

ИЗ
БИБЛИОТЕКИ
МГИМО

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АКТУАЛЬНЫЙ АНГЛИЙСКИЙ

BROADEN YOUR MIND WITHOUT A GRIND

ИНТЕРАКТИВНЫЙ УЧЕБНИК

ЗАХОДИТЕ НА САЙТ



ОТКРЫВАЙТЕ КЛЮЧИ



СЛУШАЙТЕ И ЧИТАЙТЕ

ВСЛУХ



ВЫ С АНГЛИЙСКИМ НА ТЫ!

EN

Рабочий стол



16:05

Т.В. АНДРЮХИНА
Н.В. КУЗНЕЦОВА

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Астрель
Москва

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Настоящая книга поможет вам значительно продвинуться в освоении английского языка. Вы познакомитесь с оригинальными текстами на актуальные темы, проверите свои знания с помощью упражнений с ключами, прослушаете аудиозадания из Интернета (и сверите их со скриптом), научитесь выражать свои мысли устно и письменно.

Пособие адресовано старшеклассникам, студентам и всем, кто стремится совершенствовать свой английский самостоятельно.

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ПРЕДИСЛОВИЕ

Каждый, кто изучает английский язык, овладел его базовой грамматикой и лексикой, естественно, хотел бы получить бóльшую свободу в практическом применении своих знаний и на вопрос, говорите ли вы по-английски, ответить утвердительно. Настоящий учебник поможет вам значительно продвинуться в освоении английского языка. Вы сможете побеседовать на языке в конкретных ситуациях, понять прочитанный вами текст или прослушанную аудиозапись, обсудить их с партнерами и поговорить на волнующие вас актуальные темы.

Учебник английского языка “**BROADEN YOUR MIND WITHOUT A GRIND**” («По-английски о важном — просто и сложно, шутя и серьезно») сочетает новизну и традиционность в подаче учебного материала и позволяет достичь устойчивого результата в обучении. Поэтому настоящий учебник, несомненно, будет полезен следующим категориям лиц:

- школьникам, заинтересованным в повышении своего языкового уровня для успешной сдачи Единого государственного экзамена, поскольку данный учебник обеспечивает непосредственный и плавный переход от уровня **B1** к уровню выпускников средней школы **B2**, что соответствует Общеввропейской шкале компетенций;
- студентам вузов, желающим приобрести навыки устной речи путем участия в ролевых играх, в решении реальных проблем и формировании навыков ведения дебатов

-
- по неоднозначным общественным проблемам с последующим оформлением результатов в виде делового или личного письма, отчета или аргументированного эссе;
- всем заинтересованным лицам, не имеющим возможности совершенствовать свой английский в аудитории и стремящимся сделать это самостоятельно при наличии ключей к упражнениям, переводов на русский язык заданий, лексики и грамматики, примеров письменных произведений и скриптов к заданиям на аудирование, которые приведены в учебнике.

Современный учащийся, несомненно, оценит диапазон, актуальность и дискуссионный характер тематики уроков. Следующие темы будут полезны и интересны для высказывания своего личного мнения в частной беседе и для углубленного обсуждения с друзьями:

- В здоровом теле — здоровый дух
- Генная инженерия: пища Франкенштейна
- Мужчины — с Марса, женщины — с Венеры
- Охота к перемене мест
- Чтение книг и Интернет
- Глобальный английский: благо или угроза национальным языкам?
- Культурные ценности: хранить или возвращать?
- Общество потребления и шоппоголики
- Люди и «умные машины»
- Социальные сети — новые возможности

Учебник включает девять уроков, которые структурно делятся на разделы, обеспечивающие достижение поставленных целей.

Раздел **LEAD-IN** состоит из заданий, вводящих тему всего урока. Раздел **READING** содержит тематический текст и задания на проверку понимания текста и его обсуждение. В тексте раздела **READING** жирным шрифтом выделена активная лексика урока.

В английском языке очень большой объем словаря, поэтому освоение более сложной лексики, идиом и фразовых глаголов — путь к овладению этим языком. В разделе **VOCABULARY** активная лексика, идиоматические выражения и фразовые глаголы даются с переводом основных значений на русский язык. Задания на множественный выбор, подстановку, соотнесение с дефиницией и англо-русский и русско-английский перевод помогают усвоить и закрепить лексику. Такая работа обеспечивает усвоение лексики в межкультурной перспективе.

В разделе **LANGUAGE IN USE** повторяются основные грамматические темы и конструкции, которые представлены с точки зрения их назначения в определенной коммуникативной ситуации.

Раздел **READING AND SPEAKING** включает дополнительные англоязычные тексты, которые содержат богатый материал для обсуждения и выражения мнения, как в диалоге, так и в ходе проведения дебатов.

В разделе **CROSS-CULTURAL FOCUS** содержатся тематические тексты на русском языке, пересказ и обсуждение которых с использованием активной лексики являются гарантией выхода обучающихся на более высокий уровень владения английским языком. В разделы **READING AND SPEAKING** и **CROSS-CULTURAL FOCUS** включены тексты разной сложности (более трудные помечены звездочкой*), что дает возможность аудитории с разным исходным уровнем найти для себя подходящий материал.

И, конечно, говорение невозможно без понимания на слух, которое развивается в рубрике *listening / viewing and speaking*. Фразы речевого этикета и средства логической связи в рубрике *functional English* помогут сделать вашу речь более вежливой, логичной и аргументированной.

Раздел **WRITING** посвящен развитию умений вести письменную коммуникацию в форме письма и эссе, входящих в формат ЕГЭ. Раздел содержит наглядные примеры соответствующих письменных произведений.

В разделе **FOLLOW-UP** пройденный материал получает развитие в творческих коммуникативных заданиях, в том числе с использованием ресурсов Интернета.

Желаем успеха и плодотворной работы с этим учебником английского языка!

Авторы

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СПИСОК УСЛОВНЫХ СОКРАЩЕНИЙ

adj — adjective — имя прилагательное

adv — adverb — наречие

ant — antonym — антоним

e.g. — for example — например

esp — especially — особенно

etc. — et cetera — и так далее

infml — informal — неформальный (*стиль*)

n — noun — имя существительное

phr v — phrasal verb — фразовый глагол

pl — plural — множественное число

pp — past participle — причастие второе

predic — predicative — предикативное употребление

prep — preposition — предлог

syn — synonym — синоним

v — verb — глагол

vs — versus — в сравнении с, против

амер. — американизм

грам. — грамматика

информ. — информатика

ирон. — иронический

отриц. — отрицательный

перен. — в переносном значении

разг. — разговорное слово, выражение

экон. — экономика

Пока медикам известен единственный способ борь

UNIT 1

BEING HEALTHY AND WISE

LEAD-IN

talking points

1. *What are the components of a healthy lifestyle? Каковы составляющие здорового образа жизни?*

2. *Rate the following ways of ensuring physical fitness. Расположите по степени значимости следующие способы поддержания здорового образа жизни.*

avoid junk food	move to the countryside
give up bad habits	walk to work
balance your work and life	take vitamin pills
go on a diet	do physical exercise in the office
relax when feeling stressed	go jogging
work out in the gym	take up sport professionally

3. *Comment on the following proverbs. Прокомментируйте пословицы.*

1. Early to bed and early to rise makes a man healthy, wealthy, and wise.

2. We eat to live not live to eat.

READING

4. *Read the text and give the arguments for and against the girl's protest against her parents. Прочитайте текст и приведите аргументы за и против выступления девочки против своих родителей.*

YOUNG LIVES SPOILT BY HIGH AMBITION

Can there ever be any prize in sport so golden, so glittering, that it is worth the saddest loss of all – the loss of a childhood?

If ever a child seemed born to win it was surely Dominique Moceanu. It is said that when he first clapped eyes on her in a Los Angeles hospital, her father, Dumitru, announced to her mother, Camelia: “She looks very strong. Looks good for a gymnast.”

Back in his native Romania, Dumitru, a former car salesman and restaurateur, had been a fine but frustrated gymnast himself. His parents had insisted that attendance at school was more important than endless hours in the gym. He lost his dream of making the Romania national junior team, but remained **obsessed** with winning. He promised to make his dream come true. Later he **reinforced** his promise by a vow that his own child would one day make up for that.

He shared his vision and drive with his wife and together they had the baby Dominique performing before she could walk. At the age of six months, they had her dangling from a garden clothes line. By the time she was three years old she was in relentless training and exceptionally **fit** and **muscular**.

In **terms** of athletic achievements, her career was very impressive and reached a climax at the Atlanta Olympic Games in 1996, when, despite a stress fracture in her right leg, she was at 14 the youngest of the United States gold medal winning team, dubbed the Magnificent Seven. She performed with a courage that made her a cult role model for the young and the darling of the American public. She had an image of a happy glorious girl and her parents were at last satisfied and felt **smug**. Her father was especially **inflated** with pride.

But the public impression turned out to be based on a **fallacious** idea.

Over the past month, however, Dominique has been in another contest, just as serious and just as fiercely fought. This time it was in a court-room, not a gym, and the opponents were her own mother and father.

Three weeks ago in the most remarkable indictment of the pushy sporting parent syndrome, Dominique ran away from

home, got herself a lawyer and applied to the court to be legally declared an adult. She did this, she said, to escape parents who had controlled every moment of her life and to get her hands on some of the millions that her amazing talent had earned. She said she could manage her money herself and not pay her father the **fee** he didn't deserve.

In the most bitter charge of all Dominique claimed that her father had robbed her of her childhood. "People say there're a lot of **virtues** in doing sport but looking back I see none. When I went to compete when I was young, I was always in fear because I would get yelled at by my father and feel **humiliated**," she said in an interview with a Houston newspaper, "I never had a childhood. I **abhor** my life of constant exercise. Training is repetitive and monotonous, a real **drag**!"

"It always had to be about the gym," she said sadly. "I would think: Don't you guys know anything besides gymnastics? Can't we go out for ice cream? Or would you say I should avoid **junk** food? Can't you be my Mom and Dad instead of me being your **flourishing** business?"

In her lawsuit, Dominique claims that she has reason to believe that her father has "mismanaged" millions of dollars from endorsements, exhibition tours and her autobiography. "I kill myself training and going to school, and what is he doing with my money?" she said. "They haven't been working since 1996. Where does their income come from? Me. All my money has gone as **charity** to my parents. I can't come to terms with that!"

Arguments for

1. _____
2. _____
3. _____

Arguments against

1. _____
2. _____
3. _____

5. Answer the following questions. Ответьте на вопросы.

1. Do you agree that Dominique's case is an example of the loss of a childhood?
2. How can "born to win" be understood in the text?

3. Why is Dominique's father called a frustrated gymnast? Did he find a good way of making up for his lost dream?

4. What is your opinion about exercising in early childhood? Is training young children only Dominique's case or is it common in modern gymnastics?

5. What were the true reasons for accusing her parents? Do you approve of Dominique's actions?

6. Can there be a perfect life-sport balance in professional sport? Would she have achieved as much if her parents had not been persistent enough? What is the way out?

6. Study the following functional English and debating technique. Act out a dialogue between two members of the jury giving arguments in favour of sustaining Dominique's claim and against it. Draw on the arguments in 4. Изучите следующие элементы логической связи и технику ведения дебатов. Составьте диалог между двумя присяжными заседателями, высказывающимися в поддержку или против претензий Доминик.

functional English

<i>Expressing</i>	
<i>agreement</i>	<i>disagreement</i>
Right you are...	I think, you are mistaken here...
I see what you mean...	I am sorry, I can't agree...
I absolutely agree with you...	I'm afraid, I don't share this point of view...
I agree to a certain extent...	I'm afraid, you are wrong...
I take your point, but...	I think, I must disagree...
You have a point...	Sorry, I can't disagree with you more...

debating technique

Turn taking	Structuring turns
<p>I think, ...the first argument... because... Supporting ideas and facts...</p>	<p>I see what you mean, but I must disagree. I'm convinced that... The first counterargument... because... Supporting ideas, facts...</p>
<p>No, not at all! The second argument... because... Supporting ideas, facts...</p>	<p>You could be right, but in my opinion... The second counterargument... because... Supporting ideas, facts...</p>
<p>I agree to a certain extent... The third argument... because... Supporting ideas, examples...</p>	

VOCABULARY

7. Learn the new vocabulary. *Выучите новые слова.*

- obsess** *v*
The thought of seeing him again completely **obsessed** her. / She was **obsessed** with the thought ...
obsession *n*

завладеть умом
Она была охвачена желанием вновь увидеть его. (Мысль снова встретиться с ним завладела ее умом.)
навязчивая идея, неотступная мысль

Her **obsession with** personal cleanliness annoys us.

obsessive *adj*
obsessive thoughts, love, concern, jealousy

Нас раздражает ее чрезмерная озабоченность вопросами личной гигиены.
 навязчивый

2. **reinforce** *v*
to reinforce elbows of the jacket with leather
to reinforce troops
 He **reinforced** his promise by his word of honour.
reinforced concrete
reinforcement *n*
reinforcement therapy

reinforcements *pl*

1. усиливать, укреплять

 усилить войска, прислать подкрепление
 2. подкреплять
 3. армировать железобетон
 1. усиление, укрепление
 реабилитация, реабилитационная терапия
 2. военное подкрепление, пополнение
 3. арматура

3. **fit** *adj*
 a **fit** time and place
 The food was not **fit to** eat.

1. (при)годный, подходящий
 надлежащие время и место
 Пища оказалась несъедобной (непригодной для питания).
 2. *predic* подобающий, достойный
 Делайте, как вы считаете нужным.

Do as you think fit.

3. годный, способный
 годный к службе

fit for duty (service)

Он ни на что не способен.

He is **fit for** nothing.

He is **fit for** the job.

to keep fit

fit *v*

The words **fit** the occasion.

4. здоровый, бодрый
 поддерживать форму

The key doesn't **fit** the lock.

The coat doesn't **fit** you.

1. соответствовать, годиться
 Такие слова как раз здесь уместны.

a fitting room

to fit a handle **to** a broom

fit into *phr v*

2. подходить, быть впору
 3. приспособливать, прилаживать, подгонять (*одежду*)
 примерочная
 приделать ручку к метле
 вписываться, всовываться, уместаться

a pocket computer which
is small enough **to fit into**
your pocket

fitness *n*

fitness for military service,

fitness for doing sth

to ensure **fitness**

1. (при)годность, соответствие
2. выносливость, натрениро-
ванность, хорошая физичес-
кая форма
обеспечить хорошую физи-
ческую форму

4. **muscle** *n*

not to move **a muscle**

to build **muscles**

muscular *adj*

muscular activity

a **muscular** man

мускул, мышца
не шевельнуться
накачивать мышцы
1. мускульный, мышечный
мышечная работа
2. сильный, мускулистый

5. **term** *n*

presidential **term**

long / short term (loans)

terms of payment (delivery)

to be on good / equal /

friendly / speaking **terms**

technical **terms**

1. период, срок
2. семестр
3. *pl* условия
условия платежа (доставки)
4. *pl* отношения

5. термин
6. *pl* способ выражаться, язык,
выражения
в общих чертах, формулировках
а) на языке, в терминах
в терминах этой теории
б) в смысле, с точки зрения,
в том, что касается
в том, что касается денег
смириться, принять как есть

in general terms

in terms of

in terms of this theory

in terms of money

to come to terms with

6. **smugness** *n*

smug *adj*

a **smug** smile

отриц. самодовольство, само-
уверенность
самодовольный, самоуверен-
ный

7. **inflate** *v*

to inflate a balloon, a tire

to inflate an idea, opinion,
position

1. надувать, накачивать
2. раздувать, приукрашивать,
преувеличивать
придавать слишком большое
значение важности (*события*)

Unit 1

The father **inflated** his son's position to his friends.

inflated with pride
to inflate prices = prices **inflated**
inflation *n*
high / low **inflation**
inflationary *adj*

Отец приукрасил положение сына перед его друзьями.

3. надуваться, раздуваться
надутый от важности
4. взвинчивать цены, повышаться (*о ценах*)
1. наполнение воздухом
2. инфляция
инфляционный

8. **fallacy** *n*
a statement based on **fallacy**
fallacious *adj*
This idea was exposed as **fallacious**.

ошибка, заблуждение

ошибочный

9. **fee** *n*
doctor's (lawyer's) fee
tuition fees
an admission fee

1. гонорар, вознаграждение, жалование

плата за обучение

2. взнос

вступительный взнос

членский взнос в клуб

регистрационный сбор

плата за вход

взимать, назначать плату

a club fee
a registration fee
an entrance fee
to charge a fee

10. **virtue** *n*
virtue and vice
a woman **of virtue**

1. добродетель, нравственность; добродетель и порок

2. целомудрие

3. хорошее качество, положительная черта

virtues and shortcomings
by virtue of
virtuous *adj*

достоинства и недостатки

из-за, в силу, на основании

добродетельный, целомудренный

возможный, виртуальный

virtual *adj*
virtual reality
virtually *adv*

по существу, на самом деле, в сущности

11. **humiliate** *v*
He felt **humiliated**.
humiliation *n*
humiliation of the defeated enemy

унижать, оскорблять, позорить

унижение, оскорбление, унижительное положение

humiliating <i>adj</i> a humiliating situation	унизительный
12. abhor <i>v</i> to abhor war (fascism) I abhor such talk. abhorrence <i>n</i> I feel abhorrence of lies. abhorrent <i>adj</i>	1. питать отвращение, ненавидеть 2. <i>разг.</i> не выносить отвращение, омерзение отвратительный
13. drag <i>n</i> a heavy drag uphill Exercising is a real drag . He is a real drag . drag <i>v</i> to drag a net to drag sb out of bed to drag from home	1. медленное движение 2. <i>разг.</i> скучища, тоска зеленая Он настоящий зануда. 1. волочить 2. заставить, вытащить
14. junk <i>n</i> junk food an attic full of junk junk <i>v</i> to junk a car The whole plan ought to be junked .	1. утиль, отбросы неполноценная пища (<i>в закусочных, автоматах</i>) 2. ненужный хлам, старье захламленный чердак 1. сдавать в утиль 2. выбрасывать как ненужное Этот план надо отвергнуть.
15. flourish <i>v</i> All plants flourished on fertile soil. The business is flourishing .	1. пышно расти 2. процветать, преуспевать
16. charity <i>n</i> Charity begins at home. He left his money for charity . to give / donate charity	1. благотворительность, милосердие Кто думает о родных, не забудет о других. 2. благотворительное общество, учреждение Он оставил свои деньги на благотворительные цели. 3. милостыня, подавание

Unit 1

8. Match the words to their definitions. Установите соответствие между словами 1–16 и их значениями a–r.

- | | |
|----------------|---|
| 1 muscle | a self-satisfaction, self-righteousness |
| 2 virtue | b a feeling of embarrassment caused by having lost pride |
| 3 abhor | c fibres inside your body |
| 4 smugness | d to back up an idea, point of view |
| 5 reinforce | e a dull thing, a bore, a nuisance |
| 6 flourish | f as regards |
| 7 fallacy | g healthy, strong to do physical exercise |
| 8 humiliation | h advantage, benefit |
| 9 drag | i to be of the right size, shape |
| 10 inflate (2) | j to be successful |
| 11 charity | k things that are of very low quality |
| 12 in terms of | l to make bigger by filling with air |
| 13 obsession | m a fixed idea |
| 14 fee | n to hate very much, loathe |
| 15 fit (2) | o a false idea or argument |
| 16 junk | p a helpful, generous attitude towards people |
| | q a sum of money paid to be allowed to do sth |
| | r to make sth appear better and more important than it is |

9. Translate into Russian paying attention to the new vocabulary. Переведите на русский язык, обращая внимание на новые слова.

1. It has been a terrible year **in terms of** business.
2. This medicine is used to kill **muscular** pain.
3. The proceeds of this concert have gone to local **charities**.
4. She is a person of many **virtues**.
5. He was the object of interest simply **by virtue of** being a native speaker.
6. Presidents in some countries are **virtually** powerless.
7. It is sometimes difficult to deal with him because of his **inflated** self-image.

8. Most PC users **abhor** spam and try to get rid of these **junk** messages.
9. There was **smugness** in his eyes that he did not want to hide.
10. These facts **reinforce** the trend towards equality among men and women.
11. As a result of the crisis some industries **flourished**, others collapsed.
12. It is a total **fallacy** that painters inspire painters.
13. When I was a boy I often suffered the **humiliation** of being screamed at if I made a mistake.
14. Wearing the old school uniform was a real **drag**. It was **fit to junk**.
15. They could not **drag** themselves **from** the party.
16. A **fitness** trainer **charges a** smaller **fee** than a lawyer or a dentist.
17. Stars are often pursued by **obsessed** fans.

10. Translate into English using the new vocabulary. Переведите на английский язык, используя новые слова.

1. Христианские **добродетели** — это вера, надежда и любовь (милосердие, сострадание).
2. **Добродетель и порок** часто сосуществуют в одном человеке.
3. Его просьба была **по существу** командой. Нас **унижало** такое отношение.
4. **Мускулатуру** можно развить, посещая спортзал и занимаясь бодибилдингом. Пик **физической формы** достигается упорным трудом.
5. Все мужчины в этой семье были **физически развитыми и мускулистыми**.
6. **Ненависть** к войне в этой стране является доминирующим чувством.
7. Их **самодовольство вызывало отвращение** у простых людей.

8. Было бы лучше, если бы ручки сумки были *укреплены* натуральной кожей.
9. Политическая нестабильность ведет к *пышному росту* коррупции.
10. К сожалению, вся эта теория строилась на *ошибочном* утверждении.
11. Считать, что профессиональные спортсмены являются здоровыми людьми, полное *заблуждение*.
12. *Гонорар* адвоката зависит от его квалификации и почасовой ставки.
13. *Регистрационный взнос* участника конференции составляет около пятидесяти долларов.
14. Несмотря на болезнь, она смогла *заставить себя* встать с постели и приготовить домашнюю еду. Есть *всякую ерунду* не хотелось.
15. Сокращение налогов не должно иметь *инфляционных* последствий.
16. В качестве плота дети использовали большую *накачанную* шину.
17. Несмотря на продвижение по службе, он остается с коллегами *на дружеской ноге*.
18. Он был *одержим* желанием пробиться в высшее общество.

11. Learn the following phrasal verbs and choose one to complete the sentences below. Выучите фразовые глаголы и используйте один из них, чтобы закончить следующие предложения.

in for something

(criticism, abuse)

(be exposed to something unpleasant)

down (heavily) on somebody

(criticize or punish)

down with something

(catch an illness)

to terms with something

(accept a situation as it is)

out with something

(say something surprising)

up with something

(produce an idea)

come

to the point

(to stop talking about unimportant details and say what is most important)

round

(regain consciousness)

1. His wife died last year and he still cannot _____ her death.
2. The new law _____ those driving with no proper tax and insurance.
3. My little girl _____ some strange expressions. Goodness knows where she hears them.
4. Although he's an entertaining speaker, it takes him ages to _____.
5. After deliberating for several hours we finally _____ a possible solution to the problem.
6. Soon after their arrival at the holiday resort they all _____ gastric flu.
7. When he _____ after the operation, he had absolutely no idea where he was.
8. I'm afraid we have _____ a lot of criticism over our decision to close the hospital.

12. Match the idiomatic expressions 1–8 to the explanations a–h. Установите соответствие между идиомами 1–8 и их значениями a–h.

- | | |
|-------------------------|--|
| 1 a new broom | a someone who expresses opinions about things he / she knows very little about |
| 2 a wet blanket | b someone who has no fixed roots |
| 3 a stuffed shirt | c a pompous, self-opinionated person |
| 4 a couch potato | d a gossip who wants to know everything that happens to other people |
| 5 an armchair critic | e someone who stands by you only when things are going well |
| 6 a fair weather friend | f someone who likes to sit in comfort and do nothing |
| 7 a nosy parker | g a new person in charge who makes changes |
| 8 a rolling stone | h someone who does not want to join in and spoils the fun for everybody else |

Unit 1

13. Match the idiomatic expressions 1–8 to their Russian equivalents а–з. Установите соответствие между идиомами 1–8 и их русскими эквивалентами а–з.

- | | |
|-------------------------|---|
| 1 a new broom | а чванливое ничтожество, самолюбленный человек, надутый индюк |
| 2 a wet blanket | б человек, сующий нос не в свои дела, «любопытная Варвара» (любопытной Варваре нос оторвали) |
| 3 a stuffed shirt | в новое начальство (<i>в чьи планы входит изменение существующих порядков, обновление состава персонала и т.п.</i>) |
| 4 a couch potato | г перекаати-поле; кому на месте не сидится |
| 5 an armchair critic | д друг на хорошую погоду, ненастоящий друг |
| 6 a fair weather friend | е лежебока, сидень; домосед (<i>о человеке, ведущем пассивный и бездеятельный образ жизни</i>) |
| 7 a nosy parker | ж зануда, некомпанейский человек |
| 8 a rolling stone | з пустой критикан, человек, склонный все критиковать, во всем находить недостатки; ничтожный критик, слепо следующий какой-л. доктрине, догме |

blank-filling

14. Choose the word that best completes the sentence. Выберите подходящее слово, чтобы закончить предложение.

- Do you know the old saying “a _____ stone never gathers moss”?
A wet B new C rolling D rotating
- Don’t be such a _____ blanket – come and join in the fun!
A rolling B stuffed C nosy D wet

3. UEFA _____ down on British football hooligans.
A went B fell C came D cracked
4. Americans are believed to be overweight because they eat a lot of _____ food.
A fast B cholesterol C frozen D junk
5. My anti-sport tendencies were _____ over the years by reports of injured sports enthusiasts.
A supported B helped C reinforced D stressed
6. Exclusive gyms usually _____ high club fees.
A appoint B charge C spend D demand
7. CEOs of many multinationals have vastly _____ salaries.
A high B filled C raised D inflated
8. A new _____ sweeps clean.
A cleaner B boss C leader D broom
9. Most TV cannels are full of _____.
A stuff B junk C virtue D fallacy
10. I'm sorry to be a _____, but could you check this again?
A drag B turn C bug D rat

15. Translate the sentences using the phrasal verbs, idioms and other new vocabulary. Переведите на английский язык, используя фразовые глаголы, идиомы и другие новые слова.

1. Английская промышленность **подвергалась** резкой критике со стороны нового премьер-министра: **новый начальник устанавливает новые порядки**.

2. Она производит впечатление очень **добропорядочного** человека, но иногда **выдает** такие крепкие словечки, что начинаешь задумываться.

3. Оппозиция **обвиняет** правительство в неудачах в проведении экономической политики. Премьер-министр считает это мнение **ошибочным**.

4. США и Россия *предложили* компромисс в решении международного конфликта. Сепаратисты не могут с этим *смириться*.

5. Она *слегла* с неизвестной *болезнью* и долго не могла выкарабкаться. Но даже в это тяжелое время она была *помешана* на желании хорошо выглядеть.

6. Когда она *пришла в себя* после обморока, то сразу вспомнила о той *унизительной* ситуации, в которую попала.

7. Его лекция *такая скучная*. Он никак *не дойдет до сути!*

8. Надо *примириться* с неизбежным: *плата за обучение* может расти.

9. Идеи нового директора не всегда находили одобрения со стороны школьного комитета, но как новый начальник он был *одержим идеей избавиться от старых порядков*. *Новая метла метет по-новому!*

10. Не приглашай Тома. *Он все испортит*. Будет постоянно твердить о своем *процветающем* банке или о возможном *взлете* цен.

11. Я не хочу *скитаться с места на место* всю свою жизнь, но было бы *заблуждением* считать, что я не мечтаю посмотреть мир.

12. Он такой *самодовольный*. Он думает, если богат, то умнее и лучше других людей. Да он просто *чванливое ничтожество*.

13. Как только врач ушел от нас, этот *старый сплетник* Джон прибежал спросить, какая у того квалификация и *сколько он берет за визит*.

14. Я *ненавижу* его лень. *Он только и сидит, ничего не делая!*

15. Его утверждения голословны. Он не может *подкрепить* их фактами. Он ни в чем не *разбирается как следует, а только критикует*.

16. *Он с тобой рядом, только когда у тебя все хорошо*. Было бы *заблуждением* считать его другом после его предательства (betrayal).

LANGUAGE IN USE

the gerund / the infinitive

16. Use the words in brackets in their correct form. *Используйте слова в скобках в соответствующей форме.*

1. I refuse (to do) anything more strenuous than sitting or lying down.
2. (To come) to terms with oneself, (to find) out who one is and where one is going, come from within, not from (to run) around a park.
3. I hate (to pump) iron in the gym.
4. Most aerobic freaks exercise (not to keep) fit but (to look) fashionable.
5. I am glad (to belong) to a family that doesn't believe in physical exercise.
6. Pain, suffering and ill-health result from anything more strenuous than (to walk) to the pillar box or (to dig) the allotment.
7. I don't like (to talk) to sporty people: they get a far-off look in their eyes and their feet keep (to move) on the spot.
8. I would like (to exercise) more.
9. It's no use (to exercise), the flab returns.
10. You must be rich enough (to afford) high sport club fees.
11. At school I was always the last (to finish) a race.
12. It is important for them (to inflate) their egos.

17. Say which of the above sentences illustrate the following uses of the gerund and the infinitive. *Скажите, какие из приведенных выше предложений иллюстрируют следующие случаи использования герундия и инфинитива.*

the gerund is used:

1. after prepositions
2. after certain verbs
3. after certain expressions

герундий используется:

- после предлогов
- после определенных глаголов
- после определенных выражений

Unit 1

- | | |
|--|--|
| 4. as a noun | в качестве отглагольного существительного |
| 5. after the verbs denoting general preference | после глаголов, обозначающих предпочтение в обобщенных ситуациях |

the infinitive is used:

- | | |
|--|--|
| 1. to express purpose | инфинитив используется: в роли обстоятельства цели |
| 2. last / first / second etc. + to - infinitive | в конструкции last / first / second и т.п. + to - infinitive |
| 3. enough / too + to - infinitive | в конструкции enough / too + to - infinitive |
| 4. after I would like / I would prefer etc. to express specific preference | после I would like / I would prefer для выражения предпочтения в конкретной ситуации |
| 5. after certain adjectives (happy, glad, sorry etc.) | после определенных прилагательных (happy, glad, sorry etc.) |
| 6. for + noun / pronoun + to - infinitive | в конструкции for + noun / pronoun + to - infinitive |
| 7. after certain verbs (agree, decide, hope, refuse, afford etc.) | после определенных глаголов (agree, decide, hope, refuse, afford etc.) |

18. Use the words in brackets in their correct form. Express your opinion about "going slow". Поставьте слова в скобках в правильную форму. Выразите свое отношение к общественному движению в поддержку неспешного образа жизни "going slow".

