt – it’s hard to tell, I shouldn’t say so, perhaps not, not exactly, it all depends, on the one hand... on the other hand.

1. Many people, especially young people, are anxious to get away from the small town or village where they were brought up and make for the big city.
2. Birmingham, Barcelona, Milan and Salonica are provincial towns.
3. There are no attractions or amenities in provincial towns.
4. Many of the big cities’ attractions are often so expensive that they are beyond the reach of the most young people’s pockets.
5. People are lured to big cities by their brightness, miles and miles of street lights and neon signs.
6. The brightness of the city is the source of joy and happiness.
7. One never feels lonely or isolated in the big city with a lot of things going on.
8. Young people look down or even despise those who have no longing for new experiences, new horizons and stay in small towns.
9. People begin to feel at home in a big city after finding a job and moving into some accommodation.
10. One can be provincial even living in a large city.

Post Listening

4. *Answer the following questions:*

1. What do people mean when they say that their town is provincial?
2. Why are many young people anxious to get away from small towns and villages?
3. Can one enjoy different amenities living in a small town or village?

4. Why do young people often look down, pity or despise those, who stay in small towns? What do you think of such attitude?
5. Why are the bright lights of a big city so luring to young people?
6. When they come to a big city can they afford many luxuries of the big city life?
7. What feeling may set in shortly after young people arrive in a big city?
8. How does one settle in a big city?
9. When do people start feeling at home in a big city?
10. What is the author's opinion of the problems of big cities and small towns?
11. What is your point of view?
12. Do we face the same problems in this country? What are your problems like?
13. Living in a large city do you often go to concerts, exhibitions or theatres?
14. Do all people living in big cities enjoy all the attractions and amenities offered to them? If not, why? Can people do without concert halls, theatres, exhibitions, etc.?
15. What makes a person's life rich and interesting?
16. Which is more important: where a person lives or how he lives?

Speaking Activities

Pair work

5. *Suggest solutions, contradict or give advice to someone who tells you that:*
 - a) he / she is anxious to get away from his / her town;
 - b) he / she longs for fresh country air and wants to move to a small town or village;
 - c) he / she feels lost in a large industrial city;
 - d) she / he feels isolated and lonely in her / his village, especially in winter.

Useful Language:

a) if I were you I would... ; you'd better... ; why don't you? It might be a good idea to... ; I think you ought to... ; I would advise / recommend... ; you needn't (live)... ; there's no reason why you should (not)... it's for you to decide...; it's up to you.

b) to be anxious; to long for; to make for / to make off for; to escape; to have few amenities; expensive; to be beyond the reach of one's pocket; to lure; to be struck by; a feeling of disappointment sets in; to feel lonely, isolated, lost; to feel at home; to look down on somebody / to despise; to move into; to rent; cramped accommodation; in a suburb; to make a circle of friends (acquaintances); to stay in; to go out, job opportunities, moral and physical pollution, traffic jams, chances of promotion, lack of privacy.

Group work

6. *Exchange your opinions on the following problems. Make use of the words given in ex. 5.*

1. Young people are right to leave small towns for big cities.
2. One can be happy (unhappy) in a big city as well as in a small town.
3. One feels happier in a big city than in a small town or village.
4. People are attracted to big cities by their amenities, but they often feel lonely and isolated there.
5. People who stay in small towns are lazy, they have no sense of adventure, no interest in new experiences and horizons.
6. One can be provincial even living in a big city.
7. The attitude to living in big cities and small towns is different among people of different age-groups.

7. *Explain the meaning of these proverbs; speak of your personal experiences proving that:*

East or West – home is best.
Every town has its customs.
When in Rome – do as Romans do.

8. *Suppose you find yourself in the following situations:*

1. After five years of life in a big city you wish you had never left your home town.
2. A year ago you came to a big city from a small town. What lured you to this big city and how are you feeling now?
3. You are an elderly lady (gentleman) living in a small town. You cannot leave it for a big city now but you wish you had done it when you were young. Explain, why?
4. You are a pessimistic lady (gentleman) and you don't believe in any sense of adventure, you don't think that life in a big city has much in store for a provincial man.
5. After you have packed up all your belongings and before leaving for a big city answer these two questions:
 - a) Why have you made up your mind to turn over a new leaf?
 - b) What are you leaving behind and what do you think the future has in store for you?

Pair work

9. *Choose a partner and act out one of the situations below:*

1. After three years of life in a big city you came back to your provincial town for a week because you cannot get over a feeling of loneliness and homesickness. You meet your neighbour and discuss your difficulties.
2. You are leaving for a big city. You came to your friend to bid a farewell to her. She is a pessimistic person and doesn't believe that the future in

the city has much in store for you. She lacks a sense of adventure and you look down on her. You picturesquely describe your future life.

3. Your daughter (son) is leaving for a big city. You are anxious for her (him) and trying to talk her out of it. But she longs for adventures and new horizons the city can offer her. On the other hand she worries about her mother who she leaves behind.

Writing Activities

10. Write a letter to your friend (or parents) describing your impressions of the city shortly after your arrival. Use the language below and from ex. 5:

to be impressed by (with); to be depressed; to feel at home (ill at ease); to feel lost, isolated; to long for; to get acquainted with; to make the acquaintance of; to make friends; to admire something; to be filled with admiration for something; to be used to doing something.

Part 2. Urban environment

Extensive Reading

The Urban¹ Explosion

Today cities are growing at an unprecedented rate. Developed countries are facing the formidable task of providing shelter, services and employment for these urban multitudes and increasing number of immigrants. The demand for adequate housing will by far exceed the supply – unless national governments and international agencies begin to make appropriate plans now.

In the developing world urban slums² are growing twice as fast as the cities themselves. Millions of people live crowded in make-shift³ shacks⁴ and squalid⁵ squatter⁶ settlements, deprived of elementary sanitation and utilities. In mushrooming urban slums, people live amidst pollution, overcrowding, unemployment, crime and disease. Day after day they trickle in – peasants uprooted by floods, drought, war or land pressure; migrant workers, alone or with their families, seeking jobs, food and security; men, women and children with little material possessions but holding on to the hope for better lives in the new environment.

But, of course, those who suffer most are women and children. Women around the world are the poorest of the poor. A homeless woman is a familiar sight in the crowded cities of both industrialized and developing countries. They can be seen on the bustling streets, in the shadow of high-rises⁷ and luxury condos⁸, huddled on door-steps or near subway entrances, heating her hands near a ventilation grate, improvising her shelter under sun or wind or snow with some scraps of cardboard and newspaper.

A homeless woman can be a single mother, a teenage runaway, a drug addict, a senior citizen, a battered wife, a mentally ill patient. She holds on to her children, scrambles for her daily food and somehow finds the resourcefulness and courage to carry on.

It is difficult to estimate their numbers. Of all the invisible women in society she may be the most invisible. Statistically, she is a zero, a nonentity⁹ without voice, power or identity; at the very best, she is counted among the faceless ranks of homeless people for whom society has no space.

Vocabulary Notes:

- | | |
|-------------------------------|---|
| 1) urban (adj) | – relating to towns and cities |
| 2) slum (n) [c] | – a house or an area of a city that is in very bad condition where very poor people live |
| 3) make-shift (adj) | – made to be used for a short time when nothing better is available |
| 4) shack (n) | – a small building that has not been built very well |
| 5) squalid (adj) | – dirty and unpleasant because of lack of care or money |
| 6) squatter (n) | – someone who lives in an empty building or on a piece of land without permission and without paying rent |
| 7) high rise (n) | – tall buildings with many levels |
| 8) condo
(condominium) (n) | – AmE – a flat in a block of flats in which each flat is owned by the people living in it |
| 9) nonentity (n) | – someone who has no importance or power, syn. nobody |

1. *Divide the text into logical parts*

2. *Answer these questions:*

1. Why does the demand for adequate housing exceed the supply?
2. What tasks will nations face in the immediate future?
3. In what conditions do people live in mushrooming urban slums?
4. Why do people migrate to cities?
5. Who suffers most from poverty and lack of shelter?
6. Who constitutes the majority of the homeless in big cities?
7. Where do homeless women find shelter?
8. What is the position of homeless people and women in particular?

3. *Have you learned anything new about the problems of the modern city life? What is it? Express the new information in several sentences.*

4. *Talking points*

1. Are there homeless people in Russia? (in the USA? in the UK?) Why? What are the ways of solving their problems?
2. If you were the Prime Minister what would you do to solve the problems of homeless people in this country?
3. Do you believe that there will be no homeless people in the 21st century?

Intensive reading

Athens is dying

Pre-reading

Where is the city of Athens?
Is it a provincial city or a capital?
What are your associations with this city?
Judging by the title what is the article about?
What could be the reasons for this title?



1. *Read these cultural and vocabulary notes:*

Cultural notes:

Plato ['plətoʊ] – a Greek philosopher who explained his ideas in the form of written conversation. His most famous work is “The Republic” about the perfect state and form of government.

Pericles ['pɜːrɪklɪz] – Athenian general and states man. Under his administration the city was developed and embellished (made more beautiful); the Athens’s naval power was built up.

The Acropolis [ə'kɒpəʊlɪs] – the central area and the highest point in the ancient Greek city of Athens, containing important religious and military buildings.

The Parthenon ['pɜːθənən] – a temple to the goddess Athena on the Acropolis in Athens. The most famous example of a Greek temple.

Vocabulary notes:

- | | |
|------------------|---|
| to migrate (v) | – move from one place to another |
| migrant (n) | – one who migrates |
| to immigrate (v) | – come as a settler to another country |
| immigrant (n) | – a person who immigrates |
| to emigrate (v) | – go away from one’s own country to another to settle there |
| emigrant (n) | – a person who emigrates |

While reading

2. *Skim the text and say if your predictions were right.*

3. *Scan the text and*

a) tick those problems which are mentioned in the text. Support your findings with the quotations from the text.

air pollution	medical service
land pollution	housing building
water pollution	migration
noise pollution	unemployment
public transport	cultural life
condition of buildings	activity of the government
overcrowding	rebuilding the whole city
education	

b) say what measures the government is going take to make Athens a better place to live in.

Stinking buses, their passengers pale and tired, jam the crowded streets. Drivers shout at one another and honk their horns. Smog smarts the eyes and chokes the senses. The scene is Athens at rush hour. The city of Plato and Pericles is a sorry state of affairs, built without a plan, lacking even adequate sewerage facilities, hemmed in by mountains and the sea. Even Athens' ruins are in ruin: sulfur dioxide eats away at the marble of the Parthenon and other treasures on the Acropolis. As a former Greek Premier Constantine Karamanlis has said, "The only solution for Athens would be to demolish half of it and start all over again."

So great has been the population flow toward the city that entire hinterland villages stand vacant or nearly so. About 120.000 people from outlying provinces move to Athens every year, with the result that 40 % of Greece's citizenry are now packed into the capital. The migrants come for the few available jobs, which are usually no better than the ones they fled.

Aside from overcrowding and poor public transport, the biggest problems confronting Athenians are noise and pollution. A government study concluded that Athens is one of the noisiest cities in the world. Smog is almost at killing levels: up to four times the level that the World Health Organization considers safe. Nearly half the pollution comes from cars.

After decades of neglect. Athens is at last getting some attention. In March a committee of representatives from all major public service ministries met to discuss a plan to unclog the city, make it liveable and clean up its environment. A save-Athens ministry, which will soon begin functioning, will propose heavy taxes to discourage in-migration, a minimum of \$5 billion in public spending for Athens alone, and other projects for the countryside to encourage residents to stay put. A master plan that will move many government offices to the city's fringes is already in the works. Meanwhile, more Greeks keep moving into

Athens. With few parks and precious few oxygen-producing plants, the city and its citizens are literally suffocating.

4. *Read the text again and write out words and phrases that describe:*

- c) the environment
- d) the condition of the buildings in the city
- e) the population

5. *Guess the meaning of the underlined words*

... drivers honk their horns
 smog smarts the eyes and chokes the senses
hemmed in by mountains and the sea
 the entire hinterland villages stand vacant or nearly so
 40 % of the Greek citizenry are packed in to the capital
 ... discuss a plan to unclog the city
 ... to encourage residents to stay put

If you fail to work out the meaning of the words from the context, look them up in the English-English dictionary.

6. *Explain in your own words what is:*

public spending, a master plan, to be in ruin, to be in the works, keep moving into, eat away at the marble, smog is at killing levels, move to the city's fringes, liveable

7. *Fill in the gaps with related words.*

Noun	Verb	Adjective
life		
	to govern	
	to reside	
smog		
	to migrate	
		suffocating
courage		
		stinking
	to conclude	
	to pollute	
		choking
	to demolish	
		vacant
	to confront	
pollution		
tax		

8. *Find another way of saying the following*

to smell badly	to destroy completely	very large or important
to block the streets	to face	to gradually remove or reduce the amount of smth
to suffocate	habitable	
	fringe	10 years

9. *Write the opposites*

adequate, available, to build up, outskirts, encourage, to breathe freely, to pollute the environment

10. *What words are used with:*

facilities	population	government
plan	jobs	city's
buses	outlying	state of affairs

11. *Complete these sentences:*

1. Stinking buses...
2. Smog smarts the eyes and ...
3. The city of Plato and Pericles ...
4. The only solution for Athens ...
5. Even Athen's ruins are ...
6. The migrants come ...
7. Aside from overcrowding ...
8. After decades of neglect ...
9. Ministers met to discuss ...
10. Meanwhile more Greeks ...

12. *Grammar Points*

1. Had Athens been better planned ...
2. Hadn't the population flow been so great ...
3. But for the unemployment in the provinces ...
4. Migration to Athens should be limited, otherwise ...
5. If not for the decades of neglect, ...
6. It's a good thing the Save Athens Ministry will soon begin functioning, otherwise ...

Post-reading

13. *Comprehension check*

1. What problems does the city of Athens face?
2. What is the effect of air pollution on the people? on the buildings?
3. Why is the city of Plato and Pericles a sorry state of affairs?
4. Why does the author mention these particular Greeks?
5. Why are 40 % of Greece's citizenry now packed into the capital?
6. What is being done to make Athens liveable?

14. *Opinion questions*

For whom is the article written?

What does the article aim at?

Is it optimistic or pessimistic?

What is the future of Athens in your opinion?

Follow-up

15. *In small groups discuss if your home city / town faces the same problems.*

Brainstorm for ideas and suggest ways to solve these problems

----For your Information----

16. *Strategies for writing an article*

An article is a piece of writing in a magazine or newspaper. It can express the writer's point of view or be written in a more impersonal way. An article has a title.

Title. The title should attract the reader's interest and give some idea of the topic.

Opening sentences. There should be a link between this and the title. The opening sentence should introduce the topic and make the reader want to continue. It may be a rhetorical question, an opinion or an interesting statement.

Paragraphing

Each new point should start a new paragraph.

Style

- An article can be serious or light-hearted, depending on who is going to read the article (the addressee).
- Make sure you choose the appropriate register and keep to it throughout the article.
- Be as clear and informative as possible.
- Engage the reader's interest throughout.

Now look back at the article "Athens is Dying" and say how the writer catches and holds the interest of the reader. Pay attention to the title, the opening sentence, the beginning of each paragraph, the choice of structures and words.

e.g. Why this title?

What words in the first paragraph support the title?

What is the idea of every paragraph?

What words and structures start each paragraph?

17. *Write an article to a central or local newspaper about the state of affairs in your city / town.*

Part 3. Who will solve these problems?

Intensive Reading

Sonny's Blues¹ (an extract)

J. Baldwin

James BALDWIN (born in 1924) is an American writer, the author of the novels, stories and literary political essays. The story "Sonny's Blues" is dedicated to the fate of a young talented black boy from Harlem, whose life and talent are nearly ruined by poverty and bad company. His love of music drives him away from his brother who at first doesn't take it seriously. It is only among the musicians of a black band that his talent is recognized.

1. *Read the text and divide it into logical parts.*
2. *While working at the text write out words and expressions to describe:*
 - a) the city;
 - b) appearance and character;
 - c) feelings and state of mind.

I read about it in the paper, in the subway², on my way to work, I read it, and I couldn't believe it, and I read it again. Then perhaps I just stared at it, at the newsprint spelling out his name, spelling out the story. I stared at it in the swinging lights of the subway car, and in the faces and bodies of people, and in my own face, trapped in the darkness which roared outside.

My brother Sonny was about as old as the boys in my class, his face had been bright and open and he had wonderfully direct brown eyes, and great gentleness and privacy. I wondered what he looked like now. He had been picked up, the evening before, in a raid on an apartment downtown³, for peddling and using heroin.

I couldn't believe it. I told myself that Sonny was wild, but he wasn't crazy. And he had always been a good boy, he hadn't ever turned hard or disrespectful, the way kids can, so quick, especially in Harlem⁴. I didn't want to believe that I would ever face my brother going down⁵, coming to nothing, all that light in his face going out, in the condition I'd already seen in so many others.

Sonny was taken to prison and I didn't write or send him anything for a long time. When I finally did, it was just after my little girl died, he wrote me back a letter which made me feel like a bastard.

Then I kept in constant touch with him I sent him whatever I could and I went to meet him when he came back to New York. When I saw him many things I thought I had forgotten came flooding back to me. This was because I have begun, finally, to wonder about Sonny, about the life Sonny lived inside. This life whatever it was, had made him older and thinner and it deepened the

distant stillness in which he had always moved. He looked very unlike my baby brother. Yet, when he smiled, when we shook hands, the baby brother I had never known looked out from the depths of his private life, like an animal waiting to be coaxed into the light.

“How you been keeping?”⁶ he asked me.

“All right, and you?”

“Just fine”. He was smiling all over his face. “It’s good to see you again.”

“It’s good to see you.”

The seven years’ difference in our ages lay between us like a chasm. I wonder whether these years would ever operate between us as a bridge. I was remembering and it made it hard to catch my breath, that I had been there when he was born; and had heard the first words he had ever spoken. When he started to work he walked from our mother straight to me. I caught him just before he fell when he took the first steps he ever took in this world.

“How’s Isabel?”

“Just fine. She is dying to see you.”

“And the boys?”

“They are fine too.”

“They are anxious to see their uncle.”

“Oh, come on. You know they don’t remember me.”

“Are you kidding? Of course, they remember you.”

He grinned again. We got into a taxi. We had a lot to say to each other, far too much to know how to begin.

“Do you mind”, he asked, “if we have the driver drive us alongside the park? On the west side – I haven’t seen the city in so long.”

“Of course, not”, I said.

So we drove along, between the green of the park⁷ and the stony, lifeless elegance of hotels and apartment buildings⁸, toward the vivid killing streets⁹ of our childhood. These streets hadn’t changed, though housing projects¹⁰ jutted up out of them now like rocks out of a boiling sea. Most of the houses in which we had grown up had vanished as had the stores from which we had stolen, the roof tops from which we had hurled tin cans and bricks. But houses exactly like the houses of our past yet dominated the landscape, boys exactly like the boys we once had been found themselves smothering in the houses, came down into the badly-kept, narrow streets for light and air and found themselves encircled by disaster. Some escaped the trap, most didn’t. Those who got out always left something of themselves behind, as some animals amputate a leg and leave it in the trap. It might be said, perhaps, that I had escaped after all, I was a school teacher; or that Sonny had, he hadn’t lived in Harlem for years. Yet, as the cab moved uptown¹¹ through streets which seemed with a rush, to darken with dark people, and as I covertly studied Sonny’s face, it came to me that what we were seeking through our separate cab windows was that part of ourselves which had been left behind. It is always at the hour of trouble and confrontation that the missing member aches.

We hit 110th street¹² and started rolling up Lenox Avenue. And I'd known this avenue all my life, but it seemed to me again, as it had seemed on the day I had first heard about Sonny's trouble, filled with a hidden menace which was its very breath of life.

"We are almost there," said Sonny.

"Almost". We were both too nervous to say anything more. We live in a housing project. It hasn't been up long. A few days after it was up it seemed uninhabitably new, now, of course, it's already run down.¹³ It looks like a parody of the good, clean, faceless life – God knows the people who live in it do their best to make it a parody. There is no sign of lawns or flower-beds, to say nothing of shady, well-paved streets. The big windows around aren't big enough to make their life green, the hedges will fool no one, they aren't big enough to make space out of no space. They don't bother with the windows, they watch the TV screen instead. The playground is most popular with the children who don't play at jacks¹⁴, or skip rope, or roller skates, or swing, and they can be found in it after dark. We moved in partly because it's not too far from where I teach, and partly for the kids; but it's really just like the houses in which Sonny and I grew up. The same things happened, they will have the same things to remember. The moment Sonny and I started into the house I had the feeling that I was simply bringing him back into the danger he had almost died trying to escape.