SKIP THE FAST FOOD AND GO SLOW

LONDON, England (CNN) – In 1986 Italian journalist Carlo Petrini was too disgusted (1 – to see) a McDonald's at the foot of the Spanish Steps in Rome that he took it upon himself (2 – to lead) the fight against fast food.

First he led a demonstration against the offending hamburger chain and then set up the Slow Food organization dedicated to (3 – to preserve) the pleasure and passion that surrounds food. He was sorry (4 – to see) that the sociable and relaxed way of life that was sustained by good food was under threat.

Complete with a doctrine that gives a cheeky wink to the Futurist manifesto – “We are enslaved to the Fast Life, which disrupts our habits, pervades our privacy and forces us (5 – to eat) Fast Foods” – the organization today has spread to 80 countries, from Austria to Venezuela, with over 85,000 members.

(6 – To promote) diversity and (7 – to share) knowledge about good food are also behind the Slow Food organisation. (8 – To add) a new sense of responsibility to the pursuit of pleasure is reason for the organization’s expansion and (9 – to increase) relevance to both consumers and producers. If anyone was in doubt that local producers and foods needed (10 – to protect) from (11 – to disappear), Slow Food offers some statistics: The diversity of European food products has declined by 75 percent since 1900; the figure is 93 percent for the same period for the USA.

“We’re really dedicated to (12 – to promote) bio-diversity and sustainable means of (13 – to produce) agriculture,” said Fiona Richmond, the Slow Food UK coordinator. “Slow Food is about good, clean and fair food.

As consumers we’re increasingly aware of the effects on the environment of food production methods. We’re also encouraged (14 – to keep) our food miles down – the distance our meals have travelled and their means of transportation add to the carbon dioxide emissions contributing to climate change.”

Angie Dodd of Slow Food UK is a firm believer that for supermarkets and food producers (15 – to change) their attitude to (16 – to market) food consumers should promote a new culture and ethics of Slow Food.

By Dean Irvine, CNN May 17, 2007

blank-filling / prepositions

19. Fill in the blanks with the necessary prepositions. Заполните пропуски необходимыми предлогами.

1. It's time you hung _____ your trainers and exercised your mind and not your body.
2. How _____ eating pizza _____ candle light _____ a favourite restaurant?
3. Mania _____ exercising is an ephemeral fad.
4. I disagree _____ those who say that developing muscles is superior _____ the cultivation _____ personality and good taste _____ art, music and food.
5. I was brought _____ to believe that exercise was bad: repetitive, strenuous and dull.
6. Ill health may result _____ anything strenuous.
7. A coach potato's rightful place is _____ the fireplace.
Welcome _____ our club!
8. More and more CEOs join _____ the New York marathon to cultivate team spirit.
9. Many sportsmen suffer _____ torn ligaments, sprained ankles and slipped discs.
10. The present decline _____ physical education shows _____ the failings _____ a system that flourishes _____ the brutality of competition.
11. Many young people are only dressed _____ bright sport-suits.
12. _____ the odd football fanatic, aerobic freak and muscle-man pumping iron, most other athletes would rather be eating a hamburger with their mates _____ town.
13. It's difficult talking _____ sporty people: their feet keep moving _____ the spot.
14. All you get is an obsession _____ your body.
15. Exercise is expensive: _____ terms _____ time, effort, club fees and outfits.

READING AND SPEAKING

20. Scan the text and complete the gaps 1–5 with phrases a–f. There is one extra phrase. Прочитайте текст и заполните пропуски 1–5 частями предложений, обозначенными буквами a–f. Одна из частей предложений в списке a–f лишняя.

- a the others are just old football players and muscleheads
- b their clients fear any encounter with them
- c advising clients on proper **muscle-building technique**
- d parents are dissatisfied with their decisions
- e talked some dentistry
- f a strange thing is happening

21. Read the text and describe a new trend in American fitness industry. Прочитайте текст и опишите новую тенденцию в американской индустрии фитнеса.

FEELING UNFULFILLED?

TRY GETTING A JOB AT THE GYM

A visit to the No Quitters health club in Fort Worth, Texas, explains why after all those years in medical practice Mr Knipper **hung up his drill**. Inside, 47-year-old Jeff Knipper can be found (1) _____. As a **fitness trainer**, he earns a third of what he did as a dentist, and nobody calls him Doctor. But no patient in his 14 years of dentistry ever appreciated his attention the way his **fitness clients** do.

(2) _____ at the gym. Some professionals entering **fitness clubs** as lawyers, accountants, sales managers and such are emerging ultimately as **personal-fitness trainers**. They **go to the gym** in search of a **physical-fitness workout** and instead *find a calling* – which is a problem only in that they already have a profession. “There probably aren’t many other members of my law-school class who wound up working as fitness trainers,” says Sandy Gresko, 35, a Notre Dame-trained lawyer who practiced law for nine years before becoming a trainer.

Many dentists, accountants and lawyers can't help noticing that (3) _____. That helps explain why dentists have such a high suicide rate.

But in gyms, fitness trainers are celebrities. They know everybody, and they usually look great. Their devoted clients feel grateful for the undivided attention – even if it comes at the cost of \$25 to \$100 an hour. When the relationship brings results, that gratitude can evolve into worship. The number of certified fitness trainers is estimated to have doubled this decade, to about 100,000 across the U.S., to serve the growing number of professionals eager to pay somebody to show them how **to lift weights, climb stair machines (steppers), lower blood pressure and lose weight**.

Small as it may be, this trend benefits the fitness business. “People who come from other professions, make some of the best trainers because they are doing it out of love,” says Everett Aaberg, who educates trainers seeking certification through the Cooper Institute in Dallas. “A lot of (4) _____ that don't know what else to do for a living.”

A fitness trainer with a law degree can provide some high-minded conversation. Also, the advice from such a trainer isn't necessarily limited to **weight lifting**. “Sure, Jeff and I (5) _____,” says Terry Mueller, a physical-fitness client of Mr Knipper, the former dentist. “It was his idea that I get these porcelain laminates on my four front teeth.”

comprehension

22. *Explain, comment on the following or answer the questions.*
Объясните, прокомментируйте или ответьте на вопросы.

1. Explain the meaning of **hung up his drill** in the text if “to hang up sth” means “stop doing or retire from the activity associated with particular clothes or object”. For example: He will soon have to hang up his referee's whistle / boots / trainers for good.
2. Why is a career that Mr Knipper found in the gym called *a calling*?

3. What do fitness clients feel for their trainers? Why?
4. How does the trend benefit the fitness business?

discussion

23. List arguments for and against giving up a prestigious and well-paid job and becoming a fitness trainer. Перечислите аргументы за и против решения бросить престижную и высокооплачиваемую работу, чтобы стать тренером по фитнесу.

Arguments for

Arguments against

24. Speak about your experience of going to the gym or a sports club. Did you have a particular aim? How can you assess your trainer? Опишите свой опыт занятий в фитнес-клубе или спортивной секции. Была ли у вас особая цель? Как вы оцениваете своего тренера?

role-play

25. Act out a dialogue between a fitness trainer and a person who wishes to take up sport and become a member of a fitness club. Discuss the aim of training, types of exercises, conditions and membership fees. Use debating technique. Составьте диалог между тренером фитнес-клуба и посетителем, желающим заняться спортом и стать членом фитнес-клуба. Обсудите цели занятий, типы упражнений, условия и членские взносы.

listening and speaking

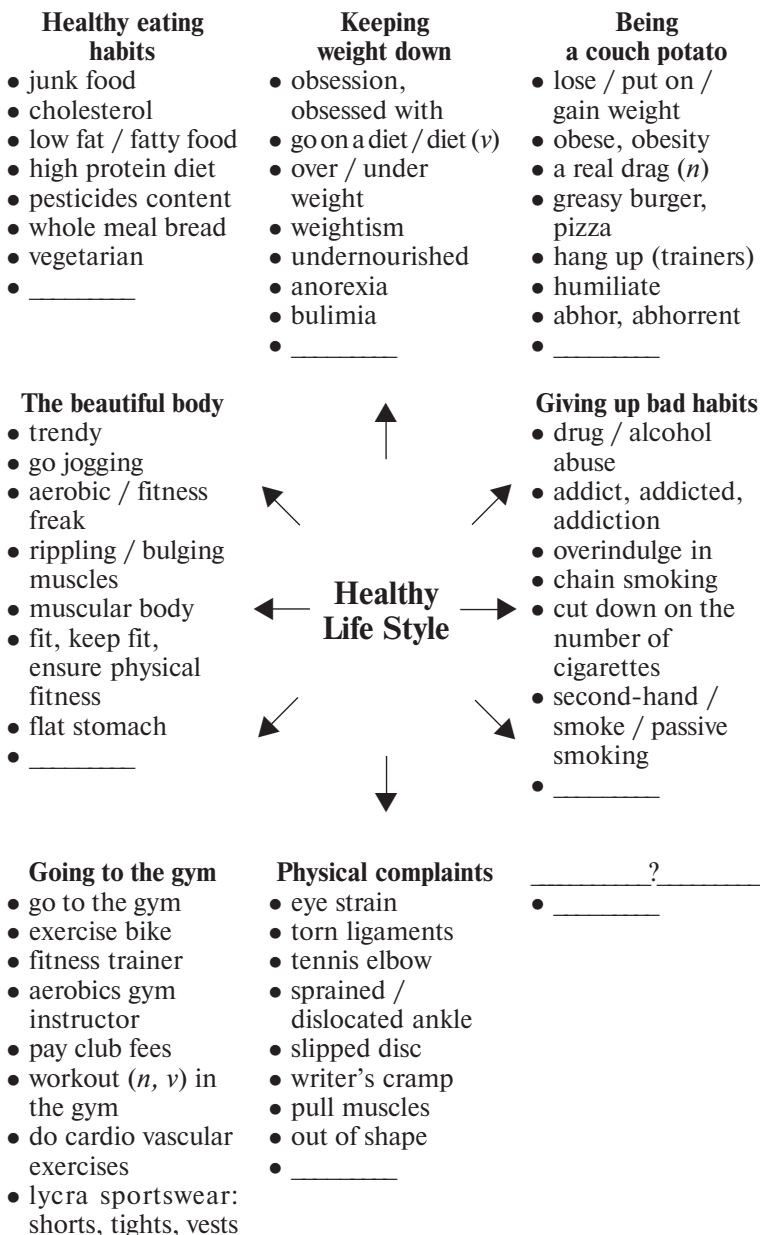
26. Before listening to the recording express your attitude to doing physical exercise. What do you do to ensure physical fitness? Прежде чем прослушать запись, выразите свое мнение о занятиях физическими упражнениями. Что вы делаете, чтобы поддерживать форму?

27. Predict whether most people speaking understand the importance of keeping fit or really exercise. Listen to the **BBC Learning English Weekender** programme **Keeping Fit** and check whether your predictions were correct. Decide whether the following statements are true or false according to the recording. Выскажите предположение, все ли говорящие понимают важность физических упражнений и все ли на самом деле занимаются спортом. Прослушайте программу Би-би-си Learning English Weekender и проверьте, насколько верны ваши предположения. Решите, какие из приведенных утверждений 1–9 соответствуют содержанию аудиотекста (Т), а какие нет (F).

1. April 7th is World Health Day T / F
2. There are seven colleagues speaking. T / F
3. The first speaker talked about going to the gym very often, almost regularly. T / F
4. The third colleague goes to the gym regularly. T / F
5. Cycling, swimming, walking, playing tennis and going to, and not going to the gym were mentioned by Callum's colleagues. T / F
6. Callum cycles about 4 kilometres a day. T / F
7. Rodney Mitchell is a manager of a local gym. T / F
8. Rodney Mitchel recommends exercises for general well-being and to overweight people, in particular. T / F
9. Callum is eager to get home sooner so she doesn't feel like riding a bicycle. T / F

pair-work

28. In pairs, discuss (un)healthy life styles of modern people using the following word groups. Suggest at least one more aspect of a (un)healthy life style, supply an appropriate heading and key vocabulary. Обсудите в парах (не)здоровые привычки современных людей, используя следующие группы слов. Предложите по крайней мере еще один аспект (не)здорового образа жизни, выберите соответствующий заголовок и ключевую лексику.



*29. Scan the text and guess the meaning of the italicized words.

30. Match the italicized words from the text 1–7 to their meanings a–g and check if your guess is correct. А. Найдите в тексте слова, выделенные курсивом, и угадайте их значение по контексту. В. Установите соответствие между словами из текста 1–7 и их значениями a–g и проверьте правильность своей догадки.

- | | |
|-------------------|---|
| 1 to deem | a to make sure that a law or rule is obeyed by people |
| 2 incentive | b the process of doing a job or action |
| 3 intrusion | c something that interrupts a peaceful situation or a private event |
| 4 poll | d an amount of money that you pay regularly for an insurance policy |
| 5 job performance | e stimulus |
| 6 premium | f an occasion when a lot of people are asked their opinions about something |
| 7 to enforce | g to consider that someone or something has a particular quality |

31. Read the text and explain how people are discriminated against in the workplace for health reasons. Прочитайте текст и объясните, как люди подвергаются дискриминации на рабочем месте на основании состояния их здоровья.

LIFESTYLE DISCRIMINATION IN THE WORKPLACE

Americans have long accepted that employers have a certain degree of control over what we do while at the workplace. But increasing numbers of employers are dangerously broadening the sphere of their control to include what employees do in their own homes. Many employers now refuse to hire people whose private lives are *deemed* “unhealthy”. A few even fire current employees who don’t change their lifestyle to meet new com-

pany demands. The most common victims of this type of discrimination are smokers and fat people. According to a 1988 survey taken by the Administrative Management Society, 6% of all employers (about 6,000 companies) now discriminate against off-duty smokers. The number has almost certainly increased since then because the discrimination of “unhealthy people” has been flourishing. It is more difficult to estimate the number of companies which discriminate against fat people or those eating junk food, since this is seldom an official corporate policy. However, anecdotal evidence collected by the National Association for Advancement of Fat Acceptance (NAAFA) suggests that discrimination against fat people is even more common. Other employers refuse to hire people who drink alcohol, have high cholesterol levels, or ride motorcycles.

The driving force behind this trend is economics. Health care costs for employers are increasing by at least 15% per year, almost 3 times as fast as inflation. Although several factors contribute to these rising costs, the only factor employers have control over is their employees. With such an *incentive*, employers may well try to dominate every health related aspect of their employees’ lives, including diet, exercise and sleep habits and without protective legislation they will succeed.

The early Americans adopted the Bill of Rights to limit the government’s involvement in their lives and modern Americans demonstrate the same unwillingness to tolerate *intrusion* whether by government or by employer. According to a 1990 *poll* by the National Consumers League, 81% of Americans believe that an employer has no right to refuse to hire an overweight person, a smoker or an unfit person who doesn’t go to the gym.

Recognizing that refusing to hire people for reasons unrelated to *job performance* is unfair and often prevents the company from hiring the best qualified person, some employers have adopted a different strategy. Employees who have lifestyles the employer considers unhealthy are required to pay more for their company health insurance. Some employers say they are charging unhealthy employees a *premium* over their “normal” rate,

some say they are giving healthy employees a discount. Either way, one employee is paying more for their health care than another. This is a fallacious and even wrong approach.

At least such programs should be reinforced with sound data. The company should be able to demonstrate that the behavior in question increases employer health care costs by a measurable amount. While such relationships may exist, the data currently available does not demonstrate it clearly, which means that these relationships are inflated.

The methods used *to enforce* these policies raise independent civil liberties issues. Most employers currently take an employee's word that they are not violating the rules for off-duty behavior. People will take jobs, not reveal their lifestyle, and hope the employer doesn't find out. When this occurs, employers will have to hire spies to follow people away from work and / or require frequent universal medical testing (such as urinalysis) in order to enforce the policy. Such practices are abhorrent in terms of civil liberties.

Abridged from

http://www.workrights.org/issue_lifestyle/ld_legislative_brief.html

32. Answer the following questions. Ответьте на вопросы.

- Can employers have a certain degree of control over what we do while at the workplace?
- Can employers control what employees do in their own homes (exercise or not, eat healthy or junk food, drink alcohol, smoke, do extreme sports, etc.)?
- What criteria should be taken into consideration when hiring or firing an employee?
- What other factors may contribute to the rising health costs besides employees' unhealthy lifestyle?
- Is charging unhealthy employees a premium over their "normal" rate fair?
- Should the methods used to enforce health discrimination policies raise independent civil liberties issues?

CROSS-CULTURAL FOCUS

33. *Render the text in English using the words and phrases below for the italicized words and word combinations. Передайте содержание текста на английском языке, используя следующие слова и выражения для выделенных курсивом слов и словосочетаний.*

in flux, a workaholic, obsessed with, to put on weight, was not very fit or muscular, came down on him, could not drag himself out of home, has lost 10 kilos, in terms of work-life balance, to ensure fitness, abhors her husband's job, I am not a nosy parker, we often become obsessed with work

НЕМНОГО О WORK-LIFE BALANCE

ЕСТЬ ЦЕНА И У НАШЕГО ТРУДОГОЛИЗМА!

Известный врач и педагог Уильям Ослер сто лет назад сказал, что лучшее, что может произойти с человеком, — это легкий инфаркт в сорокалетнем возрасте. Звучит цинично? Давайте разберемся!

Я смог убедиться в справедливости этих слов на примере своего соседа по подъезду. Я мог видеть происходящее с ним *в динамике*. Когда мы познакомились и стали общаться, Юра (так зовут соседа) был отчаянным *трудоголиком*, *полностью поглощенным* своей работой в крупной российской компании. Он никогда *не был особенно спортивным и мускулистым*, а тут постепенно *стал еще и тучнеть*. Я при встрече полушутя, полусерьезно *нападал на него* за то, что он не участвует в наших футбольных и хоккейных баталиях (во дворе нашего дома футбольное поле и хоккейная площадка, что спровоцировало создание команд нашего дома!). Он вздыхал, говорил, что не может *вытянуть себя из дома*, так как постоянно много работы... А год с небольшим назад у Юры случился инфаркт... И что же? За прошедшее с тех пор время стиль жизни Юры изменился кар-

динально. Теперь он два раза в неделю играет в хоккей. Один-два раза в неделю играет в футбол. В выходные гуляет с семьей в парке... Ездит на дачу, «чтобы быть ближе к земле»... *Сбросил почти десять килограммов.* И я понимаю, что именно инфаркт заставил его думать о жизненных приоритетах *с точки зрения* баланса между работой и здоровым образом жизни. Именно инфаркт заставил его задуматься о необходимости *обеспечить хорошее физическое состояние* и необходимости его поддержания в определенной форме. Именно инфаркт заставил его пересмотреть свое отношение к близким — к жене, к сыну. И должен вам сказать, мне видны результаты изменения его приоритетов. *Я не сую нос в чужие дела*, но я встречаюсь в лифте с женой Юры, которая теперь не выглядит озабоченной и не говорит, что *ненавидит* работу мужа, несмотря на финансовое благополучие, а просто светится от счастья.

Но неужели нужно проходить через инфаркт, чтобы установить равновесие между работой и личной жизнью?

Олег Плиска

WRITING

34. Study the following tips for writing a discursive essay. Discuss the following for and against essay layout. Изучите следующие правила написания сочинения-рассуждения, содержащего аргументы за и против какого-либо высказывания.

For and Against (Balanced) Essay presents a reader with a thorough consideration of the topic *from opposing points of view*. Each point should be discussed objectively and *in equal detail*. **The introductory paragraph** states *the topic under consideration*.

Arguments for and against supported by justifications, examples, reasons are presented in different paragraphs in **the main body**. The author's own opinion with a *balanced consideration* of the topic is presented only in **the conclusion**.

Layout

- 1. Introduction**
- 2. Body**
 - a) Points in favour of the statement**
 - b) Points against the statement**
- 3. Conclusion**

35. Analysing a Model Text. Анализ образца сочинения-рассуждения.

- *Read the essay and underline the correct linking words, which: Прочитайте сочинение и подчеркните правильные элементы логической связи, которые:*

list / add points	перечисляют, добавляют идеи
introduce reasons / examples	называют причины или вводят примеры
show contrast	показывают контраст
introduce a conclusion	вводят заключение

- *What is each paragraph about? О чем говорится в каждом абзаце?*

Model For and Against Essay

More Exercise, Less Stress?

Do you know how dangerous stress can be? It affects us both physically and mentally, so reducing stress is something that we should all try to do. While many people feel that the best way to get rid of stress is some form of exercise, there are other ways which are just as effective.

The benefits of physical exercise are obvious. 1) Moreover / First of all, keeping fit helps your body to stay strong and healthy. 2) Therefore / Because you are less likely to get sick or suffer from stress-related health problems 3) Such as / In addition to heart attacks and cancer.

4) Furthermore / However, exercise is a good way to get rid of frustration and anger, because after exercise the brain produces hormones called endorphins which make us feel good.

5) On the other hand / Moreover, if you are out of shape, exercise can be quite painful. You may pull a muscle or injure yourself. 6) Due to the fact that / Furthermore, exercising may even cause more stress. 7) What is more / Since it will add to your already hectic schedule.

8) Last but not least / In conclusion, the best way to combat stress is healthy life. As James Freeman Clark says, "Never hurry. Take plenty of exercise. Always be cheerful. Take all the sleep you need. You may expect to be well."

- *Read the essay again and list the points for and against the topic. Are they similar to yours? Прочитайте сочинение еще раз и перечислите аргументы за и против заявленной темы. Вы с ними согласны?*
- *What topic sentences has the writer used in the main body? Suggest other appropriate ones. В каком предложении в абзацах основной части автор выражает свою главную идею? Предложите свои ключевые предложения.*
- *What justifications / examples does the writer give to support each point? Какие доводы и примеры автор приводит для подтверждения каждой точки зрения?*
- *What techniques does the writer use to start / end his article: a quotation? Addressing the reader directly? A rhetorical question? Какие приемы автор использует, чтобы начать и закончить сочинение? Приводит цитату? Обращается к читателю напрямую? Задает риторический вопрос?*
- *Can you suggest another beginning / ending? Предложите другие начало и конец сочинения.*

Topic Sentences

36. Choose the appropriate topic sentence for the following paragraph. Выберите предложение, обобщающее смысл следующего абзаца.

1. Society teaches women that good health matters more than body shape.
2. Women are getting the message that they are judged by their weight.
3. A woman's physical appearance is less important than it used to be.
4. Nowadays, a woman's intelligence and her personality are considered more important than her looks.

On TV, in films and magazines, only thin women are considered beautiful, popular and successful. As a result, many women feel that their lives will improve only if they lose weight. Our society not only encourages women to become thin but almost insists on it.

FOLLOW-UP

37. Hold a group discussion of for and against the following propositions. Обсудите в группе следующие предложения.

To raise health standards
in society,

- companies and offices should introduce obligatory warming-up sessions for their employees
- schools and universities should have more time for Physical Education in their curriculum
- company administrations should give a pay rise to non-smokers
- all citizens should undergo annual health examinations
- healthy lifestyles should be taught at schools as traffic rules or survival skills.

Unit 1

38. Give a 5-minute presentation on:

- a person, who excelled him / herself in sport, in fighting a disease or injury by doing exercise
- a company that is known for providing good health support to its employees.

Выступите с пятиминутной презентацией на тему:

- о человеке, который отличился в спорте или победил болезнь, или справился с травмой, занимаясь физкультурой
- о компании, которая известна своей заботой о здоровье своего персонала.

39. Explain the meaning of the following sayings and express your personal opinion. Объясните значение следующих высказываний и выразите свое мнение.

1. It's high time you hung up your trainers and exercised your mind and not your body.
2. Whenever I feel like exercise I lie down until the feeling passes.
3. A man's health can be judged by which he takes two at a time — pills or stairs.

40. Write a balanced for and against essay on one of the topics. Напишите сочинение-рассуждение, содержащее аргументы за и против, по одной из тем.

1. The benefits and shortcomings of professional sport.
2. A healthy mind in a healthy body.
3. Is keeping fit just a fad or it's a way of life?

UNIT 2

FRANKENSTEIN FOOD

LEAD-IN

talking points

1. *Who is Frankenstein? What was he created from? Why did this literature character become a metaphor of dangerous scientific research that goes against nature? Кто такой Франкенштейн? Из чего он был создан? Почему этот литературный герой стал метафорой опасных научных исследований, имеющих противоестественный характер?*

2. *What kinds of food are called Frankenstein foods? Why? Какие продукты питания и почему получили название «пища Франкенштейна»?*

3. *Match the words 1–8 to their meanings a–h. Explain in what way the words are associated with the latest research in genetics? Установите соответствие между словами 1–8 и их значениями. Объясните, как эти слова связаны с последними исследованиями в области генетики.*

- | | | |
|------------------------|---|---|
| 1 genetic engineering | а | ген, носитель наследственности |
| 2 DNA | б | трансплантация, пересадка (стволовых клеток, органа, ткани) |
| 3 gene | в | клон (потомство живых организмов, являющееся полной их генетической копией) |
| 4 genetically modified | г | овца Долли — второе теплокровное животное, полученное из генетического кода другого взрослого существа путем клонирования |

Unit 2

5	GM	д	ГМО — генетически модифицированные организмы (<i>растения или содержащие их продукты</i>)
6	genetically engineered	е	стволовая клетка — особый тип клеток живых организмов, способных изменяться в любой другой тип
7	stem cells	ж	ДНК
8	transplant	з	«спроектированный, селекционный ребенок» (<i>ребенок, зачатый с применением методов генной инженерии</i>) genetic engineering
9	designer baby	и	генная инженерия, занимающаяся искусственными модификациями гена
10	clone	к	полученный с применением методов генной инженерии
11	Dolly-the-sheep	л	генетически модифицированный

4. Look at the following newspaper headlines. What arguments do they present for and against advanced genetic technologies? Взгляните на следующие газетные заголовки. Какие аргументы за и против передовых генных технологий они отражают?

Genetically modified food: food for thought

Snack makers to stop using genetically engineered corn

Gene Genies

Genetic Revolution

A ban won't make cloning go away

Abuse of genetic methods

READING

5. Skim the article raising a controversial question of whether GM crops should be allowed in Europe or not. Match the headings a–f with suitable paragraphs 1–6. There is one extra heading.

Быстро прочитайте статью, поднимающую противоречивую проблему, следует ли разрешать в Европе выращивание генетически модифицированной сельскохозяйственной продукции. Установите соответствие между подзаголовками а–g и подходящими абзацами текста 1–5.

- 0 a *Increased crops with less fertiliser*
- 1 b *Two reasons to revise GM policy*
- 2 c *Minor opposition*
- 3 d *UK farmers are dissatisfied*
- 4 e *America is not afraid of GM*
- 5 f *No support to GM*
- g *GM crops are harmful*

6. Read the article and formulate its message in one or two sentences. Прочитайте статью и сформулируйте ее основную идею в одном-двух предложениях.

GM FOOD: MONSTER OR SAVIOUR?

0 d) *UK farmers are dissatisfied*

As Rural Affairs Correspondent I have been left in no doubt that many UK farmers – and others in the food production industry – think that GM is an important tool which can improve their productivity, but which has been denied to them. Of course, farmers want to increase yields (урожай), or get the same yield using less land, less *fertiliser*.

1

But, did not we as a nation make up our minds about GM almost a decade ago? You remember: environmentalists successfully branded GM “Frankenstein Food” – they warned us of the dangers of *interfering with* natural environment. As a nation we *came down on the application* of genetic methods in agriculture. Although there is no *ban on* growing GM in the UK, the regulations mean Britain is *hostile* to GM in the agribusiness. Even British scientists can’t actually do their genetic

research at home and want to go abroad, which *disrupts* their progress in the field.

2

So why go back to the *controversial* debate? Well, two reasons come to my head immediately. The first is that – unlike 10 years ago – we are now *running short* of food. Where there were once mountains of grain there are now shortages. The second thing that has changed is the fact that other countries have *set a precedent* and GM is now being grown in massive amounts. And guess what? There have so far been no reports of how badly the environment or human health have been *affected*. So with that in mind, I raise a question: is it time to rethink the *concept* of GM?

3

Let us start in America. While we in Europe have rejected growing GM crops (посевные культуры), the United States has enthusiastically *concerned itself with* the new technology. Thousands of hectares of land are now covered in GM crops. Most meals consumed in America's ultimate consumer society will have some GM content. Americans, generally, do not even feel *concerned about* it or are afraid of possible *abuses* of this advanced technique.

4

But there is a minority of US farmers resisting GM crops. They told me that the big business of biotech is making it difficult for farmers to make their own decisions about what to grow. Almost all of the seed available is GM seed. But they admit that there have been no reports of environmental problems caused by GM. Also nobody has *determined incompatibility* of GM food and the human organism.

5

Back in Europe, why then British farmers cannot grow GM food on their own farms? “GM is probably *a win-win solution* for consumers and farmers alike,” they say. “First of all, GM is enabling farmers to grow more crops on the same fields in a world where we're struggling to feed the population. It's also

enabling farmers to grow the crops with less use of chemicals. Again, that's *a green win*".

BBC NEWS

comprehension

7. Answer the questions. Ответьте на вопросы.

1. Why are GM crops so attractive to farmers?
2. Why were British farmers allowed to use new genetic methods of increasing productivity?
4. Why does the correspondent suggest rethinking the attitude to GM?
5. Do Americans feel concerned about the use of GM?
6. What makes some American farmers resist GM crops?
7. What are the benefits of using GM?

8. Explain or paraphrase the following expressions from the text. Объясните или перефразируйте следующие словосочетания из текста.

1. a monster or a saviour
2. a win-win solution
3. a green win

role-play

9. Role-play a dialogue between an environmental activist and a farmer discussing for and against the application of GM in farming. Составьте диалог между сторонником защиты окружающей среды и фермером, обсуждающими за и против использования ГМО в сельском хозяйстве.

Student A: a farmer who is in favour of industrial use of genetic techniques in agriculture.

Student B: a Green Peace activist who is against genetic GM in farming.

VOCABULARY

10. Learn the new vocabulary. Выучите новые слова.

- | | |
|--|---|
| <p>1. fertiliser <i>n Brit</i>
 <i>Amer fertilizer</i>
 fertilise <i>v</i>
 fertility <i>n</i>
 measures to improve the fertility of the soil
 Jean had been receiving fertility treatment.</p> <p>a general decline in fertility
 Utah has the highest fertility rate in the country.
 fertile <i>adj</i>
 fertile pastures
 fertile soil
 infertile <i>adj</i></p> <p>infertile soil
 infertile couples</p> | <p>удобрение</p> <p>удобрять, вносить удобрение
 1. плодородие; изобилие (<i>в области животного и растительного мира</i>)
 2. а) плодовитость; способность к воспроизведению потомства
 б) рождаемость, уровень рождаемости населения (<i>как демографический параметр</i>)
 плодородный, изобильный
 тучные пастбища
 плодородная почва
 неплодородный; стерильный, бесплодный
 неплодородная почва
 пары, не способные иметь детей</p> |
| <p>2. interfere with <i>v</i>
 The noise interfered with my work.
 to interfere with sb's health</p> <p>interfere in</p> <p>to interfere in the internal affairs
 interference (in, with) <i>n</i>
 England withdrew from any active interference in the struggles of the Continent.</p> | <p>1. мешать, служить помехой
 Шум не давал мне работать.</p> <p>2. вредить, приносить вред, портить, вредить здоровью
 3. вмешиваться, вторгаться (<i>в дела, отношения</i>)
 вмешиваться во внутренние дела
 вмешательство
 Англия уклонилась от активного вмешательства в борьбу на континенте.</p> |
| <p>3. application <i>n</i></p> <p>application of new techniques</p> <p>to file (make, send in, submit) an application</p> | <p>1. применение, использование, употребление; приложение
 применение новой технологии
 2. просьба; заявление; форма заявления
 подавать заявление, подавать прошение</p> |

	<p>to reject, turn down an ap- plication a computer application</p>	<p>отказать в прошении 3. <i>информ.</i> прикладная про- грамма</p>
4.	<p>ban <i>n</i> nuclear tests ban</p> <p>to lift the ban ban <i>v</i> to ban a play (a meeting, a de- monstration, a newspaper) to ban sb from doing sth The administration banned the workers from spreading the secret information.</p>	<p>запрет, запрещение запрет испытаний ядерного оружия снять запрет запрещать</p>
5.	<p>hostile <i>adj</i> hostile army</p> <p>hostile crowd hostility <i>n</i> acts of hostility feelings of hostility</p> <p>hostilities suspension of hostilities</p>	<p>1. неприятельский, враждебный армия противника 2. враждебный, неприязненный враждебно настроенная толпа 1. враждебность, антагонизм; враждебные действия враждебность, враждебные чувства 2. <i>pl</i> военные действия прекращение военных дей- ствий</p>
6.	<p>disrupt</p> <p>to disrupt radio communi- cation to disrupt a meeting</p>	<p>1. подрывать; разрывать (<i>узы</i>), нарушать нарушать радиосвязь сорвать собрание</p>
7.	<p>controversial <i>adj</i> controversy (on, about) <i>n</i> to cause / arouse / fuel con- troversy bitter / heated / furious con- troversy</p>	<p>спорный, дискуссионный 1. спор, дискуссия, полемика</p>
8.	<p>precedent <i>n</i> to set / create / establish a precedent without precedent There's no precedent for this.</p>	<p>прецедент создать прецедент не имеющий прецедента Это беспрецедентный случай.</p>

Unit 2

unprecedented <i>adj</i> unprecedented size / amount / degree / level	беспрецедентный
<p>9. affect <i>v</i> Climate affects our health.</p> <p>to affect public opinion <i>not to be confused with:</i> to effect (to effect payment)</p> <p>The news affected him greatly (to tears). to affect sb's interests</p> <p>Smoking affects his health.</p>	<p>1. действовать на, влиять Климат влияет на наше здоровье.</p> <p>влиять на общественное мнение <i>не путать с: осуществлять, выполнять (осуществить платеж)</i></p> <p>2. волновать, трогать Новость тронула, растрогала его (до слез).</p> <p>3. вредить, наносить ущерб, плохо отражаться, поражать, вредить чьим-л. интересам Курение вредит его здоровью.</p>
<p>10. concept <i>n</i> conception <i>n</i> beyond one's conception clear (precise, vague) conception</p>	<p>понятие, идея</p> <p>1. понимание выше чьего-л. понимания</p> <p>2. концепция, понятие, идея</p>
<p>11. concern <i>n</i></p> <p>public concern to express deep concern about sth to fuel concern for sth</p> <p>family concern</p> <p>a matter of great concern concern <i>v</i></p> <p>The story concerns a good girl and a wicked fairy.</p> <p>As far as I am concerned to whom it may concern</p>	<p>1. беспокойство, забота, тревога тревога в обществе</p> <p>усилить тревогу, подогревать озабоченность</p> <p>2. дело, фирма, предприятие, концерн, семейная фирма</p> <p>3. важность, значение дело большой важности</p> <p>1. касаться (<i>в рассказе</i>), описывать В сказке говорится о хорошей девочке и злой волшебнице.</p> <p>2. касаться, иметь отношение Что касается меня..., (<i>в рекомендательном письме</i>) тем, кого это касается</p> <p>3. волновать, заботить, беспокоить, беспокоиться о чьем-л. здоровье</p>

to be concerned about sb's health

to be concerned with literature (politics)

concerned *adj*

concerned in the crime

a company **concerned with** the defence industry

all parties concerned

to have a **concerned** look (air)

concerned with the real estate business

concerning *prep*

We have received your enquiry **concerning** our proposal.

4. интересоваться, заниматься, иметь отношение к заниматься, интересоваться литературой / политикой

1. связанный с чем-л.

замешанный в преступлении компания, связанная с оборонной промышленностью

2. заинтересованный

заинтересованные стороны

3. озабоченный, обеспокоенный иметь озабоченный вид

4. занятый

занимающийся куплей и продажей недвижимости

относительно, касательно

Мы получили ваш запрос относительно нашего предложения.

12. **abuse** *v*

The candidates **abused** each other.

to abuse a child

to abuse rights / privilege / sb's kindness / hospitality

abuse *n*

to exchange **abuse**

physical **abuse of** children

drug abuse

abuse of power / privilege / position

1. оскорблять, поносить

Кандидаты занимались взаимными нападениями.

2. жестоко обращаться

3. злоупотреблять

1. ругательства, брань

оскорблять друг друга

2. плохое, жестокое обращение

жестокое обращение с детьми

3. злоупотребление

злоупотребление наркотиками

злоупотребление властью

13. **determine** *v*

Demand **determines** prices.

to determine the meaning of the word

determined *adj*

a **determined** character

a **determined** chin

определять, устанавливать

Спрос определяет цены.

решительный, волевой

решительный характер

волевой подбородок

14. **(in)compatible (with)** *adj*

IBM **compatible**

(in)compatibility *n*

(не)совместимый, (не)сочетаемый

(не)совместимость

Unit 2

11. Match the words to their definitions. Установите соответствие между словами 1–15 и их значениями а–о.

- | | |
|--------------------|---|
| 1 concern <i>n</i> | a dispute, argument |
| 2 concept | b to use, handle, or change something, although you have no right to do this, especially so that you damage or spoil it |
| 3 infertile | c anxiety |
| 4 controversy | d to forbid, bar |
| 5 precedent | e unable to have babies; (soil) of poor quality |
| 6 affect | f misuse |
| 7 determine | g to influence, to cause a physical or emotional change |
| 8 hostility | h opposition (with) |
| 9 interfere | i an abstract idea |
| 10 abuse | j to decide, control, to find facts about |
| 11 ban <i>v</i> | k to deliberately become involved in a situation |
| 12 interfere (in) | l a past example or reason for a present action or event |
| 13 compatible | m can exist together |
| 14 disrupt | n the action of putting something into operation |
| 15 application | o to interrupt something and prevent it from continuing |

12. Give the Russian words with the same roots as the following English words. Приведите примеры русских слов с теми же корнями, что и следующие английские слова.

- | | |
|---------------------------------|-----------------|
| 1 transplantation / trans-plant | 2 determine |
| 3 transfusion / transfuse | 4 conception |
| 5 cell | 6 fertility |
| 7 cloning / clone | 8 precedent |
| 9 genetically modified | 10 affect |
| 11 designer | 12 interference |
| 13 embryology | 14 application |

13. Translate from English into Russian paying attention to the new vocabulary. Переведите на русский язык, обращая внимание на новые слова.

1. There is growing public **concern** over Britain's poor economic performance. The government should **interfere in** economic processes more actively.
2. A lot of **infertile** couples are one of the parties **concerned with** the development of genetic engineering and regulations of this field.
3. Some diseases usually **affect** little children, others primarily **affect** grown-ups.
4. Many business women do not have children because child bearing and rearing may **interfere with** their career.
5. Politicians are **banned from** using their position and administrative resources in election campaign. Some contenders are known to have been excluded from the list of candidates for **abuse of** authority.
6. This **controversial** plan is sure to arouse strong opposition and anger. Many people expressed **concern** over the moves to implement it.
7. Arab states condemned the plan, regarding it as **setting a dangerous precedent** and arousing unnecessary suspicions.
8. The report is **concerned with** the relationship between ethical and religious **concepts** and advances in genetic engineering.
9. The proposed new regulation formulated in your **application** is not **compatible with** our existing policy in genetic engineering.
10. There have already been a few **precedents** of giving birth to a baby and using some stem cells to save a sibling **affected** by an inherited genetic disease.
11. The **hostile** crowd of protesters tried to **disrupt** the work of the hospital.

14. Translate into English using the new vocabulary. Переведите на английский язык, используя новые слова.

1. Клонирование человека было **запрещено** во многих странах как **несовместимое** с человеческой этикой. Вот почему решение одной американской пары клонировать

свою умершую (late) дочь вызвало **озабоченность** мировой общественности.

2. Эпоха Ренессанса (*the Renaissance*) явилась временем **беспрецедентного** расцвета искусства и науки.

3. **Определить** генетические болезни и успешно бороться с ними поможет генная инженерия. Однако некоторые относятся к этой науке **враждебно**, так как боятся, что ее открытия могут быть **неправильно использованы**.

4. Одно из достижений генной инженерии позволяет **бесплодным** парам обзавестись ребенком.

5. Методика клонирования вызывает **полемику** в обществе. Действительно, часто трудно провести черту между пользой для здоровья человека и **вмешательством** в природу. Между полным использованием последних достижений науки и их **злоупотреблением** иногда лишь один шаг.

6. Исследователи **установили беспрецедентный** рост случаев использования генетически модифицированных компонентов в продуктах питания. Общественность **озабочена** тем, насколько эти компоненты **совместимы** с естественным генным кодом человека.

7. **Запрет** на проведение генетических исследований **подорвал** дальнейшее развитие этой передовой науки и отрицательно **сказался** на уровне ее развития.

8. Поданная властям **просьба** разрешить проведение фестиваля вызвала **противоречивую** и порой **враждебную** реакцию в обществе.

15. In pairs, match “run, look and catch / be caught” with phrases a–j. Работая в парах, образуйте идиомы, установив соответствие между глаголами “run, look and catch / be caught” и словосочетаниями a–j.

- | | | | |
|---|--------------------|---|---------------------------|
| a | business | f | down your nose at |
| b | red-handed | g | for it |
| c | on the bright side | h | like a drowned rat |
| d | out of | i | someone's eye |
| | <i>run</i> | | |
| | <i>look</i> | | |
| | <i>catch /</i> | | |
| | <i>be caught</i> | | |
| e | short of | j | a gift horse in the mouth |

16. Now match one of these expressions to the explanations below.
А теперь установите соответствие между идиомами и их значениями.

- | | |
|--|-------------------------------------|
| 1 attract someone's attention | 6 apprehend in the act of doing sth |
| 2 flee from | 7 feel superior to |
| 3 be cheerful / optimistic | 8 have an insufficient supply of |
| 4 be ungrateful for what you are given | 9 manage a company |
| 5 have no more left | 10 be completely soaked |

17. Match phrases 1–10 to their Russian equivalents a–j. Установите соответствие между идиомами 1–10 и их русскими эквивалентами a–k.

- | | |
|-----------------------------------|---|
| 1 run a business | а кончиться, иссякнуть |
| 2 catch / be caught red-handed | б относиться с презрением |
| 3 look on the bright side | в спастись бегством |
| 4 run out of | г привлечь внимание, по-пасться на глаза |
| 5 run short of | д быть оптимистом |
| 6 look down your nose at | е смотреть дареному коню в зубы |
| 7 run for it | ж промокший насквозь |
| 8 look like a drowned rat | з поймать с поличным |
| 9 catch someone's eye | и вести дело, управлять предприятием |
| 10 look a gift horse in the mouth | к истощаться, не хватать, подходить к концу |

18. Translate into English using a suitable phrase. Переведите на английский язык, используя подходящие по смыслу идиомы.

1. Она думает, что ее многие **презирают** и считают консервативной за то, что она с опаской относится к передовым технологиям.

2. Существует мнение, что голодающее население африканских стран должно *с благодарностью принимать* любую продовольственную помощь, даже генно-модифицированную продукцию.

3. *Держать ферму* органической сельскохозяйственной продукции *в целях получения прибыли* невозможно, если на соседнем поле выращиваются генно-модифицированные культуры.

4. По дороге с экскурсии в Часовню Рослин скромный дорожный знак *привлек их внимание*. Он показывал направление в лабораторию, где когда-то клонировали овец-ку Долли.

5. Страны, в которых *заканчиваются запасы* продовольствия, *не смотрят свысока* даже на непроверенные технологии, способные решить продовольственную проблему.

6. Спортсменов, применявших запрещенные средства улучшения спортивных результатов, *поймали с поличным*.

7. *Надо быть оптимистом!* Новые методы лечения помогут бездетным парам иметь детей.

8. Многие научные исследования были практически сорваны, когда научно-исследовательские институты *исчерпали* свои ресурсы, а нового финансирования не получили.

9. Покидая помещение, где произошел взрыв, мы старались предупредить остальных об опасности: «*Спасайтесь, кто может!*»

10. Участники фестиваля под открытым небом попали под дождь и *вымокли насквозь*, но были счастливы услышать живую музыку.

listening and speaking

19. Listen to Professor D. Crystal's explanation of the new word in the English language – GM. Play bingo by calling out the words from the grid or raising your hand when you hear them. Discuss the meanings of the words. Прослушайте, как профессор Д. Кристал объясняет образование нового английского сло-

ва GM (генно-модифицированный). Во время прослушивания поднимайте руку или называйте услышанное слово из таблицы, как в игре в лото. Обсудите значения этих слов.

BINGO

1. altered plant or animal material	2. an abbreviation	3. to encounter
4. this stuff	5. food labelling regulations	6. a sign on the wall saying

20. Listen to the interview again. Explain why the abbreviation GM is used so often. Прослушайте интервью еще раз. Объясните, почему аббревиатура GM используется так часто.

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_uptodate/page5.shtml

LANGUAGE IN USE

revision of tenses

21. Identify the tenses, then match them with the correct description. Дайте название грамматического времени и соотнесите его с правильным описанием его значения.

- | | |
|--|--|
| 1 She is getting promotion this summer. | a action in duration up to a certain moment in the future |
| 2 The teacher had marked most of the papers by the end of the week. | b actions taking place at or around the moment of speaking; temporary situations |
| 3 The sun rises in the east and sets in the west. | c action continuing over a period up to a specific time in the past |
| 4 The course starts on 1 st September. | d past action which occurred before another past action or before a stated time |

Unit 2

- | | |
|--|--|
| 5 Clare is looking for a new house. | e prediction about the future |
| 6 We've been sharing a room for years. | f permanent truths or laws of nature |
| 7 I am sure they will employ staff from all over the country. | g emphasis on duration of an action that began in the past and continues up to the present |
| 8 I was doing the shopping while my husband was babysitting at home. | h timetables / programmes (future meaning) |
| 9 The activist had been missing for a fortnight before he was found last night. | i two or more simultaneous past actions |
| 10 By the end of the year we will have been working together for 20 years. | j a fixed arrangement in the near future |

22. Fill in the blanks with an appropriate tense form of the verb in brackets. Name one of the effects of successful genetic treatments in Denmark. Заполните пропуски соответствующей временной формой глагола в скобках. Назовите одно из положительных последствий использования генетических методов лечения в Дании.

IF A COUNTRY WANTS TO KEEP ITS POPULATION UP, IT SHOULD PROMOTE IVF

Two papers presented to the “State of the ART” conference held earlier this month in Lyon (1 – to argue) that in Europe, at least, there may be a public interest in promoting ARTs – assisted reproductive technologies. The low fertility rate in many of that continent’s more developed countries (2 – to mean) their populations (3 – to age and shrink). If governments want to change this, ARTs – most significantly in-vitro fertilisation (IVF) – could offer at least part of a way to do so.

As the conference (4 – to hear) no such data (5 – to publish) before, it (6 – to seem) that IVF (7 – to be keeping up) the numbers in at least one country. Tina Jensen of the University assisted reproductive technologies of Southern Denmark (8 – to finish) a study of more than 700,000 Danish women. She (9 – to find) that young women in Denmark (10 – to have) a significantly lower natural conception rate than in past decades. That is partly, but not entirely, because they (11 – to have) their children later in life. Whatever the cause, she also (12 – to find) that the effect (13 – to compensate for) almost completely by an increasing use of ARTs. Denmark's 3.9% of babies born in 2003 (14 – to be) the result of IVF. The comparable figure for another northern European country, Britain, (15 – to be) 1.5%.

That the number of Danes (16 – not to shrink) may have something to do with the fact that in Denmark the taxpayer (17 – to cover) up to six cycles of IVF treatment if they (18 – to be) necessary. In Britain, by contrast, couples are supposed to be entitled to three cycles. In practice, many of the local trusts that (19 – to distribute) the money (20 – not to pay) for any cycles at all. The cost of offering six cycles to couples is not trivial, but Dr Grant reckons it is cheaper than other ways of boosting the birth rate.

The Economist July 26th 2007

the passive for procedures and processes

23. *What tenses do not have passive forms? Какие времена не имеют пассивных форм?*

24. *Fill in the blanks with an appropriate voice form of the verb in brackets to describe a genetic process or procedure. Заполните пробелы соответствующими видовременными формами глаголов в скобках для описания генетической процедуры.*

a). Muscle enhancement, memory enhancement, height-enhancement, and sex-selection that began as an attempt to

treat a disease or prevent a genetic disorder now may (1 – to use) as an instrument of improvement and consumer choice.

Muscles enhancement. Everyone would welcome a gene therapy to alleviate muscular dystrophy and to reverse the muscle loss that comes with old age. But what if the same therapy (2 – to use) to improve athletic performance? A synthetic gene (3 – to develop) that, when injected into the muscle cells of mice, prevents and even reverses natural muscle deterioration. Although the therapy (4 – not to approve) yet for human use, there are a lot of prospects that it may (5 – to apply) to weight lifters, sprinters and other athletes.

Memory. Genetic enhancement is possible for brains as well as brawn. In the mid-1990s a memory-linked gene in fruit flies (6 – to manipulate with), creating flies with photographic memories. More recently smart mice (7 – to produce) by inserting extra copies of a memory-related gene into mouse embryos. Higher learning ability, quicker and longer memory (8 – to achieve) in the altered mice. The extra copies (9 – to programme) to remain active even in old age, and the improvement (10 – to pass) on to offspring.

Sex-selection. For couples undergoing *in-vitro* fertilization (IVF), it is possible to choose the sex of the child before the fertilized egg (11 – to implant) in the woman's body. Pre-implantation genetic diagnosis (PGD) (12 – to use) most often. Several eggs (13 – to fertilize) in a Petri dish and grown to the eight-cell stage (about three days). At that point the embryos (14 – to test) to determine their sex. Those of the desired sex (15 – to implant); the others (16 – to discard) typically. Embryo screening is a highly reliable means of sex selection. Soon skin colour, sex, height, immunity to disease, and even IQ may (17 – to choose) with the help of PGD.

b). Therapeutic cloning involves the transfer of the nucleus from a body cell into an enucleated egg. The egg (1 – not to fertilise), it (2 – to harvest) from the woman's body. The same procedure (3 – to use) in IVF (*in-vitro* fertilization). The nu-

cleus (4 – to remove) from the egg and the nucleus from a body cell (5 – to transfer) into the egg. The egg soon becomes what (6 – to refer to as) human embryonic cells and reminds human embryo after five days from fertilization. These cells give rise to all the tissues in the adult organism at birth. These embryonic cells develop differentially into different human body cells: blood cells, nerve cells, skin cells. The treatment of a variety of diseases (7 – to base) on this technique: Parkinson's disease, juvenile diabetes, Alzheimer disease. The role of the technique (8 – can't overestimate) in spinal cord damage repairs.

Abridged from APRIL 2004 ATLANTIC MONTHLY

READING AND SPEAKING

25. Read the parallel texts, then cover the English text and sum up the Nashes' story in English. Прочитайте параллельные тексты, затем закройте английский текст и кратко изложите суть истории семьи Нэш по-английски.

Gene Genies

People have children for a variety of reasons. But it is always a gamble. Particularly if the child is born partly to provide a transplant of stem cells for a brother or sister with a nasty genetic disease: not only might the new baby turn out to be a poor match for transplantation because of incompatibility, but might also have inherited the same disorder as their sister or brother.

A test-tube genetic method helps reduce this risk. Once

Донора родили на заказ

Рождение ребенка – это *всегда риск*. Когда шесть лет назад у Лизы и Джека Нэш, живущих в штате Колорадо, родилась дочь, они были на седьмом небе от счастья. Однако вскоре после рождения Молли родителей ждал тяжелый удар. Оказалось, что у их дочери очень опасная *наследственная генетическая болезнь*.

Пока медикам известен единственный способ борь-

embryos are created in vitro (in a laboratory test-tube) and still growing in the laboratory, it is possible to pick a cell or two from them and test them for defective genes. "Clean" embryos can then be implanted into the mother.

Late last year, Jack and Lisa Nash, a Colorado couple, chose the high-tech approach to avoid their new baby suffering from an inherited genetic disease, which plagues their elder daughter. But they also put in a special request: that the newly-born baby should be genetically compatible with its sister so as to serve as a stem cells donor. Soon after birth, these cells were collected from their new son's umbilical cord and last month, transplanted into his sister to help restore her organism.

The Nashes' story arouses the age-old conflict between parental desires and children's interests. Although treading in an ethical minefield, the Nashes' actions are considered far less explosive because their new son's tissue donation could be made through a procedure in no way endangering his life to save that of his sister.

бы с этим страшным заболеванием. Дети нуждаются в *пересадке здоровых стволовых клеток*. Главная трудность операции заключается в том, что *клетки донора должны быть совместимы с организмом больного ребенка и не иметь тех же дефектных генов*.

Практикующийся в США и Великобритании *генетический анализ клеток зародышей в пробирке* позволяет по желанию будущих родителей *проверить зародышей на наличие дефектных генов*. Этим анализом решили воспользоваться и супруги Нэш. На первом этапе получили *эмбрионы, зачатые в пробирке, и убедились в их генетической совместимости с больным ребенком*. Далее предстояло *отобрать здоровые эмбрионы и пересадить их в организм матери, Лизы Нэш*. Когда родился здоровый сын Эдам, *из его пуповины взяли стволовые клетки и пересадили больной Молли...*

Шансы, что Молли Нэш выздоровеет, очень высоки. «Проектируемый» ребенок впервые в истории медици-

Had an organ, perhaps a kidney, been required, much more difficult questions would now have to be answered.

But as the first such documented use of the technology, the Nashes' decision still worries some ethicists. They are concerned about the test-tube genetic method moving from curing people by avoiding defective genes to actively selecting desirable ones and creating "designer children". America has relatively few legal restrictions on in-vitro techniques. The biggest barriers at the moment are technical. Genetic diagnosis is very complicated. For the moment, designer babies are still far from delivery.

The Guardian 2000

ны спас жизнь больному ребенку. Однако в прессе *развернулась широкая полемика*, насколько все это *морально и этично*.

Решать этические проблемы — это как ходить по минному полю. Возможно, в случае с Нэшами проблемы этического порядка и отступают на второй план — у родившегося ребенка не брали донорские органы, воспользовавшись лишь пуповиной. А как быть с другими случаями «проектирования» детей, когда родители или врачи смогут злоупотребить новым методом? Однако такие прогнозы пока далеки от реальности.

«Известия» 2000

26. *Render the Russian text into English. Дайте свободный перевод русского текста на английский язык.*

27. *Express your attitude to the problem of changing one's original genes. Do you find it ethical? What objections can you anticipate? Are you prepared to make any concessions? Use the recommended functional English. Выразите свое отношение к изменению родных генов. Считаете ли вы эту процедуру этичной? Какие возражения против ее использования вы можете предвидеть? Можете ли вы пойти на некоторые уступки? Используйте в ответах предложенный функциональный английский.*

functional English

Expressing opinion

As I see it... I think... I consider... in my opinion / view... as far as I'm concerned... if you ask me... personally... my point of view is... I'm sure / certain that... I'm convinced that... I really do think that... I definitely think that... I'm absolutely convinced that... There's no doubt in my mind that... From my / political / ethical / social point of view... From the point of view of safety, religion... To my mind... I reckon... I feel... To be honest... I do not agree / believe

Clarifying an opinion

By this I mean... Here I'm referring to... To be more precise... That is to say...

Making concessions

Of course, some people argue... It is sometimes argued that... Admittedly,... While... Although... Nevertheless,...

*28. Scan the text and find the following words 1–7. Guess their meaning from the context and match 1–7 to their definitions a–g and translations A–Ж. Быстро просмотрите текст и найдите слова 1–7. Догадайтесь об их значении по контексту и соотнесите слова 1–7 с их дефинициями a–g и переводом A–Ж.

1 genetic screening	a a piece of rock used by fortune-tellers to predict the future	А устойчивость
2 profile; profiling	b the study of methods of improving the quality of the human race, esp by selective breeding	Б краткая характеристика, совокупность параметров; составление профиля, характеристики

3 genetic make-up	c the painless killing of a patient suffering from an incurable and painful disease	В эвтаназия
4 resilience	d the study of a person's DNA in order to identify possibility of a particular disease or abnormalities	Г магический кристалл
5 euthanasia	e person's characteristics; recording and analysis of a person's characteristics, so as to assess or predict their capabilities in a certain sphere	Д евгеника (учение об улучшении наследственных свойств человека)
6 eugenics	f the ability to return to a previous good condition	Е изучение генома пациента, проверка, рассмотрение генов
7 crystal ball	g the combination of genetic qualities that form a person's temperament	Ж генетические особенности, черты; регистрация и изучение генетических черт

29. Read the text again and decide which facts are imaginary and which are real. Прочитайте текст еще раз и решите, какие факты вымышленные, а какие реальные.

HOW ARE YOUR GENES?

When Jocasta Shakespeare took a laboratory test, she found there was a shock about to happen.

Just imagine a man and a woman sitting having a romantic meal in the year 2018. He says, "Has anyone ever told you, you've got the most beautiful DNA?" She says, "There's something I've been meaning to tell you – I carry Apo E4 gene."

He looks stunned, as if suddenly her breath smelled unpleasant. “You mean two copies?” She says, “Just one E4.”

This is not science fiction. Within 10 years, *genetic screening* will be widely available, as will *profiles* predicting life span and death mode. You may want to know how long your partner is likely to live and which disease he or she is programmed to die from. You might prefer to select one with a beneficial *genetic make-up*, to provide your child with the chance of a long life and *resilience* to heart disease.

As the discovery and testing of human genes becomes more and more common, we will have to deal with new practical problems of insurance, employment contracts and confidentiality, as well as new moral questions about *euthanasia*, abortion and *eugenics*. It is already technically possible to undergo 4,000 tests for genetic disorders to determine when you will die and from which disease. But do you really want to know?

I decided to find out about my own life map from Dr Daniel Rader, who specializes in genetic profiling for heart disease at Pennsylvania Medical Center in Philadelphia. After a long study, I am presented with the results of the tests. The good news comes first. Dr Rader wears a nervous, big-toothed smile, trying hard to look relaxed. He congratulates me on “very good” levels of cholesterol and an “excellent chemical battery”... the bad news is coming. “You have one copy of the Apo E4. This means a 30-percent increased risk of heart disease. The E4 is also strongly predictive of progressive mental disease.” Dr Rader refers me to Dr John Trojanovsky, Director of the Brain Research Programme.

I find Dr Trojanovsky in a flippant mood. “Look on the bright side! Most people don’t live to be 80 anyway,” he says cheerfully.

It is hard to come to terms with myself on the results of the genetic examination. Will my life change as a result of my glance into this crystal ball? Will I turn into a wet blanket, or become a real drag? I think not. After all, as Dr Trojanovsky philosophically points out, I could get run over by a bus tomorrow. Perhaps the answer is to put a notice in the newspaper lonely hearts

and personal advertisements column: “Female (gorgeous), 35, excellent chemical battery, up to eight-decade life span, with one copy of Apo E4, seeks E2 chap who supports euthanasia.”

comprehension

30. Answer the questions. Ответьте на вопросы.

1. What are a man and a woman talking about? Why?
2. What makes their conversation funny?
3. What do genetic screening and genetic profiling deal with?
4. How can information about one’s genetic make-up be used in health insurance?
5. What moral problems arise if private information becomes accessible to insurers?
6. Does the writer really want to know the results of genetic profiling tests? Why? What about you?

listening and speaking

31. Listen to an online broadcast which takes place some time in the future... Which person mentions the following topics a– f, the Interviewer (I) or the Genetic Counsellor (GC)? They are not in the order you hear them. Прослушайте передачу в он-лайн режиме, которая передается в некотором времени в будущем... Кто из участников затрагивает следующие темы: интервьюер (I) или консультант по генетике (GC)? Темы даны в другом порядке.