Sonny has never been talkative. So I don't know why I was sure he'd be dying to talk to me when supper was over the first night. Everything went fine, the oldest boy remembered him, and the youngest boy liked him, and Sonny had remembered to bring something for each of them; and Isabel who is really much nicer than I am, more open and giving had gone to a lot of trouble about dinner and was genuinely glad to see him. It was nice to see her face so vivid again and to hear her laugh and watch her make Sonny laugh. She wasn't, or, anyway, she didn't seem to be, at all uneasy or embarrassed. She chattered as though there were no subject which had to be avoided and so she got Sonny past his first, faint stiffness. And thank God she was there, for I was filled with that icy dread again. Everything I did seemed awkward to me, and everything I said sounded freighted with hidden meaning. I was trying to remember everything I had heard about dope addiction and I couldn't help watching Sonny for signs. I wasn't doing it out of malice. I was trying to find out something about my brother. I was dying to hear him tell me he was safe.

Notes

1. blues – a) melodies originally of Negroes in the Southern USA;
b) condition of being sad, melancholy.
2. subway – a) in the USA it is an underground electric railway;
b) in Great Britain it means an underground passage or tunnel, especially for people to get from one side of a busy street to another.

Note: USA – subway, Great Britain – underground, tube (colloq.)

3. downtown – the main or business part of a town (esp. in the USA).
4. Harlem – the area of New York City mainly known for its Negro population.
5. to go down – to degrade, to come to nothing.
6. How you been keeping? = How have you been keeping?
7. the park – (here) Central Park; it is situated in the centre of Manhattan Island in New York City.
8. apartment building (house) – USA; a block of flats – Great Britain.
9. killing streets – (here) splendid streets.
10. housing projects – new construction sites, modern housing developments.
11. uptown – the residential, non-business, non-commercial part of a town.
12. 110th Street – it is a peculiar feature of New York City that streets are running parallelly from south to north whereas avenues are crossing the streets from east to west.
13. run down – old, dilapidated.
14. to play at jacks – to play a game of bowls (small white balls towards which bowls are rolled).

Learning Activities

Skimming¹

1. *Answer the following questions:*
 1. Where and when is the scene laid?
 2. What and who are the characters?
 3. What happened to Sonny?
2. *Make up an outline of the text.*
3. *Formulate in short what the text is about.*

Scanning²

4. *Read the text again and find the sentences proving that:*
 - a) Sonny's brother loved him and was anxious about his future;
 - b) the living conditions and the social environment were partly the reason for Sonny's tragedy;
 - c) many other children were facing the same dangers that nearly ruined Sonny's life.
7. *Fill in these lines arranging the information from the story:*

Problems	Reasons	Solutions
...

8. *Comment on the following sentences:*

1. Some escaped the trap, most didn't. Those who got out always left

something of themselves behind, as some animals amputate a leg and leave it in the trap.

2. The playground is most popular with the children who don't play at jacks, or skip rope, or roller skates, or swing, and they can be found in it after dark.
3. The moment Sonny and I started into the house I had the feeling that I was simply bringing him back into the danger he had almost died trying to escape.
4. Everything I did seemed awkward to me, and everything I said sounded freighted with hidden meaning.
5. I was trying to remember everything I had heard about dope addiction and I couldn't help watching Sonny for signs.

Notes: 1. to skim (through) – to read quickly, noting only the chief points.
2. to scan – to study attentively, running the eyes over every part of what you are reading.

9. *To make sure that you understand the story answer these detailed questions:*

1. What did the teacher read in the newspaper?
2. How did he feel when he learned the news?
3. Why couldn't he believe it?
4. When Sonny was in prison he constantly kept in touch with him, didn't he? If not, why?
5. What made him write Sonny a letter?
6. How did he feel when he saw Sonny after all that time?
7. What places did they pass on their way home?
8. Why did Sonny have the driver go past the Central Park?
9. What did each of them think about on their way home?
10. Where did Sonny's brother live?
11. Sonny was very talkative at dinner, wasn't he?
12. Everyone enjoyed the evening genuinely, didn't they?
13. Why was Sonny's brother filled with icy dread?
14. What was he trying to find out about Sonny?
15. What were the relations between the two brothers in the past and present?

Related Activities

Word study

10. *Transcribe, mark the stress and read the following words and word combinations:*

avenue	housing project	to coax
menace	dope addiction	to smother
malice	hotel	to vanish
genuine	freight	anxious

11. Explain the meaning of these words and word combinations to your groupmates. When speaking use:

this word means...

“to dominate” means...

“an apartment” is...

Apartment, housing project, downtown, uptown, hedge, lawn, playground, subway car, badly-kept, to dominate the landscape, to jut up.

12. Match the synonyms in the right and left columns:

to escape	to look fixedly at
to grin	dilapidated
to stare	to throw violently
to be run down	tree- shaded
to kid	to smile broadly
to hurl	clean and tidy
to be uneasy	threat
to smother	to pull somebody's leg
vivid	to get away
menace	to choke
malice	ill will
shady	bright and lively
well- kept	to be troubled

13. Find in the text synonyms for the following:

to be confused, misfortune, to be worried, to degrade, to disappear, to look for, to be mad, to come upon, weak, fear, true (real).

14. Express the same idea in other words substituting for the italicized words and expressions:

1. He hadn't ever *turned hard* or disrespectful. 2. He was *smiling all over his face*. 3. *How have you been keeping?* 4. I was remembering and it made it hard *to catch my breath*. 5. She is *dying to see* you. 6. They found themselves *encircled by disaster*. 7. A few days after it *was up* it seemed *uninhabitably* new. 8. The difference in our age *lay between us like a chasm*. 9. So we drove along, between *the green of the park*, and the *stony lifeless elegance* of hotels and *apartment buildings*, toward the *vivid killing streets* of our childhood. 10. As *I covertly studied* Sonny's face *it came to me* that what we were both seeking through our separate cab windows was that part of ourselves which had been left behind. 11. We *hit 110th Street* and *started rolling up Lennox Avenue*. 12. She got Sonny past his first, *faint stiffness*.

15.

a) Study the difference between these verbs:

to know, to learn, to find out.

If necessary use an explanatory dictionary.

b) Fill in the gaps with the proper verb:

- Sonny’s brother...that Sonny was peddling and using heroin.
- Sonny’s brother...about it from a newspaper.
- He was trying to...something about his brother.

c) Make up your own sentences with these verbs.

d) Explain the difference between the verbs “to know”, “to learn”, “to find out” in class using your sentences as examples.

16. Find the odd word out: open, giving, gentle, respectful, dread, direct, talkative.

17. Dwell on the polysemy of these words: to hit, vivid, anxious. State the meaning in which they were used in the story.

18. Give British-English equivalents for the following Americanisms: apartment, subway, downtown, store.

19. Give the English for:

квартира, жилой дом, деловой район, грязные улицы, тенистые, хорошо мощенные улицы, газоны и клумбы, живая изгородь, яркий (оживленный), зелень парка, опуститься, скованный, смущенный, открытый (взгляд, характер), настоящий, выяснить, наркомания, игровая площадка, играть во что-либо, заставить кого-либо что-то сделать, не мог не беспокоиться, возвышаться над чем-либо, избежать несчастья, поддерживать отношения, сделать что-либо от злости (из любопытства), избежать ловушки, жилые дома.

20. Give the three forms of the following verbs:

to steal, to shake, to fall, to trap, to forget, to feel, to fill, to catch, to lie, to lay, to hide, to drive, to find, to die.

21. Make verbs by means of the verb- forming suffix -en or prefix en-; translate them into Russian.

wide, deep, broad, red, length, circle, rich, large, slave, cage, courage.

22. Give words of the same root (derivatives). If necessary consult a dictionary:

gentle, dark, to wonder, to inhabit, to respect, to believe, life, face, danger, disaster, to confront, house, circle, elegant, stiff, ice, malice, safe, to talk, dread, to be embarrassed.

23. Analyse the morphological structure of the compound adjective “badly-kept”. Give other compound words built on the same pattern. Here are the verbs you can use:

to illuminate, to light, to pave, to lay out, to build, to do, to make.

24. Consider the morphological structure of the words: “uninhabitable”, “disrespectful”. What sense do the prefixes “un-” and “dis-” add to the words? Give your own examples.

25. Look at this:

“...the baby brother I had never known looked out from the depths of his private life, like an animal waiting to be coaxed into the light”.
The author resorts here to a stylistic device called simile.

----**For Your Information**----

Simile is based on the likeness of objects or ideas belonging to different classes.

Find in the text two more cases of this device. What is the effect of the simile in them?

Cover up the list below and remember these idioms based on the simile. Test each other.

	eats		fish
He	drives	like a	log
	smokes		trooper
	drinks		chimney
	swears		lunatic
	sleeps		pig

26. Look at this sentence: “She is dying to see you.” Here the author resorts to a stylistic device called hyperbole.

----**For Your Information**----

Hyperbole is an exaggerated statement made for effect and not intended to be taken literally.

Write out from the text two more cases of hyperbole and say what effect it produces there.

Grammar Points

27. Review the following structures:

To make somebody do something
To have somebody do something
Can't help doing something

Find the sentences in which they are used in the text. Make up three sentences of your own with each structure. Read your sentences to each other in class.

28. *Complete the sentences given below:*

1. If Sonny's brother hadn't read in the paper that Sonny had been arrested...
2. If Sonny hadn't used and peddled heroin...
3. If the circumstances had been different...
4. If Sonny hadn't been homesick...
5. If Sonny's brother hadn't been anxious for Sonny...
6. If it hadn't been for Isabel's open and easy manner...
7. If Isabel hadn't been genuinely glad to see Sonny...

29. *Say whether these statements are true or false. When giving your arguments use sentences of unreal condition like this:*

That's true. I don't think his childhood was happy, because if it had been happy...

1. Sonny's childhood was not happy.
2. Sonny's brother was a kind, decent, reliable man capable of self-criticism.
3. Sonny's brother knew him well and in the past they used to be close friends.
4. Sonny's brother was anxious for Sonny's fate (his children's fate, for the fate of other children).

Speaking Activities

30. *Suppose you were Sonny's brother. What would you say about Sonny? What do you think the future might have in store for him? For your children?*
31. *Suppose you were Sonny. What could you say about yourself? About your relations with your brother, your parents and mates? How do you visualize your future?*
32. *Draw character sketches of Sonny, his brother and the brother's wife. Turn to the text for facts and proofs and use sentences of unreal condition e.g.: If he hadn't been anxious for his fate he wouldn't have done it (said it).*

Role-play

33. *Imagine you are the members of the school teachers' board and Sonny is your student.*

Situation – Discuss the state of things in your school, the social environment in your area and the ways of solving the problem for Sonny and other children.

Problems – You discuss the following problems:

- a) the living conditions in Harlem;
- b) the social environment in Harlem;
- c) the relations between children and parents;
- d) drug addiction among children;
- e) social measures taken against juvenile delinquency.

Cast List The following people take part in the discussion:

the headmaster; the school psychologist; the school doctor; a representative from the parents' board; the teachers of the school, both young and old, parents, representatives of the local authorities.

Role Cards

34. *Make up the summary of the text.*

The headmaster, age 58. You have a large family on your hands, have gone through many difficulties, raised your children, you are strict, but understanding, really caring for children.

The psychologist, aged 35. You are concerned with the growing psychic instability of children resulting from the pressure of the outside adult world, money problems, poor living conditions, unemployment, drug addiction, alcoholism among parents in Harlem.

The doctor, aged 53. You are married, but have no children. You are well aware of the situation in Harlem and at school, but your attitude is negative, you demand strict measures against drug addicts.

The other teachers of the school. They are of different ages and have different views on the problems under discussion.

Group Work

35. *Get into groups of 2 or 3 and discuss the text. Use conversational formulas and the expressions given below:*

to go deep into social problems, to reveal the truth about, to get / have a deep insight into (a character, problems), to bring something to light, realistic portrayal of life, the object of the author's concern, the author's sympathy lies with...

36. *Discuss the problems of the modern city life.*

Writing Activities

37. *Imagine you are a detective following a man (it might be Sonny) that aroused your suspicion. Write a short description of the physical layout of the place / town. These words may help you:*

to be run down, dilapidated, apartment houses, to dominate the landscape, a long way off (from), to make for, lively, vivid streets, well-(badly-) kept, downtown, lawns, flower-beds, shady streets, tree-lined avenues, in the suburbs.

Part 4. Housing in Britain

Culture-Oriented Activities

We often say that every town has its customs. But it is even more true about every country having its own customs, scale of values, lifestyle and national character.

The English

They dress IN what they like;

They are interested IN sport;

They partake IN all activities

If they think they ought.

They all succeed IN doing

Their job IN five short days,

Which leaves them the two longest ones

To spend IN different ways.

Then some indulge IN gardening,

Or walking IN the rain,

And some delight IN cricket,

Or IN riding IN the plain.

In spite of what's around him,

The average Englishman

Does crosswords IN the newspaper

IN pencil if he can.

Involved IN any accident

The English take a pride

IN being unemotional:

They take things IN their stride.

IN any circumstances –

Whatever they may be –

The English solve their problems

With an English cup of tea.

One of the first questions that usually arises is where and how people in the country live. If you want to learn where the British live, read this text, look at the pictures and you will find it out.

Extensive Reading

Text 1. Types of Dwellings in Britain



It is common knowledge that *a house* is a building for people to live in. But in English this word is narrower than in Russian and can be defined as a building intended for one household, usually for a family to live in. English houses usually have two or three stories and are built of brick or stone. They may be detached, semi-detached or terraced.

A *detached* house is a house standing by itself with some space on each side, it is a separate house for a family. A *semi-detached* house is in fact two houses joined together by one common wall but each

having its own entrance. In the second half of the 19th century and the beginning of the 20th century *terraced houses* were built that were much cheaper than detached and semi-detached houses. A *terraced house* is a small house with a separate entrance joined together with other identical houses in a long row. The other types of houses are a town house, a mansion and a villa.

A *town house* – 1) a house in a town or city, esp. a fashionable one in a central area; 2) AmE – a house in a group of houses that share one or more walls (like a British terraced house)/

Mansion came into English from French in the 14th century as a grand house, and ‘maison,’ from which in the 19th century the English word *maisonette* [mɛɪzəˈnɛt] was formed to describe a set of rooms for living in, part of a larger building but with its own outside door. The official residence of the Lord Mayor of London combines Old English and French roots and is known as the “Mansion House”.

Villa first appeared in English in the 17th century from Latin ‘villa’ via Italian. Originally such a house would be a large and luxurious one in its own grounds, but in Victorian and Edwardian times the word was used for less grand houses in residential districts.

Tenement is used, particularly in Scotland and the US, to describe an older building divided into flats. This word, too, comes via Old French from Latin, ‘tenere’, to hold.

One can also live in a *boarding house* – a private house which provides board and lodging for a relatively small number of people (“board” means food,

meals; “lodging” – a place to live in). They are usually less formal than a hotel, and cheaper.

Many people in Britain and the USA live in *flats*. A *flat* is a unit on one floor, as a rule lived in by one family, forming part of a large block of flats. A flat may be very large or it may be a *bed-sitting room* with a kitchen and a bathroom (a bed-sitter). Note that in Britain the size of a flat or a house is judged by the number of bedrooms; there may be six, eight or more bedrooms in a large flat or house. A many-storeyed house consisting of separate flats is called a *block of flats*.

In the USA they call these buildings *apartment houses* which consist of separate apartments. *An apartment* is a single room or a set of rooms in a large building, usually on the same floor. It is often furnished and rented by the week or month.

An area on which many houses of a similar type are built, either by a private enterprise or by a public authority, is called a *housing estate* (housing development). If it is built by a local authority it is called *a council estate*.

An estate is a piece of property in the form of land with a big house, especially in the country.

If one wants to buy a house or land he goes to an estate agent. *An estate agent* is a person who buys and sells houses or land for others.

In the countryside people may live in bungalows or in cottages.

A *cottage* is a small pretty house with rural overtones. It is usually two-storeyed with 2 or 3 rooms downstairs and the same upstairs. Most houses in the country are cottages since they were built for farm workers and craftsmen to live in. They are often thought of in a romantic way as cosy and safe with a thatched roof and roses in the garden.

A *bungalow* ['bʌŋɡlɒu] is a house which is all on ground level with or without a verandah. (a one storey house which came from India). Old people prefer living in bungalows.

Those who love nature, fresh country air go out of town for a weekend or a holiday and spend it in a weekend house, while the rich will live in a country house.

A *country house* is a large and often luxurious house in the country built by the upper and upper-middle classes.

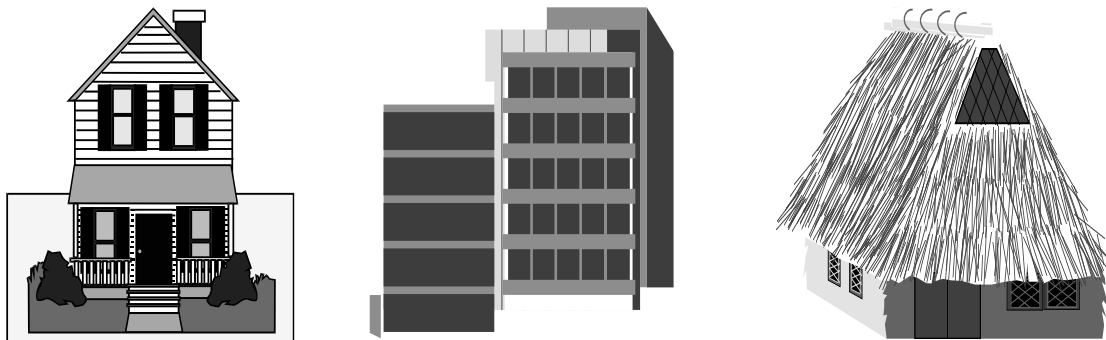
A *weekend house* is a small house in the country, usually one-storey with a piece of land. Don't confuse it with a summer house.

A *summer house* is only a light building in a garden or park for sitting in (беседка).

Home is one of the most emotive words in English, carrying with it our earliest memories and our current securities and comforts. Home is both where

we originally came from – country, region, town – and also where we live now, it covers all sorts of dwelling.

1. *Look at these pictures and try to identify the types of dwellings described in the text.*



2. *Answer these questions. If necessary account for your choice.*

1. What is better – a detached, a semi-detached, a terraced house or a block of flats?
2. In which of these houses would you like to live and why?
3. Are there terraced houses in this country?
4. Where is the rent lower – in a council house or in a private one?
5. What would you rather have – a four-room council flat or a small detached house? Why?
6. Where do your parents spend their weekends – in a country house, in a weekend house or in a summer house?

3. *Grammar Points*

Thinking The Unthinkable

Put yourself in these imaginary situations.

1. If you had the choice, where would you go for a trip – to Britain or the USA? Why?
2. If you went on a trip to Britain, where would you rather put up (stay) – in a boarding house or in a hotel?
3. If you were to live in Britain for some time, what would you prefer – a detached, a semi-detached or a terraced house?
4. If you were invited for a weekend there, where would you spend it – in a country house, in a summer house or a weekend house?
5. If you found yourself in the USA, where would you live – in an apartment house or in a detached house?

Text 2. Homes In Britain

Most British people can obtain their home in one of three ways. The majority, about two-thirds, buy their own houses or flats. About ten per cent of the population live in flats or houses which they rent privately from other person or organisation. The majority of the remaining 25 per cent live in accommodation that is owned by and rented from their local council. Council houses (or flats), as they are called, are available to everyone, but in many areas there are long waiting lists and the homes go to the most needy people. In the past few years it has become possible for council house tenants to buy their property from the local authority at a fairly cheap price – this is determined by taking into account how much rent the person has paid to the council over the years.

Homes in Britain are relatively expensive, although prices vary from area to area. They are most expensive in the London area and cheapest in northern England, parts of Scotland, Wales and Northern Ireland.

Text 3. Buying A Home In Britain

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

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

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

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

Imagine that Mr. and Mrs. Johnson want to buy a house in the same area. They go to the estate agency and inspect the details of the houses on offer. If they are attracted by the description of the Smiths' house, they will visit the property to look at it. If they are still interested after seeing the house they may take the offer to the Smiths via the estate agent. Often the offer will be slightly less than the official "asking" price. If the Smiths agree, the house can be sold.

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

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

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

So Mr. and Mrs. Johnson go to a local building society where they will be asked a number of questions: What type of job do they have? How much do they earn? What are their monthly expenses? And so on. The society will also inspect the house to see if it is worth the money they are being asked to lend. All being well, it will offer to lend the Johnsons up to about 30 per cent of the price of the house, to be paid back with interest over 25 years, or sometimes less. When all is agreed and the papers signed, the money is paid to the Smiths or their legal representative – usually a *solicitor* – and the Johnsons can move in. Over the 25 years they will pay far more than the original price of the house because of the interest on the loan. But since they are paying it in fairly small sums once a month they are, at least, able to afford it.

Text 4. The Language Of Estate Agents

It is a running joke in Britain that the more disreputable estate agents will always try to make the houses they are trying to sell sound more desirable than they really are. An estate agent would never write: “This is a horrible little house in very poor condition. The trains go past every 10 minutes and shake the walls. The back garden is laughably small. This is why it is so cheap.” Instead he would say: “This compact residence is ideally priced for the *first time buyer*. Although in need of some renovation, it has some highly attractive features, including a small patio (garden) in the rear. It is very convenient for the railway station.”

4. *What do you think the following extracts from estate agents’ descriptions really correspond to?*

1. Planning permission has been granted for the addition of a bathroom. 2. The rooms have been decorated to the taste of the present owner. 3. The cottage has a particularly charming historical character.

5. *Get ready to explain in class the following:*

- What are building societies for?
- What are estate agencies for?
- What are the functions of estate agents?
- How can people buy houses or flats in Great Britain?

Part 5. Where The British Live

Intensive Reading

So there is a great variety of dwellings in Britain. Which of them are preferred by the British? What problems are facing those who need housing? What are the prospects for newly-married couples? This text will answer these and some other questions.

Perhaps you know that about 65 million people live in Britain today. Most of those people – at least 80 per cent – live in towns or suburbs of towns.

More than 40 per cent of people in Britain live in seven large urban communities (conurbations), whose centres are London, Manchester, Birmingham, Glasgow, Leeds, Liverpool and Newcastle-on-Tyne.

The typical home of an English family is a house rather than a flat. Local councils find it increasingly difficult to build houses to let because of the high cost of land and a very high rate of interest.

A young couple about to marry know that there is a long waiting list for council built houses and flats. To rent a flat or a house from a private landlord is often very expensive. The tenant has to sign an agreement for a period of years, and when a new agreement is drawn up he may be asked to pay a higher rent. And if he cannot pay the new rent he can be turned out (evicted) from his home. So, many young couples try to buy a house of their own if they possibly can. If they are in reasonably secure jobs and if they are earning more or less the average national wage, a bank or building society will lend them the money to buy a house. They must be able to pay the percentage of the cost of the house in cash, and the loan from the bank (called a mortgage) has to be repaid over 20 to 25 years, plus interest on the loan.

Imagine what happens if the husband loses his job or goes on short-time. Imagine what happens to the household budget if the bank-rate goes up one or two per cent. Imagine how rising prices demand more and more of the house-keeping money and the problems it brings for maintaining the mortgage repayments.

For thousands of young workers earning less than the average wage there is no prospect of bank loans nor of council houses; but at the other end of the scale there are people who have no problems of this kind. A glance at the property advertisements in papers like "The Times" shows that there are still buyers for houses with six, eight or ten bedrooms at prices from £600.000 to several millions.

Suburban houses, in which a large majority of families live, vary enormously but have clear class characteristics. An upper-class suburb will be situated in pleasant surroundings and consists of large detached houses with four or more bedrooms, set in large gardens and approached through tree-lined streets. The less well-to-do family may live in a suburb of cheaply built semi-detached houses with pocket-handkerchief gardens. The ugliest of suburbs are to

be found near the centres of big industrial towns and may consist of old Victorian villas, or dilapidated tenements, housing thousands of working-class families in unhealthy and depressing living conditions

In very few places progressive town councils have built new suburbs, trying to create a community by planning the housing round a shopping centre and providing it with schools and recreational buildings. There are even one or two completely new towns, often designed by first-class architects, which present an attractive picture to the visitor.

But Britain still has an acute housing problem. Why is this? There is no lack of building material in Britain and no lack of skilled or unskilled workers. Perhaps the answer can be found in the story of one man, who started by buying a piece of land for £35.000 and selling it at a profit. Buying and selling land in this way he made a fortune of three million pounds in seven years. Property speculation is a respectable business in Britain, but who really pays?

Learning Activities

6. *Agree or disagree with these statements. While speaking use conversational formulas.*

1. The typical home of an English family is rather a house than a flat. 2. Local councils build a great number of blocks of flats to meet the requirements of the population. 3. A young couple can get a council- built house or a flat as soon as they are married. 4. If there is a long waiting list for council -built houses a family can rent a flat. 5. When renting a flat no agreement is signed. 6. It is beyond people's means to buy a house of their own. 7. All those who want a house of their own can borrow money from a bank or a building society. 8. Unemployment is a constant threat to many families. 9. It is next to impossible to sell a large and luxurious house with six, eight or ten bedrooms. 10. In Great Britain people prefer to live in the heart of the city. 11. There is no housing problem in Great Britain.

7. *Answer the questions:*

1. What is the typical home of an English family?
2. Why don't the local councils build more houses to let?
3. What are the prospects for a young couple to get housing?
4. What may happen to the tenants of privately owned flats?
5. Where can one borrow money to buy a house or a flat?
6. What are the conditions on which people can get a loan from a bank or a building society?
7. What risk do people run when they borrow money?
8. What is typical of a working class area?
9. What does an upper-middle class area look like?
10. What are the reasons of the acute housing problems in Great Britain?
11. What are the possible ways of solving the housing problem in Britain?

Related Activities

Word Study

8. *Transcribe, mark the stress and practise the reading of the following words:*

a) urban	architecture	nation
suburbs	secure	to increase
per cent	mortgage	increase
percentage	enormous	to vary
conurbation	dilapidated	various
architect	national	to design

b) London, Newcastle-on-Tyne, Manchester, Birmingham, Glasgow, Liverpool, Leeds.

9. *Find the words and phrases similar in meaning:*

in spite of, to turn somebody out, great, situated in, falling to pieces, first-rate, need for housing, to begin, reliable, to lend.

10. *Give the words and phrases of the opposite meaning:*

cheap, to have a full-time job, to lend, to go up, wealthy, healthy, to depress, to buy, small.

11. *Give nouns and adjectives of the same root. If necessary use an English-English dictionary:*

to vary, to design, to agree, to depress, to provide, to attract, to respect, to advertise, to pay, to evict, to imagine, to approach, to increase, to reason.

12. *Give the three forms of the verbs:*

to find, to fall, to rent, to cost, to draw, to pay, to lay, to lend, to loan, to rise, to raise, to vary, to design, to smell, to lack.

13. *Define each of the following words. If necessary consult an English-English dictionary and be ready to explain them to your groupmates in class:*

rent, tenant, landlord, block of flats, local council, council house, detached (semi-detached) house, suburbs, outskirts, to loan, to lend, to borrow.

14. *Explain the following word-combinations in class. Pick out the sentences in which they are used:*

to be in a reasonably secure job, building society, to go on short time, property advertisements, upper-middle class, Victorian villa, pocket-handkerchief garden, dilapidated tenements, recreational buildings, property speculation, to draw up an agreement, to pay in cash, interest on the loan.

15. Study these words:

1. income money which a person receives regularly for one's daily spending, usually payment for one's work, or interest from investments or from other sources
2. rent money paid regularly for the use of a room, building. or a piece of land
3. tax money paid in accordance with the law to the government according to income, property, goods bought
4. tip a small gift of money for a service
5. wages a payment for labour or services calculated by the hour, day, week, month and usually received daily, weekly or monthly
6. salary fixed regular pay each month, three months, a year for a job, especially (rather than wages) as for workers of higher skill and rank
7. grant money given by the state, usually for educational purposes, as to a university or to support a student during his studies
8. fee a sum of money paid for professional services to a doctor, lawyer, private school, etc.
9. fare money charged for a journey by bus, ship, taxi, etc.
10. fine money paid as punishment for breaking laws or rules

16. Fill in the missing words. Use the words from the list in the above left-hand column.

The government plans to increase ...s by 5 % over the next year. The company pays its employees good...-s. What's your yearly...— ? "All ...-s, please!" cried the conductor. When prices rise, students find it difficult to live on a... He let the house at a...— of £300 a week. He gave the waiter a...— when he paid for the meal. What are your weekly...-s? The parents paid the child's school...-s.

17. Suggest the English for:

снимать квартиру, сдавать квартиру, выгодно продать, составить состояние, проектировать, городская агломерация, муниципалитет, отдельный дом, квартиросъёмщик, торговый центр, владелец дома, приходящие в ветхость жилища, иметь постоянную работу, 65 миллионов, 80 %, выселять, перейти на неполный рабочий день, первоклассный архитектор, жилищные условия, плохие для здоровья, многоквартирный дом, острая жилищная проблема.

18. Rephrase the following sentences using the words and word-combinations from the text:

1. The house is situated in an area which is distant from the centre of the town. 2. They didn't spend much money on building the house. 3. The landlord is going to make them pay more money for the flat. 4. We don't need to share our house with people. 5. I asked him if he would give me a room to live in. 6. They live in an area of old deteriorating houses. 7. They occupy a large and spacious house.

19. Complete the following sentences:

1. Thousands of working-class families live... 2. The less well-to-do families may live... 3. The upper-middle class suburb is situated... 4. Local councils find it increasingly difficult to build houses because... 5. If a person is in a reasonably secure job he can... 6. Despite the ever increasing prices... 7. A young couple can hardly hope... 8. A family can be evicted from their home if... 9. A person that wants to buy a house of his own... 10. If the husband goes on short-time or loses his job... 11. Property advertisements in papers like "The Times" show that... 12. Britain has an acute housing problem because...

20. Study the use of the prepositions. Make up sentences with the expressions given below.

AT: at my place, at the seaside, at 10 Downing Street, at the price, at low rent, at Victoria Station;

IN: in London, in Trafalgar Square, in the street, in Downing Street 10, in pleasant surroundings, in the countryside, in the suburbs;

ON: on the Thames, on the outskirts.

21. Fill in the blanks with suitable prepositions:

1. Newcastle... Tyne is one of the biggest cities in Britain.
2. There is a famous castle... Windsor.
3. Stratford is situated... the river Avon.
4. London is located... the river Thames.
5. The British Prime Minister lives... 10 Downing Street.
6. New towns have been built... the outskirts of London.
7. The new houses are situated... pleasant surroundings.
8. The delegation arrived... Waterloo Station.
9. They arrived... London by 10 a.m.
10. Thousands of people were walking... the streets.
11. There are many luxurious shops... Oxford Street.
12. There is a big demonstration for peace... Trafalgar Square.
13. We are going to spend our holidays... the seaside.
14. My uncle used to live... the countryside.
15. He hates the very idea of living... the outskirts of the city.
16. You can hardly get a decent flat nowadays... low rent.

22. *Sum up the information about the housing system in Britain.*

----**For Your Information**----

A **summary** is a clear concise orderly retelling of the contents of a passage or a text and is about 1/3 or 1/4 as long as the original.

Here are the summing up strategies:

Read the information (text) thoroughly.

Write out in your own words the main points of the text (or of every paragraph).

Eliminate minor points and retain the paragraphing of the original.

Use words instead of word combinations and word combinations instead of sentences.

Don't introduce your opinion, interpretation or appreciation.

Read the selection again, criticise and revise your words.

The student who is in the habit of searching for the main points, understanding them, learning them and reviewing them is educating himself.

Follow-Up

23. *Supply more information about the housing system in Britain (use newspapers, magazines etc.).*

24. *Comment on and illustrate the proverb:*

My house is my castle

Pair work

25. *Suggest solutions, contradict or give advice to an Englishman (woman) who tells you that.*

1. he / she does not like living in the centre of a big city;
2. his / her present home is not large enough for his / her family;
3. he / she has got a council flat that is really dilapidated;
4. he / she does not like to live in a block of flats;
5. he / she would like to live in a house of his / her own

Don't forget to use conversational formulas.

26. *Interviewing people*

----**For Your Information**----

Interview is a useful means of getting information. There are two types of interviews – formal and informal. A formal interview is a scheduled event and you need to be well prepared for it.

Here are the strategies for interviewing people:

- Call the person you plan to interview and arrange for a mutually convenient time and place to meet. Arrive in time, be courteous and respectful.

- Find out as much as possible about the person you are going to interview.
- Prepare a list of questions. “Who”, “what”, “when”, “where”, “why”, and “how” are the journalist’s questions used to obtain necessary information to cover a story accurately and fully. Each question must lead to a specific detail, not just a “yes” or “no” response.
- Take notes on the significant points of the subject matter and be careful not to let the interview wander from the topic.

27. *Prepare for an interview with:*

- a) a well-to-do family living in a detached house;
- b) a working-class family renting a flat from a private landlord;
- c) a family that is on the waiting list for a council house;
- d) a young couple about to marry;
- e) a clerk living in the suburbs of a big industrial city;
- f) a young teacher living in the centre of a big city and renting a room.

28. *Choose partners and act out your interviews. Ask a student from your class to evaluate your performance, basing the evaluation on your questions and answers, manner, posture and voice.*

29. *Study these words and **read the letter** given below. Be ready to outline*

- a) the state of Mrs. Green’s health;
- b) Mrs. Green’s living conditions;
- c) Mrs. Green’s future.

Give a title to this letter.

asthma	[ˈæsmə]	
bronchitis	[brɒŋˈkɪtɪs]	
pneumonia	[nju(:)ˈmɒniə]	
to necessitate	[nɪˈsɛsɪteɪt]	– make necessary
to deteriorate	[diˈtɪəriəreɪt]	– make or become of less value, or worse (in quality)

Dear Sir,

This patient has been under my care for the past 6 years. During this time she has suffered constantly from asthma and bronchitis. She has had three attacks of pneumonia, two of which necessitated her admission to Hornesville General Hospital. The second time she was in hospital for three weeks.

I understand that before Mrs. Green came to Hornesville she had been living in a village in the West county. Needless to say her health was far better then. I think that the chief factor in her deteriorating health is the condition of the flat which she occupies. In two of the rooms, two of the walls are permanently damp. In a third room during the rainy season she has to use a bucket to catch the rain coming through the roof. The flat is on the 3rd floor and that imposes an added strain on her heart when her asthma is active.

I would strongly recommend that Mrs. Green be considered a priority case for better housing. I am aware of the great demand for council property in this area and there may well be people before her on the housing list. However as her medical adviser I must insist with all the vigour at my command that if Mrs. Green continues to occupy her present unsuitable flat she will become increasingly ill and need a long-term care.

I should therefore be most grateful if you would put Mrs. Green on your emergency housing list forthwith.

Yours faithfully
(Dr) Tom Brown
General Practitioner

30.

A. *Explain:*

What made the doctor write the letter?

What should be done to improve the situation?

What has the future in store for Mrs. Green?

B. *Write a letter Dr. Brown was likely to receive from the local authorities.*

31. *Thinking The Unthinkable*

If you were the Mayor of Hornesville what would you do to improve the living conditions of:

- a) young families;
- b) big families with many children;
- c) old disabled people.

32. *Interview:*

- a) Dr. Brown;
- b) Mrs. Green;
- c) the Mayor of Hornesville.

Part 6. Finding Somewhere to Live



Looking for a place to live in is no easy matter. What makes people look for a new flat or house? What factors are decisive in choosing accommodation? Is the procedure similar in different countries?

Listening Comprehension

Text 1. This Desirable Residence

Pre- Listening

1. *Before you listen to the recording read these questions and study the words:*

1. Where is the scene laid?

2. What are the characters of the story?
3. What had the Wallaces been looking for?
4. What kind of residence did they find?

lodge – 1) small house, esp. at the entrance to the grounds of a large house, occupied by gate-keeper, gardener, or other servant of the estate;
 2) a country house in the hunting or shooting season (in the Highlands).

surveyor – person who surveys and values land, buildings etc.

real estate – land or buildings that are a person's property.

While Listening

2. *Listen to the recording once and say whether these statements are true or false. Count the number of negative answers.*

1. The scene is laid in Australia. 2. The Wallaces came to the real estate agency to buy land. 3. The Wallaces were a young recently married couple. 4. The real estate agent Mr. Lane offered them several houses to choose from. 5. Park Lodge was a comfortable, newly redecorated house. 6. The residence didn't suit the Wallaces because it was too expensive and they couldn't afford it. 7. The Wallaces refused to buy Park Lodge because Mr. Wallace got suspicious (smelt a rat).

Now assess your listening comprehension skills:

6 negative answers	– excellent
5 negative answers	– good
4 negative answers	– satisfactory
3 and less negative answers	– Try again!

3. *Listen to the recording a second time and pay attention to the description of:*

1. the Wallaces' appearance and manner;
2. the behaviour of the real estate agent;
3. the description of the house and its surroundings.

Post Listening

4. *After you listened to the story a second time answer these questions:*

1. Where did the Wallaces come to? Why?
2. What did they look like?
3. Why was there an air of fatigue in their manner?
4. What place did they come from?
5. Why was Mr. Lane friendly and warm with the Wallaces?

6. Why did Mr. Wallace speak in a resigned manner?
7. What kind of house had they been looking for?
8. Why had they been looking for a house for such a long time?
9. What kind of house did Mr. Lane offer them?
10. Why is it said that Mr. Wallace smelt a rat?
11. What were the advantages and disadvantages of the house according to Mr. Lane's words?
12. Why were the Wallaces so much impressed with the house?
13. Why did they refuse to have a surveyor's opinion?
14. Why had Park Lodge been vacant for 3 years?
15. Why did the real estate agent offer Park Lodge to the Wallaces?
16. Why did the Wallaces buy it?

Related Activities

5. Grammar Points

1. If the Wallaces hadn't needed a residence, ...
2. If they hadn't been looking for a house for so long, ...
3. Mr. Lane wouldn't have sounded so friendly if ...
4. If the house hadn't been modernized and redecorated, ...
5. Mr. Lane wouldn't have offered the house to the Wallaces if ...
6. Park Lodge wouldn't have been vacant for 3 years if ...
7. The Wallaces would have never bought the house if ...

Speaking Activities

6. *Imagine you are Mr. Lane, a real estate agent.*

- a) Make up an advertisement of Park Lodge for a newspaper;
- b) Tell a friend of yours how you managed to sell Park Lodge.

Bring and describe a picture using the words given below:

A detached 4-bedroomed house, a good neighbourhood, to be in a good state of decoration and repair, to enjoy an unrestricted view, to give on a large lawn, to be within easy walking distance, to be modernised, redecorated, rewired, welcoming, well-proportioned, clean, solid, reasonable price, lodge, vacant, to extend, isolated, to close the deal, surveyor's opinion.

7. *Imagine you are Mrs. Wallace.*

- a) Describe the residence you are going to buy to your children;
- b) Write a letter to a friend in Australia about the house you have bought.

Use the words given above in 6.6

8. *Think of your own end of the story.*

Text 2. Selling housing

1. Udimore, East Sussex. £495,000

What you get: Edwardian former vicarage with five bedrooms, two bathrooms, reception hall, drawing room, dining room / study, garden / morning room, kitchen / breakfast room and utility room in five acres.

Pros: A lot for the price.

Cons: Nine miles to railway station, then 85 minutes to London.

Prospects: Prices static.

Details: Strutt & Parker, 01273 475411

2. Witney, Oxfordshire. £475,000

What you get: Grade II-listed, 18th-century townhouse with five bedrooms, two bathrooms (one en suite), reception hall, drawing room, dining room, kitchen, utility area, cloakroom, conservatory and cellar. Rear garden and carport.

Pros: High ceilings with many period features including flagstone floors, shuttered sash windows and open fireplaces. Off-street parking.

Cons: Two bedrooms in the attic. Fronts main road (just off the High Street).

Prospects: Prices are static. **Details:** Jackson-Stops & Staff, 01.993 822661

3. The Hithe, Rodborough Common, Gloucestershire. £495,000

What you get: A 50-year-old, four-bedroom detached house with downstairs shower, upstairs bathroom, living room, family room, kitchen / breakfast room, dining room, utility room and sun lounge. Detached garage with external wooden staircase leading to games room. Also has an acre of mature garden and heated outdoor swimming pool.

Pros: Spacious family home on private road, with leaded light windows and oak floors, set in a lawned garden screened by mature trees. Backs on to National Trust land at Rodborough Common, an Area of Outstanding Natural Beauty.

Cons: It is at least 1 hour 40 minutes from Stroud to Paddington, which rules out regular commuting.

Prospects: Prices stable.

Details: Hamptons, 01453 751666

4. Ivychurch, Romney Marsh, Kent £465,000

What you get: Five-bedroom, Grade II timber framed farmhouse set in three acres, with two bathrooms (one en suite), attic room, kitchen / breakfast room, dining room, sitting room, study, garage.

Pros: A substantial house with many original features, including a massive inglenook fireplace and exposed beams. There is a beautiful garden with

sweeping lawns dotted with oak, maple and walnut trees, bounded by a moat. Planning permission for one-bedroom flat above the garage.

Cons: Romney Marsh is a bit bleak, and a long haul from London. The nearest mainline station, Ashford, is eight miles away.

Prospects: Prices stable.