<http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm>

- a a new way of keeping personal medical information
- b children inheriting diseases from their parents
- c new genetic tests
- d people going to counselling in pairs
- e patient being able to choose
- f patients’ being able to see quickly which disease they might suffer from in the future

32. *What was traditionally the work of a genetic counsellor? How has it changed lately? Which of its parts remains the same? В чем традиционно состояла работа консультанта по генетике? Как она изменилась за последнее время? В чем она осталась той же самой?*

CROSS-CULTURAL FOCUS

33. *Render the text in English using the following vocabulary for the italicized words. Передайте содержание текста на английском языке, используя для выделенных курсивом словосочетаний следующие слова и выражения.*

controversy, stem cells, advocates and opponents, cloning, genes, to be concerned about, to abuse ethical norms / genetic achievements, virtually, transplant genes of one organism into DNA of another one, a test-tube baby, controversial, do / carry out research

ЧЕГО ЖДУТ, ЧЕГО БОЯТСЯ, ЧТО БУДЕТ

Дебаты вокруг клонирования, разумеется, не ограничиваются темой «терапевтического клонирования». Главной темой остается не выращивание *стволовых клеток*. И сторонники, и противники клонирования ведут речь в первую очередь о полном воспроизведении человека.

Вопросы, которые должно решить общество, самые различные. Должно ли *клонирование* быть вопросом личного выбора? Должны ли женщины иметь такие права на свои клетки и *гены*, какие они имеют сейчас в большинстве стран мира? Имеют ли право родители клонировать умершего ребенка?

Сторонники клонирования считают, что при соблюдении этических норм клонирование человека может сослужить огромную службу человечеству. Противники, и это не только церковь, но и многие ученые, *озабочены* тем, что этические нормы не станут преградой для тех, кто решит воспользоваться клонированием в *дурных целях*.

По существу, споры уже возникали. В начале 1970-х годов, например, когда ученые научились пересаживать гены одного организма в ДНК других особей, было много разговоров о возможном появлении страшных существ, которые сбегут из лабораторий и уничтожат жизнь (вспомним Франкенштейна). В 1978 году, когда на свет появился первый ребенок «из пробирки», это также вызвало бурю споров.

Теперь подобные процессы уже не кажутся чем-то из ряда вон выходящим. Однако, по мнению ученых, вести разговоры на тему этичности или неэтичности клонирования еще рано. Возможность клонирования человека пока остается чисто теоретической, несмотря на множество исследований, проходящих в разных странах мира.

«Коммерсантъ ВЛАСТЬ» 2000

**34. Render the text in English using the vocabulary of the unit for the italicized words and word combinations. Передайте содержание текста на английском языке, используя для выделенных курсивом словосочетаний новые слова и выражения.*

СОЗДАНИЕ «СУПЕРМЫШИ» ПОДНИМАЕТ ЭТИЧЕСКИЕ ПРОБЛЕМЫ

Ученые всего мира потрясены беспрецедентными успехами генетически модифицированной «супермыши», которую американские биологи сумели наделить необыкновенной физической формой и выносливостью. Она способна много часов бежать, не уставая. Живет она дольше и более плодовита, а ест больше, но не толстеет, рассказывает *The Independent*. Теперь можно ожидать, что когда-нибудь открытие ученых из США будет использовано для радикального усовершенствования физических возможностей человека. Исследователи подчеркнули, что целью эксперимента не является подготовка к усовершенствованию человеческих генов. Они ожидают, что результаты могут пригодиться для разработки новых лекарств.

Однако у перечисленных *успехов* есть и *оборотная сторона*. Во-первых, супермыши весят меньше своих нормальных сородичей. Во-вторых, они крайне агрессивны. Причины этого еще не ясны. Вместе с тем возможны негативные последствия и для человека — в частности, новыми лекарствами смогут *злоупотреблять* спортсмены.

Создание «супермыши» носит *дискуссионный характер* и по другим причинам. Еще одна проблема, с которой столкнулись ученые, — это протесты защитников прав животных, которые *враждебно относятся* к вивисекции. Вивисекцией обычно называют эксперименты на животных. Она включает в себя использование животных в научных исследованиях, тестировании товаров и в образовании. Наибольшее количество используемых животных — около 90% — крысы и мыши, которых выращивают специально для лабораторных тестов, *вторгаясь в их естественную природу*. (Более 150 миллионов животных погибает ежегодно.)

Примером нарушения прав животных в результате генетической модификации является и знаменитая онкомышь. Онкомышь — творение ученых из Гарвардского университета — генетически предрасположена (*predisposed to*) к раку. На онкомышьях исследователи смогли изучать эту болезнь. Однако *выражается озабоченность*, что *применение* генетических методов может принести человечеству больше *вреда*, чем *пользы*, так как *не совместимо* с человеческой этикой.

Несмотря на неоспоримые преимущества экспериментирования на лабораторных животных, их использование *вызывает протесты*, игнорировать которые экспериментаторы больше не могут. Отношение к правам животных сегодня в значительной мере *определяет* уровень развития страны.

http://www.newsru.com/world/02nov2007/supermouse_save.html

35. *Is there a law on animal welfare and what are its provisions? Express your opinion about experimenting on animals. Существо-*

ет ли закон о правилах содержания животных? Каковы его положения? Выскажите свое мнение о вивисекции (экспериментах на животных).

WRITING

36. Study the tips for writing an opinion essay. Изучите следующие правила написания эссе — выражения собственного мнения на заданную тему.

Opinion Essay

- It requires *the author's opinion* on a topic which is stated in the introductory paragraph.
- *Opinion* should be stated clearly in each body paragraph of the essay and followed by reasons and / or examples supporting it.
- The essay should also contain an *opposing argument* which comes before the conclusion. The writer should explain to the reader why he finds this argument unconvincing.
- The writer's *opinion* is restated / summarized in the conclusion.
- A variety of *opinion expressions* should be used.

Introducing an opposing argument

- But, however
- Despite / Despite the fact that
- Nevertheless / Nonetheless
- Whereas

However, it is sometimes believed that ... Personally, I can't share this point of view because...

- Although, though, even though
- In spite of / in spite of the fact that
- While
- Unlike

While the opinion that ... is gaining ground some opponents still claim that ... I find this opinion ungrounded because...

37. Analyse the following model opinion essay. Проанализируйте следующий пример эссе — выражения собственного мнения на заданную тему.

Model Opinion Essay

Cloning in Our World

One of the latest advancements in technology is that of cloning. The majority of people in America believe that cloning is unethical due to some moral and religious issues. Some are afraid that cloning could be misused by governments and corporations. *In spite of these concerns my opinion* is that some types of cloning should be allowed due to the countless possibilities we could gain in the health care field and human well being.

I hold the view that cloning is acceptable only if it is for the right reasons. The first example that supports my opinion is the cloning of organs used in transplants. Scientists hope that one day cloning can be used to generate tissues and organs for transplants without the risk of tissue rejection.

I find gene cloning also acceptable. It can help cure genetically transmitted diseases.

Even though reproductive human cloning may seem very intriguing, I'm strongly against it. I believe that it would be wrong if the government cloned people just to make them perfect and superior or to take control over the humanity as they did in the book *Brave New World*. *I also disagree with* parents who want to choose the genetic traits or the sex of their children. That is unmoral, selfish and very risky.

Overall, *I reckon that* it is very important that the government monitor and control cloning to prevent abuse. Even though cloning and genetic engineering is a rather controversial field these days *I am still of the opinion* that some types of these techniques could be very beneficial and help us improve our lives.

FOLLOW-UP

38. *Discuss the following. Обсудите следующие проблемы.*

- What are religious and ethical aspects of cloning and other genetic techniques?
- What sort of experiments on animals do you know about? Who is an animal rights activist? Is experimenting on animals ethical? What can such experiments result in?
- What is genetic pollution? What might be its effects?

39. *Role-play a dialogue between an advocate and an opponent of the wide use of genetic techniques in agriculture. Use the following role cards for the benefits and controversies of genetic techniques in agriculture. Составьте диалог между сторонником и противником широкого использования генетических технологий в сельском хозяйстве. Используйте предложенные ролевые карточки для обсуждения достоинств и недостатков использования генетических технологий в сельском хозяйстве.*

GM Products: Benefits and Controversies

Benefits

- **Crops**
 - ☐ Enhanced taste and quality
 - ☐ Reduced maturation time
 - ☐ Increased yields
 - ☐ Improved resistance to disease, pests, and herbicides
 - ☐ New products and growing techniques
- **Animals**
 - ☐ Increased productivity
 - ☐ Better yields of meat, eggs, and milk
 - ☐ Improved animal health
- **Environment**
 - ☐ “Friendly” fertilisers
 - ☐ Conservation of soil, water, and energy

- ☐ Better natural waste management
- ☐ More efficient processing
- **Society**
 - ☐ Increased food security for growing populations

Controversies

- **Safety**
 - ☐ Potential human health impact: allergens, unknown effects
 - ☐ Potential environmental impact: unintended transfer of transgenes through cross-pollination (опыление), unknown effects on other organisms (e.g. soil microbes), and loss of flora and fauna biodiversity
- **Access and Intellectual Property**
 - ☐ Domination of world food production by a few companies
 - ☐ Increasing dependence on industrialized nations by developing countries
 - ☐ Biopiracy – foreign exploitation of natural resources
- **Ethics**
 - ☐ Violation of natural organisms' intrinsic values
 - ☐ Interfering with nature by mixing genes among species
 - ☐ Objections to consuming animal genes in plants and vice versa
 - ☐ Violation of animal rights
- **Labelling**
 - ☐ Not mandatory in some countries (e.g. United States)
 - ☐ Mixing GM crops with non-GM disrupts labelling attempts
- **Society**
 - ☐ New advances may be interpreted in favour of rich countries

40. Go to

- [http:// en.wikipedia.org / wiki / Frankenstein](http://en.wikipedia.org/wiki/Frankenstein),
- [http:// kirjasto.sci.fi / mshelley.htm](http://kirjasto.sci.fi/mshelley.htm)

or other sites containing information about Mary Shelly and her novel *FRANKENSTEIN, OR THE MODERN PROMETHEUS* (1818). Explain the relations between the ideas of the novel and the modern concerns about unprecedented development of genetic engineering. Воспользуйтесь следующими Интернет-ресурсами или любыми другими сайтами, содержащими информацию о Мэри Шелли и ее романе «Франкенштейн, или Современный Прометей» (1818). Объясните связь между идеями романа и тревогами современного общества относительно беспрецедентного развития генетических технологий.

41. Write an opinion essay of about 250 words on one of the topics. Напишите эссе — выражение собственного мнения на одну из заданных тем (250 слов).

1. Are economic (efficiency of agriculture, producing enough for all, doing away with famine, etc.) or safety (unpredictable effect on environment and people, possible incompatibility with human genetic code, etc.) reasons more important in deciding the future of GM crops?
2. Are there more benefits or shortcomings in using genetic information in personal or working life?
3. Are genetic methods of treatment ethical?
4. Should controversial (medical, genetic, etc.) research be banned?
5. Should genetic manipulation on animals be banned?

UNIT 3

WOMEN ARE FROM VENUS, MEN ARE FROM MARS

LEAD-IN

talking points

1. Fill in the gaps with the words “**men**” or “**women**” to reveal the differences between men and women. Add other points to the list and discuss your opinions. Вставьте в пропуски слова “**men**” и “**women**” и покажите разницу между мужчинами и женщинами. Добавьте другие черты к списку различий и обсудите свои точки зрения.

Differences Between Men’s and Women’s Brains

1. **Human relationships.** _____ tend to communicate more effectively than _____. _____ have a more difficult time understanding emotions that are not explicitly verbalized.
2. **Left brain vs both hemispheres.** _____ tend to process better in the left hemisphere of the brain while _____ tend to process equally well between the two hemispheres.
3. **Mathematical abilities.** The section of the brain that is thought to control mental mathematical ability is typically larger in _____.
4. **Language.** Two sections of the brain responsible for language were much larger in _____.
5. **Doing tasks.** _____ are multitaskers, doing several things at a time. While _____ do tasks in consecutive order, one task at a time.

listening

2. Listen to an interview of a Human Resources expert, talking about discrimination in the workplace caused by the diversity of

the workforce. While you are listening, tick the reasons why people may be discriminated against. There are two extra reasons. Прослушайте интервью со специалистом по персоналу, который говорит о дискриминации на рабочем месте, обусловленной разнородностью данных работников. Во время прослушивания отметьте галочкой причины, по которым люди могут подвергаться притеснениям. В списке две лишние причины.

disability
skin colour
gender
age
being single
being married with children
too tall
too short
too heavy
with a criminal background
nationality

3. Listen to the interview again and decide whether the following statements are true or false. Прослушайте интервью еще раз и решите, верны или неверны следующие утверждения.

- | | |
|---|-------|
| 1. Although diversity is being dealt with, it is still an important concern for employers. | T / F |
| 2. In the past employers were not allowed to discriminate against applicants because of their sex. | T / F |
| 3. A growing number of people are suing employers because they feel discriminated against because of their age. | T / F |
| 4. Insurance to cover discrimination claims is an enormous cost for companies. | T / F |
| 5. Security firms sometimes discriminate against people because of their age. | T / F |

6. Employers cannot discriminate against job applicants who have been convicted of any crime. T / F
7. Race and gender are most frequent complaints. T / F

[http:// www.britishcouncil.org / professionals-podcast-english-listening-downloads-archive.htm](http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm)

READING

4. *Comment on the following statements. Прокомментируйте следующие утверждения.*

- Nuclear family traditional pattern of husband-provider and wife-housekeeper has been drastically changing recently in many ways but should be preserved.
- Men and women should be equal and have the same roles at work and in the family.
- Men and women have equal opportunities in education, employment and career.

5. *Read the article and explain how you understand the meaning of the term “glass ceiling”. Прочитайте статью и объясните, как вы понимаете термин «стеклянный потолок».*

CRACKS IN THE GLASS CEILING

This month a woman got **access** to the **exclusive** men’s club of the top ranks of the City law firms, *a* once male *preserve*. Janet Gaymer takes over as senior partner of Simmons & Simmons – the first woman to head one of the **celebrated** top ten London law firms. Even a decade ago, the first **hurdle** for women was to become a partner. “The second was to become a partner but be yourself in a man’s world. There were women who became successful by acting in a **masculine** way, doing what the guys did, going to clubs and bars, and hanging out with the boys. Quite frankly, I’ve achieved everything by doing things in a natural **feminine** way...”

The quote comes from a woman who has been a lawyer for 20 years and now heads one of the main overseas offices in an

international firm. But in the 21st century it seems those hurdles still have to be overcome. A recent survey by the recruitment consultant EJ Legal of the top 40 law firms found 40 per cent of the women assistants would reject an offer of partnership because it would **result in** more stress, longer hours and less time for the family. Denise Kingsmill, former solicitor and now deputy chairman of the Competition Commission, is conducting an independent review into women's employment and pay, due to report next month – and the legal profession is one area under scrutiny.

Gaymer, a highly respected employment lawyer, is now heading for one of the largest international law firms in the City, with more than 800 legal staff in offices in Europe, the US, Asia and the Middle East. She follows Diana Parker, elected senior partner of Withers in 1999, and the managing partners Lesley MacDonagh at Lovells and Joy Kingsley at Pannone & Partners, who are seen as making their mark in an **exclusively** male profession. It **speaks volumes about** their potential. These professional women **sweep away** old men's prejudices about women's **inadequacy** for a business or legal career.

Gaymer, at 53, did not seriously consider standing for senior partner until last summer. When it was first put to her, she admits that her first reaction was to laugh, but over time she realised that the skills needed for senior partner were similar to those needed for her current role as head of the employment department at Simmons & Simmons and that she was more than **adequate** for the job.

It is not just in the UK where women such as Gaymer are becoming *movers and shakers*. Another London-based international firm, Linklaters & Alliance, has a US lawyer, Marianne Rosenberg, heading up its New York office. She says: "The perceptions were that women were not good *rainmakers*, don't have a practical **grasp**. The fact is that women lawyers do well, but they **do** it their own way and strictly **by the book**. In my case, becoming a partner and heading up the New York office is to be a good lawyer. Clients – and other lawyers, in your firm and outside – will see you as a business-getter."

With more women **promoted** to senior positions, the glass ceiling is being cracked. In fact, *The New York Times* reported in March this year that women are expected to be the majority of students entering law school this autumn. Professor Deborah Rhode, who teaches at Stanford Law School, says that the increasing number of women in law school “is too often taken as a sign that the “women problem” has been solved”, but she adds that “the central problem is the perception that there is no problem”.

But other women are addressing that “problem” and not in the old **rebellious** way but doing their work well. The Chicago-based global firm Baker & McKenzie has had a woman as chairman for almost two years. Christine Lagarde says, halfway through her *tenure*: “It is very demanding but it is a matter of getting things moving in the right direction. Whether things are being done differently because I am a woman or European is a controversial point. You are not getting any younger by doing this job, but it is a matter of getting the right people around to help you. As for the future, women at the top will become more common and waves of journalists’ heightened interest will gradually **subside**. For any senior lawyer or manager, man or woman, and wherever they practise, communication is paramount, you have to set the priorities and just get on with it.”

But there are priorities beyond management. Being a lawyer bringing up a family is an issue for women, but it is also increasingly an issue for men, both in the US and the UK. Rosenberg says that she is conscious that her position carries certain responsibilities.

Abridged from 2001 The Financial Times

comprehension

6. Say whether the following statements are true or false. Решите, верны или неверны следующие утверждения.

1. Janet Gaymer was the first woman allowed to enter the exclusive men’s club of the top City law firms. T / F

2. Some women mentioned in the text have competed in hurdle races. T / F
3. Women like Janet Gaymer are becoming more and more powerful and influential in their sphere. T / F
4. Janet Gaymer is watched attentively by the lawyers' community. T / F
5. When a proposal about the promotion was first made to her, Janet Gaymer laughed because she found it funny. T / F
6. Not just in the UK do women such as Gaymer refurbish their new offices by moving furniture and shaking out carpets. T / F
7. More women in senior positions means that the problem of gender bias has been solved. T / F
8. Combining a senior position with a family is not easy for either women or men. T / F

7. Read the text again and guess the meaning of the italicized words from the context. Check if your guess is correct by matching the italicized words to their definitions. Прочитайте текст еще раз и догадайтесь о значении выделенных курсивом слов по контексту. Проверьте правильность своей догадки, соотнесите эти слова 1–5 с дефинициями а–е.

- | | |
|----------------------|--|
| 1 preserve | a time period of holding an important job |
| 2 hurdle | b an influential employee who makes a lot of money for a business |
| 3 movers and shakers | c a place or activity that is considered to belong to a particular person or group |
| 4 rainmaker | d a fence you have to jump over in a race |
| 5 tenure | e one who has and uses power and influence in a sphere of activity |

discussion

8. Answer and discuss the following questions. Ответьте на вопросы и обсудите их.

1. What writer's attitude to the problem of the glass ceiling is expressed in the headline? Do you share this opinion?
2. Explain the *hurdle* metaphor.
3. What is meant by a feminine way of working in law, business and management? What are women's gender-related weak and strong points?
4. What is the widespread perception of women's ability to do responsible work?
5. Comment on the statistics of university entrance by males and females in the USA and this country.
6. What changes in the demand for skills make Christine Legarde say that communication is very important?
7. Why is combining a career with a family increasingly an issue for men?

VOCABULARY

9. Learn the new vocabulary. Выучите новые слова.

- | | |
|--|---|
| <p>1. access <i>n</i>
 access to markets
 access to shelves

 on open access

 to have / obtain / gain access to

 access control
 (in)accessible <i>adj</i>
 accessible to all</p> | <p>1. доступ
 доступ к рынкам
 открытый доступ к полкам
 (в библиотеке)
 в открытом доступе (в библиотеке)
 2. подход, проход, подступ, въезд
 ограничение въезда
 1. (не)доступный, достижимый</p> |
| <p>2. exclusive <i>adj</i>
 exclusive privileges / right / interview
 mutually exclusive</p> | <p>1. исключительный, особый
 2. исключаящий

 взаимоисключающий
 3. привилегированный, престижный</p> |

exclusive school	аристократическая школа
exclusive club	клуб для избранных
exclusive hotel / clothes	4. <i>амер.</i> первоклассный, фешенебельный, модельный
exclusively <i>adv</i>	исключительно, только
exclude <i>v</i>	не допускать, исключать
to exclude from a club	не принимать (исключить из) в члены клуба (из членов клуба)
to exclude mistakes	исключить возможность ошибки
3. celebrated <i>adj</i>	1. знаменитый, прославленный
a celebrated painter	2. (for) славящийся (чем-л.)
a district celebrated for its wine	район, славящийся виноделием
celebrate <i>v</i>	1. праздновать, отмечать
to celebrate a hero	2. прославлять, воспевать, превозносить
celebrity <i>n</i>	1. слава, известность
	2. <i>ирон.</i> знаменитость (о человеке)
4. masculine <i>adj</i>	1. мужской
masculine descent	потомство мужского пола
a masculine voice	
traditionally masculine roles	
masculine gender	<i>грам.</i> мужской род
a masculine woman	2. мужеподобный
masculinity <i>n</i>	мужественность
5. feminine <i>adj</i>	1. женский, свойственный женщинам
feminine voice / modesty / curiosity	
feminine gender	<i>грам.</i> женский род
	2. женоподобный
femininity <i>n</i>	женственность
feminism	феминизм
6. result in <i>v</i>	1. кончаться (чем-л.), иметь своим результатом (что-л.)
to result in a win	закончиться победой
result from	2. следовать, происходить в результате (чего-л.)
Nothing has resulted from my efforts.	Из моих стараний ничего не вышло.

Unit 3

7. **sweep away** *v*
The bridge was **swept away** by the flood.
All doubts were **swept away**.
to sweep away slavery, corruption
1. сметать, сносить
2. отметать, отбрасывать
3. уничтожать, сметать с лица земли
покончить с рабством, коррупцией
8. **(in)adequacy** *n*
(in)adequacy for work
(in)adequate for sth (to do sth) *adj*
- (не)соответствие
(не)способность, (не)компетентность
1. (не)соответствующий чему-л., (не)подходящий, (не)совершенный, (не)достаточный, (не)соразмерный; (не)подходящий, (не)пригодный для чего-л.
2. (не)способный, (не)компетентный, (не) отвечающий требованиям
9. **grasp** *v*
to grasp a flag
to grasp sb by the hand
to grasp at the opportunity
to grasp at straws

to grasp the argument
to grasp the importance of sth
grasp *n*
iron grasp

beyond one's grasp
mental grasp

beyond one's grasp
within one's grasp
1. схватывать, захватывать, сжимать (*в руке*)
крепко держать знамя
2. хвататься, ухватиться
ухватиться за соломинку
3. охватить умом, понять, усвоить, осознать, взять в толк
понять довод
осознать важность чего-л.
1. крепкое сжатие
железная хватка
2. власть, господство, обладание
вне предела досягаемости
3. способность быстрого восприятия
проницательность
выше понимания
доступный пониманию
10. **promote** *v*
He was **promoted** captain.
1. продвигать, повышать в чине, звании
Ему присвоили звание капитана.

to promote trade	2. способствовать, содействовать, поддерживать, поощрять содействовать развитию торговли
to promote a scheme	содействовать продвижению плана
promotion n	3. рекламировать, содействовать продаже товара 1. содействие (<i>развитию</i>), поощрение, поддержка 2. продвижение по службе 3. реклама, рекламная кампания

11. rebellious adj

rebellious troops
rebellious speeches
rebellious child
rebel n

a rebel in the home
rebel v

The troops **rebelled**.
to rebel against an old custom
rebellion n
armed rebellion
rebellion against parents

1. восставший, мятежный, бунтарский
мятежные войска
бунтарские речи
2. непокорный
повстанец, мятежник, бунтарь
ребенок, с которым нет сладу
1. поднимать восстание, мятеж, бунт
Войска восстали.
2. восстать, протестовать (*против чего-л.*), разг. возмущаться
1. восстание, мятеж, бунт
вооруженное восстание
2. неповиновение, протест

12. subside v

The floods have **subsided**.
The fever / the demand **subsided**.
the storm / the panic /
the fury **subsided**
the noise **subsided**

1. падать, убывать
Паводок спал.
Жар / спрос спал.
2. утихать, успокаиваться (*о ветре, чувствах*)
3. умолкать (*о звуках*)

10. Match the words to their definitions. Установите соответствие между словами 1–12 и их значениями а–т.

- | | |
|--------------|---|
| 1 rebel | a right, opportunity or means of reaching, using, approaching |
| 2 sweep away | b famous |
| 3 result in | c of, like, suitable for women |

Unit 3

4 feminine	d take firmly with the hand
5 masculine	e select, not admitting
6 promote	f understand
7 access (<i>n</i>)	g manly, having quality appropriate to a man
8 exclusive	h insufficiency, incompetence
9 celebrated (<i>adj</i>)	i help, encourage sth to develop or succeed
	j to oppose someone in authority, resist, rise in arms against
10 grasp (2)	k cause sth to happen
11 subside	l become less violent or intense
12 inadequacy	m get rid of, destroy

11. Translate the following sentences into Russian paying attention to the new vocabulary. Переведите на русский язык, обращая внимание на новые слова.

1. Bath is **celebrated** as a hot spring resort.
2. Sources said that the **rebel** groups controlled the centre of the city and made regular attacks on the railroad. The government showed its **inadequacy** in preventing the **rebellion**.
3. All children should have **access** to education.
4. The accused was drunk and **rebellious** but nevertheless demanded **access** to a telephone and a lawyer.
5. He had an impressively strong and muscular body and a surprisingly **feminine** voice.
6. He has an **exclusive** agency for the sale of Ford cars in the country.
7. It is **beyond my grasp** how she could be sacked for job **inadequacy** if she has good qualifications and performance record.
8. To succeed in the male-dominated world of business a woman must have a **masculine** character and stamina.
9. No one wants this conflict to **result in** war. We are hopeful that the talks would **result in** lessening tension.
10. This being a multinational country, the authorities must **promote** good neighbourly feelings among the people.

11. Should employers be *promoted* by merit and abilities or by useful connections?
12. The flooded river was *subsiding* rapidly.
13. Soon the last restrictions in international trade will be *swept away*.
14. Sallieri prayed to God to let him *celebrate* God and his deeds with talented music and in doing this become *celebrated* himself.

12. Translate into English using the new vocabulary. Переведите на английский язык, используя новые слова.

1. Моряки на кораблях жили в *неподходящих* для нормальной службы условиях, что *привело к бунту*. *Бунтарские настроения* долго не *утихали*.

2. Этот *закрытый для большинства людей* клуб посещают *знаменитости* из шоу-бизнеса. Он, конечно, *недоступен* для простых посетителей.

3. *Мужской* стиль в женской одежде и *женский* стиль в мужской явились предшественниками стиля унисекс. Этот стиль сейчас *пропагандируется* многими домами моды.

4. Придерживаясь своих сексистских взглядов, некоторые мужчины до сих пор считают, что женщины *не подходят* для занятий наукой. Они никак *не возьмут в толк* тот факт, что этот предрассудок был уже давно *уничтожен* потрясающими успехами женщин во многих областях.

5. Айседора Дункан — *известная* балерина начала XX века. Она *восстала* против старых традиций классического балета и всю свою жизнь *пропагандировала* свободу в танце и отношениях между людьми.

6. Весенний паводок *смел* все на своем пути. Это *привело* к нарушению коммуникаций. Некоторые населенные пункты *недоступны*: вода еще не *спала*.

7. Результаты исследования показали, что женщин *продвигают* по службе реже, чем мужчин. Вместе с тем женщины, сделавшие карьеру в бизнесе, имеют *мужской* характер и *железную хватку*, хотя *женственны* и привлекательны.

8. Последнее время в обществе все больше *поддерживается* идея о создании школ *исключительно* для мальчиков или девочек. Считается, что раздельное обучение будет способствовать развитию у мальчиков *мужских черт характера*. Нам кажется, что *понять* такой аргумент довольно трудно.

9. Америка *славится* своими изобретателями, некоторые из которых были эмигрантами из России, не *содействовавшей* изобретательству.

13. *In the text you came across the expressions “to do by the book” and “to speak volumes about”. Discuss the meaning of the following expressions dealing with books. Then use the correct expression to replace the italicized words, making any necessary changes. В тексте вам встретились выражения “to do by the book” и “to speak volumes about”. Обсудите возможные значения выражений, имеющих отношение к книгам. В следующих предложениях замените подходящими выражениями выделенные курсивом слова. Сделайте необходимые изменения.*

to throw the book at someone (infml)
to bring to book
to turn over a new leaf
to do something by the book
to be in someone's good / bad books (infml)
to speak volumes about someone
to take a leaf out of someone's book

1. “If the police catch you driving without a license and with no insurance, they will *punish you severely*,” remarked my driving instructor teasingly.
2. I think you ought to *behave in the same way as her* and let a lawyer deal with the problem.
3. He decided *that it was time to change, and that in future he would try* and be much kinder and more sympathetic to people less fortunate than himself.

4. I think the fact that she hasn't had the good grace to apologize *is very indicative of her character*.
5. Mrs Lambert *is very pleased* with me at the moment because I helped her clear the kitchen.
6. Our accountant is a little slow, but he is absolutely reliable and he *follows all the correct procedures in everything* he does.
7. My teacher *is displeased* with me for my poor results in the test.
8. The Prime Minister was alleged to have abused his authority and was *made to explain his behaviour publicly for having done something wrong*.

14. Fill in the gaps with the missing words. Заполните пропуски недостающими словами.

1. On leaving prison, Vic decided to turn over a new _____ and to give up his old life of crime.
2. The aim of the latest advertising campaign is to _____ new technologies in the workplace.
3. Men's and women's inequality in society _____ volumes about the development of democracy in the country.
4. According to prison psychiatrists, many ex-prisoners are socially _____ and harbour feelings of insecurity.
5. One of the suspects decided to co-operate with the police, because if he hadn't they would have _____ the book at him.
6. Many intelligent people find the concept of a fourth dimension difficult to _____.
7. Female employees tend to do everything _____ the book.
8. The best advice is for businesswomen not to take a _____ out of men's book but do business in their own _____ way.
9. Women have always tried to _____ away men's biased opinion about their abilities.
10. The fear of witchcraft which was especially strong in the 16th and 17th centuries gradually _____.