Details: Phillips & Stubbs, 01797 227338

5. North Muskegon, Michigan

This gorgeous brick Tudor on two acres rests on the banks of Bear Lake with 335 feet of private beach. Eight bedrooms, six full and three half baths, five arched fireplaces, Italian leaded-glass windows, and oak and walnut paneling form the exquisite detailing of the residence – perfect for sophisticated entertaining as well as comfortable family living. In addition to the stone terrace, there are two octagonal decks from which to enjoy the serene setting. Brochure HH-753542. \$695,000

6. North Muskegon, Michigan

This expansive contemporary with a spectacular waterfront location is on 34 lovely acres. The 10,000-square-foot home has a unique atrium as the entry leading up to a bridge connecting the sleeping wing with the living area wing. Here is found living and dining areas, kitchen / breakfast room, huge family room with a built-in bar and 17-foot hearth. Downstairs are adult and kids recreation rooms and a fabulous indoor kidney-shaped pool with a sauna, whirlpool, and dressing rooms. Brochure HH-753548. \$850,000

1. *Skim the text 1, 2, 3 and 4 and say what they have in common.*
2. *Read texts 5 and 6 and say how they differ from texts 1, 2, 3, 4.*
3. *Scan texts 5 and 6 again and write down the adjectives that characterize the property.*
4. *Write an advertisement of your own flat or imaginary house.*

Extensive Reading

Text 3. The New Student



Read through the selection once. After it you will find a number of questions. Try to answer them correctly.

Setting

Steve Armstrong was starting his new life as a student at Oxford Polytechnic. It was the beginning of term but Steve still didn't have anywhere to live. Unfortunately in autumn Oxford is full of students; there is the university, there is the polytechnic, there is the college of further education and

there are also many private colleges for secretaries and for foreigners learning English. Steve couldn't find anywhere to live so he went to see the accommodation officer.

Steve: I need somewhere to live.

Man: Oh, yes? Why have you left it so late?

Steve: But it's only the beginning of term.

Man: Yes, and that's late. Most students find digs by July.

Steve: But I didn't know I was going to be a student here till last month.

Man: All right, all right, we'll see what we can do. Next year try and think ahead.

Steve: Yeah, I'd better.

The accommodation officer looked through his files and found several addresses for Steve to see. Four of them were in Summertown and one in Jericho. Here they are:

Large bedsitting room for single student (£20 p.w., Headington, Oxford 3307	North Oxford. Single bedsitter with cooking facilities. Summertown area. Mrs. Brown. Oxford 54019
Bedsitter for 2 or 3 sharing. Cowley, Oxford 512932	Attractive self-contained flat, professional married couple only. No children or pets. (£154 per month. Oxford 44637
Unfurnished 3 bedroomed house to let for up to 2 years. 10 miles west of Oxford. (£150 per month. Oxford 49944	Flat, lounge, bedroom, kitchen, dining area, share bedroom, (£45 p.w., Jericho 5122887

But next morning Steve was back at the accommodation officer.

Man: Well, didn't you find anywhere?

Steve: No, I'm afraid I didn't. The Summertown ones were too far out and the Jericho one was horrible.

Man: Last year's people liked it very much. Mrs. Brown's very friendly.

Steve: No, it was too busy there.

Man: And a lot of people come into college from Summertown.

Steve: No, it's really too far.

Man: As it happens you are lucky. I've just heard there is a room free in Morrell Hall.

Steve: What's that?

Man: It is one of our student hostels. There is a room empty because one of the students isn't coming back.

Steve: I hope it's all right.

Man: Don't be too fussy*: you're lucky to get anything now. And it's

close to college.

So Steve went to Morrell Hall and took all his suitcases with him. He had a room to himself quite modern and comfortable, and shared the kitchen with five others.

Note: *fussy – “full of nervous excitement; worrying about unimportant things”.

Learning Activities

1. *Comprehension questions*

Without looking back at the dialogue answer the questions given below and assess your reading comprehension skills. If you work in pairs listen to your partner's answers and assess his/her reading comprehension skills.

1. Why did Steve need to find somewhere to live?
2. What time of year was it?
3. Why was it difficult to find rooms in Oxford?
4. What is an accommodation officer?
5. Why was Steve late in looking for rooms?
6. Where were the rooms that the accommodation officer recommended?
7. What kind of rooms were they?
8. Why didn't Steve like them?
9. Where did Steve finally get the room?
10. Why was the room still free?
11. What was the room like?

So what is the result of your / or your partner's assessment?

10-9	correct answers	– excellent
8-7	correct answers	– good
6-5	correct answers	– satisfactory
4 and less	correct answers	– Try again!

2. *Opinion questions*

1. What do you think of Steve's character? Do you think he is fussy?
2. What do you think the accommodation officer thinks about him?
3. If you were studying at the polytechnic which of the rooms offered by the accommodation officer would you choose?

Pair work

3. *Act out the dialogue between Steve and the accommodation officer.*

Writing Activities

4. *Write either Steve's diary for the day or the letter he writes home to his parents.*

Follow-Up

5. *Speak about your personal experience of looking for a flat.*
6. *Put yourself in these imaginary situations:*
 1. If you went to live and work in England for a year would you like to live in:
 - a) a hotel;
 - b) a flat;
 - c) a house;
 - d) a hostel;
 - e) somewhere else? why?
 2. How would you look for a place to live in:
 - a) looking in the newspapers;
 - b) going to an agent;
 - c) writing to a hotel;
 - d) in some other way (via internet)
7. *Opinion questions*
 1. Do you think that the kinds of houses where people live in Britain or the USA are very different from your country?
 2. For whom is it easier to find a place to live in:

a student, a rich old man, a family of four, a single-parent family, a young married couple? Why?

Part 7. Housing And Renting In Russia

You have read about housing in Britain and the USA, and learned about their problems. But what housing problems are we facing in this country? What are the reasons for the housing shortage and prospects for the future?

1. *Use the phrases given below to outline the situation in housing in Russia:*

to grow at a rapid pace, the urban population is increasing, the rural population is decreasing, the problems of employment, health, education, immigration, housing, the demand for adequate housing exceeds the supply, overcrowded, to meet the requirements, to improve the living conditions, to suffer immeasurable damage, shortage, lack of, building material, to demolish, high-rise blocks of flats, rent, pay for utilities, modern conveniences.
2. *Use the following words and expressions when answering the questions given below:*
 - a) my home town, a big city, a small town, a settlement, a picturesque village, a new residential area, a new housing development, an old quarter, the heart of the city, on the outskirts, in the suburbs, pleasant surroundings, lawns, parks, shady streets, well-kept, good / bad neighbourhood;

- b) a well-appointed flat, unhealthy conditions, dilapidated dwelling, to be of old (modern) construction, (in)adequate, council-built, private, to redecorate, to renovate, to reconstruct, to restore, to pull down, to improve, a high-rise block of flats, (semi)detached house, town house, to rent / buy a flat;
- c) housing shortage, the demand exceeds the supply, lack of skilled-labour, shortage of building material, poor quality of housing construction, living conditions, shopping centre, supermarket, recreational facilities, public transportation, within easy walking distance, to design, first-class architects, amenities, utilities.

1. Where does your family live? 2. What proportion of the family budget goes on the rent and utility services? 3. In what district do you live? 4. In what ways has it developed in the last few years? 5. How would you describe the majority of residential buildings in your town / city? 6. What do you know about the improvements in the housing and in the general view of the city planned by your local authorities and the difficulties they are facing? 7. What do you wish they would do?

Pair work

3. *Using the words given below, make up dialogues on advantages and disadvantages of living:*

- 1. in a students' hall of residence;
- 2. at home with one's parents;
- 3. in a rented flat;
- 4. to be married and live with one's parents.

Useful Language:

a) to share a flat (kitchen, bathroom) with somebody, to have enough room (space), to share housework, to be dependent on something, to be independent of somebody (something), to look after oneself, to have time for oneself, to be allowed visitors, to obey hostel regulations, to feel isolated, lonely, to pay rent / for utilities;

b) I'd like to, would you like it if, I'd rather, you'd better, if I were you, I find it useful, convenient, inconvenient, it suits me that, you must take into consideration that, it's right but don't forget that, it's natural (strange) that you should...

Role-Play

4. *Speak about the life and living conditions in the name of the following characters; use the words given below:*

Situation a) a woman aged 85. She has been living in the centre of St. Petersburg all her life.

- Cue-Card Used to be, luxurious, a 3-storeyed detached house, good neighbourhood, lawns, flower beds, a tree-shaded street, overpopulated, share unsanitary, shabby housing shortage, depressing living conditions, to be on a housing waiting list.
- Situation b) a woman aged 65. She got higher education in a teachers' training college, now she is on pension, living on her own.
- Cue-Card Overcrowded, deteriorating, damp, the demand exceeds the supply, housing shortage, housing construction, to be under way, to be on a housing waiting list, a housing estate, a block of flats, a well-appointed flat, rent, utility services, but for...
- Situation c) a woman aged 40. She moved to Moscow 5 years ago hoping to get a well-paid job, divorced, has a 15-year old son.
- Cue-Card To rent, to save money, stressful, cost of living, irresistible lure, cosmopolitan, overpopulated, to mushroom, on the outskirts, to meet the requirements, to be under way, high-rise blocks of flats, but for..., I wish, if it were not for...
- Situation d) An architect aged 35. He was born in a small town, studied architecture in St. Petersburg. His life-time dream is to restore and reconstruct old houses.
- Cue-Card Slums, to pull down, to preserve, to restore, masterpieces of architecture, to keep the atmosphere, to design, first-class (rate) architects, new housing developments, apartment buildings, a shopping centre, recreational facilities, public transportation, within easy walking distance, houses of old construction, spacious, well-appointed flats, lawns, shady streets, I would... if...
- Situation e) A young woman aged 28. She is married, has two children and lives in the centre of a large city.

Make up a cue-card yourself.

- Situation f) A woman aged 30. She has a family, lives on the outskirts of a large industrial city and works in the centre of this city.

Make up a cue-card yourself.

- g) A university graduate of 23.

Make up a cue-card yourself.

5. *Imagine you are an English tourist in Russia. You are interested in the housing system of this country. Try to get answers to the following questions:*

1. Where do the people prefer to live in Russia – in state-owned or private houses? in detached, semi-detached houses or blocks of flats?

2. How do the people here rent a house, a flat?
3. Do they rent furnished or unfurnished flats?
4. On what does rent depend?
5. How much of their wages and salaries do the people here pay in rent?
6. What is the decisive factor when choosing a place to live in? Is it the position of the place that matters or some other consideration?
7. Do you have to sign a contract when renting a flat?
8. Suppose a tenant fails to pay his rent. Can he be evicted?
9. Is there private ownership of houses in Russia?
10. Who owns private houses?
11. There is a tremendous number of blocks of flats going up everywhere. Who are they let to / sold to?
12. Which blocks of flats do the people in this country prefer to live in: in old ones or in new ones? What might be the reason for this preference?
13. What are the utilities in modern blocks of flats?
14. Do the people in this country often move from one house to another? If they do, what might be the reasons?
15. What is customary in this country: do the people take along their old furniture or do they prefer to have everything new?
16. If they buy new furniture how do they dispose of the old?
17. Do the people who live in towns have plots for growing flowers, fruit and vegetables?

Group Work

6. *Discuss the advantages and disadvantages of:*
 - a) living in the countryside and in an industrial city;
 - b) living in a block of flats in the heart of the city or in a quiet suburb;
 - c) living in a large block of flats or in one or two-storeyed houses.

UNIT 2 SIGHTSEEING

In every country there is a city that is the symbol of the whole nation. It represents its history and culture, science and technology. It is here that millions of people come on business and for pleasure, and it is "a must" for every tourist.

As English-speaking students we should certainly learn something about the main cities of the United Kingdom and the USA, as well as be able to speak about our cities and culture.

Note: speaking about cities remember the following:

1. *The names of streets and squares are used without the article:*

e.g. Fleet Street, Oxford Street.

Streets and squares in British-English are used with the preposition "**IN**", in American-English - with the preposition "**ON**"

2. *The names of museums, art galleries, theatres are usually used with the definite article.*

e.g. a) the British Museum, the National Gallery, the Hermitage, the Tretyakov Art Gallery;

b) the National Theatre, the Royal Shakespeare Theatre, the Moscow Art Theatre, the Maly Theatre.

In the names of places of interest the article and the Possessive Case are not used together. You must choose between:

the Nelson Column or Nelson's Column,
the Moscow Metro or Moscow's Metro.

3. *«Театр имени» is translated into English as:*

the Pushkin Theatre, the Gogol Theatre, the Vakhtangov Theatre, the Mayakovsky Theatre.

4. *Remember the following English letter combinations when translating Russian proper names into English:*

ж – zh	х – kh	ц – ts	ч – tch	ш – sh	щ – shch	я – ya
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5. *In English there are several words corresponding to the Russian word "путешествие". Study the difference between them:*

a tour	– a journey during which several or many places are visited;
a sight-seeing tour	– tour during which several or many places are visited. <i>E.g.:</i> We had a 3-hour sight-seeing tour of the city.

a package tour	– a holiday trip sold by a travel agency at a fixed price which includes the return fare, accommodation and meals. It often denotes holiday abroad (a fortnight package tour, a package tourist).
a trip	– a journey, especially for pleasure (a week-end, holiday, honeymoon trip, a trip to the sea-side).
a coach trip	– a trip made by a coach, usually to a city or to a number of cities.
an excursion	– a short journey, especially, made by a number of people together for pleasure. It should not be used in the sense of "a guided tour". However it may be used of an organised visit to a museum or a gallery. <i>E.g.:</i> an excursion to the Hermitage.

Part 1. A Visit To London

Practising Reading Technique

1. *Imitate the use of tonegroups, rhythmical patterns and the speed of the recorded text. Listen and assess your groupmates' reading.*



If you can stay only a few days in London, you won't have much time for your sightseeing; and how to spend your time to the best advantage is rather a problem. If I were you, I should make up my mind beforehand. It all depends on your tastes. You may, for instance, be interested in shops, or in art galleries or in museums, or you might prefer to start with the principal historical buildings and monuments.

In that case you might begin in the West End and see the Houses of Parliament, Westminster Abbey, Whitehall, and Nelson's Column. From there you could go along the Mall to Buckingham Palace and have a look at Queen Victoria's Memorial, facing the Palace. Then stroll up Constitution Hill to Hyde Park Corner and take a walk through the Park and Kensington to the Albert Memorial, which faces the Albert Hall. That's really more than enough for one day, but still, if you want to see more you might get on top of a bus going towards the City.

The bus goes along Piccadilly to Piccadilly Circus, and Charing Cross, then along the Strand and Fleet Street to Ludgate Circus. There you might as well get off and walk up to St. Paul's Cathedral.

After that, you could go further East, to the heart of the City, and see the Bank, the Mansion House and the Royal Exchange, and then, if you had time and weren't too tired, you could go to the East End, and see the Tower of London, Tower Bridge over the Thames, the Mint and the Monument.

Asking The Way

- Excuse me, can you tell me the way to Trafalgar Square?
- Certainly, go down Regent Street into Piccadilly Circus, and then go down the Haymarket.
- Thank you very much. Is it very far?
- Oh, no. It will take you ten minutes or a quarter of an hour.
- Is there a bus?
- I expect so. There's a policeman over there, go and ask him. He will give you all the information you want.
- I'm very much obliged to you.



☆ ☆ ☆

- Excuse me, officer, can you tell me if there is a bus from here to Trafalgar Square?
- Yes, sir, take Number 15 and ask the conductor to put you down in Trafalgar Square.
- Thank you very much. Where do the buses stop?
- On the other side of the road, near the Tube station.
- Can I get to Trafalgar Square by Tube?
- Yes, quite easily.
- How long will it take me?
- Only a few minutes.
- Thank you very much.
- Not at all, sir.

☆ ☆ ☆

- Does this bus go to Trafalgar Square?
- Yes, sir. Come along, hurry up... Fares, please.
- How much is it to Trafalgar Square?
- Twenty pence. Thank you, sir... Trafalgar Square. This is where you get off, sir.
- Which is the way to Westminster Bridge, please?
- Go down Whitehall, that street over there, pass the Cenotaph, and when you come to the end you'll see the Bridge a little to the left, just beyond the Houses of Parliament.

2. *Read these flashes of conversation. Use the tone groups, rhythmical patterns and the rate of speech of the master voice of the texts above.*

- Excuse me, miss, could you tell me the shortest way to Charing Cross Road Station?
- Certainly. Go straight ahead and then take the second turning.
- Thank you.
- You're welcome.



- Excuse me, conductor. I'm going to Oxford Circus. Have I got on the right bus?
- No, sir, you have taken the wrong one. You should change No.9 for No.73.
- Where do I get off?
- At Hyde Park Corner. I'll call it out.



- Could you tell me the way to Paddington Station, please?
- Yes, certainly. Go straight along this road, pass the traffic lights and the church. Then turn to the right and keep straight on until you come to some more traffic lights...
- Yes.
- Turn left there, and you'll see the station a little way along on the right-hand side of the road.
- I see. Is it very far?
- No, not really. It's about ten minutes' walk from here.
- Could I get there by bus?
- Yes, but in that case you must go back a little way. Keep on this side of the road until you come to the bus-stop. All the buses from here pass the station.
- Thank you very much.
- You are welcome.

3. *Imagine you are looking for your friend's place*

- a) in an unfamiliar district of your city;
- b) in a city you have come to on a visit.

Use the words and phrases from the text above to ask your way.

Part 2. Some Glimpses Of London

Intensive Reading

Pre-Reading

Read out and memorize the names of the following places of interest of London.

1. The places of historic and political importance:

a) in the West End

the Houses of Parliament ['haʊzɪz qv 'pɑ:lɪmqnt]

Westminster Palace ['wɛstmɪnstə 'pælɪs]

the House of Lords

the House of Commons

the Clock Tower with Big Ben

the Victoria Tower
 St. James's Palace
 Westminster Abbey
 the Tomb [tu:m] of the Unknown Soldier
 Buckingham Palace ['bʌkɪŋqəm 'pælɪs]
 the Cenotaph ['sɛnəʔtʃf]

b) in the City

the Tower of London
 the Mansion House
 St. Paul's Cathedral ['sɪnt 'pɔ:lz kə'thi:drəl]
 the Bank of England
 the Royal Exchange

2. Museums and Exhibitions:

the British Museum
 the New London Museum
 the Natural History Museum
 the Victoria and Albert Museum
 the National Gallery
 the National Portrait Gallery
 the Tate (Gallery), Tate Modern

3. Theatres and Concert Halls:

Covent Garden (the Royal Opera)
 the Coliseum [kə'li:zɪəm]
 the National Theatre
 the Olivier Theatre
 the Lyttleton Theatre
 the Cottesloe Theatre
 the Barbican Centre
 the Royal Albert Hall ['rɔ:lqəl 'ælbəʔt hɔ:l]
 the Royal Festival Hall

4. Monuments:

Nelson's Column (the Nelson Monument)
 the Victoria Memorial
 the Monument (commemorates the Great Fire of London, 1666)

5. Streets and Squares:

Downing Street	Pall Mall	['pæl 'mæl]
Whitehall	the Mall	[mæl]
Fleet Street	the Strand	
Oxford Street	Trafalgar Square	[trə'fælɡəʔ]

Regent Street	['r]ʤqnt]	Parliament Square
Piccadilly	['plkq'dlll]	Piccadilly Circus

6. Other places:

the Thames ['tɛmz], Highgate Cemetery
 The University of London / London University
 the Wembly Stadium, the Marble Arch
 the London eye

7. London Parks and Gardens:

Hyde Park (with Speakers' Corner)
 Kensington Gardens ['kɛnzɪntɔ:n]
 Regent's Park, Battersea Park
 St. James's Park, Green Park

Read the text attentively. After it you will find a number of statements and questions. Try to answer them correctly.

London is one of the biggest and most interesting cities of the world. About 8 million people live in London and its suburbs.

London is a city of contrasts. The West End is the richest part of the town with its luxurious mansions, beautiful avenues, expensive shops, restaurants, hotels, numerous museums and theatres. The East End is the district of workers. Quite an army of people live from hand to mouth here. Industry is concentrated in this part of the city.

The heart of London is the City – its commercial and business centre. To most people the City of London means the Bank of England, the Royal Exchange, the Lord Mayor, St. Paul's Cathedral and the Tower of London.

The Tower of London comes first among the historic buildings of the City. It 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 the place where Crown Jewels are kept.

A twenty-minutes' walk from the Tower will take you to another historic building – St. Paul's Cathedral, the greatest of English churches. It was built by a famous English architect, Sir Christopher Wren (1632-1723).

Westminster is the historic and the government part of London. You may start with Buckingham Palace which is the London residence of the Queen. Running in a straight line from Buckingham Palace to Admiralty Arch is the Mall – a tree-lined roadway which has on its northern side St. James's Palace and Green park and on the other side St. James's Park.

To the East of St. James's Park and at a mere three-minutes' walk are Westminster Abbey and the Houses of Parliament.

Westminster Abbey contains more historical associations than any other building in Britain. All English Kings and Queens since William the Conqueror

were crowned here and most of them are buried here. The Abbey was founded by Edward the Confessor who died in 1066 and was buried in the Abbey. You may also see the Tomb of the Unknown Soldier – a memorial to the British soldiers who died in the First World War. There is also the famous Poet's Corner where the greatest English writers are buried, such as Chaucer, Dickens, Tennyson, Hardy, Kipling and the others. Besides there are memorials to Shakespeare and Milton, Goldsmith and Scott, Thackeray and Longfellow.

Across the road from Westminster Abbey are the Houses of Parliament officially known as Westminster Palace – the seat of the British Parliament. Its two graceful towers – the Victoria and the Clock Tower – stand high above the city. The Clock Tower contains the largest clock in the country and the Bell Big Ben that strikes every quarter of an hour.

If we walk along Whitehall which is not a hall, but a street where the chief government offices are to be found, we shall soon come to Trafalgar Square. It was so named in memory of the victory in the battle of Trafalgar, where on October 21, 1805 the English fleet under Nelson's command defeated the combined fleet of France and Spain. In this battle Admiral Nelson was mortally wounded and soon died. Now, in the middle of Trafalgar Square which was laid out in 1824 stands Nelson's Column with the figure of Nelson at its top. The column is guarded by four bronze lions.

The fine building facing the square is the National Gallery and adjoining it is the Portrait Gallery.

Not far away in Bloomsbury is the British Museum. It is officially described as being the National Library and Museum of History, Archaeology, Art, Ethnography. It contains thousands of priceless exhibits – ancient manuscripts, coins, sculpture, etc. The British Museum Library is one of the richest in the world.

Learning Activities

1. Agree or disagree with the following statements.

Count the number of your negative and affirmative answers.

1. The population of London is about 10 million people.
2. In the West End quite an army of people live from hand to mouth.
3. Industry is chiefly concentrated in the City of London.
4. The East End is the commercial and business centre of London.
5. The Bank of England and the Royal Exchange are associated with the East End.
6. The Mansion House known as the residence of the Lord Mayor is situated in the West End.
7. The Tower of London was founded by William the Conqueror in the 12th century.
8. St. Paul's Cathedral, Ch. Wren's masterpiece was built in the 19th century.
9. St. James's Palace is the Royal residence.

10. The Mall is a tree-lined roadway from Buckingham Palace to Trafalgar Square.
11. Westminster Palace is famous for its Poets' Corner.
12. Westminster Abbey is the seat of the British Parliament.
13. Whitehall is the residence of the Queen.
14. The British Museum is the largest library in the world.

Now assess your reading skills:

13-12	negative answers	–	excellent
11-10	negative answers	–	good
9-7	negative answers	–	satisfactory
6 and less	negative answers	–	try again!

2. *Answer the following questions and assess your answers. If you work in pairs assess your partner's answers.*

1. What is the population of London?
2. Why is London considered to be a city of great contrasts?
3. Where are rich mansions, hotels and restaurants to be found in London?
4. Where is industry concentrated in London?
5. Where is the City of London?
6. What well-known buildings are to be found in the City?
7. Which of them comes first among the historic buildings of the City?
8. When and by whom was it founded and rebuilt?
9. What masterpiece of Ch. Wren stands on the borderline between the City and the West End?
10. In what part of London are most of the government buildings situated?
11. What is the London residence of the Royal family?
12. What is Westminster Abbey famous for?
13. What is Westminster Palace?
14. Where are the chief government offices situated?
15. In whose memory was the monument in Trafalgar Square set up?
16. What is the British Museum famous for?

16-15	correct answers	–	excellent
14-12	correct answers	–	good
11-8	correct answers	–	satisfactory
7 and less	correct answers	–	try again!

Related Activities

Word study

3. *Transcribe, mark the stress and practise the reading of the following words:*

- a) museum, ancient, mansion, commercial, jewel, column, national, glimpse, armour, architect, architecture, hotel, to bury;

- b) Parliament, Trafalgar, Westminster, Buckingham, Piccadilly Circus, Regent's Park, St. James's Park, Kensington Gardens, the National Gallery, the Mall, the Mansion House, the Thames.

4. *Explain the following word- combinations:*

to get a glimpse of, to live from hand to mouth, in somebody's memory, to face the square, the seat of the government.

5. *Give synonyms to the following words and phrases:*

wealthy, trading, great, main, poor, the centre of the city, to do the sights of the city, well- known, to reconstruct, lined with trees.

6. *Look up in the dictionary the words "historic" and "historical". Make up sentences with them. Explain the difference to your groupmates.*

7. *Paraphrase the following using the words "historic" and "historical":*

An event famous in history. A book describes some event in the past. A place famous in history. A film dealing with real events in history. A speech that became a turning point in the policy of the country. A painting depicting a real event in history.

8. *Pick out from the text words and word- combinations to describe a city, – its history, streets and squares, architecture.*

9. *Suggest the English for:*

восточная / западная часть города, окраины Лондона, уютные особняки, район, заселенный беднотой, торговый и деловой центр, знаменитый архитектор, музей оружия, перестраивать, историческое здание, исторический центр, основывать, в трех минутах ходьбы, быть похороненным, выходить на площадь (о здании), колокол бьет каждые четверть часа, правительственные учреждения, под командованием, в честь кого-либо, на вершине колонны, бесценные экспонаты;

Палата Общин, Палата Лордов, галерея Тейт, резиденция Лорда Мэра, Трафальгарская площадь, собор Св. Павла, Британский музей, Лондонский университет, Уголок Поэтов, Темза, колонна Нельсона, памятник неизвестному солдату.

10. *Fill in the blanks with appropriate articles. Be prepared to explain your choice:*

___ Trafalgar Square is ___ natural centre of London. Could we but stand 168 feet above ___ traffic, beside ___ figure of ___ Admiral, we really could see all ___ great landmarks of London. ___ Whitehall which opens into ___ square to ___ south, is ___ site of many Government offices including ___ Prime Minister's residence, ___ Foreign Office, ___ War Office, etc. At the end ___ Whitehall beside ___ Thames stand ___ Houses of Parliament with ___ Big Ben Clock Tower,

and __ Westminster Abbey, to __ left __ Covent Garden Opera House and beyond __ Bank of England; another slight turn to __ left would enable our eye to fall on __ British Museum; further left still we should see __ theatreland around __ Piccadilly Circus and those expensive shopping promenades: __ Oxford Street, __ Regent Street, __ Bond Street; a little further __ Hyde Park and __ Buckingham Palace would come into __ view, and __ Royal Drive known as __ Mall which leads into __ Trafalgar Square.

11. Fill in the blanks with suitable prepositions:

1. If we go from Hyde Park Corner __ Piccadilly we shall soon come __ Piccadilly Circus.
2. __ 1815 the British Army __ Wellington's command defeated Napoleon's army __ Waterloo.
3. The old town that stood until the Great Fire __ 1666 was surrounded __ a wall. Inside the wall the streets were lined __ wooden houses. The streets were roughly paved __ stones.
4. __ the middle of Trafalgar Square stands Nelson's Monument, a tall column with the figure __ Nelson __ its top.

12. Complete the following sentences:

1. London is... 2. The East End is the district... 3. Quite an army of people live... 4. The City is the heart of London and its... 5. The Residence of the Lord Mayor of London is... 6. The Tower of London was founded... and rebuilt... 7. A fine building with a huge dome and rows of columns is... 8. Westminster is... 9. The seat of British Parliament is... 10. The London residence of the Queen is... 11. Running in a straight line from Buckingham Palace is... 12. Westminster Abbey was founded... 13. In the Abbey you may see... 14. A broad thoroughfare connecting Westminster and the City is... 15. A twenty minutes' walk from the Tower will take you to... 16. A fine building facing the square is...

Speaking Activities

13. Imagine you are a teacher of English. Tell your students about the following sights of London:

St. Paul's Cathedral, the Tower of London, the British Museum, Buckingham Palace, St. James 's Palace, Westminster Palace, Whitehall, the Cenotaph, Trafalgar Square, the National Gallery, Nelson's Column, Piccadilly Circus, Hyde Park.

14. Imagine you are a Londoner. Tell a visitor to London about:

1. The history of London;
2. The general characteristics of London;
3. The City;
4. The East End;
5. The West End;

6. Westminster;
7. The London museums. The streets and squares of London;
8. The parks of London;
9. The housing construction in London.

15. *Using the map of London find your way from:*

- a) St. Paul's Cathedral to the British Museum;
- b) the British Museum to the Houses of Parliament;
- c) Buckingham Palace to Fleet Street;
- d) Piccadilly Circus to Kensington Gardens.

Comment on what you see on your way.

16. *Compare:*

- a) the East End and the West End of London;
- b) the City and the West End;
- c) the cultural life in London and in Moscow (or in your city).

17. *Read the description of the sights given below and guess what they are:*

1. The imposing building with a dome and a colonnade situated to the north of New Oxford street. 2. The street on the border between the City and the West End. 3. The building situated in Green Park. 4. The Art Gallery located to the south of Westminster Palace. 5. The park and the street of the same name. 6. A famous palace built in 1703 and bearing the name of its first owner. 7. Two London streets which are exceptions in the English grammar. 8. The arch that leads nowhere. 9. The arch that leads to Trafalgar Square. 10. The street running between St. James's Park and Green Park. 11. The square that is not square. 12. The magnificent building between the Old Bailey and the Mansion House.

Follow Up

18. *Find more information about London and its history that might interest your students. Make use of newspapers, books, encyclopaedias etc. Make up a quiz about London for your groupmates or future students using this information.*

19. *You are a would-be teacher of English. Describe London*

- a) for the students of the 7th form;
- b) for the students of the 10th form.

Use postcard views, pictures or make computer presentations. Try to excite their interest and get them ask you questions about London.

20. *Imagine you are in London. How would you spend a fortnight in London? What places of interest would you like to see? Why?*

21. *Imagine you are a Londoner.*

- a) Where do you live in London? Where would you like to live and why?
- b) What do you think of the past, present and future of London?

Pair Work

22. *Suggest solutions, contradict or give advice to someone who tells you that:*

- a) she doesn't like living in the vicinity of Piccadilly Circus;
- b) her present home is too far from the centre of London;
- c) she doesn't like living in a block of flats in the East End;
- d) she would like to live in one of the shopping centres of London;
- e) she doesn't like living in the suburbs of London.

23. *Make up a dialogue between:*

- a) two Londoners about their favourite places in London;
- b) a Londoner and a foreign tourist;
- c) an English student and a student from Russia who is on a visit in London.

24. *Interview:*

- a) a foreign tourist who is on a package tour in London;
- b) a girl from a small provincial town who is on tour in London;
- c) a Londoner about the housing problems in London;
- d) a student who studies at London University;
- e) an elderly housewife who lives on the outskirts of London.

Group Work

25. *Take part in the press conference with a group of students from Russia who have spent three months in London.*

Writing Activities

26.

- a) *You have found a flat in London. Write to a friend describing the flat and the district and invite her / him to share it with you.*
- b) *Write to a tourist agency complaining about an unsatisfactory coach trip to London.*

Part 3. A Vision of London

Listening Comprehension

Prince Charles' Speech at the Annual dinner at the Planning and Communication Committee at the City of London

Pre-listening

Prince Charles, Prince of Wales and the heir to the British throne has a wide range of interests and responsibilities. He heads or participates in a lot of charity missed found social securities, the environment and many others.

1. *Read the words below, look back at the title and try to guess what could be the subject of Prince Charles' speech and how he feels about this subject.*

to feel powerless

to be appalled – to be deeply shocked, filled with fear or terror

sacred – of god connected with religion

dome – rounded roof with a circular base like that of a church

spire – pointed structure like a tall cone or pyramid rising above a tower (esp. a church)

mediocre – not very good, second-rate

to devastate – to ruin

to wreck – to ruin or destroy

to jostle – to push roughly (like in a crowd)

While-listening

2. *Listen to the text and find answers to these questions:*

- How does Prince Charles begin his speech?
- What are his concerns about London?
- What questions does he ask?
- What famous people and world-famous buildings does he mention in his speech?
- In what connection is Sir W. Churchill mentioned?
- With what does he compare St. Paul's cathedral?
- What is St. Paul's to the British people?
- What has been done in London between the 60s-70 s of the XX century?
- What words, structures, stylistic devices, metaphors and comparisons) does Prince Charles use to make his speech move convincing and effective?

3. *Listen to the text again and fill in the gaps in the sentence below.*

Not only did they ... (1) ... the London skyline in general, they also did their best to lose the great ... (2) ... in a ... (3) ... scrum of office buildings so ... (4) ... that the only way you ever remember them is by the ... (5) ... they induce like a ... (6) (7) ... standing shoulder to ... (8) ... between you and the ... (9)

Post-listening

4. *What is unusual about the beginning of the sentence above?*

When we want to emphasise the meaning of the negative adverb (not only, never, nowhere) we move it to the beginning of the sentence and change the usual word order of subject and verb (often using an auxiliary verb such as “do”). This is called stylistic inversion. Find another case of inversion in the text for listening. What is the aim of Prince Charles' speech? Do you think he achieved it? Why? Give your reasons?

Here are some quotations from Prince Charles's book “Visions of Britain”. Read them and say what these quotations have in common:

“London used to be one of the architectural wonders of the world, a city built on the water like the center of another great trading empire, Venice”.

“The London that slowly evolved after the Great Fire took more than three hundred years to build. It took about 15 years to destroy. What was rebuilt after the war had succeeded in wrecking London’s skyline and spoiling the view of St. Paul’s in a jostling scrum of Skyscrapers, all competing for attention.” “When did we lose our sense of vision? How could those in control become so out of step with so many Londoners who felt powerless to resist the destruction of their City? There is no need for London to ape Manhattan”.

Summarise Prince Charles’s opinion about the XXth century changes and tendencies in architecture in London.

5. Recite or compose music and sing this verse.

Sing Along

Warnings

It would have been much better
If we had seen the signs,
If we had listened to the warnings,
If we hadn’t closed our minds.

It’s reported in the papers every single day
That another office complex will soon be on the way,
Or a building is demolished by a demolishing firm,
And a skyscraper is finished and it’s someone else’s turn
To try to stop it: Stop! To try to stop it: Stop!

Refrain:

It would have been much better
If we had seen the signs,
If we had listened to the warnings,
If we hadn’t closed our minds.

We’d still have Covent Garden and the buildings near Big Ben.
We’d have the London we remember, and the London we knew,
So don’t you think it’s time to help the people who
Try to stop it: Stop! To try to stop it: Stop!

Refrain:

It would have been much better
If we had seen the signs,
If we had listened to the warnings,
If we hadn’t closed our minds.

Part 4. London's Comings and Goings

Extensive reading

More foreigners than ever are coming to London, and more Brittons are leaving.

This is an article from the magazine "The Economist". It has been split into paragraphs and jumbled. Put the paragraphs into the logical order looking for content and language clues (cohesive devices, repeated words, synonyms, etc.) and fill in the **grid**.

- A** In the 1990s, other cities went on shrinking. Manchester's population dropped by 10 % in 1991-2001, Liverpool's by 8 %, Newcastle's by 6% and Birmingham's by 3%. London grew by 4,8 % over the period, partly because it has a high birth rate, but mostly because the foreigners started arriving.
- B** Immigrants work more in growing businesses – such as health –than locals do, and less in shrinking ones – such as manufacturing. They are more self-employed than locals – at the top of the scale, 25 % of Middle Easterners and 19 % of Eastern Europeans are self-employed, compared with 11 % of British-born people.
- C** Before the second world war, London's population grew steadily, along with that of most other British cities. After the war it shrank – first because of the policy of shifting people out of the slums into new towns, and second because of the decline of the heavy industries which had brought people to the cities in the first place.
- D** This has helped keep London's economy buzzing. According to Experian Business Strategies, a consultancy, the city's average annual growth rate in 1995-2002 was 3.3 %, compared with 2.5 % for the country as a whole. That's not just because London's population has grown a mite faster than Britain's. Employers say the workforce has changed. "I can get much better quality these days," says Hari Salem, a hairdresser in south Kensington. "These foreign kids do everything before you ask them to. They show up the other's laziness. They make them get off their bottoms."
- E** There's something in the standard picture of the American banker and the Somali cleaner. Immigrants are economically polarized. Compared with the locals, more have degrees, but more have no qualifications at all (though that is partly explained by the fact that so many of them are students). On average, they earn 19 % more than locals, but that disguises some sharp variations. White immigrants, by and large earn quite a bit more than locals. Brown and black ones earn less.

- F** The scene is so familiar as to be unremarkable: two businessmen of different nationalities in a London restaurant being served by a waiter from a third country, all of them speaking English. But such encounters illustrate a remarkable change going on in London. Foreigners are moving in, and Brittons are moving out, faster than at any time on record. The consequences are being felt across the country.
- G** Britain's previous big wave of migration, in the 1960s and 1970s, shipped in south Asian workers, many of them to the textile mills of the north. But these days, the jobs are in the south, so that's where the immigrants go. According to Migration Watch, a lobby group, two-thirds of the immigrants who have turned up in Britain since the mid-1990s have come to London. London's net gain of foreigners, after taking into account those who left as well as those who came, was 120,000 in 2000. And that's just the legal ones.
- H** Who are these people? The mix has changed since the 1970s brought mostly Indians, Pakistanis and Bangladeshis. These days, they come from everywhere – though, according to a Home Office report published in 2002, the proportion from high-income countries (as defined by the world Bank) is relatively high. While 67 % of new immigrants to Britain come from high-income countries, 30 % of those into Germany and 24 % of those into France do. And Britain has more top foreign bosses than Germany, France or America.

1	2	3	4	5	6	7	8
F							

Say what the main issues of this text are.

Part 5. Washington and Ney York: a glimpse of the past and the present

Extensive Reading

Text 1. Washington



Most Americans are unaware that until 1800 the United States had five capitals or meeting places of the Congress¹ Princeton, Annapolis, Trenton, New York and Philadelphia. For various reasons none of these cities offered an ideal seat for the government. After the Constitution² was adopted in 1789, the establishment of the new city was considered and President Washington³ pinpointed the exact location.

While the capital is named for George Washington, it was not named by him. The first president called it simply “the Federal City”, and the name “Washington” did not come into general use until after his death.

Up until time of the Civil War⁴, Washington grew slowly. Only after the Civil War its population jumped from 61.000 to 250.000 and it finally became the real capital of the United States.

Washington’s skyline is dominated by the Capitol⁵ and the Washington Monument⁶. The corner stone for the monument was laid in 1848 but the Civil War delayed its completion for many years. The Washington Monument was opened to the public only in 1888.

Eastward stretches the Mall [mɒl] – the oldest park in Washington, and Constitution Avenue – a broad main street with a dozen great departments and agencies and the National Gallery of Art. Washington has many other famous buildings and monuments – the Library of Congress⁷, the Jefferson Memorial⁸, the Lincoln Memorial [ˈlɪŋkɒn mɛˈmɒrɪəl]⁹, the Tomb [tu:m] of the Unknown Soldier in Arlington Cemetery¹⁰, the Smithsonian Institution¹¹ and others.

The White House¹², the President’s residence, is located in Pennsylvania Avenue in Washington. The site was selected by President Washington himself. The corner stone of the Executive Mansion, as it was called at that time, dates from October, 1792. The British troops which arrived in Washington in 1814, were indirectly responsible for the name “the White House”: the building was fired by the British. To conceal the marks of the fire on the walls they painted the whole building white. But it remained the “Executive Mansion” until the administration of Theodore Roosevelt¹³, when “White House” appeared and the term became official.

Read the Information below and answer the questions.

Reading Notes

1. Congress – the chief legislative body of the USA, consisting of two houses: the House of Representatives and the Senate.
2. Constitution – the supreme law of the Federal Government adopted in 1789.
3. Washington, George (1732-1799). First president of the USA. Washington – a Western state of the USA, capital Olympia.
4. Civil War – the war between the North and the South in the USA, 1861-65.
5. Capitol – the building in which the US congress meets.
6. Washington Monument – a white marble obelisk in Potomac Park in memory of G. Washington.
7. Library of Congress – a large public library in Washington.
8. Jefferson Memorial to the 3rd president of the USA, Thomas Jefferson.
9. Lincoln Memorial – in honour of Abraham Lincoln.

Lincoln Memorial is designed like a Greek temple with 36 Doric columns representing the states in the time of Lincoln’s death. The dominating feature of

the building is the magnificent, realistic figure of Lincoln seated in the centre of the open temple.

Lincoln, Abraham (1809-65) – 16th president of the USA, a representative of the Republican Party, during the Civil War was the commander of the North States Army, in 1865 five days after the victory he was shot when at the theatre.

1. Arlington Cemetery – a national cemetery in Virginia across the Potomac river from Washington, D.C.
2. Smithsonian Institution – founded in 1646 by James Smithson; branches of the institution cover a wide range of fields in arts and sciences.
3. The White House – the official residence of the President of the USA.
4. Roosevelt, Theodore (1858-1919), 26th president of the USA.

Answer the following questions:

1. What places of interest of Washington are mentioned in the text? Find pictures of these sights and speak about them.
2. About what events dealing with the history of the USA have you learnt from the text and the “reading notes”?
3. What is the Capitol?
4. What US Presidents do you know?
5. Find the cities mentioned in the text on the map.
6. When speaking about Washington use the following words and words combinations: to adopt, to establish, to consider, to name for, the population jumped, the skyline is dominated, the corner stone was laid, to be opened to the public, to date from, to fire (to set fire to smth), to conceal.