15. Translate the sentences using the expressions and the new vocabulary. Переведите предложения, используя идиоматические выражения и новые слова.

1. Начинающие водители стараются все делать **по правилам**, но часто не могут **охватить умом** все трудности управления автомобилем в большом городе.

2. Американская полиция готова **призвать к ответственности и наказать** любого, кто **протестует** против решения полицейского.

3. После тюрьмы мало кому удастся начать жизнь **снова**. Бывшие заключенные **не способны социально адаптироваться к нормальной жизни**.

4. Олег Табаков сказал, что **доволен** многими своими молодыми актерами, а они признались, что **берут пример** со своего учителя. Этот творческий союз объясняет, почему аплодисменты после спектаклей «Табакерки» долго **не стихают**.

5. То, что он никогда не гонялся за деньгами и славой, **многое говорит** о нем как об актере и человеке.

6. Средневековое общество не могло объяснить многих явлений природы и часто **обвиняло** во всех неприятностях женщин, имевших **доступ** к некоторым ненаучным формам знаний.

7. По мнению депутатов, гнев народа не **утихнет**, и общество, в конце концов, **призовет** преступников **к ответу**.

8. Одноклассники не могли **взять в толк**, как ученик, не считавшийся **способным** ни к какой творческой работе и никогда не **бывший на хорошем счету** у преподавателей, стал в результате **знаменитым** артистом.

9. Преподаватели всегда **довольны** студентами, которые беспокоятся о своей успеваемости.

10. **Что касается меня**, я уважаю граждан, которые во всем соблюдают **дух и букву закона**.

11. Дочери были очень привязаны к своей матери и во всем хотели **вести себя и поступать**, как она. Это **многое говорит** о ее личности.

12. «Смотри, тебе *достанется по первое число* за курение в офисе», — как бы шутя, предупредил *непокорного* стажера один из менеджеров.

LANGUAGE IN USE

infinitive constructions

16. *Read the following sentences and say*

Прочитайте предложения и скажите

- | | |
|---|--|
| ● what infinitive constructions they contain | ● <i>какие инфинитивные конструкции они содержат</i> |
| ● which member of the sentence establishes semantic relations with the infinitive | ● <i>какой член предложения устанавливает смысловые отношения с инфинитивом</i> |
| ● after what verbs such infinitive constructions are formed | ● <i>после каких глаголов используются такие инфинитивные конструкции</i> |
| ● whether these constructions are associated with informal or formal style of English | ● <i>характерны ли такие инфинитивные конструкции для разговорного или официального стиля речи</i> |
-
1. In the Middle Ages women were not thought to be equipped to do science.
 2. In the past women appeared to have access to some other form of knowledge different from scientific.
 3. Women should not wait for men to give them access to more opportunities.
 4. Now we see more and more women make a career in business and law.
 5. The fear of witchcraft associated with women seems to have subsided.
 6. Many women proved to be capable scientists: mathematicians, physicists and chemists.

7. Male scientists considered women to have no physical power to continue research or make a public career.
8. Women's achievements in different spheres of life and science seem to have been sweeping away old prejudices.
9. It is important for girls and boys to have equal access to education.
10. The sentiments of the public are likely to change from gender bias to gender equality.
11. Women are expected to be the majority of students entering law schools this year.

17. Explain how sentences with the Complex Subject, the Complex Object and the "for + to-Infinitive" construction are translated into Russian and translate the sentences in Ex. 16. Объясните, как переводятся на русский язык предложения со сложным подлежащим, сложным дополнением и конструкцией "for + to-Infinitive". Переведите предложения из упр. 16 на русский язык.

18. Translate the following sentences into English. Переведите предложения на английский язык.

1. Теория была слишком сложна, чтобы мы могли ее понять.
2. Россия была одной из первых стран, предоставивших женщинам равный доступ к образованию.
3. Вероятно, три ведущие компании получают исключительное право на продажу новых компьютеров в этой стране.
4. Сообщалось, что на юбилей Московского университета приехали прославленные Нобелевские лауреаты со всего мира.
5. Считается, что у мальчишек более непокорный характер, чем у девочек.
6. Говорят, что этот политик страдал манией преследования.
7. Министерство образования полагает, что школьная программа по математике доступна пониманию среднего ученика.

8. Известно, что в этой стране среди сильных мира сего много женщин.

9. Хорошо тебе говорить! А многим действительно трудно начать жизнь с начала.

talking points

- Do men and women in different countries have differently defined family and social roles? How do you think these roles evolved? Do men and women ever swap these roles?
- In what situations does a husband have to cede his position of the head of the family and breadwinner to his wife? Do you find it to be a good idea?
- What are the jobs that used to be done by a person of a definite sex and are now done by both or the other sex? PA (a Personal Assistant), students / bachelors, Anglican priests, taxi drivers, football players, models, etc.)

listening and speaking

19. *Listen to an interview with a male top model who is talking about his career. While you listen, put the events below into the order in which they happened. Прослушайте интервью с мужчиной топ-моделью, который рассказывает о своей карьере. Поставьте события в том порядке, в котором они происходили.*

Event Order

1. He meets his wife.
2. He does catwalk modelling.
3. He sets up a model agency.
4. He models for catalogues.
5. He stops doing show seasons.
6. He appears in fashion magazines.

20. *How much did his wife help his career? В какой степени жена помогла его карьере?*

READING AND SPEAKING

**21. Scan the text for the italicized words and expressions. Match them to their meanings. Быстро просмотрите текст и найдите слова и выражения, выделенные курсивом. Соотнесите их с соответствующими значениями.*

- | | |
|---------------------|---|
| 1 highflying | a spouses who travel regularly to and from work to their family |
| 2 trailing spouse | b someone who lives in a foreign country |
| 3 expatriate | c a job one likes to do |
| 4 swell | d a (usually) wife following her husband to his new job destination |
| 5 suspend | e to have a feeling of anger towards someone for sth unfair |
| 6 commuter marriage | f to increase in amount or number |
| 7 hold grudges | g to believe that someone is good at something or has a particular good quality |
| 8 give sb credit | h successful and determined to achieve more things |
| 9 vocation | i to officially stop something for a short time |

22. Read the text and match one of the following headings to the appropriate part of the text. There is one extra heading. Give a summary of the text. Прочитайте текст и соотнесите один из подзаголовков с соответствующей частью текста. Один подзаголовок — лишний. Изложите краткое содержание текста.

- Reverse discrimination and more
- A rare breed
- Transferring traditional roles helps
- It serves him right
- Their number is growing.

FOLLOW YOUR WIFE'S DREAM

Two years ago, Bruce and Melanie Healey packed their belongings, gathered their two children and moved to Venezuela, home to Procter & Gamble Co.'s Latin America headquarters.

But Mr. Healey isn't the highflying executive. He doesn't even have a job.

"It would have been selfish on my part to refuse the assignment," says Mr. Healey. "It was a great career opportunity for my wife," says the 39-year-old Mr. Healey, who quit his job as an insurance executive in Sao Paulo, Brazil, to follow his wife. Mrs. Healey runs the feminine-products division of Cincinnati-based P&G in Latin America.

1. _____ Mr. Healey belongs to a small but growing band of husbands who have crashed what was once a *global wives' club*: the world of the *trailing spouse* («прицеп», *супруг или супруга сотрудника компании, получившего назначение на работу в иностранный филиал компании*). Last year, 13% of *expatriate* employees were women, according to a study of 154 companies, mostly American, by GMAC Global Relocation Services, a firm in Liberty Corner, New Jersey. That figure rose to 21% in 2005 as more women climbed the corporate ladder.

2. _____ While there are no statistics on male trailing spouses, the survey suggests that their ranks are swelling. And, more of those husbands are suspending (приостанавливать) their careers to accompany their wives. "In the past, there would be a commuter marriage (супруги живут независимо друг от друга и ездят друг к другу на выходные) when the woman got a job abroad," says Ilene Dolins, vice president of GMAC. "Now the husband is going along and being supportive." Because they're rare, male trailing spouses may feel more isolated and lonely than their female counterparts, who can join any number of women's networks abroad. So six years ago, a group of English-speaking expatriate men in Belgium founded STUDS, an informal support group that brings these men together online through its website, www.gamber.net / studs,

and in person. A London chapter opened recently. “These are no ordinary trailing spouses, they are men,” the site says, describing them as “daring enough” to follow their wives on an expatriate assignment.

3. _____ Some men, though, find it difficult to play Mr. Mom or Mr. Tag-along in a strange land while their wives enjoy an enhanced status. For those husbands the transition can be awkward. Mr. Healey, a former Colgate University honor student, felt compelled to tell his parents that the thousands of dollars spent on his college weren’t being wasted. When he told friends that he was going to become a housedad, “Some thought I had gone mad, lost my senses,” he recalls. “They walked out of my life.”

At parties in Caracas, the couple got used to being asked, which company had transferred Mr. Healey. “It’s more embarrassing for them than for us,” says Mrs. Healey. “We don’t *hold grudges* (испытывать недовольство).”

That’s not to say there haven’t been some uncomfortable moments for Mr. Healey. In what he describes as “reverse discrimination” (например, дискриминация мужчин в пользу женщин).”

Otherwise, Mr. Healey has adapted to his new role, shuttling his children to school and recreational activities, helping them with homework in the evening. “I would say he’s better at it than I am,” says Mrs. Healey, who works 12-hour days and travels frequently.

4. _____ Spousal happiness overseas is critical. The GMAC global relocation survey found that the most common reason for assignment failure is partner dissatisfaction. Many expatriate women executives give their spouses a lot of credit (ценить, отдавать должное) for adjusting to a new role or being open to crafting a second career.

“It takes a certain spirit of adventure and comfort with whoever you are as a guy to make it work,” says Galina Jeffrey, who lived in Hong Kong with her husband and daughter for nine years. Ms. Jeffrey set up the Asia operations for Boston-

based ForumCorp., a training and consulting firm. Her husband, John Petraborg, an American banker, transferred his public-speaking skills into a new vocation (профессия): conducting seminars on leadership, management and teambuilding at multinationals.

Multinationals are starting to help working couples find more benefits than hardships in an overseas assignment, with some offering educational and other allowances for the trailing spouse.

2006 The Financial Times

discussion

23. Express your opinion on the following. Выразите свое мнение по следующим вопросам.

1. In contrast to a more frequent “men’s club” the text mentions “a wives’ club”. Is the word “club” used literally or metaphorically? Or both?
2. Commuter marriage: a sign of the traditional family collapse.
3. Transferring traditional roles helps / does not help to sweep away gender bias in the workplace and inequality in the family.
4. As head of a company, would you consider a clear gender policy important? Would you make your employee choice guided by traditional and often sexist views or promote skills, performance, gender equality and tolerance? Use the functional English below to express sequence and priority.

functional English

<i>Expressing sequence and priority</i>
<i>First, firstly, second, secondly, ..., next, of primary importance, the second most important, the priority, of primary (crucial) importance, a most urgent (topical, pressing) problem, last but not least, finally, negligible, of minor / major importance, the least important</i>

role-play

24. *Role-play a discussion between Bruce and Melanie Healey about accepting or not this attractive proposition. Prioritize the reasons supporting your opinion. Составьте диалог между Брюсом и Мелани Хили о том, стоит ли Мелани принимать это заманчивое предложение. Отстаивая свое мнение, расположите причины в порядке их значимости.*

25. *What is usually understood by manly, gentlemanly, motherly, brotherly, friendly behaviour? Suggest what the article under the headline **Men Behaving Daddily** may be about. Read the article and check if your prediction was correct. Что понимается под мужским, джентльменским, материнским, братским, товарищеским поведением? Предположите, о чем может идти речь в статье под заголовком «Мужчины ведут себя по-отцовски». Прочитайте статью и проверьте правильность своего предположения.*

*26. *Scan the text for the italicized words and expressions. Match them to their meanings. Быстро просмотрите текст и найдите слова и выражения, выделенные курсивом. Соотнесите их с соответствующими значениями.*

- | | |
|--------------------------------|--|
| 1 to make amends | a a woman feeding a baby |
| 2 to redress gender imbalances | b two things are very different and cannot exist together |
| 3 suckler | c restore justice, compensate for (the loss) |
| 4 in denial of | d refusal to accept the unpleasant truth about a situation or admit what you are feeling |
| 5 rarely the twain shall meet | e to give up (a claim, right, duty), esp by formal announcement |
| 6 renounce | f having equal opportunities and responsibilities |
| 7 to accommodate | g to put right inequality between men and women |
| 8 opportuned | h do a favour |

MEN BEHAVING DADDILY

If proof were needed that we are past half-time in the sexual revolution, it is provided by this lively book. A chronicle of the struggles of a sample of American fathers trying to find a new balance between what the author calls the “Triple Crown” (family, work and social life). It shows the other side of the phenomenon of the working woman: the phenomenon of the family man. It begins with some surprising facts: an American survey in which 93% of men and women agreed that the care of children should be shared equally by both parents; and a finding by the author that, “Not one man I spoke to wanted to be the same kind of father that he had had.”

The 1990s have been described as a decade of “men behaving badly”. “Father Courage” suggests that over the next ten years, at least in America, men may try *to make amends* by taking on more of the responsibilities of raising their children. Some of the issues facing these (inevitably working) men will be the same as those that faced women, 30 or more years ago, when they set out to *redress* what they saw as unacceptable *gender imbalances*.

First and foremost, there is the guilt. For women, it was mostly about not being there for their kids; for men, it’s about not maximising their pay, about not providing “enough”. Both sides also have in common an uncomfortable feeling that they are *in denial* of the things that they were best designed for: the deep-seated view that men are outdoor hunters / gatherers and women are *home-making sucklers*... and *rarely the twain shall meet*.

There are also social and political barriers to be surmounted before either gender is free to make the sort of choices that will transform society from one, as Ms Levine puts it, “in which half of human experience has been off limits to the other half of the population”. The political landscape could be tilted more in favour of families, she believes, whilst in the workplace there is “the unabated pressure on a man to perform as if he had no other life.”

Employers are rarely as accommodating as they might be. For Ms Levine, “The courage to *renounce travel* stands out as the signal act of a truly committed parent.” But few of the companies which profess to be so keen on equal opportunities for women take pains to *accommodate* the fathers who want to be home when the equally *opportuned mums* are not. Even in the home, Ms Levine says that men have to fight for equality. Women, she says, are reluctant to “relinquish the mystical powers attributed to motherhood and really share the glory as well as the housework.”

Some of the issues facing today’s superdads are quite different from those that faced yesterday’s supermums. By traditional standards, women were fighting to take a step up. But by those same standards, men are often asking to take a step down. This presents problems, not so much because it’s a step down to change baby’s nappies, but because it’s a step down to earn less than baby’s mum. It makes competition between the sexes continuous and on all fronts. It turns women into breadwinners and men into consumers.

The pity is that Ms Levine’s study is limited to the United States. For only there has the baby-boomer supermums created a generation of men that want to be superdads – that want (like their mothers) to have a go at having it all. In most other parts of the world, women are still raising their boys to expect the old-style contract in which, in return for breadwinning, they gain a support structure that keeps their children (and much else) at arm’s length.

Underlying the change in America is the assumption that there is little that is more rewarding for any parent than to walk hand-in-hand to school with their adoring seven-year-old and no agenda other than the walk. Some fathers have yet to be convinced of this. Even when they know they can’t have it all, they still think they’ll be better off as the chairman of General Motors.

The Economist Feb 24th 2000

27. Answer the following questions. Ответьте на вопросы.

1. What do the phenomena of the working woman and the family man mean?
2. What didn't the men surveyed like about their own fathers? Why do you think the 1990s have been described as a decade of "men behaving badly"?
3. What is implied by "father courage"?
4. What do working men and women feel guilty about?
5. What are social, employment and career barriers preventing men from behaving daddily?

28. Sum up the contents of the article using the new vocabulary. Кратко изложите суть статьи, используя новую лексику.

discussion

29. Express your opinion on the following. Выскажите свое мнение по следующим вопросам.

1. What is your opinion about men who would like to have more access to bringing up child? Is it a sign of weakness? Would it mean sacrificing one's business career? Look at these questions from women's and men's perspective.
2. How have the ideas about men's and women's roles in a family, society, employment, etc. changed in the USA? Are their similar tendencies in other countries?
3. Do you approve of the Duma decision to give a maternity leave to either of the parents?
4. What are family issues? What is family abuse? Child abuse? A single-parent family?
5. Should family values be promoted or the family is dying out?

30. Study the functional English for describing graphs. Изучите функциональный английский для описания графиков.

functional English

Describing graphs

- The following **verbs** may be used to describe trends:
stay the same / be flat, go up / down, hit a (new) low, remain high / boom, rise / increase / grow / improve, peak / reach a peak, recover, be at / stand at, fall / drop / decline, fluctuate and then level off, drop back / fall back, triple, double
- **Corresponding nouns** may be used:
a fall / rise / increase / improvement / recovery / peak / doubling in ...
- **Note the following prepositions:**
(increase) from ... to ..., by ..., (an increase) of ..., in ... (sales)
- **Note the following adverbs and adjectives:**

Speed	Amount
<i>quickly / quick</i>	<i>significantly / significant</i>
<i>gradually / gradual</i>	<i>sharply / sharp</i>
<i>steadily / steady</i>	<i>slightly / slight</i>

For example:

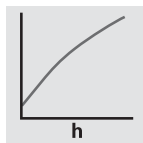
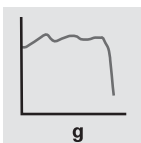
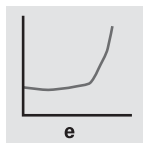
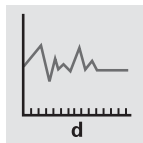
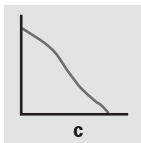
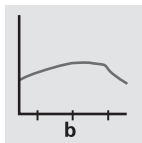
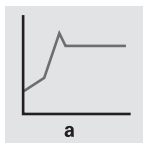
The graph shows that there has been a

slight
gradual
steady
marked
steep
sharp

increase
rise
decrease
fall
decline
drop

in the number of divorces in England and Wales since 1981.

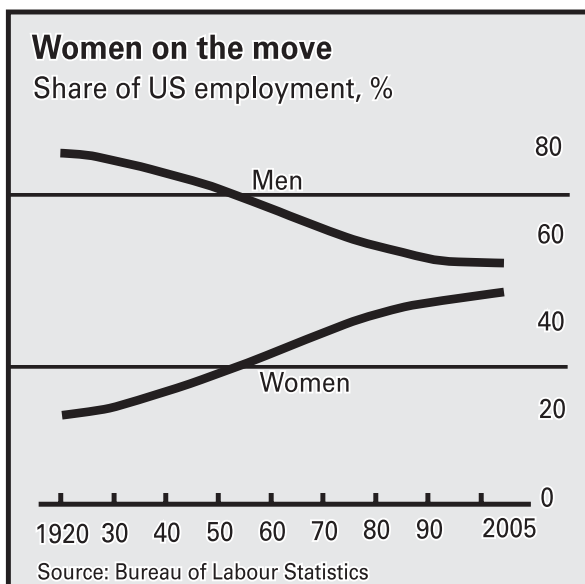
31. Choose the correct description by matching one of the sentences to a graph. Выберите правильное описание, соотнесите одно из предложений с соответствующим графиком.



1. There has been a steady increase in costs over several years.
2. At the end of the first year costs stood at 50% of the present level.
3. The share price reached a peak before falling a little and then maintaining the same level.
4. Sales of product A fell slightly in the final quarter.
5. The sudden collapse in share prices surprised everyone.
6. The level of investment rose suddenly.
7. The Research and Development budget has stabilized over the past years.
8. The value of the shares has shown a steady decline.

<http://www.uefap.com/vocab/exercise/matching/trends.htm>

32. *Prove the growing women's participation in the US workforce and their role in the economy by describing the graph **Women on the Move**. Описав график, докажите возрастающую численность работающих женщин в рабочей силе США и их роль в экономике США.*



CROSS-CULTURAL FOCUS

33. *Render the text in English using the following words and word combinations in the italicized parts of the text. Передайте содержание текста на английском языке, используя для выделенных курсивом словосочетаний следующие слова и выражения.*

in pursuit of, baffling, an exclusive men's club, to have no access, push aside / press back, to be faced with sexism, male chauvinism, feminists, not to be promoted, to be concerned with, a sexist policy, the glass ceiling

ТОЧКА ЗРЕНИЯ

Несмотря на героическую борьбу женщин за равные права, до сих пор 50 лучших зарплат в мире принадлежат мужчинам. Наиболее успешная бизнес-вумен в Штатах — Хэтер Киллен, старший вице-президент Интернет-компании *Yahoo*. И она только номер 78 в списке победителей! Ее годовой доход равен примерно 33 млн долларов. А некий Джон Рид, бывший совладелец *Ситигруп*, шутя заработал за год целых 293 миллиона.

Подобный провал женщин *в погоне* за «большим баком» *удивляет*. Ведь два года назад 33% главных кресел в средних и крупных фирмах занимали дамы. Восемью годами ранее цифра была существенно ниже, 28%. Рост количества руководящих дам очевиден. Но вот что, например, сказала г-жа Марион О. Сандлер, исполнительный директор крупной финансовой корпорации *Golden West*, дама, которая стоит 4 млн долларов в год: «Нас, *женщин*, *не пускают в деловой мир*. Также любого новичка стремится *оттереть* старая гвардия офиса. Мы сталкиваемся с *половой дискриминацией*». Мужской шовинизм, по мнению *феминисток*, проявляется еще и таким образом. Сравнительно легко женщины достигают уровня среднего управ-

ленческого звена, например, осуществляя кадровую политику крупных фирм. Но слабый пол непричастен к изучению рынков, ведению переговоров, технологии производства. А без реального опыта никакая умница, даже и семи пядей во лбу, не станет президентом фирмы.

Такую *антиженскую* политику феминистки называли «*стеклянным потолком*». Образ очевиден: все видно, а пробиться наверх — невозможно. Продолжая аналогию, можно сказать, что в России этот потолок бетонный — и не пробиться никогда, и не видно ни черта. Хотя автору этой заметки — мужчине по национальности — думается: «А, может, оно и к лучшему»?

«Вертикаль», 2004

34. *Is there the glass ceiling for women in modern Russia? In different regions of Russia? How would you answer the question posed at the end of the article? Существуют ли в современной России барьеры, которые препятствуют карьерному росту женщин? А в отдельных регионах России? Как бы вы ответили на вопрос, поставленный в конце статьи?*

35. *Render the text in English and agree or disagree with the Mars / Venus metaphor. Передайте содержание текста на английском языке, согласитесь или не согласитесь с использованием метафоры «мужчины — с Марса, женщины — с Венеры».*

«Мужчины — с Марса, женщины — с Венеры» (*Men Are from Mars, Women Are from Venus*) — книга психолога Джона Грэя (*John Gray*), опубликованная в мае 1992 года. Она издавалась на многих языках и была бестселлером. В основе подхода к отношениям полов в книге используется как метафора предположение, что мужчины и женщины настолько различны, что их можно считать выходцами с двух разных планет. Грэй использует подобную метафору — римского бога Марса и богини Венеры — как выраженные стереотипы мужчины и женщины соответственно.

В противоположность многим другим психологам, которые больше обращают внимание на схожесть между полами, Грэй акцентирует внимание именно на различиях. В качестве примера типичная проблема: женщинам кажется, что мужчины не умеют слушать. Это происходит из-за того, что в трудную минуту женщине нужно выговориться, от мужчины она хочет получить поддержку и признание того, что ее трудности значимы. Мужчина же торопится тут же найти решение проблемы, вместо того чтобы внимательно выслушать. Другая проблема: мужчинам кажется, что женщины стараются переделать их, любят «пилить» и давать рекомендации. Например, когда мужчине не удастся выполнить какую-либо задачу самостоятельно, женщина считает, что должна помочь, и начинает давать советы. Но мужчина в этом видит не помощь, а недоверие к собственным способностям: ведь для мужчин важно всего достигать самостоятельно. Другие половые различия, затронутые в книге, — «система баллов» у мужчин и у женщин, поведение в стрессовых ситуациях и т.д.

WRITING

36. *Study the following writing tips and a sample report. Изучите следующие правила написания отчета и его образец.*

Reports communicate information which has been compiled *as a result of research and analysis of data* and of issues. Reports tend to be about *past events or present situations*.

Reports are usually divided into *sections*. Each section is written as a paragraph, in the same way as other types of writing, but *the sections are given headings*.

The addressee, the addresser, the subject and the date should be indicated in the top left corner of the proposal.

The body of a report should contain:

- *an introduction / purpose* section in which the reason for writing is stated

- a main body with *headed sections*. It is essential to choose appropriate section headings in order to answer the question properly
- *a conclusion* section in which the main points are summarized

Introduction / Purpose and **Conclusion** are permanent sections of the report

Reports are usually written to present information in a *formal way characterized by the use of:*

- *Passive Voice*
- *few personal pronouns*
- *neutral verbs, i.e. non-emotive verbs*
- *Infinitive / Gerund constructions, etc.*

Model Report

To: Mr Ewan Dow, CEO

From: Janet Moffit, Women for Gender Equality activist

Subject: ensuring women's equality in the company

Date: 18 June 20..

Introduction / Purpose

As most employees in this company are women, ensuring gender issues solution and protecting female workers' rights in the workplace is vital. The purpose of this report is to present the results of a study into the position of women in the company and to reveal the sensitive areas requiring further improvement.

Equal pay

The first most burning problem to address should be unequal pay. Under Equal Pay Act employees must receive equal pay for equal work without discrimination on the basis of sex. Unfortunately, the company was unable to pass an equal pay regulation. The study showed that neglecting this regulation has already resulted in the occupational segregation and weak employee loyalty.

Maternity leave

Our findings indicate another problem area – the company policy of underestimating motherhood protection. Maternity leave turns out not to be guaranteed to expectant mothers. Without it the company is not expected to maintain a competitive working environment and to retain its valuable workforce.

Women's health

Lastly, having analyzed the company health protection policy, the activists of our group revealed the company practice of cuts in disability benefits for women. Insufficient health support and care may be responsible for employees' poorer performance.

Conclusion

To sum up, I hope that the management would give proper attention to the above findings. If appropriate measures were carried out, both the female employees and the company would benefit from the improved women's position and status.

FOLLOW-UP

37. Watch the videos and get ready to give a short talk on women's achievements. Посмотрите видеофильмы и приготовьте короткое выступление о достижениях женщин.

1) Pleasant Rowland, founder of the American Girl Company. <http://www.ambrosevideo.com/items.cfm?id=1193>

2) Women leaders breaking glass ceiling.

<http://dsc.discovery.com/video/player.html?playerId=203711706&categoryId=859974516&lineupId=78375496&titleId=823375703>

38. You are part of a project team "Women's Focus" that is expected to produce a report to the management on women's needs to improve the position of women in the company. Think in terms of

the workforce profile and providing necessary facilities and benefits. Вы являетесь членом проектной группы «Внимание на женские проблемы», которая должна написать отчет о нуждах женщин с целью улучшения положения женщин в вашей компании. Подумайте над этой проблемой с точки зрения состава работников и предоставления необходимых услуг и льгот.

Workforce profile:

- 59% of the 410 company employees are women
- 72% of women have little children or babies
- only 4% of management positions are held by women
- the company has no policy encouraging women to return to work after maternity leave, consequently only a very small number do return
- the Chairman has said he wants to improve the position of women in the company

39. With a partner, prioritize the following suggestions of the project group to create a progressive employment policy for women. В беседе с партнером распределите по степени важности следующие предложения проектной группы, направленные на проведение прогрессивной политики трудоустройства в отношении женщин.

- A promise from management to investigate reports of sexual harassment immediately
- Provide crèche facilities
- Actively encourage women to return to work after taking maternity leave
- Improve internal training opportunities, encouraging women to apply for internal promotions
- Encourage more part-time work, job-sharing, etc. with full employee rights
- Introduce flexible time-tabling (flexitime)
- Improve maternity leave with full job security
- Set a quota for female representation in management positions
- More liberal attitude towards women's choice of clothing

background information

maternity leave — time before and after the birth of a baby when a woman is allowed to be away from her job	отпуск по беременности и уходу за ребенком
job-sharing — a system in which two people share the work from a single job, so that each one works fewer hours	разделенная ставка, предоставляющая возможность разделения одного места работы на двоих
crèche facilities — a place where babies and small children are looked after while their parents are busy	детские ясли

40. As project manager, write a report of your project team “Women’s Focus” (200–250 words) to the Head of HR Department Mr / Ms Timberlake on women’s needs to improve the position of women in the company. В качестве менеджера проекта «Внимание на женские проблемы» напишите отчет (200–250 слов) на имя начальника отдела трудовых ресурсов г-на / г-жи Тимберлейк о необходимости улучшить положение женщин в вашей компании.

UNIT 4

ON THE MOVE

LEAD-IN

talking points

1. *Explain what the following forms of moving around mean. Объясните, что означают данные средства передвижения.*

1. a cable car, 2. a chairlift, 3. a sandmobile, 4. a monorail, 5. a rickshaw, 6. a reindeer sleigh, 7. a paraglider, 8. a jumbo jet, 9. hovercraft, 10. maglev

2. *Match the following types of tourism with their description. Can you add anything to the list? Соотнесите типы туризма с их значениями. Если можете, расширьте этот список.*

- | | |
|--------------------|--|
| 1 Agritourism | a It is responsible travel to fragile and usually protected areas. |
| 2 Culinary tourism | b It is a rapidly-growing practice of travelling across international borders to obtain health care. |
| 3 Cultural tourism | c It is the act of travelling to locations featured in literature, films, music, or any other form of popular entertainment. |
| 4 Ecotourism | d It is an increasingly popular way to combine love of sailing and boating with vacation and holiday activities. |
| 5 Extreme tourism | e It is concerned with a country or region's lifestyle history, art, architecture, religion(s), and other elements of life. |

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- | | |
|-----------------------|---|
| 6 Medical tourism | f It includes buying produce direct from a farm, picking fruit, feeding animals, or staying at a B&B on a farm. |
| 7 Nautical tourism | g It is faith travel for pilgrimage, or missionary purposes. |
| 8 Pop-culture tourism | h It is travel to dangerous places or participation in dangerous events. |
| 9 Religious tourism | i It is orbital space tourism, with only the Russian Space Agency providing transport. |
| 10 Space tourism | j It is watching wild animals in their natural habitat. |
| 11 Wildlife tourism | k It is experiencing the food of the country, region or area. |

3. *Comment on the following. Прокомментируйте данные высказывания.*

- The world is a book, and those who don't travel, read only a page.
- The man travels the world over in search of what he needs, and returns home to find it.
- Business travelling: business people are always on the move.