Text 2. New York



Visitors to the USA come to New York City first and this is where they get acquainted with America.

Situated at the deep Hudson River, New York has always been the gateway to the USA. New York is the financial centre of the country where “money-making” is the main law of life. It is the symbol of capitalism and its Wall Street on Manhattan Island has become a nick-name for big monopolies all over the world.

The history of New York

In 1609 Captain Henry Hudson discovered Manhattan Island and a river which later was called in his honour - the Hudson River. In 1626 two shiploads of Dutch colonists arrived and under the leadership of Peter Minuit [min'ju:it] set up their first settlement, named New Amsterdam. It is said that Peter Minuit bought Manhattan for 24 dollars worth of trinkets. In 1664 the colony was captured by the British fleet under the Duke of York and renamed New York.

The parts of New York

New York includes five boroughs: Manhattan, Brooklyn, the Bronx, Richmond and Queens.

The largest of them is **Brooklyn** settled nearly in the 17th century by the Dutch. It is mostly a borough of quiet, middle-class homes. Few people realize, however, that most of New York shipping docks are in Brooklyn and the Brooklyn Navy Yard is the largest shipbuilding centre in the world.

Richmond on Staten Island is a borough of piers and warehouses.

The Bronx is a residential, rather than an industrial part of the city. The well-known ZOO and Botanical Gardens are in the Bronx.

Queens is both the residential and industrial area. New York's biggest airports are both in Queens.

The heart of the city is **Manhattan**, a rocky island, 13 miles long and 2 miles wide. It is the smallest of the five city boroughs in size and not the largest in population. Here is the heart of America's business and culture.

For the visitor New York means skyscrapers, the Empire State Building which is over 400 metres high and has 102 stories, Ground Zero where the World Trade Centre used to be, the Rockefeller Center, tremendous traffic, dazzling neon advertisements, Central Park, Times Square, Harlem, the avenues and famous streets – and all those are to be found in Manhattan. Manhattan is full of parallel rows of buildings – those running from north to south being called avenues, while those running from east to west are called streets. The avenues and streets have only numbers instead of names. One of the most famous streets in New York is Wall Street. It is the place where big skyscrapers grow, sixty and seventy stories high. Wall Street is the money capital of the country. The world's greatest Stock Exchange is situated there. Another well-known New York street is Broadway, famous for its theatres, night-clubs, restaurants, hotels and shops.

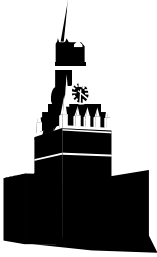
The southern tip of Manhattan is called the Battery because old forts once stood there. Farther out in the bay stands the bronze Statue of Liberty, given to the United States by France in 1886 for the 100th anniversary of American independence. Its torch is about 200 feet (60 metres) and it can be seen at night for many miles.

Harlem is the centre of the coloured population. It is the city in itself. The housing conditions in New York Harlem are appalling. Really no one would dare publish the results of investigations on the destiny of the population in some of the Harlem districts. Families have doubled up and tripled to pay the exorbitant rents.

Being the richest capitalist country in the world the USA collected in its museums and art galleries works of art of all countries and of all times. Many of them are exhibited in the Metropolitan Museum of Art, the Whitney Museum of American Art, the Solomon R. Guggenheim ['gʌ:gʌnɦeɪm] Museum and others.

Part 6. Moscow Is The Capital Of Russia

Intensive Reading



Pre-Reading

Read and memorize the following places of interest of Moscow. Pay special attention to the use of the articles.

1. The places of historic and political importance:

the Kremlin	the Tsar Cannon
the Manezh	The Tsar Bell
St. Basil's Cathedral	the Kremlin Armoury
the Spassky Tower	the Diamond Fund

2. Museums, galleries and exhibitions:

the History Museum (the Museum of History)
 the State Tretyakov Gallery
 the Pushkin Fine Arts Museum (the Pushkin
 Museum of Fine Arts)

3. Theatres and concert halls:

the Bolshoi (Opera and Ballet)	the Mossoviet Theatre
The Maly Theatre	the Vakhtangov Theatre
The Moscow Art Theatre	the Tchaikovsky Concert Hall

4. Monuments:

a monument to Yury Dolgoruky	a monument to Minin and Pozharsky
a monument to Pushkin	

5. Streets and squares:

Red Square
 Kutuzov Prospect
 Tverskaya Street
 the Garden Ring

6. Other places:

Moscow State University
 the State Library
 the Library of Foreign Literature
 the Tomb of the Unknown Soldier with the Eternal Flame

Text 1. The Past and Present of The Russian Capital

Moscow was founded in 1147 by Prince Yury Dolgoruky. A monument to him was unveiled eight hundred years later, and around it a nice little park was laid out, trees and flowers were planted.

In 1712 Peter I transferred the capital to newly built St. Petersburg. But in 1918 the Soviet government decided to make Moscow the capital again. On March 10, 1918, a special train left Petrograd for Moscow - the government moved back to the ancient Russian city.

Old Moscow was built up with wooden houses and was periodically levelled to the ground by numerous fires. Many buildings were constructed, reconstructed and pulled down since. Very old constructions are being preserved as monuments of architecture of their epoch and some particular style. At present day they are being restored to their original view.

Today Moscow is a political, administrative, economic, scientific and cultural centre of Russia. It is the seat of the government.

It has numerous modern enterprises, here is the seat of the Academy of Sciences of Russia, it is the home of numerous colleges, universities and other educational establishments, of hundreds of museums, exhibition halls and theatres.

Moscow has a wealth of historical and architectural monuments which are carefully preserved. The tall buildings, wide avenues, and spacious squares, the granite embankments and the arched bridges, the bright greenery of the parks and boulevards - all blend gracefully with the many monuments of ancient Russian architecture.

Learning Activities

1. *Make up questions to the text and be ready to ask them in class.*

Related Activities

Word Study

2. *List the useful words and expressions to describe Moscow.*
3. *Explain what is:*

to level to the ground, to construct, to reconstruct, to pull down, to preserve, to restore, to unveil.

4. *Look up in the dictionary the following words and explain the difference between them to your groupmates:*

economy, economic, economical, economics.

Make up your own sentences with these words and use them as examples.

5. *Make adjectives from the following nouns:*

policy, industry, culture, economy, science, education, monument, architecture, administration, history, care, grace, enterprise.

6. *Give English equivalents for the following:*

органы власти, местонахождение правительства, государственное учреждение, промышленное предприятие, учебное заведение, основывать, открыть памятник, разбивать парки, переводить (переносить), построенный заново, 10-го марта, древний, сравнять с землёй, снести, перестроить, реставрировать, сохранить, памятник архитектуры, многочисленный, гранитная набережная, выставочный зал, в настоящее время.

Grammar Points

7. *Complete the following sentences:*

1. The monument to Yury Dolgoruky wouldn't have been erected in the centre of Moscow if... 2. Peter I wouldn't have transferred the capital to Petersburg if... 3. The capital wouldn't have been transferred back to Moscow if... 4. If the monuments of architecture hadn't been carefully preserved... 5. Moscow wouldn't be an important cultural centre if... 6. But for the wealth of historical and architectural monuments... 7. New parks and gardens wouldn't be laid out if... 8. Moscow could be still more beautiful if...

8.

a) *What adjectives can you use with these nouns:*

centre, monument, building, square, embankment, bridge, greenery, city;

b) *What nouns can you use with these adjectives:*

graceful, arched, spacious, architectural, wide, granite, tall, bright, historical, educational, administrative, numerous, ancient.

Read the text

Text 2. The Tourist Centre of the Country

Moscow is the foremost tourist centre of our country. Few other cities are as rich in highlights as Moscow.

They include Red Square, the Kremlin with the fabulous treasures on display in the Armoury and the Diamond Fund and its cathedrals – masterpieces of Russian culture of the 15-17th centuries. There is the Tretyakov Art Gallery, the Pushkin Museum of Fine Arts and many other relics of the old and the new Moscow. The tourist whatever his occupation, will make a host of interesting discoveries for himself in this city.

Moscow has over 150 museums and exhibitions, including the Museum of history, whose 300.000 exhibits, inform the visitor of the history of Russia.

There are also memorial museums: the homes of Leo Tolstoy, Anton Chekhov and the flats of F. Dostoyevsky and V. Mayakovsky.

Moscow is a city of new construction sites. The capital is becoming ever more beautiful with each passing year. New housing sites, theatres and cultural centres are built. Interesting architectural assemblages are being erected. When going on a tour over the city, you will have a chance to see the numerous Moscow avenues, the Moscow embankment, the Circus and the bridges over the river. The Oktyabr Cinema, the new Circus, the Olympic Sports Complex and many others are among the most important new landmarks in Moscow.

Tourist attractions outside Moscow are also a “must see”. They are Leo Tolstoy’s estate in Yasnaya Polyana; the House of the great Russian composer P.I. Tchaikovsky in Klin and Russian architecture in Sergiev Posad and Arkhangelskoye, numerous churches and monasteries in the town of Vladimir and Suzdal.

Learning Activities

9. *Agree or disagree with the following statements:*

1. Moscow is the foremost tourist centre of our country
2. The highlights of Moscow are concentrated in the heart of the capital.
3. The centre of Moscow is being reconstructed.
4. During a 3-hour sight-seeing tour you will be able to see all the places of interest of Moscow.
5. Red Square, the Kremlin draw crowds of tourists.
6. Fabulous treasures are on display in the Diamond Fund.
7. The Museum of History is a “must” for every visitor to Moscow.
8. There are no monuments in Red Square.
9. The Pushkin Monument is situated in Tverskaya Street.
10. You always visit the Moscow theatres and museums when you come there.

Related Activities

10. *Transcribe, mark the stresses and practise the reading of the following words:*

tourist, fabulous, treasure, stadium, relic, unique, exhibition, exhibit, assemblage.

11. *Explain to your groupmates how the names of*

- a) streets and squares;
- b) museums;
- c) theatres;
- d) historical monuments are formed.

12. *Explain the following words and word combinations to your groupmates. Pick out the sentences in which they are used:*

a tourist centre, highlights, masterpieces, to make a host of discoveries, a memorial museum, a construction site, a place of historic (revolutionary, literary) interest, an exhibit, to abound in, an architectural assemblage, a tourist attraction, a relic, unique, fabulous treasures.

13. Define each of the following words and word combinations. Make up sentences to illustrate the difference between them.

An excursion, a tour, a trip, a sight-seeing tour, a package tour, a coach trip.

14. Give derivatives of the word "architecture". Make up sentences with them.

15. Give synonyms for:

To be rich in, to build, to exhibit, chief, distinguished, many.

16. Spell the following Russian proper names in English:

Чайковский, Маяковский, Вахтангов, Ермолова, Толстой, Чехов, Достоевский, Архангельское, Киж, Ясная Поляна, Манеж, Садовое Кольцо.

17. Suggest the English for the following:

А. экскурсия по городу, экскурсия в музей, экскурсия по Пушкинским местам, шедевры русской культуры, выдающиеся творения русской архитектуры, реликвия, уникальный, строительная площадка, архитектурный ансамбль, мемориальный музей, воздвигать, основывать, изобилловать, многочисленные экспонаты.

В. Московский Кремль, Исторический музей, Музей изобразительных искусств им. А.С. Пушкина, театр им. В. Маяковского, МХАТ, Оружейная палата, царь-пушка, царь-колокол, дом-музей Л. Толстого, Красная площадь, памятник Минину и Пожарскому, Манеж, собор Василия Блаженного, Тверская улица, московское метро.

18. In class explain to your groupmates what is:

the Armoury, the Diamond Fund, the Tretyakov Gallery, the Pushkin Museum of Fine arts, the History Museum, the Manezh.

19. Fill in the blanks with appropriate articles, explain your choice.

Many tourists every year visit ... Pushkin Museum of Fine Arts and ... famous Tretyakov Gallery. Who has not heard of ... Bolshoi, or ... Moscow Art Theatre? And is ... Moscow, with its beautiful buildings, ... Kremlin, ... old Russian churches, ... modern stadiums and modern housing in all districts, ... real living museum of architecture, ... art, ... culture and ... history? Around ... centre there are boulevards, forming... first ring of ... city. Farther out from ...centre is another ring, ... Garden Ring. Most of ... Moscow sights are inside this second ring.

20. *Complete the following sentences:*

1. Moscow is the foremost tourist centre because...
2. In the Kremlin grounds there are...
3. A collection of armour, jewellery, plate and brocades are housed...
4. The red-brick building situated to the left of the Mausoleum is...
5. The imposing building facing the Kremlin is...
6. The fantastic structure opposite the History Museum is...
7. Moscow has over 150 museums and exhibitions, among them...
8. About 300.000 exhibits are displayed...
9. If you go on a sight-seeing tour you...
10. The Moscow Metro may be compared...

21. *Speaking Activities*

22. *Supply more information about the streets, squares and the sights of Moscow. Make use of newspapers, books, encyclopaedias etc.*
23. *What would you tell a visitor to this country about Moscow and its highlights.*

Pair work

24. *Interview*

- a) a tourist from Russia who has been on a package tour in England and now is on a sight-seeing tour in Moscow;
- b) an English tourist who is on a package tour in the Russia;
- c) students from Russia who came on a visit to Moscow;
- d) English students who came to Moscow on an exchange programme.

25. *Contradict or agree with somebody who tells you that:*

- she / he likes Moscow for its lively atmosphere;
- she / he dislikes Moscow for its noise and crowds of people;
- she / he would like to live in the centre of Moscow;
- she / he would like to live in one of the new residential areas in the Moscow suburbs. In all cases give your arguments.

Group Work

26. *Take part in the press-conference with a group of English teachers who have spent 3 months in Moscow. Find out their impressions of Moscow.*
27. *Take part in a sight-seeing tour in your city acting as a guide. Dwell on the following points:*

- | | |
|--|--|
| a) the history of the city; | c) places of interest; |
| b) its role in the political, economic and cultural life of our country; | d) housing construction; |
| | e) the future development of the city. |

Part 7. Describing Places

Extensive Reading

Nowadays people travel a lot, the “travel bug” is biting the old and the young. But it is so disappointing when having travelled all over Britain or Europe, Russia or the USA people use primitive and inexpressive language to describe their impressions.

We hope that the descriptions from original tour guides will enable you to use authentic colourful and expressive language to share your impressions with other English-speaking people.

1. *Reading each description pay attention to the rich variety of adjectives and collocations which create the bright image of the place described, making it warm and luring, a “must-see” destination.*

Stratford-upon-Avon Shakespeare’s Country

Shakespeare’s country, with Stratford-upon-Avon as its centre, lies at the very heart of England. Other areas offer greater single attractions, but no other part of the country is so rich and varied in its appeal, so kindly in its nature and so unmistakably English in character.

Stratford-upon-Avon itself is Warwickshire’s [ˈwɒrɪkʃə] oldest market town, situated roughly midway along the course of the Avon. Apart from its delightful river setting, it preserves character and atmosphere, its streets and buildings displaying a remarkable continuity with its interesting past; but its claim to universal fame arises from the fact that William Shakespeare, the greatest dramatic genius of the English-speaking peoples, was born and died here. The poet’s birthplace, with other buildings associated with his family, are preserved by the Shakespeare Birthplace Trust. To these properties, and to the Royal Shakespeare Theatre, where Shakespeare’s plays are performed each year, pilgrims come from all parts of the world.

Birmingham, the Big Heart of England

This is Birmingham, the lively city with a thriving business, entertainment and cultural scene. Home to The Birmingham Royal Ballet and the D’Oyly Carte Opera Company, the city has one of the world’s finest concert venues in Symphony Hall, home of the internationally renowned City of Birmingham Symphony Orchestra. The city celebrates jazz, film and literature with annual international festivals. Birmingham is an international meeting place for business. The National Exhibition Centre hosts over 100 trade fairs and spectacular public events each year. The outstanding International Convention

Centre – the UK’s first purpose-built conference centre for meetings of every size, is right in the heart of the city.

Birmingham is also a shopper’s paradise with its speciality jewellers, hundreds of market stalls and top fashion centres such as City Plaza and the Pavilions.

And what a collection of museums for every interest too! Birmingham’s art galleries include the world’s finest collection of Pre-Raphaelite art priceless impressionist and Italian paintings at the Barber Institute of Fine Arts, and contemporary art at the Ikon Gallery. A proud industrial heritage is featured at the Museum of Science and Industry, and transport collections are a speciality of the area.

Welcome to Glasgo

A city alive with the energy and excitement you’d expect from one of Europe’s most dynamic and friendly Cultural Capitals and ideal gateway to begin or end your trip to Scotland.

In Scotland’s largest city you’ll be charmed by the warmth, humour and traditional Scottish hospitality for which Glaswegians are renowned the world over.

We hope this guide will help you discover for yourself the wide range of unique attractions and activities which have symbolised Glasgow’s spectacular transformation in recent years to become one of the United Kingdom’s most popular tourism destinations.

2. Towns can be convenient places to live in because they have many facilities.

Check with a teacher or a dictionary if you are not sure what anything means.

Sports: swimming pool sports center golf course tennis courts
football pitch skating rink

Cultural: theatre opera house concert hall radio station art gallery

Educational: school college university library evening classes museum

Catering and night-life: restaurant café nightclub take-away hotel B and B
(bed and breakfast) youth hostel dance-hall disco

Transport: bus service taxi rank car hire agency car park parking meters

Other: health center law courts registry office citizens’ advice bureau
job center bottle bank department store chemist’s estate agent
garden center police station Town or City Hall suburbs
housing estate industrial estate pedestrian precinct

3. *Towns also have their own special problems. Here are some of them.*

Traffic jams: every day, particularly in the rush-hour, the streets get so packed with traffic that travel is very slow or even comes to a standstill. This is particularly stressful for commuters, people who travel to work in the town.

Slums: certain parts of the city which are poor and in a very bad condition

Vandalism: pointless destruction of other people's property

Overcrowding: too many people live in too small a place

Pollution: the air and the water are no longer as pure as they were

4. *Here are some useful adjectives for describing towns.*

Picturesque historic spacious elegant magnificent atmospheric
quaint lively hectic deserted (e.g. at night) bustling crowded
packed filthy run-down shabby

5. *Topics for discussions:*

- a) the city you like best and why;
- b) your home town;
- c) some problems of modern cities.

Writing Activities

6.

- a) *Write to a friend inviting him/her to spend a holiday in Moscow or St. Petersburg or any other city. Explain your plans and say why you think the holiday will be interesting and enjoyable;*
- b) *Write a letter to an English / American friend telling him/her about the village, town or city you live in. Say what you like about it and what you think should be improved and why.*

Final Task

Using the ideas and topical vocabulary from units 1 and 2 write about your home town and make a tour guide to it.

These words and phrases will enable you to speak about your home city and create your own tour guide to any town or city.

Before you do the final task complete these sentences to give yourself practice in using the vocabulary on the topic "City"

- 1. The heart of the city is a renowned tourist destination due to ...
- 2. The city is remarkable for ...
- 3. The church which dates back to the 14th century ...
- 4. The town is well worth a visit because ...

5. New York / Washington / Nizhny Novgorod abounds in ...
6. Having a wide range of tourist attractions ...
7. The intense cultural life makes this city ...
8. Scenes of natural beauty ... make the outskirts of the town ...
9. What lends the city its special charm is ...
10. The city offers a wide range of activities from ... to ...
11. But for the abundance of architectural styles ...
12. You can make a host of interesting discoveries if ...
13. ... lies within easy walking distance from ...
14. If you decide to tour the city center you should start with ...
15. ... dominates the skyline of New York / Washington / London.
16. It's a pleasure to explore this area of Nizhny Novgorod / Murom / London.
17. The Kremlin / The city centre affords ...
18. Situated on the high river bank the city affords ...
19. The city offers a balanced mixture of relaxation and entertainment because ...
20. No visit to Nizhny Novgorod / Moscow / London / Washington is complete without ...
21. The city has much to offer due to ...

My Home City / Town

General Description

ancient / comparatively new / a harmonious blend of the old and the new a tourist destination / second to none / rich in historical and cultural heritage / densely populated / growing rapidly / picturesque / a wide range of tourist attractions / to make a host of discoveries / to be well worth a visit / to lend the city its special charm / to enjoy a cosmopolitan atmosphere / to have a character of its own

Location

to be situated / located on / to lie / to stand on the bank of the river / on the seashore / on the confluence of (the Oka and the Volga) / to lie 400 km east of the capital

History

to have a rich past / a colourful history / a rich tapestry of history to be renowned for ... / to be named in honour / memory of... / to be founded by / to have ancient / new traditions / to date back to ... / to have witnessed / to be destroyed / razed / leveled to the ground / to lie in ruins / to be rebuilt

Status

to be a sea / river port / a cultural, economic, industrial, scientific, agricultural, commercial centre / the centre of science, culture, automobile industry, etc / to be a place where festivals are held / a cultural venue

Architecture

to offer a mixture of architectural styles / to enjoy panoramic / spectacular / stunning / unrestricted / bird's eye / scenic views / to dominate the skyline (the landscape) / to be a masterpiece of (Russian) architecture / to have much more to offer than first meets the eye / the layout of the city / well-planned / laid out / to add special charm to be a balanced mixture of ... / to unveil / to erect / to commemorate / to have an abundance of beautiful buildings / architectural styles / an architectural assemblage

Streets and Squares

to be kept clean and tidy / neglected // broad / wide / narrow / winding / crooked / well (badly)-kept / well (badly)-paved / well (badly)-illuminated / alive / untroubled with traffic / hustling and bustling / tree-lined / tree-shaded streets / thoroughfares / avenues / spacious squares / granite embankments / to abound in greenery / to offer scenes of natural beauty / to lay out parks / gardens / lawns / flowerbeds / fountains

Cultural life

to buzz with activity / to have few / numerous attractions and amenities / recreational facilities / to offer a mixture of entertainment and education / to be enthralled for hours / to have intense cultural life / to offer a wide range of activities

Thank you

THE MOOD

Hypothetical Meaning Through

Hypothetical Subclauses

A. Hypothetical Conditional Subclauses

When speaking about imaginary events or unreal facts in situations referring to the present use the pattern given below:

If I knew her name I would tell you.

If you knew the rule you wouldn't make so many mistakes now.

Note: The difference between "if I know" and "if I knew" or "will tell" and "would tell" is not a difference of time but of **Mood**. Both structures can refer to the present or future: the past verb-form suggests that the situation is less probable, or impossible, or imaginary.

Compare: If I become president, I'll... (said by a candidate in an election)

If I became president, I'd... (said by a schoolboy)

1. Referring to the present or future

Look at this

If	I	were...	I	'd should	do...
	he	did...	he	would	go...
	they		they	could	say...

Exercise 1. Study the following sentences and try to guess under what circumstances they might have been said:

1. If he thought I liked having you here he would turn you out tomorrow.
2. I would be so much more comfortable if you let me pay for my board and lodging.
3. She would be a fool if she missed the chance.
4. It would be funny if one of these days she fell in love with him.
5. Even if there were nothing else, do you think I could ever forget that you are a German and I'm a Frenchwomen? If you weren't as stupid as only a German can be you'd see that that child must be a reproach to me as long as I live.

(S. Maugham)

Exercise 2. Complete the sentences:

1. If I had a house of my own I...
2. If I had a million pounds I...
3. You needn't feel lonely. If I were you...
4. You shouldn't look down on people living in small towns and villages. If I were you...
5. Here is a fine man. If I were you...
6. I would live in the suburbs...
7. I would rent another flat...
8. It's raining. I would stay if...
9. I long for fresh country air. If only I could get away from the city I...

Exercise 3.

Leon Berton is a famous chef (cook) and he gives cooking classes on TV. Not many of his fans ever get a chance to meet him. They often wonder what it would be like to meet him and what they would say to him.

Janet: It would be wonderful to talk to chef Berton.

Sandra: Yes, wouldn't it?

Janet: What would you say to him?

Sandra: I would tell him how much I like his cooking classes on TV.

Janet: So would I. I'd also ask about his recipes. He'd like that, I bet.

Sandra often dreams of becoming a famous chef.

If I had a lot of money, I'd take cooking classes with Chef Berton.

If I took his classes, I would become a great chef.

If he liked my work, we might become partners.

And if we became partners, we could open our own restaurant.

I'd be happy if I were a great chef!

What would you do in these situations?

Example: You have started making a cake, but you don't have enough eggs.

I would borrow some from my neighbour.

1. Your friends call you and say that they are coming to your place.
2. Your friends have invited you to a party, but you are supposed to be with your family.
3. You need to go somewhere, but your car isn't working.
4. You are shopping in a department store and you can't find something you need.
5. The door to your house is locked, and you can't find your key.
6. Your friend invited you to her place. You come and find the door locked.
7. You have chosen a good pair of shoes, but you discover that you haven't enough money to pay for them.

Exercise 4. Put yourself in *imaginary situations* by answering the questions.

1. Where would you go for a holiday if you had a choice?
2. Where would you go if you wanted to borrow a book?
3. Which famous film star would you like to meet if you had a choice?
4. What would you do if you found a wallet full of money on the pavement?
5. What would you say if I gave you a present?
6. What would happen if you ran out of money?
7. How many children would you like to have if you got married?
8. How would you feel if someone lost your favourite book?
9. What would you do if you saw an accident?
10. Where would you go now if you had no classes?
11. Would you go to the cinema or to the reading hall if you had no classes now?
12. Which books would you like to have with you if you were stuck on a desert island?
13. If you could be somebody else, who would you like to be?
14. What country would you be in if you could see the Pyramids and the Sphinx?

Exercise 5. Open the brackets in the unreal conditional subordinate clauses.

1. If she (to want) to see us, she would come to our place today.
2. If you (to have) no shoes, I should buy you these ones. But you have a pair of fairly new shoes.
3. If I (to be) free tomorrow evening, I should keep you company to the theatre.
4. If it (to be raining) now, the children would not be playing in the park.
5. If it (not to be) so frosty now, we would go skiing.
6. If you (to go) to the booking office now, you would still manage to book a couple of tickets for the evening show.
7. If the group (to work) regularly, they would pass their exams successfully.
8. If I (to go) to the City, I would see the Tower, Tower Bridge and the Barbican Centre.
9. If there (to be) more amenities in the countryside people wouldn't be attracted by big cities so much.
10. If you (to have) more friends here, you wouldn't feel so lonely and isolated.

Exercise 6. Open the brackets in the principal clauses.

1. He (not to cough) if he didn't smoke so much.
2. They (to be) nice children if they were better brought up.
3. I think he (to study) better if he tried harder.
4. She (to look) more attractive if she didn't use so much make up.
5. I (not to feel homesick) if I had friends here.
6. She (not to be so anxious) to see her parents if they were not so old and weak.
7. She (to feel) much better if she took care of her health.

8. Life (to be) happier if people tried to be more polite and cared for one another.
9. She (not to feel) offended if you were not so rude.
10. Road accidents (not to be) so frequent if drivers and pedestrians looked at the traffic lights.

Exercise 7. Open the brackets in the following sentences.

1. If she (not to live) in the suburbs it (not to take) her so much time to get to work.
2. If they (not to look) down on her she (not to feel) ill at ease.
3. If she (to know) how to make friends she (to be) happier.
4. She (not to feel) so disappointed if she (to know) what to expect of him.
5. I (not to dine out) with my friend tonight if I (to know) you would phone me.
6. People (not to live) in these accommodations if they (can afford) better housing.
7. He (not to live) in this housing project if his office (not to be) at hand.
8. This housing estate (to look) nicer if there (to be) more lawns and flower-beds and if it (to be) better-kept.
9. I (not to be) so genuinely fond of her if she (not to be) so open and friendly.
10. If kids (to be taken) care of they (not to take) to drugs and drinking.

Exercise 8. Complete the sentences.

1. If they went by boat...
2. I'd certainly recommend it if...
3. If the weather were better...
4. If I needed help...
5. He wouldn't upset her if...
6. She'd be very grateful if...
7. If you wore warmer clothes...
8. If you tried to give up smoking...
9. They'd regret it for the rest of their lives if...
10. If you weren't so absent-minded...
11. He'd make her very happy if...
12. I'd find it difficult to believe if...
13. I'd go to the theatre more often if...
14. If the costumes and scenery were more tasteful...
15. It wouldn't be such a delightful and amusing comedy if...
16. He wouldn't make a professional painter if...
17. If I were the Minister of State for the Environment...

Exercise 9. Complete the following sentences thus giving advice.

1. Why don't you have anything to eat? ***If I were you...***
2. Why don't you phone him? If I were you...

3. You know his address, don't you? If I were you...
4. You love him, don't you? If I were you...
5. She is ill, isn't she? If I were you...
6. Your accent isn't very good. If I were you...
7. You don't read much in English, do you? If I were you...
8. She asked you for help, didn't she? If I were you...
9. You are a cinema-goer, aren't you? If I were you...
10. She doesn't know what to do, does she? If I were you...
11. You often have headaches, don't you? If I were you..
12. She is very upset, isn't she? If I were you...

Exercise 10. Give advice like the above examples.

1. I've lost my wallet.
2. I'm unhappy in my job.
3. I think it's going to rain.
4. I'm tired of being single.
5. I want to lose weight.
6. I've been working too hard.
7. I think I've got a temperature.
8. It's my boyfriend's birthday tomorrow.
9. I can't see properly. It's too dark here.
10. I've got a bad cough from smoking too much.
11. I find it difficult to get up in the morning.
12. My car is very big and it uses a lot of petrol.

Exercise 11. Read the dialogue. Complete the mother's lines. Act out the dialogue.

- Father: What are we going to do about him?
 Mother: I don't know. He doesn't stir a finger to help.
 Father: When did he last wash up? Does he ever wash up?
 Mother: No, ***I'd be happier if he washed up just occasionally.***
 Father: And does he ever iron his shirts?
 Mother: No, I'd be happier if...
 Father: When I was young I got up early.
 Mother: Yes, if he..., I wouldn't mind.
 Father: And he never looks happy. Have you noticed?
 Mother: Yes...

Exercise 12. React to criticism like in the example:

- What's this? Boiled cabbage and yoghurt? You don't really like all this healthy food, do you?
- Of course, I do. ***I wouldn't eat it if I didn't.***

1. -Your jeans are dirty. It's not surprising. You wear them every day. Do you like them so much?
- Of course I do. ...
2. -I need a drink! Ugh! What is it? Oh, no, it couldn't be. It's carrot juice. Do you like that horrid stuff?
-...
3. -Phew, I can hardly breathe. Do you really like those cigarettes?
-...
4. -And look at these silly comics. You don't like them, do you?
-...
5. -Turn that awful music off. You always play that record. You don't mean to say that you like that sort of music?
-...

Exercise 13. Express reluctance to do things when there is no choice like the following example:

She's going to University to please her parents.

But for her parents, she wouldn't be going to University.

OR:

If not for the parents, she wouldn't be going to University.

If it weren't for her parents, she wouldn't be going to University.

1. He's going to the cinema to please his girlfriend.
2. They're staying together for the sake of their children.
3. He's only doing it to please his sister.
4. We're leaving early because of the weather.
5. He's changing his job to please his wife.
6. She's going to the party to please her husband.
7. He's buying a small car because of the cost of petrol.
8. They're buying a video to please their children.
9. He's selling his motor-bike to please his parents.
10. She wants another ice-cream but has a sore throat.

Exercise 14. Make up sentences like in the above exercise.

But for	the rain	we'd finish the work in time
If not for	their help	we'd go to the country-side next week
	his poor health	we'd stay at home tonight
If it weren't for	the difficulties	we'd be able to stage the play
	the exams	I'd keep you company to the opera house.

2. Referring to the past

Look at this

If	I	had been	I	'd should	have done...
	he	had done	he	would	
	they		they	could	have said...

When we want to talk about things that did not happen in the past, imagining what would have happened if things had been different, we use the past conditional in the principal clause (would have passed) and subjunctive II past (homonymous to past perfect) in the subordinate clause (had worked).

E.g. If you had worked harder last year, you would have passed your exam.

If you had asked me I would have told you the whole story.

Exercise 1. Study these sentences and say under what circumstances they might have been said.

1. If I had any sense I would have married a Malay girl.
2. If I had only my chance I know I would have made good.
3. Perhaps he was right, perhaps it would have eased my mind. I wonder what he would have said.
4. She would have scratched my eyes if she could.
5. If you had had any pride, if you had had any sense of decency, you would have thrown his presents in his face.
6. Of course all this wouldn't have happened if the girl hadn't been a fool.
7. Would she have said that if it hadn't meant something to her?

Exercise 2. Speculating about the past.

Read about Maggie and Peter, say about certain incidents (coincidences) which have happened so far in the story.

Maggie: ***If I hadn't gone*** round to meet Charlie that morning, ***I'd have never met*** you, Peter.

Peter: That's true. And if I hadn't remembered the suitcase under the bed, we'd never have known where to start looking for Charlie.

Maggie: You're right. And, I suppose, if we hadn't met Alan in the theatre, you'd never have thought of the group meeting.

Now write notes about particular incidents in your life and then write a short biography about yourself.

Try to use the pattern:

If I hadn't ... I'd never have...

Exercise 3. Answer the following questions thus *putting yourself or somebody else in imaginary situations in the past*.

1. Where would you have gone for your summer vacation last year if you had had a choice?
2. What would you have done if your friends had dropped in at your place yesterday?
3. Would she have fallen behind the group if she hadn't been ill for a long time?
4. Could she have passed her exams well if she hadn't worked hard?
5. Where would he have preferred to work if he had had the choice when he graduated the University?
6. Would you have invited them to the theatre if you had known that they were eager to go?
7. You'd have come on time if you had known about the change introduced into the time-table, wouldn't you?
8. Would you have kept us company to the cinema if I had phoned you earlier?

Exercise 4. Open the brackets in the subclauses.

1. If I (to have) time yesterday I'd have gone to the theatre with you.
2. If the rain (not to stop) we wouldn't have gone on a trip.
3. If I (not to take) money with me I wouldn't have been able to buy the dictionary.
4. If he (not to help) his friend he wouldn't have caught up with the group.
5. If she (not to buy) the tickets beforehand she wouldn't have been able to get to the concert-hall.
6. If he (not to hire) a taxi they would have been late for the train.
7. If he (to take) the trouble to be introduced, this wouldn't have happened.
8. If you (to know) you'd have been much more eager about the party, wouldn't you?

Exercise 5. Comment on the following *expressing regret or wish* like in the example below:

The doctor hasn't arrived in time and the patient has lost his consciousness.

If only the doctor had arrived in time, the patient might not have lost his consciousness.

1. You mortgaged your house and soon afterwards lost your job.
2. You were unhappy that your fellow-students didn't accept your plans for the summer holidays.

3. You were sorry that you and your friend had no chance to see each other last summer.
4. You were extremely upset that the treatment suggested by the doctor seemed to have very little effect.
5. You have accepted an invitation which you then found involved a lot of inconvenience for you.

Exercise 6. Complete these sentences, thus *speculating about the past*.

1. I'm sure she wouldn't have married him if...
2. If you had taken my advice...
3. We wouldn't have been able to come last Thursday if ...
4. If the sea hadn't been so rough...
5. If he had told me the truth...
6. If...we'd have left without him.
7. I'd have enjoyed the party much more if...
8. It would only have added to our difficulties if...
9. If we hadn't missed the train...
10. If you hadn't spoken to her like that last time...
11. She wouldn't have been so hurt if...
12. Nothing could have happened if...
13. She would have told him the truth if ...
14. They wouldn't have got into trouble if...
15. The production would have been much better if...
16. If professional actors had taken part in that performance...

Exercise 7. Paraphrase the sentences like the example:

She would have gone on but he interrupted her. –
 She would have gone on if he hadn't interrupted her.

1. The students would have asked many more questions but the bell rang.
2. We would have invited you, but I thought you were engaged.
3. I would have done it myself only she didn't want to stand by.
4. I could have disclosed the secret to her, only she didn't want to listen to me.
5. We had to ask them to join us, or there wouldn't have been enough people.
6. Luckily I was detained, otherwise I shouldn't have met you.
7. I should have put up at my aunt's when I was in Moscow but unfortunately she had gone to the countryside.
8. She must have been pretty sure of it, otherwise she would have never done it.

Exercise 8. *Speculating about Historical Events.*

Lucy has been reading for a history quiz. She's been thinking about these past events. What would have happened if these people had lived in another time?

1492: Columbus discovered America.

1807: Robert Fulton developed the steamboat.

1903: Wilbur and Orville Wright made the first air-plane flight.

1961: Yuri Gagarin made the first space flight.

1969: Neil Armstrong walked on the Moon.

Complete the sentences like the example:

If Yuri Gagarin had lived in 1492, he wouldn't have made his space flight.

1. If Columbus had lived in 1969, he ...
2. If Neil Armstrong had lived in 1492, he ...
3. If Wilbur and Orville Wright had lived in 1807, they ...
4. If Robert Fulton had lived in 1961, he ...
5. If Columbus hadn't discovered America, ...
6. If Robert Fulton hadn't developed the steamboat, ...
7. If Wilbur and Orville Wright hadn't made the air-plane flight, ...
8. If Yuri Gagarin hadn't made his space flight, ...
9. If Neil Armstrong hadn't walked on the Moon,

Think about an important past event. What if it hadn't happened? Write a paragraph about the possibilities. Use the pattern:

If ... had / hadn't ..., ... would / wouldn't have ...

Exercise 9.

- a) Read the following paragraph paying special attention to the ways of *expressing opportunities*.

Last year Jane's family spent their vacation in Bath. The weather was very hot. If the town hadn't been so crowded, they *might have had* a better time. There were long lines everywhere. If they had planned their trip more carefully, they *would have been able* to do much more. They *could have gone* for a riverboat ride, or *could have visited* the museums. If they had reserved tickets, they *would have gone* to a jazz concert. They *could have chosen* a better hotel, too. They *might have enjoyed* themselves more if the hotel had been nicer. This year they'll spend their vacation in the country-side.

- b) Now complete these sentences:

1. If they had planned more carefully ...
2. If the town hadn't been so crowded ...
3. If they had reserved tickets...
4. They might have enjoyed themselves more if ...

- c) Write 5 sentences about your own experiences on a vacation.

Exercise 10. Make sentences like the example about the past events.

Example: Nancy read the newspaper. She saw the advertisement.

If Nancy hadn't read the newspaper, she wouldn't have seen the advertisement.

- A. 1. Nancy met Alan.
 2. He asked her out.
 3. They fell in love with each other.
 4. Alan proposed to her.
 5. They got married.
- B. 1. He turned up late.
 2. They had a row.
 3. He said a rude thing.
 4. He made her cry.
 5. He apologized.

Exercise 11. Construct similar dialogues using the prompts given below.

Example:

A: You said you were going to the cinema last night. Why didn't you?

B: There was a long queue.

A: You mean if there hadn't been a long queue, you would have gone?

B: That's right.

1. Why didn't you go for a walk yesterday? (It was raining)
2. Why didn't you come to the party? (I felt very tired)
3. Why did you leave the concert early? (I had a headache)
4. Why did you miss the meeting on Saturday? (I forgot about it)
5. Why were you so late for the classes this morning? (My alarm clock didn't go off)
6. Why didn't you phone me on Friday night? (I was at the theatre)
7. Why didn't you listen to the concert? (I had no ticket)
8. Why didn't you book your tickets in advance? (We didn't know how to do it)

Exercise 12. Rephrase the *excuses* like the example:

I'm sorry I didn't phone but I was in such a hurry. —

Sorry, I'd have phoned if I hadn't been in such a hurry.

1. I'm sorry I was late but I lost the way.
2. I'm sorry I didn't come but I had a terrible headache.
3. I'm sorry I didn't let you know earlier about it but I lost your telephone number.
4. I'm sorry I missed your party but I was delayed at work.

5. I'm sorry I didn't help you but I didn't know you needed my help.
6. I'm sorry I didn't come to the theatre but my little son was ill.
7. I'm sorry I forgot about our meeting but you didn't phone me.

Exercise 13. Rephrase the sentences using “*But for / if not for*” like the example:

We left early because of the weather.

But for / if not for / if it hadn't been for the weather we'd have left later.

1. He went to the party to please his wife.
2. I didn't buy the canvas because it was beyond my means.
3. We felt ill at ease because of his bad manners.
4. She couldn't enjoy the concert because she had a splitting headache.
5. I managed to finish the work in time only because he helped me.
6. We didn't reach the village in time because it began to rain.
7. He wanted to stay longer with you but he had no time.
8. We wanted to ask many more questions but the bell rang.

Exercise 14. Change the “if” sentences to forms using “*otherwise*” like in the example:

If I hadn't been wearing my safety-belt, I'd have been hurt.-

It's a good thing I was wearing my safety-belt.

I'd have been hurt, otherwise (**OR**: Otherwise I'd have been hurt).

Note that in some sentences, according to the sense, you should say/write:

“It's a pity” instead of “It's a good thing”.

1. If we hadn't brought our umbrellas, we'd have got wet.
2. If he hadn't braked in time, he'd have killed the cat.
3. If she hadn't tipped just before she reached the line, she'd have won the race.
4. If she hadn't been wearing a safety-belt, she'd have fallen in his lap.
5. If they hadn't waved to us, we wouldn't have seen them.
6. If we hadn't missed the train, we'd have arrived on time.
7. If he hadn't paid his rent, the landlord would have turned him out.
8. If you hadn't spoken to her like that, she wouldn't have got upset.
9. If you hadn't told her about the change in the timetable, she would have been late.
10. If they hadn't rehearsed so much they would have failed.