READING

4. *Read the following article about human mobility. Name people's incentives for travelling. Прочитайте статью о передвижении людей. Назовите причины, побуждающие людей путешествовать.*

5. *Match the following words from the article 1–6 to their meanings a–f. Установите соответствие между словами из статьи и их значениями.*

- | | |
|---------------|---|
| 1 on the move | a someone's refusal to accept behaviour, beliefs, or opinions that are different from their own |
|---------------|---|

2	stay put	b	always wanting more and never feeling satisfied
3	insatiable	c	travelling from place to place
4	sentiment persists	d	to happen or appear somewhere suddenly or unexpectedly
5	intolerance	e	to remain in one place or position
6	spring	f	a belief or an attitude towards something continues to exist

Humanity on the Move Our Ancestors Stayed Put. We Move Around – but Not for Fun

It had taken perhaps 200,000 years for the human race to spread from East Africa to what is now New Zealand. The never ending **trudge** did not take so long – say, 10,000 generations.

What explains this **obsession** with travel? It is tempting to answer: **insatiable** curiosity. But simple curiosity is, by itself, a weak motive for leaving a secure and familiar place.

Victorians admired adventure and travel for their own sake and considered themselves a **noble breed** of people. Victorian *sentiment persists* to this day in **perverse** ideas about space exploration, perhaps the least desirable form of travel ever imagined. But the real motives for the spread of humanity have been chiefly fear, the hope of reward, or a bit of both.

For most of the millennium, armies, traders, pilgrims and herdsmen moved but their movement was limited by bad roads and transport. It took the industrial revolution to make everyday mobility possible: on better roads, by train and steamship, today by car (in your own or **hitching a lift with** a passing motorist), and airliner. The wealth brought by the revolution made it affordable. So today hundreds of millions **commute** 10, 20, 50 kilometres daily to work, while among rich countries' citizens hundreds of millions each year **find it uplifting** to take their vacations hundreds or thousands of kilometres from home.

For much of the millennium, the main motive was fear, fuelled often by the intolerance of religion. Seven religious wars

in France made Protestants **run for it** to Protestant countries in Europe or over to North America.

In modern times millions of “guest workers” have moved since 1950 to Europe. In spite of the fact that Europeans look down on immigrants, treat them **condescendingly** and prejudicially, the number of those who have run for their lives and others simply seeking a better one; or, often, both, is going to grow.

At the turn of the centuries globalisation drove business people out of their offices to share business and managerial expertise with their overseas branches and supervise production facilities. Business people are more and more *on the move* seeking for company and personal rewards: fat business profits and higher salary.

Whether high mobility is good or bad for the humanity **provokes controversy**. Within our millennium, humanity’s new mobility has made a new world. And not new just in its peoples. Ships took European infectious bacteria and **infested** homes of the *indigenous* population of the Americas. Travellers **sampled** and brought back “Indian corn” — maize — and the Andean potato. Hungry railway-builders emptied the American plains of bison. Australia is **infested** by once-British rabbits, New Zealand by ex-Australian opossums, and both countries prosper on ex-European sheep. Countless habits have spread the same way. The world’s tea plantations *sprang* mostly from British experiments in north-eastern India in the 1830s. And the West, of course, has carried its **skills** and inventions, its alphabet, its languages, its religion, its clothes, its ways of life worldwide.

Young people move more, **hitchhiking** has become extremely popular. Many people travel **to get insight into** other cultures, cuisines, ways of life. Yet for all our new *incentives* to travel or migrate, most people do little of either. For example, in the past 50 years over 90% of Mexicans have *stayed put*. Only a fraction of the billions in China and India have ever strayed far from their home village or town. John Howard Payne was a minor 19th-century American dramatist, but he wrote a universal truth: “There’s no place like home.”

Abridged from The Economist

6. Decide if the following statements are true or false according to the text. Решите, соответствуют ли данные высказывания содержанию текста.

1. It did not take humanity long to spread all over the world. T / F
2. Insatiable curiosity is the main incentive for travelling. T / F
3. Victorian travellers were inspired by unknown distant places. T / F
4. The industrial revolution is responsible for traffic congestion. T / F
5. The growth of the number of immigrants to Europe was caused in the 50s by fear of religious and political persecution in their native countries. T / F
6. Business travelling became a pronounced trend at the end of the 20th and beginning of the 21st century. T / F
7. Humanity's new mobility had disastrous effects. T / F
8. Most people travel very little. T / F

7. Discuss the following questions. Обсудите следующие вопросы.

1. What geographical convenience does the writer mean in the first paragraph?
2. Is the writer for or against space exploration? Why?
3. Can you give historical examples of armies, traders, pilgrims and herdsmen moving around the world?
4. Explain why the industrial revolution made travelling an everyday activity.
5. How does the changing nature of business affect the incentives for travelling?
6. Is hitchhiking really popular with the young? Where? Why?

8. Role-play an argument about the effect of travelling on the world. Составьте диалог о противоречивом воздействии туризма на мир вокруг и людей.

For

- Knowledge of the world, other people and countries
- Surviving, improving the quality of life or both
- Ensuring progress: spreading skills, technologies, habits, enlightened ideas
- Developing economy, business

Against

- Spreading disease
- Oppressing other nations politically, economically, exploiting other countries' resources
- Suppressing national, cultural, linguistic diversity
- Polluting and destroying environment

VOCABULARY

9. Learn the new vocabulary. Выучите новые слова.

- | | |
|---|---|
| <p>1. trudge <i>n</i>
a long trudge up the hill
trudge <i>v</i>
to trudge through the snow</p> | <p>длинная, утомительная прогулка, путь
идти с трудом, устало</p> |
| <p>2. obsession <i>n</i>

Her obsession with personal cleanliness annoys us.

obsess <i>v</i>
The thought of seeing him again completely obsessed her. / She was obsessed with the thought.
obsessive <i>adj</i>
obsessive thoughts, love, concern, jealousy</p> | <p>навязчивая идея, неотступная мысль
Нас раздражает ее чрезмерная озабоченность вопросами личной гигиены.
завладеть умом
Она была охвачена желанием вновь увидеть его. (Мысль снова встретиться с ним завладела ее умом.)
навязчивый</p> |
| <p>3. noble <i>adj</i>
a noble action
noble birth, blood

nobility <i>n</i>
nobility of soul
the nobility and gentry</p> | <p>1. благородный, величественный
2. знатный, титулованный, аристократический
1. благородство, величие
2. дворянство, знать, аристократия; высшее и низшее дворянство</p> |

4. **breed** *n*
a breed of cattle, people
a rare breed
breed *v* (**bred**)
 The birds have **bred** successfully here.
to breed like rabbits
to breed wars, disaster, violence, misery, trouble
breeding *n*
 cattle, sheep **breeding**
- good breeding**
well-bred *adj*
 He is **well-bred**.
- a well-bred** horse
5. **perverse** *adj*
- perverse** fancy
perverse logic, delight, desire
perverse neglect, refusal
6. **hitchhike** *v*
 They **hitchhiked** their way to Paris.
syn to hike
to hitch a lift with sb
 hitchhiker *n*
7. **commute** *v*
- My father used **to commute** between his home in the country and his office in the city.
commute *n*
- порода
 порода скота, людей
 редкая порода
 1. разводить
 2. размножаться, плодиться
 3. порождать, вызывать
 1. разведение, выращивание (*животных, растений*)
 2. хорошие манеры, воспитанность; образованность
 хорошее воспитание
 благовоспитанный; обходительный, любезный; имеющий хорошие манеры
 породистый, чистокровный (*о животном*)
 лошадь хороших кровей
1. порочный, извращенный, нездоровый, испорченный
 извращенное воображение
 2. упрямый, упорствующий в своей неправоте
 упорное пренебрежение, отказ
- добираться на попутном транспорте, путешествовать автостопом
 подъехать на попутной машине; просить подвезти
 хич-хайкер, тот, кто путешествует на попутных машинах
- ездить на работу в город (*о жителе пригорода*)
 Мой отец жил в пригороде и каждый день ездил в город на работу.
 расстояние, преодолеваемое во время ежедневных поездок из пригорода в город (*обычно на работу*)

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within a two-hour commute from my home commuter	в двух часах езды от моего дома 1. загородный житель, регулярно совершающий поездки в город (<i>обычно на работу</i>), регулярный пассажир 2. самолет местной авиалинии
commuter belt, station, ticket, train	
8. uplifting <i>adj</i> the news was uplifting to find it uplifting to do sth Many people find it uplifting to read the Bible.	радостный, возвышающий, воодушевляющий считать что-л. возвышающим, обогащающим
9. condescending <i>adj</i> a condescending tone, smile	снисходительный, высокомерный, покровительственный
condescend <i>v</i> Mrs Smith condescends to her neighbours.	удостоить, снизить, вести себя покровительственно
10. provoke (laughter, doubt, indignation) <i>v</i> to provoke (a riot, outrage, hostility)	1. вызвать реакцию, возбуждать реакцию 2. провоцировать
11. infest <i>v syn</i> to infect The warehouse is infested with rats.	наводнить, поражать, осаждать, кишеть
12. sample <i>n</i> a sample of air for analysis sample <i>v</i> to sample Moon, Mars soil <i>syn</i> test to sample (food, camp life, a different way of life) <i>syn</i> taste	образец, проба 1. отбирать образцы, пробы 2. пробовать, испробовать
13. skill <i>n</i> basic skills to acquire (develop) skills language (listening comprehension, reading comprehension) skills to gain skills one needs to run a business	1. мастерство, сноровка, умение 2. квалификация, профессия

- | | |
|--|---|
| <p>14. insight
 to get (gain, give) (an) insight
 into sth
 insightful <i>adj</i></p> | <p>проницательность, способ-
 ность проникать в сущность
 чего-л.
 глубокий, проницательный</p> |
|--|---|

10. Match the words to their definitions. Установите соответствие между словами 1–14 и их значениями а–п.

- | | |
|---------------------------|--|
| 1 a breed | a to travel by getting lifts |
| 2 to trudge | b to travel some distance regularly between one's home and one's place of work |
| 3 infested with / by | c to walk slowly with heavy steps |
| 4 noble | d type of animal, people |
| 5 perverse | e person who travels by getting lifts in other people's vehicles |
| 6 get an insight into sth | f knowledge, ability to do sth such as a job, sport, game |
| 7 condescending | g to cause a reaction (esp an angry one) |
| 8 to sample | h determined to behave in an unreasonable way, esp by doing the opposite of what is expected or wanted |
| 9 skill | i to be covered with or overrun by large numbers of insects, rats |
| 10 to provoke | j to taste food or drink |
| 11 to find it uplifting | k worthy, admirable |
| 12 to (hitch)hike | l to gain a deep understanding of sth |
| 13 a hitchhiker | m patronising |
| 14 to commute | n to consider sth positive, improving one's life |

11. Translate from English into Russian paying attention to the new vocabulary. Переведите на русский язык, обращая внимание на новые слова.

- Most rat growers (**breeders**) in the USA **breed** rodents to feed pet snakes and other reptiles.
- People abhor wars as they **breed** misery and ruin.

3. **Trudging** from office to office in search of work is like a full-time job.
4. Vast territories in Siberia **were infested** with locusts (саранча), which caused a lot of damage to forests and fields.
5. Antifascists fought for **a noble cause**.
6. **The nobility** used to **look condescendingly** on those who didn't have a title.
7. Most travellers have a **perverse** desire to endanger their lives.
8. The English are fed up with the daily **commute** on overcrowded trains.
9. This lecturer has given me **an insight into** Russian literature.
10. In China Town in San Francisco one can **sample** different Chinese dishes and drinks.
11. The carving shows remarkable technical **skill**.
12. Waving a red cape, Delgado **provoked** the animal to charge.
13. The marches in the streets **provoked violence** and a lot of **criticism** of the government.
14. Many **find it uplifting** to listen to classical music.
15. **Hitching a lift with** passing motorists may not be safe.
16. There were a few technical **hitches**, such as the curtain not closing promptly.
17. He's convinced he was unfairly treated and it's become **an obsession**.

12. Translate into English using the new vocabulary. Переведите на английский язык, используя новые слова.

1. Розы в этом году **поражены** тлей (greenflies) и вряд ли будут пышно цвести.
2. На ярмарке экспонировались разные **породы** домашних животных.
3. Эти упражнения направлены на развитие **навыков** понимания на слух.
4. «Многие люди предложили свою помощь в трудную минуту». — «Как **благородно** с их стороны».
5. Общение с этим человеком помогло мне **проникнуть в суть** американского характера.
6. Она обратилась к нему с **покровительственной** улыбкой, и это унизило его больше всего.

7. Было так трудно *брести* по глубокому снегу.

8. *Провоцировать гнев* собеседников доставляло ему *извращенное* удовольствие.

9. *Путешествующие автостопом* — это те, кто *добираются* до места на *попутном* транспорте.

10. Последние события в стране *вызвали* много полемики и враждебности в обществе.

11. Общение с умным человеком помогает тебе *проникнуть в суть* человеческой природы. А какой *заряд бодрости* оно дает!

13. *In pairs, match phrasals 1–9 with their meanings a–i. В парах соотнесите фразовые глаголы 1–9 с их значениями a–i и переводом на русский язык А–И.*

1 take in	a begin a sport, job, hobby	А внезапно появиться Б приютить
2 take on	b begin suddenly	В полюбить
3 take to	c attribute or explain	Г объяснить, отнести за счет чего-л.
4 take up	d give accommodation	Д внезапно начаться, разразиться, вспыхнуть Е нанять
5 put down to	e cause to happen	Ж осуществлять, вызывать
6 put up with	f employ	З смириться
7 break out	g tolerate	И начать заниматься чем-л.
8 bring about	h begin a habit	
9 turn up	i arrive or appear	

14. *Paraphrase the sentences using phrasals for the italicized words. Translate the sentences into Russian. Перефразируйте предложения, используя фразовые глаголы вместо выделенных курсивом слов. Переведите предложения на русский язык.*

1. It was necessary *to cause* major changes in British industry.

2. Europe can't accept more refugees than it has already *accommodated*, especially in Italy.

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3. Fire suddenly *started* in the hospital last night.
4. Half the guests failed to arrive.
5. We're not *hiring* any new staff at the moment.
6. That's the kind of behaviour that I just will *not tolerate*.
7. He *developed a habit* hiding some secret supplies in his desk.
8. Their victory can also be *attributed to* the lack of a coordinated attack by the enemy.
9. He left a job in the City *to start* farming in Africa.

15. Fill in the blanks with a suitable preposition. Заполните пропуски подходящими предлогами.

1. He did not particularly want to take _____ a competitive sport.
2. This country is so multinational because it has always taken _____ refugees.
3. Small builders cannot see their way to take _____ many trainees.
4. My mother had much to put _____, poor soul.
5. By his own efforts, the Prime Minister brought _____ the fall of the government.
6. Forest fires have broken _____ across Indonesia.
7. If I forget anything, put it _____ old age.
8. He turned _____ late at the party.
9. She took _____ him immediately.

16. Translate into English using the phrasals and the new words. Переведите на английский, используя фразовые глаголы и новые слова.

1. Единственный способ **вызвать** изменения в качестве туристического обслуживания — это построить новые отели.
2. Потерянные авиабилеты **вдруг нашлись** в шкафу.
3. Она начала заниматься теннисом в одиннадцать лет.
4. Европейцы заинтересованы в **найме** иммигрантов.
5. Им приходилось **мириться** с таким поведением сына, которое они никогда бы не **потерпели** ни от кого другого.

6. К всеобщему удивлению, паника не **охватила** всю страну.
7. Все **объясняют** его успех большим трудолюбием.
8. Он **полюбил** десерты, еще когда был учеником шеф-повара и должен был пробовать блюда других поваров.
9. После землетрясения многие семьи **предоставили** **приют** пострадавшим людям.

LANGUAGE IN USE

the subjunctive mood

17. Study the following ways of making conditional sentences.
Изучите следующие способы составления условных предложений.

If-clauses

	<i>if-clause</i>	<i>main clause</i>
<i>1st conditional</i> (<i>Indicative Mood</i>) <i>Реальное условие, изъяяснительное наклонение</i>	If you go abroad ₁	you'll see different cultures.
<i>2nd conditional</i> (<i>Subjunctive Mood</i>) <i>Сослагательное наклонение — маловероятное условие, относящееся к настоящему и будущему временам</i>	If he had an aisle seat ₁ If I were younger ₁	he would be more comfortable. I would / could / might travel more often.
<i>3rd conditional</i> (<i>Subjunctive Mood</i>) <i>Сослагательное наклонение — нереальность выполнения условия, относящегося к прошедшему времени</i>	If I had asked a travel agent for help ₁	I would have travelled first class.
<i>mixed subjunctive</i> <i>Смешанное сослагательное наклонение</i>	If I had followed his travel tips ₁	I would not have jetlag now.
<i>mixed subjunctive</i> <i>Смешанное сослагательное наклонение</i>	If he had more money ₁	I would have given more tips in my previous trip.

Unit 4

But for-clauses

But for the rain, But for my job, Если бы не дождь, Если бы не работа,	we would / could go for a swim now. we would / could have gone for a holiday with our friends last week.
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I wish / if only-clauses

I wish I wished If only Как бы мне хоте- лось, Жаль, что	I could avoid jetlag. my girlfriend was / were here with me. my partner could meet me in the airport next Tuesday. I didn't have to catch an early flight.	<i>wishes about simultaneous or future events</i>
	I had had Internet access in my hotel. you had been sending e-mails about your trip.	<i>wishes about the past</i>
	<ul style="list-style-type: none"> ● I could join you on the trip tomorrow. ● he would stop complaining about the weather. ● they would make air fare lower. 	<i>about sth we would like to happen but have little hope about</i>

18. Put the verbs in brackets into the correct form. Поставьте глаголы в скобках в правильную форму.

Dear Julia,

I'm having an absolutely wonderful time here on Capri! I wish you (1 – to decide) to come with me. It (2 – to be) even better if you were here. I wish I (3 – to persuade) you to come with me. If only you (4 – to change) your plans and (5 – to join) me here! I'm hopeful you (6 – can) get a few days off work if you (7 – to ask) your boss. If you still (8 – not to be able) to come to Capri now you certainly (9 – to be able) to meet me in Rome at the end of the month. Of course, if you

(10 – to arrange) to come with me in the first place, we (11 – to be) enjoying ourselves now. Anyway, if you (12 – to call) me I (13 – to tell) you exactly what my plans for Rome are and then we will decide what to do.

Love,
Sarah

19. Paraphrase the following sentences, using “wish”. Перепарафразируйте предложения, используя “wish”.

1. I'd love to be sitting on a beach in the Mediterranean right now!
2. I am sorry I have given you so much trouble.
3. I am sorry I don't know where a tourist office is.
4. Too bad, we will have to change trains twice.
5. It's a pity they missed their plane.
6. You had better put off your visit to them.
7. What a pity I missed such a wonderful chance to visit Paris!

20. Read the extracts from tourist statistics report and find examples of conditional sentences and the subjunctive mood. Прочитайте отрывок из отчета о туристической статистике и найдите примеры сослагательного наклонения.

Did you know 10% of the entire global workforce is employed in tourism? But for the economic crisis more people would work in the travel business. If immediate measures are not taken many countries will soon experience a shortage of trained, knowledgeable travel professionals due to this high growth industry.

According to the World Travel & Tourism Council (WTTC):

- Global Travel and Tourism Exceeded US\$7 Trillion in 2010; “We are witnessing the power, speed and vitality of Travel & Tourism and how they can bring economic opportunity and jobs to people and economies seeking sustainable development.”

- But for the economic crisis the industry would have grown 4.6 per cent.

- The global Travel & Tourism industry is estimated to produce 2.5 million new jobs.

- If the crisis had not affected the industry, Travel & Tourism could have created nearly 10 million new jobs globally.

- Richard Miller, Executive Vice President of WTTC, said, “I wish we had had fewer events like the tsunami, bombings and hurricanes. Although such events as well as a major increase in the price of oil, can lower the demand, it appears that consumers are going to become more resilient. I wish Travel & Tourism could continue to be a significant part of everyday life.”

A survey by Statistics Canada showed that if more people had access to the Internet they could online window-shop for travel services, and 55% of Canadians, or more than 6 out of 10 would buy tours directly from a travel agency. Richard Miller wishes weddings, honeymoons, luxury and adventure travel (all ages) would become fast growing travel markets.

21. Translate from Russian into English using the conditionals. Переведите с русского на английский, используя сослагательное наклонение.

1. Я бы поехал туда морем, если бы не испытывал морскую болезнь.
2. Если бы начальник сейчас предложил мне пойти в отпуск, я бы немедленно согласился.
3. Если бы ты последовал его советам, ты бы сейчас не чувствовал себя разбитым из-за многочасового перелета.
4. Если бы не высокая цена, я бы полетел первым классом.
5. Если бы не шли дожди, мы бы все время проводили на открытой палубе.
6. Если бы я жила в центре города, мне не надо было бы ездить на работу поездом.
7. Если бы у них не украли все деньги, им бы не пришлось сейчас добираться автостопом.
8. Если бы она выехала пораньше, она бы уже была здесь.

READING AND SPEAKING

*22. Read the article, explain what jet lag means and who and why it mostly affects. Прочитайте текст, объясните, что такое jet lag, кто и почему подвергается его воздействию.

JET LAG? DON'T FORGET THE FLASHLIGHTS FOR YOUR KNEES

Crossing time zones causes jet lag and, of course, the impact of jet lag varies from person to person. "This is something that is going to affect some people heavily and others almost not at all," says Hans Krackauer, international senior vice president in Lisbon for the International Airline Passengers Association. "Every passenger has to figure out how their body reacts and try to treat it in their own way."

The ills of jet lag couldn't be more pressing these days for those who run a business. According to the International Air Transport Association, almost 23% of the air passengers traveling internationally in 1998 *flew through major time differences* on routes across the North Atlantic, the North Pacific, or from Europe to Asia or Latin America. Routes to Asia, no short distance from anywhere, moreover, are growing faster than routes to any other region world-wide. And as corporations try to *squeeze more productivity out of workers*, the average business traveller is taking more international trips each year — but staying fewer days, compounding jet lag and breeding health problems.

Indeed, with a fourth of its travel now overseas, film giant Eastman Kodak gives *globe-trotting execs* travel packages with sleep aids, aspirin and lotion to help them revive and conduct business abroad without problems. Management of professional U.S. baseball team, the New York Mets, was so concerned about jet lag hurting players during recent games in Japan, they used a clock with Tokyo time in their clubhouse prior to departure.

At Alertness Solutions, a consulting firm in Cupertino, California, Mark Rosekind estimates that *jet lag can degrade deci-*

sion-making abilities, communication and memory between 30% and 75%. “There’s a price to be paid,” says Dr. Rosekind, adding that the costs associated with problems have gone up “as bigger and bigger deals are on the line.”

We compiled more than 50 of the latest remedies and asked our experts to critique them. Surprisingly, they had some clear favourites when it came to treatments. But they all cautioned that each cure’s value varies by individual and may provoke an unexpected reaction. One other tip: the less in-flight alcohol, the better for jet lag.

Here, in order of effectiveness, are the latest in remedies:

Pills
Spa Services
Food

The Financial Times

23. Explain or comment on the following. Объясните или прокомментируйте словосочетания из текста.

- flew through major time differences
- to squeeze more productivity out of workers
- globe-trotting execs
- jet lag can degrade decision-making abilities

24. Make a guess what the treatments suggested at the end of the article may involve. Догадайтесь, что могут включать в себя методы преодоления нарушения суточного ритма организма, предложенные в конце текста.

25. Speculate about the following possibilities. Поразмышляйте о следующих возможностях.

- What steps would you take to avoid jet lag if you were to cross a few time zones travelling East or West?
- What problems would passengers have been able to avoid in the past if they had known how to deal with jet lag and used this information?

● What new services would be available on board if aircraft engineers and designers had been assigned to provide for the passengers?

26. Read the texts. Student A reads text A, student B reads text B. In pairs, find out about the features of successful travel in your partner's text. Прочитайте тексты. Студент А читает текст А, студент В читает текст В. В парах выясните, о каких чертах успешного путешествия говорится в тексте вашего партнера.

A

WHAT MODERN TRAVELLERS WANT

Modern travellers are not monolithic — there are different breeds; we often travel in different modes, depending on the purpose of the trip and where we are going, and our attitudes and behaviour when we are on the road often come down to cultural stereotypes — a notion that is confirmed by an American Express poll published two weeks ago of 1,400 international business travellers from 14 countries.

The biggest travel concern is loss of personal productivity, despite such portable technology as laptops and mobile phones. Many travellers said that travel delays are the worst aspect of travel. Being away from the office was what bothers North Americans most. Seventy-one percent access the Web and check their e-mail each day, with Latin Americans, North Americans and Australians checking the most frequently; 22 percent of Europeans say they never check e-mails. While 72 percent of North Americans say access to their voice-mail is vital, 70 percent of Latin Americans don't bother.

After travel delays, the most annoying aspect of travel is getting behind in office work and losing touch with colleagues. Germans were most concerned about this. Airline seating and service is a big issue for 11 percent of all respondents, and for 20 percent of Brazilians and Japanese and 15 percent of Britons.

What makes a good hotel? Internet access and free breakfast are nearly equal in appeal, followed by business facilities, VIP check-in and checkout, and health club access. Americans, Mexicans and Japanese are most concerned about being connected to the Internet in the room. Britons are the least concerned. A free breakfast rates high among Swedes, Germans and Britons. Asians most value business facilities — Singaporeans, Hong Kong travellers and Japanese.

Sightseeing is the most popular way to relax, followed by getting together with colleagues or clients. Canadians, Americans, and British and Mexicans are more likely than others to add vacation time before or after a business trip.

The last but not the least is the question of airport security. Changes in security procedures since 9 / 11 have had a marked effect on priorities and behaviour of travelers. People skills, such as courtesy and professionalism, have become crucially important to traveller satisfaction.

B

TRAVEL'S GOLDEN RULES:

BE KIND TO SEATMATES AND CARRY CHOCOLATE

If you travel a lot as part of your work, I would like to offer some suggestions on how to make your travels a lot less horrible.

If you can, even if you have to pay the difference yourself, go first class. Don't be condescending to this seemingly minor advice. If you cannot afford first class or if all the upgrades are taken, always, and I mean always, get an aisle seat. There is no worse torture that is more cruel than a window seat in a three-seat coach block on a long flight. It is worth spending your money to avoid it.

A traveller's best friend is a good travel agent. Mine is expensive and worth every dime — so I guess she's not really expensive. She is really skillful. She has worked miracles. I haven't met her, but she has gotten me backup flights, aisle seats, last-

minute hotel rooms — everything a weary traveller needs. Do not try to do it on your own.

Make friends with your fellow travellers, especially the one ahead and the one behind. That way, when the fellow behind you starts nervously kicking your seat with his foot, you can rely on your few moments of friendship to ask him to stop — and he probably will. If he's a total stranger, he may not. Make pals with that guy ahead of you. That way, when he puts his seat back in your lap, you can ask him to put it up a little and he'll do it with a smile. (By the way, beware of women travelling with tiny dogs or cats: they are a troublesome breed. For some reason — and don't bother to send me any mail complaining about this — they are the rudest travellers ever, and, if one is near you, just pray that you fall asleep.)

Be alert to noise and vibration pollution in hotels. Do not stay on the top floor. Heating and cooling equipment is often placed over the top floor, usually directly over your room. That means rattling and shaking all night long; it can easily drive even the wisest traveller insane. If the hotel clerk tries to tell you that you won't hear it, ask for another room. Not on the top floor — and not near the ice machine or the elevator, either.

Travel with several Three Musketeers chocolate bars and a few bags of honeyroasted cashews. If your hotel has shut down its room service for the night, or if room service is as bad as it often is, you will want those snacks. I might add that it's a rare hotel that has room service that tastes as good as a Three Musketeers bar. And sometimes such a nice piece of chocolate can cover even the worst sins of an airplane.

Tip everyone at the hotel a lot.

Try to treat each trip as a voyage of discovery. Find it uplifting to travel. Don't assume that your fellow travellers were put on the airplane to torture you.

One more thing: bring a little candle for that terrible hotel room that smells like the boys' gym. It works wonders. And it makes you feel a little less lonely. That flickering little light is your small hearth, far from home.

comprehension

27. Scan the texts and find travel vocabulary. Просмотрите текст и найдите слова по теме «Путешествия».

28. Look at the layout of text A. Choose the main idea a), b) or c) of each paragraph of text A. Взгляните на план текста A. Выберите основную идею a), b) или c) каждого абзаца текста A.

Para 1

- a) Travellers' tastes differ
- b) Specific features of national business travelling
- c) An American Express poll

Para 2

- a) Americans are most concerned
- b) The drop in efficiency
- c) Portable technology used while travelling

Para 3

- a) Travel delays
- b) Most annoying factors
- c) Out of touch

Para 4

- a) Internet access and free breakfast make a good hotel
- b) Business facilities make a good hotel
- c) What makes a good hotel for business travellers

Para 5

- a) Having a good time on a business trip is popular
- b) Sightseeing is the most popular way to relax
- c) Getting together is the second most popular way to rest

Para 6

- a) The last but not the least
- b) Airport security has gained more importance
- c) Traveller satisfaction

29. Complete the outline of text B. Закончите составление плана текста B.

Introduction

Body

1. Travel first class and have an aisle seat

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Conclusion Remember home

30. Imagine that you are a travel adviser. What would you recommend to air travellers apart from the advice in texts A and B? Begin your advice with "If I were you I would..." Представьте себя консультантом по путешествиям. Что бы вы порекомендовали авиапассажирам в дополнение к советам, данным в текстах A и B?

listening 1

31. Listen to a tourist asking for information in a tourist information office. Put the things he asks about in the order they appear in the recording. Послушайте, какая информация интересует туриста в турбюро. Расположите его вопросы в правильном порядке.

1. a map
2. activities in the area
3. booking for a coach tour
4. public transport
5. the historic part of the town
6. walking distance to the historic part

32. *While listening, find the following travel words. Во время прослушивания найдите следующие слова по теме «Путешествия».*

1. турбюро
2. рекламные листовки
3. местные достопримечательности
4. мероприятия для детей
5. экскурсия
6. пешеходная экскурсия по старой части города
7. автобусная экскурсия
8. бронировать заранее
9. приятного отдыха (пребывания)!

<http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm>

listening 2

33. *Listen to a travel agent explaining accommodation possibilities to a man and woman and decide if the statements are true or false. Послушайте, какую информацию о размещении в гостиницах дает турагент мужчине и женщине, и решите, соответствуют ли данные высказывания содержанию аудиотекста.*

- | | |
|---|-------|
| 1. The woman would prefer a package tour. | T / F |
| 2. They are only interested in selfcatering accommodation. | T / F |
| 3. The travel agent thinks that a selfcatering cottage would not be suitable. | T / F |
| 4. The woman doesn't want to sleep in a dormitory. | T / F |
| 5. The travel agent thinks that hiring a caravan is a bad idea. | T / F |

34. *Listen to the conversation and find the following travel words. Прослушайте разговор еще раз и найдите следующие слова по теме «Путешествия».*

1. поездка в отпуск
2. турпутевка, включающая проезд, проживание, питание, экскурсии

3. проживание без питания
4. проживание и организованное питание
5. проживание с разным уровнем обслуживания
6. проживание в частном секторе
7. общежитие
8. общая спальня в студенческом общежитии
9. палаточный лагерь
10. брать напрокат трейлер, фургон для путешествий
11. дом для ночлега (рабочих)
12. амбар; (сенной) сарай для ночлега автотуристов
13. без излишних удобств
14. брошюра

<http://www.britishcouncil.org/professionals-podcast-english-listening-downloads-archive.htm>

role-play

35. *Act out a dialogue between two students discussing their friend's trip to Great Britain that was a complete failure. You are the kind of friends who always have good advice. Use conditional sentences and the functional English. Составьте диалог между двумя студентами, обсуждающими неудачную поездку их друга в Великобританию. Вы принадлежите к той категории друзей, которые любят советовать. Используйте условные предложения и функциональный английский.*

functional English

Making suggestions

- I suggest / recommend + *gerund* / *that*
- I think it would be a good idea + *to- infinitive* / *if*
- Perhaps we / you could + *bare infinitive*
- If + *simple past*
- If I were you + I would *bare infinitive* / *perfect infinitive*
- One / Another suggestion / idea would be / is + *to- infinitive*

CROSS-CULTURAL FOCUS

36. *Render the text in English using the given below vocabulary in the italicized parts of the text. Передайте содержание текста на английском языке, используя для выделенных курсивом слов следующие слова и выражения.*

ecotourism, on the move, remote regions, guided tours, to operate preservation projects, to sample, species, to get an insight into the secrets, to cause pollution, to interfere with traditional lifestyles, to provoke dissatisfaction, not to be condescending to, an uplifting atmosphere

ЭКОТУРИЗМ УСПЕШНО РАЗВИВАЕТСЯ

В нынешнем году более 10 тысяч туристов *отправились* на «открытие» Антарктики. Последнее время растет популярность научного туризма, и все больше людей оказываются вовлеченными в него. Во Франции более дюжины туристических агентств предлагают маршруты в самые *отдаленные районы* мира и предоставляют в качестве *гидов экскурсий* сотрудников из Национального центра научных исследований. Часть средств выделяется на *организацию местных природоохранных проектов*.

«Мы ездили на остров Кергелен в Индийском океане, — рассказывает Розет Шон, мечтающая снова туда вернуться и вновь *«отведать»* туристских приключений. — Из специально сооруженных укрытий (shelters) наблюдали, как на гигантских пляжах мирно сосуществуют различные виды и *породы* животных. Подбирались к ним так близко, что можно было даже потрогать руками». Туристов сопровождали опытные сотрудники расположенной на острове французской научной базы.

В Лионе создано специализированное туристическое агентство «Терра инкогнита». Директор агентства Фрэнк Поте так сформулировал его задачи: «Увлеченные исследователи стараются *проникнуть в тайны* жизни на Земле.

Их идеал — участвовать совместно с другими в выполнении полученных знаний. Мы предлагаем предпринять *путешествие в сопровождении наших гидов* и ближе познакомиться с той отраслью знаний, которая вас интересует».

Мы составили 15 маршрутов. Специально для небольших групп энтузиастов, которые хотят ознакомиться с животными и растениями в их естественной среде в малоизвестных районах мира и готовы уважать местное население».

Организаторы экотуризма особо подчеркивают, что важно не допустить создания в этих местах на краю света туристических центров, что *вызывает загрязнение* окружающей среды и *нарушение привычного образа жизни* и, в свою очередь, *провоцирует недовольство* населения.

В сфере экотуризма активное участие принимают известные путешественники и ученые. Директор отдела исследований в Национальном центре научных исследований Пьер Пфеффер *не чурается* этой работы и сам охотно ездит в качестве гида. «Мне нравится радостный настрой этих путешествий», — говорит он.

**37. Render the text in English using the given below vocabulary. Передайте содержание текста на английском языке, используя следующие слова и выражения.*

a negative impact on nature, to threaten natural environment, to provoke people's dissatisfaction, to bring about changes, tourism broadens the mind, to get an insight into other people's lifestyles, camping trip or hiking, not to be condescending to, to undertake a noble mission, to take to sth, skills of making a fire, burying wastes, to take to ecotourism

ТУРИЗМ И ЭКОЛОГИЯ: ДРУЗЬЯ ИЛИ ВРАГИ?

С экологической точки зрения туризм является одним из видов использования природы. Развитие туризма сопровождается негативным воздействием человека на при-

роду: загрязнением природных объектов; потреблением природных ресурсов; застройкой земель и, наконец, нарушением обычаев и привычек жизни местных жителей. Создается угроза для дикой природы, что провоцирует недовольство населения.

Наряду с загрязнением массовый туризм приносит с собой изменения компонентов природной среды, которые наиболее ярко проявляются в таких зонах отдыха, как национальные парки, заповедники и пригородные зеленые зоны, где при массовой посещаемости и особенно в условиях кратковременного отдыха уничтожаются листья, ветки, иными словами, компоненты, содержащие важнейшие полезные вещества. Нарушается естественный круговорот питания и процессы естественного роста лесов.

Примеры негативного воздействия туризма на природную среду многочисленны. Но вместе с тем туризм может оказывать и позитивное воздействие, способствовать устойчивому развитию, обеспечивая благосостояние и социальный прогресс. Туризм расширяет кругозор и позволяет нам больше узнать о жизни других людей. И прежде всего, благоприятно на окружающую среду влияет экотуризм.

Экотуризм — это больше, чем туристический поход. Экотуризм не допускает снисходительного, высокомерного отношения к природе. Он прививает почтительное отношение к окружающей среде, повышает экологическую культуру путешественников, учитывает интересы местного населения. Итак, туризм перестает быть просто прогулкой тогда, когда, ступая на туристическую тропу, турист начинает осознавать всю ответственность перед природой и берет на себя эту благородную миссию.

Экологический туризм — в настоящее время не слишком популярное времяпрепровождение в России, в то время как за границей путешественники давно пристрастились к этому виду туризма. Это путешествие в места с относительно нетронутой природой. Основной принцип при таком путешествии — не навредить нетронутым уголкам природы.

При экотуризме туристы пользуются только безвредным для окружающей среды транспортом, ставят палатки в специальных, разрешенных местах, используют особые навыки разведения костра, захоронения мусора и т.п.

Сегодня в России все больше людей начинают заниматься экологическим туризмом. Иностранные инвесторы проявляют огромный интерес, прежде всего, к развитию экотуризма в Центральной России и Сибири, на Урале и Дальнем Востоке, где экотуристский потенциал наиболее высок.

WRITING

38. Study the following writing tips and a sample proposal. Изучите следующие рекомендации по написанию делового предложения и образец.

Proposals are similar to reports in their structure but unlike reports they usually **outline a course of action for the future**.

Proposals are usually written to present information in formal situations. They are divided into sections. Each section is written as a paragraph, in the same way as other types of writing, but the sections are given **headings**.

The addressee, the addresser, the subject and the date should be indicated in the top left corner of the proposal.

A proposal should contain:

- **An introduction / Purpose**, a permanent section, in which the reason for writing is stated.

- A main body with **headed sections**. It is essential to choose appropriate section headings in order to answer the question properly as well as to indicate persuasive benefits of the thing proposed to ensure that the proposal is put into effect.

- **A conclusion**, a permanent section, in which the main points are summarised.

The conclusion may

- include a reference to future action
- summarise the main points
- express opinion

To write about the future, the following means of expression may be useful:

- *future tenses*
- certain verbs: *propose, hope, anticipate, look forward to, predict*, etc.
- certain adjectives: *possible, expected, proposed, future, forthcoming*
- hypothetical constructions: *this would result in ..., if we pursued this policy the working conditions would improve ..., the results should be ...*

To make a proposal more effective emphasis may be added: *especially, in particular, strongly, vitally, most importantly ...*

To list points, use: *firstly, secondly, finally, to begin with, furthermore ...*

Model Proposal

To: Mr Ewan Dow, CEO, Las Vegas Travel Agency

From: Janet Moffit, “Travel With Us” activist

Subject: making Las Vegas accessible to all destinations

Date: 18 June 20...

Introduction / Purpose

Las Vegas is one of the nation’s favorite vacation destinations. But Las Vegas has a potential for many other attractions apart from gambling. The purpose of this proposal is to suggest the ways in which to make Las Vegas a better vacation spot by offering a wider range of entertainments to a more diverse audience of holiday makers.

Health tourism

After hard work at home, many tourists would like to have a relaxing massage, facial, an herbal wrap or a workout in

the gym. If many of the large resort hotels offered complete spa facilities, including sauna, exercise programs, and gym equipment, Las Vegas would attract another category of tourists who are keen on their health.

Offering unique marriages

Among the famous who have married in Las Vegas are Elvis and Priscilla Presley, Richard Gere and Cindy Crawford, and Bruce Willis and Demi Moore. If Las Vegas Travel Agency organized marriage ceremonies on bungee jumping platforms, boats, in helicopters, etc. a marriage license would be issued one every 5 minutes. Another suggestion would be to make it easier to get a marriage license by cancelling the waiting period.

Activities for children and the whole family

Because Las Vegas is usually considered an adult city, visitors often leave children at home. However, if this desert community offered many daytime activities for kids, more parents would not hesitate to take their children along. It would be a good idea if hotels had activities for the whole family, and special supervised children's programs.

Conclusion

To sum up, Las Vegas travelling and tourism potential seem to be unlimited. Las Vegas would attract even more visitors, if the authorities responded to their needs. The continued growth would be certainly ensured if the management of Las Vegas Travel Agency gave proper attention to the above proposals. We look forward to receiving feedback on our proposals.

FOLLOW-UP

39. Describe a short trip or a longer journey. Mention the purpose of the trip, travelling arrangements, services on the way, the hotel, etc. Was it a success or a failure? What would you have done to make it better? Опишите короткое или продолжительное путешествие. Упомяните цель, подготовку, дорожный сервис,

отель и т.п. Была ли эта поездка удачной? Что бы вы сделали, чтобы улучшить ее?

40. Act out a dialogue between two tourists having controversial opinions about the effects of modern tourism on the nature, local communities, economic development of tourist regions of a country. Составьте диалог между двумя туристами, имеющими противоречивое мнение о влиянии современного туризма на природу, местное население, экономическое развитие туристических регионов страны:

A: tourism is evil

A: туризм — это зло

B: tourism is a blessing

B: туризм — это благо

41. Write a proposal (about 250 words) from an experienced traveller Mr / Ms White

- to the head of the Committee for Tourism of the Russian Federation giving suggestions about the development of tourist industry in Russia
- to the head of British Airways making suggestions on services and facilities to avoid jet lag and to make air travel more comfortable
- to the head of the International Travel Association on new types of travelling and tourism to ensure the success of the business

Письменно составьте предложение (около 250 слов) от лица опытного путешественника г-на / г-жи Уайт

- на имя главы Комитета по туризму и развитию курортов Российской Федерации и выскажите предложения по развитию туристического бизнеса в России
- на имя главы «Бритиш эруэйз» и выскажите предложения по предоставляемому сервису и удобствам, позволяющим избежать нарушения суточного ритма организма и сделать воздушное путешествие более комфортным
- главе Международной ассоциации по туризму о новых видах путешествий и туризма с целью обеспечения успешного развития этой отрасли

UNIT 5

BENEFITS OF READING

LEAD-IN

talking points

1. Choose a quote you like and comment on it. Выберите цитату и прокомментируйте ее.

“We read to know we are not alone.”

“You’re the same today as you’ll be in five years except for the people you meet and the books you read.”

“Anyone who says they have only one life to live must not know how to read a book.”

2. Answer the questions. Ответьте на вопросы.

- Is reading as popular today as it used to be several decades ago?

- What kinds of books enjoy greater popularity with readers today?

- Why is it difficult to encourage the children to read now?

- What do you think people read books for? How do we benefit from reading?

- Why is it necessary to read in a foreign language if you want to master it?

- What are your favourite books? Why?

READING

3. Try to infer from the title what the article is about. Read the article and do the tasks that follow. Предположите, о чем может быть статья под таким заголовком. Прочтите статью и выполните задания к тексту.

POTTER'S MAGIC SPELL TURNS BOYS INTO BOOKWORMS

The Harry Potter books **boost** children's reading ability and **encourage** them to read more widely, according to both pupils and their teachers. Indeed, many teachers cite J.K. Rowling's work as being a valuable educational resource, and consider that it is more effective than the government's National **Literacy** Strategy.

The recent research found that 59 per cent of children feel that the Potter books have helped them **enhance** their reading skills, made them want to read more books. Teachers are convinced of Potter's magic effect on children's **literacy**. The professionals say that the boy wizard has had an unquestionable **impact on** children's reading abilities and even admit that they have been surprised that some of the children who were hopelessly **deficient in** their **command of** English have managed to read Potter. Potter had helped turn non-reading pupils into readers. 'With PlayStations, football and television it's difficult to **encourage** the children to read but with Harry Potter *frenzy* today there is no doubt at all that Harry Potter will help in the classroom. Reading books is now cool and boys want to have read the latest thing.'

Harry Potter became a good *role model* for children and the global popularity of books, films, games and merchandise has made the Harry Potter brand worth an estimated \$1 billion. The 'Harry Potter Report' also examines how the books have triggered an entire *cultural shift towards* children's literature in *media coverage* and retail space.

But J.K. Rowling really deserves her success because she gave children the magic back. We were in danger of ruining childhood altogether, **breeding** a generation of knowing mini-adults. The invisible world was disappearing faster than the fairies at the bottom of the garden. J.K. did a good deed. Now, there are plenty of books out there not claiming to be art. The entertainment industry, as the Americans have taught us to call it, is a money-making machine, and some of its products are fun

and high quality. Nothing wrong with any of that. What's wrong is when the entertainment industry's *core value* – money – is taken as the core value of art.

Well, it's the usual problem with the modern world. We have decided that only money matters, and that getting rich matters more than anything. Art – whether books, pictures, music, theatre – has always stood for other values. Art is like a green space in a city filling with concrete. It is a place to breathe, to walk slowly, to meditate on life and its meaning, to find new understanding about oneself and others, to be surprised by beauty. Art is a place to think. Above all, art is a place to feel. We live in a world suspicious of emotion. Art is emotion.

Harry Potter can be re-read as a huge need in the world for a life that is more than facts and figures. Why are we focusing on the money, when what J.K. has done is to show us how impoverished we have become? Grown-ups read HP because they are as needy as their kids for a bit of that invisible world. We need to protect the place that is not money – and we need that place in all our lives. It is a place where love is, where imagination grows, where we can feel and respond without being ashamed. It is a place of free exchange, forgiveness, and something that might be called happiness. It is the place where we are at our best. I believe that art helps us inhabit that place.

Abridged from avid. smith@observer.co. uk
<http://www.jeanettewinterson.com/pages/journalism>

comprehension

4. Match the Russian expressions with their English equivalents from the text. Установите соответствие русских выражений их английским эквивалентам в тексте.

- | | |
|--------------------------|--------------------------|
| 1 культурный сдвиг | a bookworm |
| 2 истинная ценность | b a role model |
| 3 торговое пространство | c a cultural shift |
| 4 индустрия развлечений | d media coverage |
| 5 образец для подражания | e entertainment industry |

Unit 5

6	игровая приставка	f	core value
7	колдовство, чары	g	retail space
8	ажитаж, безумие	h	PlayStation
9	книголюб	I	wizard
10	маг, волшебник	j	magic spell
11	освещение в прессе	k	frenzy

5. *Paraphrase or explain. Перефразируйте или объясните.*

- reading books is now cool
- The books have triggered an entire cultural shift towards children's literature.
- media coverage and retail space
- the entertainment industry is a money-making machine
- We live in a world suspicious of emotion.
- breeding a generation of knowing mini-adults
- Art has always stood for other values.
- What J.K. has done is to show us how impoverished we have become.

6. *Answer the questions. Ответьте на вопросы.*

- What is the main idea of the article?
- How did the boy wizard influence children?
- Why are J.K. Rowling's books inspiring children to read again?
- How have her books become a valuable educational resource?
- What is the core value of art according to the author?
- Do you agree with the author? Why? Why not?
- Have you read any of J.K. Rowling's books?
- Do you share the author's view on her achievements?

on a lighter note

7. *Enjoy these bookworm jokes. Улыбнитесь шуткам книголюбов.*

“What would you do if you found a bookworm chewing your favourite book?”

“Take the words right out of his mouth.”

“What is a bookworm idea of a big feast?” – “*War and Peace.*”

“For Heaven’s sake, Chris, why can’t you talk to me once in a while?” Julie whined. “What?” Chris replied. “Look around!” Julie yelled, as she pointed around the room. “Look at all these books! You always have your head buried in a book! You don’t even seem to know I’m alive!”

“I’m sorry, honey,” Chris said. “Sometimes I wish I were a book. Maybe then you’d at least look at me!” Julie exclaimed. “Hmmm,” Chris mumbled, “that’s not such a bad idea. Then I could take you to the library every few days and change you for something more interesting.”

VOCABULARY

8. Learn the new vocabulary. Выучите новые слова.

1. breed v

Nothing **breeds** success like success.

the **breeding** of horses
breed n

rare **breed**

What **breeds** of dog are especially good with children?

He represents a new **breed** of politicians.

good **breeding**

1. воспитывать, обучать,

2. порождать, вызывать

Ничто так не сопутствует успеху, как сам успех.

3. разводить, выводить

разведение лошадей

племя, порода, род, поколение, потомство

редкая порода

Собаки какой породы особенно хорошо ведут себя с детьми?

Он представляет собой новое поколение политиков.

хорошее воспитание, хорошие манеры

Unit 5

2. **boost** *v*

The movie helped **boost** her screen career.

to **boost** sb's confidence / morale

Getting that job did a lot to **boost** his ego.

boost *n*

a **boost** in car sales

That holiday has been a **boost** to our spirits.

поднимать, помогать подняться, помогать, поддерживать

Этот фильм способствовал ее успешной артистической карьере.

укрепить веру / моральный дух

То, что он получил эту работу, укрепило его веру в себя.

поддержка, повышение, стимул

рост продаж автомашин

После нескольких дней отдыха мы воспряли духом.

3. **command** *n*

He felt that he was really in **command** of the situation.

He has no **command over** himself.

He has a good **command of** the English language.

command *v*

His integrity **commands** respect.

господство; власть; способность контролировать свои чувства.

Он чувствовал себя хозяином положения.

Ему недостает самообладания.

Он хорошо владеет английским языком.

приказывать; распоряжаться; командовать

Его честность внушает уважение.

4. **deficient** *adj*

a diet that is **deficient** in vitamin A

deficient in knowledge

deficiency *n*

Vitamin **deficiency** in the diet can cause illness.

hearing **deficiency**

deficit *n*

a budget / trade **deficit**

The trade balance has been in **deficit** for the past five years.

лишенный чего-л.; несовершенный

недостаточный; неполный

с пробелами в знаниях

отсутствие, нехватка, дефицит, недостаток

Нехватка витаминов в диете может стать причиной болезни.

дефект слуха

недостаточность, недостаток, отсутствие

бюджетный / торговый дефицит

В течение последних пяти лет наблюдается дефицит торгового баланса.

5. **encourage** *v*

1. ободрять; поощрять, поддерживать; вселять мужество, надежду

Music and lighting are used to **encourage** consumers to buy more.

We were **encouraged** by his example.

They claim that some computer games **encourage** violent behaviour in young children.

encouraging *adj*

This month's unemployment figures are not very **encouraging**.

You could try being a little more **encouraging**!

encouragement *n*

give / offer / provide **encouragement** to

find **encouragement** in sb

warm **encouragement**

6. **enhance** *v*

They'll be keen to **enhance** their reputation abroad.

enhanced efficiency

enhancement *n*

software **enhancements**

7. **fiction** *n*

pure **fiction**

Truth is stranger than **fiction**.

Her account of the crime was complete **fiction**.

fiction writer

Музыка и освещение используются для стимулирования потребительского спроса.

Нас вдохновил его пример.

2. потворствовать, потакать, попустительствовать; подстрекать

3. содействовать, стимулировать, способствовать

Они утверждают, что некоторые компьютерные игры стимулируют агрессивное поведение маленьких детей.

Показатели безработицы в этом месяце не очень обнадеживают.

Постарайся быть более оптимистичным.

ободрение; поощрение; потворство; содействие
одобрять

находить, встречать чье-л. одобрение

сердечная поддержка

1. увеличивать, усиливать, улучшать

2. усиливать; увеличивать; повышать

Они будут стремиться улучшить свою репутацию за границей.

возросшая производительность (*труда*)

улучшение, усиление, модернизация; совершенствование
усовершенствование компьютерных программ

1. выдумка, вымысел, фантазия
чистый вымысел

Реальность удивительнее любой фантазии.

2. беллетристика; художественная литература (*роман, повесть*)

Unit 5

science fiction fictitious (fictional) adj Hamlet was a fictitious character.	научная фантастика воображаемый, нереальный, придуманный
8. impact n considerable / strong / dramatic impact emotional impact to have an impact (up) on sb / sth the environmental impact of tourism Her speech made a profound impact on everyone. Businesses are beginning to feel the full impact of the recession. impact v literacy n a campaign to promote adult literacy computer literacy	сильное воздействие; влияние эмоциональное воздействие иметь влияние на кого-л. / что-л. влияние туризма на окружающую среду Ее речь произвела на всех глубокое впечатление. Бизнес начинает в полной мере ощущать последствия спада экономики. сильно воздействовать грамотность, способность писать и читать компьютерная грамотность

9. Match the words with their dictionary definitions. Установите соответствие слов с их словарным определением.

- | | |
|-----------------|--|
| 1 breed v | a not having enough of sth, esp sth that is essential |
| 2 boost v | b to give sb support, courage or hope |
| 3 command v | c a type of literature that describes imaginary people and events, not real ones |
| 4 deficient adj | d the ability to read and write |
| 5 encourage v | e to make sth increase, or become better or more successful |
| 6 enhance v | f to educate sb in a particular way as they are growing up; to be the cause of sth |
| 7 fiction n | g the powerful effect that sth has on sb / sth |
| 8 impact n | h to increase or further improve the good quality, value or status of sb / sth |
| 9 literacy n | i your ability to do or use sth, esp a language |

10. Translate into Russian paying attention to the highlighted vocabulary. Переведите на русский язык. Обратите внимание на выделенные слова.

1. My parents have always **encouraged** me in my choice of career.
2. This is an opportunity to **enhance** the reputation of the company.
3. Businesses are beginning to feel the full **impact** of the recession.
4. A **solid command** of the English language is needed for getting a good job in a foreign company.
5. The tax cuts will give a much needed **boost** to the economy.
6. Banks actively **encourage** people to borrow money.
7. There are indications that e-books and the reading devices, like Kindle and the Nook, are having an interesting **impact on** the way we interact with content, both online and in print.
8. The skilled use of make-up helps to **enhance** your best features.
9. He is totally **deficient** in humour and unlikely to appreciate the hoax.
10. Some computer games **encourage** violent behaviour in young children.
11. Air bags are designed to soften the **impact** of a car crash.
12. The news from the doctors was very **encouraging** and a terrific **booster** for her morale.
13. Good **fiction** writers make a great deal of effort to convince the readers of the truth of their **fictional** characters.
14. For the first time in years, she felt in **command** of her life.
15. Emotional **literacy** or emotional intelligence is the ability to deal with one's emotions and recognize their causes.
16. This area of the city has become a **breeding** ground for violent crime.

11. Translate the following into English. Переведите на английский язык.

1. Сегодня молодые люди вряд ли могут рассчитывать на хорошую работу, если у них нет навыков работы на компьютере и им недостает навыков **владения** английским языком.
2. Принятые меры должны существенно **улучшить** качество жизни населения города.
3. Главный герой фильма принадлежит к **новому поколению** миллионеров Интернета.
4. Казалось, он был спокоен и **полностью владел** ситуацией.
5. Более жесткие законы по охране окружающей среды могут **отрицательно отразиться на** росте экономики.
6. Победа в соревнованиях значительно **укрепила** моральный дух спортсменов.
7. Эта картина оказывает **огромное** зрительное **воздействие**.
8. Он полностью **владеет** собой.
9. Иногда в книге трудно отличить факт от **вымысла**.
10. Этот фестиваль послужил **стимулом** для экономики района.
11. Оптимизм тренера **воодушевлял** команду.
12. Она была слишком **хорошо воспитана**, чтобы показать свое разочарование.

LANGUAGE IN USE

word formation

Nouns formed from **verbs** (Существительные, образованные от глаголов):

-age (cover — **coverage**; break — **breakage**); **-ence** (offend — **offence**); **-ment** (encourage — **encouragement**; agree — **agreement**); **-sion** (decide — **decision**; impress — **impression**); **-tion** (repeat — **repetition**); **-al** (propose — **proposal**); **-ation** (organise — **organisation**)

Nouns formed from **adjectives** (Существительные, образованные от прилагательных):

-ance (tolerant – tolerance); **-ence** (patient – patience); **-ness** (kind – kindness; happy – happiness); **-cy** (literate – literacy); **-y** (honest – honesty)

Suffixes of Adjectives formed from **nouns** (Суффиксы, преобразующие существительные в прилагательные):

-ish: the child – childish; **-less**, **-ful**: care – careless – careful

Adjective suffixes (Суффиксы, преобразующие глаголы в прилагательные):

-ful, **-less**, **-ive**, **-ic**, **-al**, **-able** / **-ible**: to remark – remarkable; to sense – sensible

Negative prefixes (Отрицательные префиксы)

-un, **-il**, **-im**, **-in**, **-ir** (illiterate; unbelievable; impossible; irregular):

legal – illegal; possible – impossible; regular – irregular

Verbs formed from **adjectives** / **nouns** (Глаголы, образованные от прилагательных / существительных)

-en: dark – darken; fright – frighten

12. Form negative adjectives beginning with **-in**, **-ir**, **-il**, or **-im**, using the base forms below. Образуйте отрицательные прилагательные, используя базовые формы и префиксы **-in**, **-ir**, **-il** или **-im**.

- | | | | |
|-------------|------------|------------|---------------|
| ● logical | ● mortal | ● literate | ● sensitive |
| ● partial | ● rational | ● correct | ● considered |
| ● competent | ● natural | ● grateful | ● responsible |

blank-filling

13. Fill in the numbered gaps with a suitable word given at the end of each line in the correct form as shown in the example. Вставьте пропущенные слова в нужной форме, как показано в примере.

Unit 5

Choosing the right career to suit your	personal	personality
(0) _____ and one		
that lives up to your (1) _____ can	expect	
be rather difficult.		
We usually take certain factors into	consider	
(2) _____ when		
making such a		
(3) _____ . First of all what	decide	
are the		
(4) _____ of the job? You need	require	
to find out what		
(5) _____ are necessary be-	qualify	
fore you hand in your		
(6) _____ form. Then think of	apply	
your career prospects		
and consider whether there is		
enough (7) _____ for	opportune	
(8) _____. Finally, you need to	promote	
decide on the level of		
(9) _____ you would be happy	responsible	
with and whether you will achieve a		
sense of job		
(10) _____ equal to the work	satisfy	
you put in.		

14. Fill each of the numbered blanks in the following passage. Use only one word in each space. Заполните пропуски подходящим по смыслу словом. Используйте только одно слово.

Read a book? There must be something (1) _____ to do. The phrase is (2) _____ more and more frequently as not (3) _____ the desire but also the incentive to read declines. Young people nowadays are (4) _____ with many alternatives (5) _____ reading for them to find a justification for actually sitting down and opening a book, let (6) _____ curling up in a chair for the afternoon to (7) _____ a good long read for the pure pleasure of it. Even at schools, where books have been the standard (8) _____ of storing and transmitting nearly all types of knowl-

edge (9) _____ centuries, they are (10) _____ supplanted by the tools of the video and computer revolution. Why (11) _____ to turn a page when by tapping a button or (12) _____ a screen the same information can be flashed (13) _____ your eyes within seconds? Even the act of reading (14) _____ is being “revolutionized” by the advent of portable, walkman-like devices which can store and (15) _____ the texts of innumerable books without the reader having to (16) _____ a page. One wonders (17) _____ future generations will ever know the actual, physical pleasures of reading: the sturdy weight of the book itself, the rough or (18) _____ rustle of the pages, and that indescribable (19) _____ of old paper and ink which is (20) _____ a perfume to the dedicated reader.

15. Read the text and fill in the word which best fits each space 1–15. Use only one word in each space. There is an example at the beginning (0). Прочтите текст и заполните пропуски 1–15 подходящим по смыслу словом. Используйте только одно слово, как показано в примере (0).