Exercise 15. Make these sentences sound *emphatic* like the example.

If it had been possible to talk with you at that hour I should have done so.

Had it been possible to talk with you at that hour I should have done so.

1. If she had fallen ill I would have come at once.
2. If she had learned the truth she would have never talked to him again.

3. If I had known how dull the film was, I shouldn't have gone to the cinema.
4. If you had been in my place at that time, you would have acted exactly as I did.
5. If she hadn't cried so bitterly his heart wouldn't have been touched by her tears.
6. If she had let me know about her arrival, I should have met her.
7. If I had known she wanted to go to the theatre I should have booked a ticket for her.
8. If you had told me he would spend the week-end in your country house, I would have never come there.

Exercise 16. Read the text and complete the sentences below using hypothetical conditional clauses referring to the past.

Mary's first thought on receiving the invitation to the school reunion was to ignore it. She had so little time to spare, very little desire to meet up with her former schoolmates, and, also, she had absolutely nothing to wear. All the "old girls" would be striving madly to impress one another and she was no different.

It was quite by chance she overheard the conversation on the bus; it seemed that the whisperer's brother knew the jockey who had said that "Silver Sparkle" would win the races. The odds were good and Mary, breaking the habit of a lifetime, put all her housekeeping money on that horse.

The jockey had been wrong. To cover the shortfall in her housekeeping money, Mary pawned her engagement ring. The row that ensued when her husband noticed its absence brought profit only to a nearby glazier.

1. If..., Mary would not have thought about her old schoolmates.
2. If Mary had had something smart to wear, she ...
3. If she had caught a different bus, ...
4. If she hadn't broken the habit of a lifetime...
5. Had she not lost all her housekeeping money, Mary ...
6. There would not have been a row if ...
7. And if they hadn't had that row, the window ...
8. If the same temptation arose today, Mary ...
9. If I were in Mary's place ...

Exercise 17. Translate the sentences into English.

1. Я бы сейчас так не беспокоилась, если бы не знала, что она очень беспомощна.
2. Я бы сняла эту квартиру на следующий год, если бы она не была такой дорогой.

3. Я бы никогда не уехала из своего родного города, если бы могла здесь учиться.
4. Если бы я была уверена, что этот фильм стоит посмотреть, то я бы составила вам компанию.
5. Если бы не дождь, мы бы сейчас пошли погулять.
6. Если бы не дети, мы бы остались в деревне ещё на неделю.
7. На твоём месте я бы вела себя более вежливо. Я бы вообще не стала с ней спорить.
8. Если бы я заранее послала телеграмму, он бы меня встретил.
10. Если бы он меня встретил, мне бы не пришлось самой нести тяжёлый чемодан.
11. Актриса лучше бы сыграла эту роль, если бы у неё был другой режиссёр.
12. Он не был бы сейчас на вершине славы, если бы не работал так много все эти годы.
13. Помоги ей, иначе она не закончит эту работу вовремя.

3. Miscellaneous references

Look at this

1.	If	I he they	were... did...	I he they	'd should would	have done... have been...
2.	If	I he they	'd been... had been... had done...	I he they	'd should would	do... be...

Exercise 1. Commenting on past events

Situation: You're in a friend's car. It runs out of petrol in the middle of a lonely road in the country. It is midnight. There is no garage for miles.

Comment: If you **had got** petrol when I said, we **should be** at home by now.

Make similar comments on the following situations. Try to use the pattern:
If... had done... should/would do.

1. You suddenly find yourself with a lot of debts to pay and you haven't got enough money to pay them.
2. A friend of yours graduated from university and immediately got married. She feels very unhappy now.
3. You decide to eat at a popular cafe on Saturday night. You turn up and find it full.
4. You were planning to see the premiere. You turn up to find the theatre sold out.

Exercise 2. Rephrase the sentences like the example:

They performed many experiments that's why the results of the research are so convincing.

If they hadn't performed so many experiments the results wouldn't be convincing.

1. I fully sympathize with you because I've gone through a similar experience myself.
2. She neglected the doctor's advice and went to the South and now she is in hospital.
3. She is a very irresolute person and it took her very long to make that decisive step.
4. He succeeded where everyone failed, that's why he is being so much spoken about.
5. He is a man of nerve and when the situation demanded he rose to the occasion.
6. She at once understood what sort of man he was because she has a keen insight into human nature.
7. We've lost our way because the streets are badly-illuminated.
8. The car has broken down because the roads are badly-paved.
9. Undoubtedly he's very gifted, that's why he got recognition and fame so early.
10. You didn't phone him yesterday, that's why he isn't with us now.

Exercise 3. Complete these sentences:

1. If she had entered the institute last year, ... now.
2. If I had got in touch with him yesterday, ... now.
3. If I hadn't watched TV until late yesterday, ... now.
4. If he had rung me up yesterday, today I ...
5. If she had studied hard last year, this year ...
6. If you had listened to the text in the lab yesterday, now ...
7. If you had gone through all the rules yesterday today's test ...
8. If she hadn't neglected her disease, now ...
9. If I had followed my mother's advice, ... now.
10. If I had consulted the doctor in good time, now ...
11. If I had gone to the country for the week-end, I ... now.
12. If you had booked the tickets beforehand, today ...
13. If he were an honest man, ... then.
14. They would be with us now, if ... yesterday.
15. She would be here now, if ... on Friday night.
16. If he were a reliable person, ... last time.
17. If she were clever, ... then.
18. I could stay at a good hotel now if ... beforehand.
19. If you had economized, ... now.
20. I would know what to say now, if ... yesterday.

Exercise 4. Change “*but for*” for “*if it weren’t for*” or “*if it hadn’t been for*”.

1. But for her accent nobody would guess she isn’t English.
2. But for Mr. Homer’s interference she’d have been dismissed.
3. But for her illness she’d come.
4. But for him everything would have gone wrong.
5. But for the circumstances she wouldn’t have done it.
6. But for the rainy weather the crops would be fine this year.
7. But for my brother I’d never go to Moscow.
8. But for his bad manners I’d invite him.
9. But for the children they’d have stayed there longer.
10. But for his earnest desire to take up painting he’d have become a gardener.

Exercise 5. Make these flashes of conversation complete and act them out.

1. - Will you send them the invitation or shall I do it?
 - Would you mind doing it this time? I’m rather busy at the moment.
 - Not at all. Need I give the address?
 - Naturally, otherwise...
 - ...
2. - Have you arranged for two seats for the Jameses for the Saturday’s performance?
 - I did indeed. Shall I confirm it to them by telephone?
 - By all means do that. And thank you very much for the trouble.
 - You are welcome. I had no idea the play was still so popular, otherwise...
3. - Did you have a chance to see “Mona Lisa” when it was exhibited here?
 - No, unfortunately not. I certainly would have gone to see it, had I been less busy at the time.
 - I wish you had seen it because if you had...

B. Hypothetical Predicative and Adverbial Comparative Clauses

Look at this:

1.	I she it they	feel felt looks looked	as if as though	I she it they	were... weren’t... were sleeping... they knew...
2.	I she it they	feel felt looks looked	as if as though	I she it they	had been... hadn’t been had been sleeping... had passed...

Exercise 1. Open the brackets

1. It looks as if she (to be) quite certain about it.
2. He interferes in everything as if he (to live) here all his life.
3. She treats him as though he (to be) the most wonderful man in the world.
4. I held the glass to his mouth as though he (to be) a child.
5. I felt as if I (not to sleep) for centuries.
6. Why do you look as though you (to hear) it for the first time?
7. They met as if they never (to part) in anger.
8. He behaves as if he (not to be) personally responsible for the whole thing.
9. He spoke about the places of interest in London so vividly as if he (to live) there at least a year.
10. It looks as if spring (to set in) already.
11. His hands moved strangely, as though they (to have) nothing to do with his body.

Exercise 2. Add the beginning of the following sentences

1. ... as if you had never heard the whole story.
2. ... as though he were a winner.
3. ... as though we hadn't had enough trouble without it.
4. ... as if I had known her all my life.
5. ... as if nothing had happened.
6. ... as if he had failed the exam.
7. ... as if I hadn't eaten for centuries.
8. ... as though the whole thing had been doomed before it started.
9. ... as if they had never met before.
10. ... as if she were a woman of the most heavenly beauty.

Exercise 3. Complete these sentences.

1. It looks as if...
2. You don't look as though...
3. He sounds as if...
4. When you talk to her she looks through you as if...
5. I just feel as if...
6. It's not as though...
7. You're talking as if...
8. Do I look as if...
9. They spoke as though...
10. You must act as though...

Exercise 4. Use these sentences in short situations.

1. The suit was torn and stained, and it hung upon him loosely, as though it had been made for someone else.
2. It's as though someone had cast a spell over him.

3. And now I'm as indifferent to him as if he were a stranger.
4. When he rushed into the room he looked as if he had met with an accident.

Exercise 5. Translate the following sentences

1. Она выглядит так, как будто серьёзно больна.
2. Не смотри на меня так, как будто ты слышишь об этом впервые.
3. Всё в комнате выглядело так, как будто хозяйка только что вышла из неё.
4. Почему она ведёт себя так, словно является хозяйкой?
5. Через час они уже говорили так, словно знали друг друга давным-давно.
6. Город так изменился, словно прошел не один десяток лет с тех пор, как я покинул его.

C. Hypothetical Object Clauses (Wishful Thinking)

1. Referring to the present

Look at this

wish	were / was weren't / wasn't
	did
	didn't
	were doing / was doing

If I Were King

A.A. Milne

I often wish I were a King
 And then I could do anything.
 If only I were King of Spain,
 I'd take my hat off in the rain.
 If only I were King of France,
 I wouldn't brush my hair for aunts.
 I think if I were King of Greece,
 I'd push things off the mantelpiece.
 If I were King of Norrway,
 I'd ask an elephant to stay.
 If I were King of Babylon,
 I'd leave my button gloves undone.
 If I were King of Timbuctoo,
 I'd think of lovely things to do.
 If I were King of anything,
 I'd tell the soldiers:
 "I'm the King".

Exercise 1. Read this conversation and pay attention to the sentences with “I wish”.

Rebecca was frightened by a thunderstorm. She felt the house shaking in the wind. She wished her husband were at home, so she decided to call him.

Jake: Hello, Jake Donnavan here.

Rebecca: Hi, Jake. This storm is terrible.

Jake: I know. I can see the rain blowing across the windows. Are you all right?

Rebecca: Yes, but I’m frightened. I can feel the house shaking in the wind. I watched the trees breaking. I wish the storm would stop. I wish you were here.

Jake: I wish I were, too. It’s going to be hard to drive home. I hope that the storm will stop soon.

Rebecca: I hope it does, too. I wish you could come home early.

Jake: I wish I could too. I’ll try to. I’ll call you later.

Rebecca: OK. Good-bye.

Answer these questions:

1. What did Rebecca wish?
2. What does she tell her husband?
3. What does Jake wish?
4. What does Rebecca hope for?
5. What does Rebecca wish Jake could do?
6. How would you feel in similar circumstances?
7. What would you do?

Exercise 2.

- a) I wish I were/was on holiday.

I wish I were/was in Sochi.

Where do you wish you were now?

Do you wish you were in bed?/at home?/
on the beach?/in London?/on the Moon?

- b) I’m a teacher.

I wish I were an actress.

What do you wish you were?

- c) I haven’t got a car. I wish I had a car.

Make up five sentences.

- d) It’s raining.

I wish it wasn’t raining.

Continue.

1. He’s not working.
2. It’s snowing.

3. They're sitting in front of TV all days long.
4. He's waiting.
5. The phone is ringing.

Exercise 3. Make sentences in response to the situations thus expressing regret that what we / you...want now isn't possible.

Example: She hates straight hair. She thinks curly hair is beautiful. She has straight hair. She wishes her hair were curly.

1. He doesn't like his job.
2. It's much too expensive.
3. She is an only child and very lonely.
4. He's beginning to feel homesick.
5. I'm tired of being single.
6. It takes her a long time to go to work.
7. She is extremely bad-mannered.
8. Her friend never comes to her place.
9. She has very little time to spare.
10. I lack money to buy a new cassette-recorder.
11. The weather is very dull.
12. There's no disco in the neighbourhood.
13. She wears too much make up.
14. He worries too much.
15. She's very inconsiderate.
16. You get no letters from your parents.

Exercise 4. React to the following statements expressing *envy* like the example.

- We've got a house in the country, actually.
- Really? ***I wish I lived*** in the country too.

1. They have a house by the sea.
2. I'm lucky. My job involves a lot of travelling.
3. I'm going to work abroad next year.
4. We've bought a new car.
5. I have many relatives.
6. He isn't our lecturer.
7. I go to the sea-side every summer.
8. Her imagination is very rich
9. My cousin has got a knack for drawing.
10. She's good at swimming.

Exercise 5. Change the following sentences to make the regrets *sound stronger* like the example:

I wish I were young again.

If only I were young again!

1. I wish I were an actress.
2. I wish he were with us here.
3. I wish I had enough money to buy this picture.
4. I wish I knew the truth.
5. I wish I knew how to help him.
6. I wish I were a bird.
7. I wish I knew what to say.

Exercise 6. Express your *annoyance or regret* about yourself using the prompts given below.

- I'm shy when I meet new people.
- I often leave my things behind.
- I have a lot of work to do.
- My imagination is poor
- I have no friends.
- I lack money.
- I have no ear for music.
- I have no knack for drawing.
- I never listen to what my parents say.
- I don't know French.

Exercise 7. In pairs ask each other what annoys you about your home town like this:

- How do you like living in...?
- Oh, it's OK, but I wish...

Use the prompts given below.

You may continue this list.

- There's no disco.
- It's not close to the capital.
- There isn't enough to do.
- There aren't many clubs.
- There are no good souvenirs.
- There isn't enough living space.
- There aren't decent parks or gardens.
- There are no art galleries at all.
- There are a lot of slums on the outskirts, actually.
- Some streets are badly kept.
- In some districts the air is too polluted.

2. Referring to the past

Look at this:

wish	had been
	hadn't been
	had done
	hadn't done

Exercise 1.

She hasn't finished the work yet.

She wished she ***had finished*** it.

Continue.

1. I didn't learn to type.
2. They haven't done their homework.
3. I haven't done this film yet.
4. I didn't go to the premiere.
5. I haven't seen her in the role.
6. She left school at fourteen.
7. I didn't have the chances.
8. I had no choice.

Exercise 2. React to the following like the example:

A.: I really wish we hadn't gone.

B.: Yes, I'm sorry we went.

1. I really wish we had stayed at home.
2. I really wish you hadn't told him the news.
3. I really wish they had stayed with us.
4. I really wish we hadn't left the party.
5. I really wish we hadn't gone to the concert at all.
6. I really wish we had booked the tickets long in advance

Exercise 3. Change the sentences using "***I wish...had done...***"

1. I'm sorry to have missed yesterday's lecture.
2. I regret I didn't get in touch with him when I was in Moscow.
3. It's a pity the pianist's technique was so bad.
4. I regret having mentioned it in my letter.
5. I'm sorry she hasn't told you about the change.
6. I regret I misunderstood her.
7. It's a pity the weather has taken a turn for the worse.
8. I regret having stayed away from classes yesterday.

9. It's to be regretted that the play was a dismal failure.
10. I'm sorry to have misled you.

Exercise 4. Change the "if" for the "wish-" subclauses like the example.

If I'd known his address, I'd have called on him when I was in Moscow.

- ***I wish I had ('d) known*** his address then.

1. If I had spent more time in the open air I shouldn't have fallen ill.
2. If I had known about his illness I'd have visited him.
3. If he had worked hard he would have passed that exam successfully.
4. She wouldn't have translated the text if I hadn't helped her.
5. If my friend had dropped in at my place yesterday we'd have watched that interesting film together.
6. If I had gone to Moscow last summer I'd have done the sights of the capital.
7. If my friend hadn't been seriously ill she wouldn't have fallen behind the group.

Exercise 5. Complete these sentences.

1. It was silly of me not to buy that dress. I wish I ...
2. I never studied at all when I was at school. I wish I ...
3. I'm sorry I've mentioned it to him. I wish I ...
4. We went to the opera but I didn't like it at all. Now I wish I ...
5. I'm sorry I've done it. I wish I ...
6. Helen is sorry she didn't invite the Christophers to dinner. She wishes she ...
7. Simon is sorry Ann didn't phone him on Sunday. He wishes...
8. I thought you'd come to the party yesterday, but you didn't. I wish you ...
9. I didn't have enough money on me when I saw the book on sale. I wish I ...
10. It's a pity I didn't see that new play. It's not on any longer. How I wish I ...
11. Why didn't you come in time? I wish you ...

Exercise 6. Express ***regret*** like the example:

The party was so dull that they left early.

They wish they hadn't gone to the party.

1. They've already left.
2. She hasn't forgiven him.
3. You've got no letters.
4. They were very noisy at the lesson.
5. He's lost the book.
6. She hasn't finished the work yet.

7. She was very inconsiderate.
8. I didn't go to the meeting.
9. I haven't seen them for ages.
10. I couldn't find any accommodation for the night.

Exercise 7.

A. Below you have a list of the regrets and desires of a woman who wastes her life on wishful thinking. Can you write down what she is going to bore all her friends with this week? Watch the tenses.

She is sorry that she didn't marry Bill and go to Canada with him. She is sorry she sold her car and wishes she could buy a new one. She regrets having moved to the country. She wishes she could say or do something creative. She is sorry she spent so much money on a new coat. She wishes she did not spend so much time day-dreaming.

B. Perhaps you also made mistakes in the past which you regret now. Give examples from your personal experience.

Exercise 8.

A. You went to the concert. Say what you feel about the concert using this sentence:

I wish we had stayed at home.

B. You and your friend went to the cinema. Say about the visit using the sentence:

I really wish we hadn't gone.

3. Referring to the Present or Future

Look at this:

wish	you	would do.....
	he	would do.....
	I	could do.....
	he	could do.....

Exercise 1. Read the following dialogue. Pay attention how the interlocutors express their *annoyance*. Act out the dialogue. Make up dialogues by analogy.

Husband (sniffs)

Wife: ***I wish you wouldn't.***

Husband: Wouldn't what?

Wife: Wouldn't sniff.

Husband: What's wrong with sniffing?

Wife: I just can't stand people who sniff, that's all.

Husband: Oh (hums).

Wife: I wish you wouldn't.

Husband: Wouldn't what?

Wife: Wouldn't hum.

Husband: What's wrong with humming?

Wife: I just can't stand people who hum, that's all.

Husband: Well, thank you. Thank you very much. Perhaps you'd like me to leave the room?

Wife: Yes, I wish you would.

Husband: With the greatest of pleasure.

Exercise 2. In pairs ask each other what *annoys* you about your parents/about other people you know, like this:

– How do you get on with...?

– Oh, she / he is / they are all right, but I wish...

Use these prompts: complain about my room, always criticize my friends, never allow me to invite my friends, always complain that they're overtired, ask me too many questions, seldom invite people to our flat, always complain about my clothes.

Exercise 3. Continue the father's lines expressing his *annoyance*.

The setting: The parents are criticizing their son.

Mother: By the way, Dave says he's going to be out for supper.

Father: And he's having his friends in for the evening.

Father:

Mother: And he says he's going to be away for the weekend.

Father:

Mother: Besides he says he's going to spend his holidays with his friends in the mountains.

Father:

Mother:

Exercise 4. Answer these questions using either "I wish you would" or "I wish I could".

1. Shall I tell him about the change?
2. Can you offer any other explanation?
3. Shall I repeat it?
4. Can you drive a car?
5. Shall I keep a seat for you?
6. Shall I phone her?

7. Will you take part in the concert?
8. Can you account for his strange behaviour?
9. Shall I book tickets in advance?
10. Will you stay with us here?
11. Shall I give you a lift?

Exercise 5. Change the sentences using the patterns: “*I wish you / he / ... would*”, “*I wish I / he / ...could*”.

1. I'd like you to pay more attention to your phonetics.
2. I ask you to behave better in public places.
3. I'm sorry that I can't lend you a hand.
4. I'd like you to join us tomorrow.
5. It's a pity you can't stay with us.
6. I ask you to mind your manners.
7. I'm sorry I can't be of use to you.
8. I ask you to see to getting the tickets.
9. I'd like you to come over to our place.
10. It's a pity I can't get the address.

Exercise 6. Respond to the following situations like the example:

Her husband smokes too much. – She wishes he'd (would) stop smoking.

1. You're in a cafe and the service is slow.
2. She speaks so quickly that I can't understand her.
3. That student always turns up late.
4. You never get any letters.
5. Their son is overweight.
6. His girlfriend has left him and he misses her terribly.
7. He never does as he is told.
8. She never smiles when she meets people.

Exercise 7. Use these sentences in short dialogues.

1. I wish you'd do as you're told.
2. I wish you wouldn't say things like that.
3. I wish I could be of use to you.
4. I wish I could stay here longer.

Светлана Юрьевна Ильина

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Тема 2. Достопримечательности

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