TELEVISION AND READING

Many people believe that watching television (0) **resulted** in lower reading standards in schools. (1) _____, the link between television and printed books is not as simple as that. In many (2) _____, television actually encourages people to read: for example, when a book is turned into a TV series, (3) _____ sales often go up. One study of this link examined six-year-old children who (4) _____ viewing a special series of 15-minute programmes at school. The series was designed to encourage love of books, as (5) _____ as to develop the basic mechanical skills of reading. Each programme is an animated film of a children’s book. The story is read aloud (6) _____ certain key phrases from the book appear on the screen, beneath the picture. Whenever a word is read, it is also highlighted on the TV screen.

One finding was (7) _____ watching these programmes was very important to the children. If anything prevented them (8) _____ seeing a programme, they were very disappointed. What's more, they wanted to read the books (9) _____ the different parts of the series were based on. The programmes also gave the children (10) _____ confidence when looking at these books. As a result of (11) _____ familiarity with the stories, they would sit in pairs and read the stories aloud to (12) _____ other. On (13) _____ occasion, the children showed great sympathy when discussing a character in a book because they themselves (14) _____ been moved when watching the character (15) _____ television.

Gerund / Present Participle

Герундий и причастие настоящего времени

Причастие (Participle) — неличная форма глагола, промежуточная между глаголом и прилагательным: The man speaking to her is my brother. «Человек, говорящий с ней, — мой брат».

Герундий (Gerund) — неличная форма глагола, промежуточная между существительным и глаголом: Smoking is forbidden. «Курение запрещено».

Причастие по своим функциям в большей степени прилагательное, а герундий — существительное.

Чаще всего герундий соответствует русским отглагольным существительным, оканчивающимся на *-ание, -ение*. Герундий также переводится инфинитивом:

Imagine, I enjoy learning English grammar.

Reading is to the mind what exercise is to the body.

Every student avoids making mistakes.

Герундий употребляется:

1) в качестве подлежащего: Swimming is pleasant;

2) как часть сказуемого после глаголов to finish, to start, to continue, to go on, to keep и др.: He finished reading the newspaper;

3) как предложное дополнение: I am fond of reading;

4) как прямое дополнение: Do you mind my smoking here?

5) как обстоятельство времени: On coming home I took a bath;

6) как обстоятельство образа действия: Instead of going home he went to the movies.

Одна и та же английская «инговая» форма в зависимости от места в предложении и контекста может обозначать: «чтение», «читать», «читая», «прочитав», «прочитал».

Причастие настоящего времени (**Present Participle**, или **Participle I**) по форме совпадает с герундием, но функции его в предложении гораздо шире.

В форме Present Participle смысловый глагол участвует в образовании двух групп времен (Continuous, Perfect Continuous).

READING AND SPEAKING

16. Pay attention to the use of Gerund in the article below and write out several examples. Now read the article, do the tasks that follow and get ready to discuss it with your peers. Обратите внимание на то, как употребляется герундий в следующей статье, и выпишите несколько примеров. Прочтите статью, выполните задания и подготовьтесь к обсуждению затронутой темы с одноклассниками.

HOW READING FICTION RENEWED MY LOVE FOR READING AND CHANGED MY LIFE

If you are like I was, and are a very loyal supporter of **non-fiction** books, then ***you may find this article enlightening...*** It began after watching the movie *Twilight*. A story about teenage vam-

pires. After watching this film, I knew there was no way that I could wait for the next movie to come out, so I immediately picked up a copy of the next three books in the series. *On top of that*, I saw a trailer for *Angels And Demons*. The *prequel* movie to a great book I had read a few years ago called *The Da Vinci Code*. Both excellent stories that I highly recommend you *check out*.

I picked up the book *Angels And Demons* as well because I find movies that are based on books ten times more enjoyable if you've read the book first. So from going to see one movie, it inspired me to buy four books that I immediately wanted to start reading. And since I didn't have any **non-fiction** books I was desperate to get started on, *I decided to give this "fiction" thing a shot*. Before I started reading these books, I'll admit that I wasn't *an avid reader*. The books that I was reading were OK. *Cracking Creativity* is what ultimately gave me the idea to start doing personal development experiments. It's a very good book and is definitely my favourite idea book of all time. But something was missing. And I wasn't quite sure what it was.

After taking a month off from personal development books to start reading **fiction**, I *figured out* what was missing. And it was passion. While reading personal development books used to light my brain on fire with inspiration, they simply weren't doing that for me anymore. Yet, by reading these **fiction** books, I found myself eager to tear through the pages to find out what was happening next. Is Bella going to become a vampire? Is Edward going to die? Will the world be destroyed by antimatter? I didn't know. But these great fiction stories made me flip page after page to find out.

Reading fiction showed me a lot of things about personal development and myself. And not just the fact that I would really love to become a vampire! First, it showed me that too much of anything is a bad thing. No matter what it is. Even though I'm an *avid fan* of **non-fiction** books, reading a good fiction book every *now and then* is not only fun, but also necessary. It opens your mind to a whole new place where things aren't like your every day world. It also *gives you that childlike mindset* where

anything is possible. The second thing that reading fiction books did was renew my love for reading. While reading was starting to become a **chore**, I relearned just how enjoyable reading can actually be. I learned that reading is usually ten times better than watching television.

After finishing one of my books, I asked myself when the last time watching a movie or television had me this excited and moved by a story. I decided the last time that came close was when I watched *Schindler's List*, and that had been a long time ago! So reading **fiction** showed me the amazing power that reading can have on you.

Let's not get carried away, I still love reading personal development books. That *trait* will last me a lifetime because ***the subject of personal development lasts a lifetime***. But I've learned that you need to try new and different things occasionally. If you are like I was and believe that **non-fiction** is the only thing worth reading then I strongly consider that you reconsider your thinking. Fiction books are a great form of entertainment and is a hundred times better than ***slaving yourself through television***. Grab a great fiction story, there are plenty of them out there, and find out for yourself just how rewarding a great story can be.

17. Match the English expressions with their Russian definitions. Установите соответствие английских выражений их дефинициям на русском языке.

- | | |
|------------------|---------------------------------------|
| a enlighten | 1 понять, разобраться |
| b on top of that | 2 время от времени |
| c an avid reader | 3 в довершение всего |
| d check out | 4 склад ума |
| e prequel | 5 рутинная работа |
| f mindset | 6 характерная черта, особенность |
| g figure out | 7 прояснять, проливать свет на что-л. |
| h now and then | 8 ознакомиться (с книгой) |
| i a chore | 9 предыстория |
| j trait | 10 человек, читающий запоем |

18. Answer the questions. Ответьте на вопросы.

1. What category of readers is the article addressed to?
2. How did the writer develop the habit of reading fiction?
3. What kind of books did he use to read before?
4. What book triggered his personal development experiments?
5. What was missing in non-fiction books in his opinion?
6. What was the **impact** of personal development books on him?
7. What other types of non-fiction books do you know?
8. What arguments does he give to **encourage** people to start reading **fiction**?

19. Paraphrase or explain the following. Перефразируйте или объясните выражения из текста.

- you may find this article enlightening
- I decided to give this “**fiction**” thing a shot
- It also gives you that childlike mindset
- the subject of personal development lasts a lifetime
- slaving yourself through television

listening and speaking

What are the Benefits of Extensive Reading?

20. Listen to Professor Richard Day and complete the sentences. Прослушайте профессора Ричарда Дэя и закончите предложения.

1. The more students read _____.
2. And along the way, incidentally, without _____.
3. And then we've learned that the _____.
4. And their attitude improves towards _____.
5. They get _____!

Oxford Bookworm Library

<http://www.google.ru/#q=oxford+bookworms>

21. Compare Extensive and Intensive types of reading and list their advantages and disadvantages. Сравните оба типа чтения и перечислите их преимущества и недостатки.

Extensive (обильное)

- Overall understanding
- Reading a lot
- Easy texts
- Fluent reading
- Ignore unknown words
- Reading for pleasure

Intensive (вдумчивое)

- 100% understanding
- Limited reading
- Difficult texts
- Word for word
- Use dictionaries

Why does Richard Day stress the importance of extensive reading for developing language skills?

Benefits of Reading

22. Choose the most suitable heading from A–J for each part (1–8) of the article as shown in the example. There is one extra heading which you do not need. Установите соответствие между заголовками A–J и текстами 1–8, как показано в примере. Один заголовок лишний.

A Enhances memory

B You become good company

C Improves concentration and focus

D Improves your discipline

E Reading improves your vocabulary

F Fosters creativity

G Reading is an active mental process

H Gives you a glimpse into other cultures

I Boosts self-esteem

J Kills boredom

Reading is one of the best hobbies a person can have. But if you are one of the non-book readers who feels you don't need books, here are some reasons to start the habit ... before you are left behind!

0 G Reading is an active mental process

Unlike sitting in front of the idiot box (TV), reading makes you use your brain. While reading you would be forced to reason out many things which are unfamiliar to you. In this process you would use the grey cells of your brain to think and become smarter.

1

Remember in elementary school when you learned how to *infer the meaning* of one word by reading the context of the other words in the sentence? You get the same benefit from book reading. While reading books, especially *challenging* ones, you will find yourself exposed to many new words you wouldn't be otherwise.

2

Reading gives you an insight into the diversity of ethnicity of people, their customs, their lifestyles etc. You become more aware about the different places and *the code of conduct* in those places.

3

It requires you to focus on what you are reading for long periods. Unlike magazines, Internet posts or e-mails that might contain small chunks of information, books tell the whole story. Since you must concentrate in order to read you will get better at concentration.

4

The more you read, the more knowledgeable you become. With more knowledge comes more confidence. More confidence **boosts** self-esteem. So it's a chain reaction. Since you are so well read, people look to you for answers. Your feelings about yourself can only get better.

5

Many studies show if you don't use your memory, you lose it. Crossword puzzles are an example of a word game that **enhances** your memory. Reading benefits you in a similar way. Reading requires remembering details, facts and figures and in

literature, the style of *narration*, *plot* lines, themes and characters gives enough exercise for your brain to keep it sharp.

6

Making time to read is something we all know we should do, but who schedules book reading time every day? Very few... That's why adding book reading to your daily schedule and sticking to it, improves discipline.

7

Reading about *diversity* of life and exposing yourself to new ideas and more information helps to develop the creative side of the brain and innovative thinking.

8

Have you ever found yourself in an embarrassing situation where you didn't have anything to talk about? Did you hate yourself for making a fool of yourself? Do you want *a remedy for* this? It's simple. Start reading. Reading widens your horizon of information. You'll always have something to talk about. You can discuss various plots in the novels you read, you can discuss the stuff you are learning in the other books you are reading as well. The possibilities of sharing become endless. If you want to break the monotony of a lazy, uncreative and boring life, go and grab an interesting book. Turn the pages to explore a new world filled with information and ingenuity.

23. Match the English expressions with their Russian equivalents. Установите соответствие между английскими выражениями и их русскими эквивалентами.

- | | |
|-----------------------------|--|
| a infer the meaning | 1 дает возможность глубже постичь что-л. |
| b challenging (books) | 2 повествование |
| c gives you an insight into | 3 сюжет, фабула |
| d the code of conduct | 4 средство от |
| e narration | 5 стимулирующий интерес |
| f plot | 6 нормы поведения |
| g diversity | 7 догадаться (о значении слова) |
| h a remedy for | 8 разнообразие, многообразие |

CROSS-CULTURAL FOCUS

24. *Render the text in English using the words and phrases below for the highlighted words and word combinations. Передайте содержание текста на английском языке, используя следующие слова и выражения при переводе выделенных слов и словосочетаний.*

broaden one's mind; impact on one's mindset; fiction; to boost imagination; foster creativity; fictional characters; get an insight into people's relations; become good company; role models; enhance memory; diversity of literature; remedy for; kill boredom

ЧТЕНИЕ КНИГ – ЭТО И УДОВОЛЬСТВИЕ, И ПОЛЬЗА

В современной жизни появилось огромное количество всевозможных источников информации. Новости мы узнаем в основном благодаря телевидению и газетам, в поиске нужной информации и необходимых сведений нам помогает Интернет. Но ничто не может заменить книги. Именно они дают нам много полезной информации, помогают **расширить кругозор**, **вливают на формирование нашего мировоззрения**. Читать книги полезно не только для того, чтобы узнать что-то новое. **Художественная литература развивает фантазию и творческие способности** у читателя, помогает понимать красоту, различать добро и зло, **постигать суть** взаимоотношений между людьми и разбираться в человеческих характерах. Чтение помогает стать интересным **собеседником**. Для детей литературные герои часто **становятся образцами для подражания**. Чтение книг обогащает язык, **влияет на повышение** грамматических знаний человека и дает возможность **улучшить** собственные разговорные навыки и память. Есть книги, которые необходимо прочитать каждому уважающему себя человеку. Подобные произведения прошли испытание временем, сменялись

поколения, политический строй, менялись социальные слои в обществе. Среди всего **разнообразия литературы** вам обязательно встретится именно ваше произведение или какой-то определенный автор, чье мнение вам близко, а стиль изложения понятен. В том, что **польза от чтения** книг весьма ощутима, согласятся многие. Но большинство детей и взрослых читают книги потому, что это очень интересно и увлекательно. Это прекрасное **средство от скуки** позволяет **отвлечься от повседневности** и погрузиться в другой мир, испытать чувства и переживания людей прошлых эпох, перенестись в фантастические миры будущего, **проникнуть в суть** традиций древности и познакомиться с историческими событиями в художественной форме. Не позволяйте новым технологиям вытеснить из вашей жизни такое удовольствие, как чтение книг, и этим значительно обедните свой внутренний мир.

WRITING

25. Study the following tips for writing an informal letter. Изучите следующие рекомендации для написания неформального письма.

All letters begin with **Dear...** or **Hi, Hello.**

Remember to state the reason for writing.

We can write contractions (I've, we're, I'll in an informal letter, but not in a formal one)

Here are some useful phrases for informal letters:

Beginning

It was lovely to hear from you. I was pleased to hear that...

Thank you for your letter. I was sorry to hear that...

I'm sorry I haven't written before, but...

This is just a note to say...

Giving news

We are having a lovely time in...

I've been very busy recently. Last week I ... and next week

I am going to...

Ending

I am looking forward to seeing you... / to hearing from you soon.

Give my regards to Ann... / Write to me soon... / I hope to hear from you soon...

We can end an informal letter with Best wishes or Love / With love / Regards

FOLLOW-UP

26. Give a 5-minute presentation on:

- a book of fiction / non-fiction which made a great impact on you
- how reading in English is helping you enhance your language skills

Подготовьте пятиминутное выступление и расскажите:

- о произведении художественной или научно-популярной литературы, которое произвело на вас неизгладимое впечатление
- как постепенно чтение на английском языке помогает лучше освоить этот язык

27. Explain the meaning of the following sayings and express your personal opinion. Объясните значение высказываний и выразите свое мнение.

“You know you’ve read a good book when you turn the last page and feel a little as if you have lost a friend.”

“Books can be dangerous. The best ones should be labeled ‘This could change your life.’ ”

28. *Write an informal letter (see the tips above). Напишите письмо другу/подруге (воспользуйтесь данными выше рекомендациями).*

In summer you spent two weeks in England studying English in a language school. You stayed at your English friend's house during that time. Write a letter to your friend. Remember to thank her / his family for their hospitality. Write about your progress in English and enhanced language skills due to extensive communication with native speakers. Ask your friend for the recommendations about some popular English books to read.

Летом вы провели две недели в Англии, где изучали английский язык в языковой школе. Все это время вы жили в английской семье у своего друга. Напишите ему письмо. Не забудьте поблагодарить его семью за гостеприимство. Напишите также про ваши успехи в изучении английского языка и попросите порекомендовать книги для чтения.

UNIT 6

GLOBAL ENGLISH

LEAD-IN

talking points

1. Choose a quote and prepare a two-minute presentation about language. Выберите цитату и подготовьте двухминутную презентацию о языке.

Language is a city to the building of which every human being brought a stone.

Emerson

Own only what you can carry with you; know language, know countries, know people. Let your memory be your bag.

Alexander Solzhenitsyn

Language is the inventory of human experience.

Lockhart, L.W.

2. Answer the following questions. Ответьте на вопросы.

- Why do we find a striking similarity between different languages? What do you know about language families?
- Have you heard the biblical legend about the Babel Tower? What does it say?

READING

BABEL RUNS BACKWARDS

3. Before reading the article infer from its headline what it might be about. Предположите, о чем может быть статья, судя по ее заглавию.

4. Match the highlighted words from the article with their synonyms. Найдите синонимы выделенным словам из текста.

a	descendants	easy	e	prosper	preserve
b	recognition	leading	f	dominant	respect
c	scattered	dying out	g	endangered	spread
d	effortless	relatives	h	safeguard	do well

5. Match these phrases from the article (sometimes more than one combination is possible). Установите соответствие фраз (возможно несколько вариантов).

1 Multilingualism was a curse	a the people gave up the project
2 The single language of our ancestors	b to safeguard diversity
3 the slow destruction	c became extinct in daily life
4 Unable to communicate with each other	d to bring them down to Earth
5 Most languages disappear because	e is the equivalent of an ecological disaster
6 A few survived in writing but	f gradually split and diversified
7 a widespread loss of languages	g has greatly accelerated
8 Languages should be preserved	h their speakers voluntarily abandon them

6. Read the article and say whether your inference was true. Do the tasks that follow. Прочтите статью. Подтвердилось ли ваше предположение? Выполните задания к тексту.

BABEL RUNS BACKWARDS

The story of the Tower of Babel is told in the first book of the Old Testament of the Bible. After a great flood, some of Noah's *descendants* decided to build a city on the plains of southern Mesopotamia with a tall tower reaching up into the heavens.

Their plan was *to gain recognition* for themselves as a people and to be able to stay together. When God saw what they were doing, however, he concluded that they were trying to gain more power. To make planning difficult for them, he made them speak many different languages. Unable to communicate with each other at the building site, the people *gave up* the project and *scattered* to different lands. The remains of the city became known as Babel. In Hebrew the word means “**confusion**.” To-day the image of the Tower of Babel is used to mean **confusion** and failure to communicate. Multilingualism was a curse to bring them down to Earth — an expulsion from the benefits of *effortless* communication. If that is what happened, the Lord certainly made a **thorough** job of it.

The single language that our **ancestors** may have spoken at the dawn of modern mankind, perhaps 60,000 years ago, gradually **split** and **diversified** into huge numbers. Perhaps tens, possibly hundreds of thousands of languages may have **evolved** and then died as the people who spoke them first flourished, then disappeared. The vast majority left no written **trace** and so no **trace** at all. A few survived in writing but became **extinct** in daily life. Others, such as Latin, Sanskrit and ancient Greek, were preserved in written form but also **evolved** into live new tongues.

In recent centuries, colonisation, trade, industrialisation, the development of the nation-state and the spread of universal **compulsory** education, among other things, have helped to destroy many languages that had previously *prospered* in isolation. And in the past few decades, thanks to globalisation and better communications, the slow destruction has greatly **accelerated**, and *dominant* languages such as English, Spanish and Chinese are increasingly *taking over*. Already well over 400 of the total of 6,800 languages are close to **extinction**, with only a few elderly speakers left. Worse, probably 3,000 or so others are also endangered.

All the experts *take it as read* that by the end of this century the number of languages in use will be much smaller than it is now, but they disagree on how much smaller. The optimists think that about half will survive. The pessimists say that in 100 years’ time 90% of the world’s languages will be gone, and that

a couple of centuries from now the world may be left with only 200 tongues. Most languages disappear because their speakers voluntarily **abandon** them. Where a *dominant* language is associated with progress and economic success, speakers of minority languages come under pressure to learn it in order to get on. The most obvious example in the modern world is English, which is encouraged by the internet today and accounts for two-thirds of all web content.

The **extinction** of each language results in the loss of unique cultural, historical and ecological knowledge. Above all, speakers of these languages may experience the loss of their language as a loss of their **original** ethnic and cultural identity. Languages should be preserved to *safeguard* **diversity**, say linguists: a widespread loss of languages is the equivalent of an ecological disaster. The well known linguist Kenneth Hale put it more passionately: "When you lose a language, you lose a culture, intellectual wealth, a work of art. It's like dropping a bomb on a museum."

From The Economist print edition (abridged)

7. Match the words on the left with their Russian synonymous expressions on the right. Установите соответствие слов слева с их русскими эквивалентами справа.

- | | |
|--------------|---|
| 1 confusion | a ускорять |
| 2 ancestors | b отказываться от, бросать |
| 3 diverse | c вымерший; исчезнувший |
| 4 accelerate | d первоначальный, исходный |
| 5 thorough | e предки |
| 6 abandon | f путаница, смешение |
| 7 extinct | g разнообразный, иной |
| 8 compulsory | h разветвление, разбиение |
| 9 evolve | i след, отпечаток |
| 10 split | j принудительный; обязательный |
| 11 original | k эволюционировать, развиваться |
| 12 trace | l полный, основательный, всесторонний, тщательный |

8. *Paraphrase or explain the following. Перефразируйте или объясните.*

- 'A widespread loss of languages is the equivalent of an ecological disaster.'
- 'Greenery has become mainstream.'
- 'Dominant languages such as English, Spanish and Chinese are increasingly taking over.'
- voluntarily abandon them
- a loss of their original ethnic and cultural identity
- the paradise of effortless communication
- All the experts take it as read that ...
- 'When you lose a language ... it's like dropping a bomb on a museum.'

9. *Answer the questions and sum up the article. Ответьте на вопросы и кратко изложите статью.*

1. Is there any clue in the Hebrew name of the tower to the understanding of its role in the split of one common language?
2. What are the best known ancient languages that have become extinct but survived in writing or have been preserved in written form but evolved into new tongues?
3. Do you think it possible that there may have only been one language in the past?
4. Which factors have greatly contributed to the destruction of numerous languages in the past decades? What are the endangered languages?
5. What common ancestor did most major languages of Europe descend from?
6. What branch of the Indo-European language does English belong to?
7. What do the recent statistics indicate to?
8. What factors from the list below played a decisive role in making English global?

9. Say how these factors impact on the development and spread or on slowing down and gradual extinction of a language (isolation from other cultures, literacy, domination by a foreign power, mass education, television, foreign tourism).
10. Is it possible that in the future there may be only one language? What factors would enable this to happen or might prevent it?
11. Do you agree that ‘the extinction of each language results in the irrecoverable loss of unique cultural, historical and ecological knowledge’?
12. Why should we care about preserving the diversity of languages?

on a lighter note

An American in England

An American visiting in England asked at the hotel for the elevator. The porter looked a bit confused but smiled when he realized what the man wanted. “You must mean the lift,” he said. “No,” the American responded. “If I ask for the elevator I mean the elevator.” “Well,” the porter answered, “over here we call them lifts.” “Now you listen,” the American said rather irritated, “someone in America invented the elevator.” “Oh, right you are sir,” the porter said in a polite tone, “but someone here in England invented the language.”

Foreign Language Joke

A mother mouse and a baby mouse are walking along, when all of a sudden, a cat attacks them. The mother mouse goes, “BARK!” and the cat runs away. “See?” says the mother mouse to her baby. “Now do you see why it’s important to learn a foreign language?”

VOCABULARY

10. Learn the new vocabulary. Выучите новые слова.

1. **abandon** *v*

to abandon the attempt / (all) hope

The family **had abandoned** all hope of finding him alive.
abandon a custom

Immigrants are slow **to abandon** their native language.

They **abandoned** the escape.
Courage **abandoned** him.

to abandon oneself to passion (despair)

After her mother died, she **abandoned herself** to grief.

1. бросать, распротиться, оставлять, отказываться от, сдавать, покидать, закрывать, самовольно уходить (*с поста и т.п.*); бросить кого-л., покинуть тонущий корабль
отказаться от (прекратить) попытки / оставить (всякую) надежду

Семья оставила всякую надежду найти его живым.

не сохранить / предать забвению обычай

Иммигранты неохотно отказываются от своего родного языка.

Они отказались от побега.

Мужество покинуло его.

2. предаваться, посвящать себя

После смерти матери она полностью ушла в свое горе.

2. **accelerate** *v*

to accelerate economic growth

The government is **to accelerate** its modernisation program.

Suddenly the car **accelerated**.

acceleration *n*

1. ускорять, форсировать
ускорять экономический рост

Правительство должно ускорить реализацию программы модернизации.

2. ускоряться, увеличивать скорость; разгонять(ся)

Неожиданно машина ускорила ход.

3. **ancestor** *n*

common / remote **ancestor**
His **ancestors** had come to America from Ireland.

ancestry *n*

прародитель, предок
общий / отдаленный предок

1. происхождение 2. предки

4. **compulsory** *adj*

It is **compulsory** for all motorcyclists to wear helmets.

1. обязательный (*для всех*)

2. принудительный, связанный с принуждением

compulsory education / military service / measures
compulsion *n*

He felt a sudden **compulsion** to tell her the truth.

You are under no **compulsion** to pay immediately.

He felt a **great compulsion** to tell her everything.

to act **under compulsion**

compulsive *adj*

eating / spending / gambling

a **compulsive** gambler / liar / smoker / smoker / talker / eater

compulsively *adv*

a **compulsively** readable book

5. **confusion** *n*
complete / general / utter

confusion

a state of **confusion**

to put sb to **confusion**

It was a scene of utter **confusion**.

to cause / create **confusion**

to throw into **confusion**

to clear up **confusion**

Their unexpected arrival threw our plans into **confusion**.

confuse *v*

I always **confuse** him with his brother.

The teacher **confused** the student with his questions.

6. **diverse** *adj*

the most **diverse** sections of society

обязательное обучение / воинская повинность / принудительные меры

принуждение, непреодолимое влечение; мания

Вас никто не заставляет немедленно платить.

Он испытывал непреодолимое желание рассказать ей все.

действовать под давлением

непреодолимый; навязчивый;

маниакальный

неисправимый игрок / лгун /

заядлый курильщик / человек,

безостановочно говорящий /

человек, который вечно что-

то жует

непреодолимо; маниакально

книга, от которой невозможно

оторваться

1. смущение, смятение
полное замешательство

смущение

привести кого-л. в замешательство

Все были в полном замешательстве.

2. беспорядок; неразбериха, путаница

создать беспорядок, спутать

карты, помешать планам

прояснить ситуацию, ликвидировать путаницу

Их неожиданный приезд

спутал нам все карты.

1. смешивать, путать

Я всегда путаю этого человека с его братом.

2. смущать, запутывать, сбивать с толку

Преподаватель сбил студента с толку своими вопросами.

1. разнообразный, разный, иной, отличный

самые различные круги общества

diversity *n*

diversification *n*

a costly **diversification** into electronics and aerospace

diversified *adj*

a highly **diversified** and skilled workforce

diversified experience

diversify *v*

Faced with a changing environment, most organisms will adapt and **diversify**.

1. разнообразие; многообразие; разнородность

2. несходство; непохожесть, несхожесть, различие 3. разнovidность, диверсифицирование

разнообразный; многообразный; многоотраслевой; множественный;

диверсифицированный, разнoплановый, разнородный многопрофильная и квалифицированная рабочая сила многогранный опыт

разносторонне развиваться, порождать многообразие

При изменении окружающей среды большинство организмов должно приспосабливаться и видоизменяться.

7. **evolve** *v*

Society **evolved** through the ages.

to evolve into a human being

to evolve the powers of (the) mind

These unique plants **evolved** undisturbed for millions of years.

evolution *n*

the evolution of the child (*the drama, a language*)

Darwin's theory of **evolution** the evolution of one species out of another

The new fossil finds may tell us more about human **evolution**.

evolutionary *adj*

evolutionist *n*

1. развивать, развертывать

Общество развивалось на протяжении веков.

развиться / превратиться в человека

развивать умственные способности

2. развиваться, превращаться, эволюционировать

1. развитие; процесс изменения, роста

развитие ребенка (*драматургии, языка*)

2. эволюция, постепенное развитие

теория эволюции, дарвинизм развитие одного вида из другого, превращение одного вида в другой

эволюционный

эволюционист, дарвинист

8. **extinct** *adj*

extinct volcano

extinct feelings

1. потухший

потухший вулкан

2. угасший (*о чувствах*)

- extinct** language
- extinction** *n*
9. **origin** *n*
the origin of species / words / civilization
originate *v*
to originate a new style in music
 With whom did the idea **originate**?
original *n*
 to take a copy from **the original**
in the original
the original inhabitants of this area
 Send out the photocopies and keep **the original**.
 He's a bit of **an original**.
original *adj*
 the **original** edition
 The **original** manuscript has been lost.
 That's not a very **original** suggestion.
 an **original** artist
- 3 вымерший; исчезнувший мертвый язык
 4. устаревший, вышедший из употребления
 исчезновение, отмирание (языка), вымирание (вида животных, племени)
 происхождение, исток, причина
 происхождение видов (слов) / истоки, корни цивилизации
 1. давать начало, порождать; создавать
 создать новый стиль в музыке
 2. брать начало, происходить, возникать
 У кого зародилась эта мысль?
1. подлинник, оригинал
 снять копию с подлинника / оригинала / первого издания
 2. язык оригинала, язык, на котором создано произведение в оригинале
 древние (коренные) жители этого района
 Пришлите ксерокопии, а оригинал оставьте себе.
 Он (большой) оригинал.
 1. первый, первоначальный
 первое издание
 2. подлинный
3. самобытный, оригинальный
 самобытный художник
10. **split** *v*
 Can you **split up** this piece of wood?
 She **split** the money she won **with** her brother.
to split (up) the work among a number of people
 His time is **split** between the London and Paris offices.
 The singer **split with** his wife last June.
 Who told you that Mary and I had **split up**?
1. раскалывать(ся), расщеплять(ся), откалывать(ся), отделять(ся)
 2. делить на части, распределять (работу между несколькими людьми)
 3. разойтись, развестись

to split on sb (to sb)

Don't worry — he won't **split on us**.
to split hairs / words

My head is **splitting**.
split *n*

4. *сленг* выдавать; доносить, стать доносчиком; «расколаться»

Не волнуйся — он нас не выдаст.

спорить о мелочах, вдаваться в мелкие подробности; проявлять придирчивость

У меня раскалывается голова. разрыв, раскол

11. **thorough** *adj*

The key to a good interview is **thorough** preparation.

a **thorough understanding / knowledge**

She has a **thorough** understanding of the business.

a **thorough** investigation / examination / search

She's very **thorough** and conscientious.

Everything was in a **thorough** mess.

thoroughness *n*

I was impressed by **the thoroughness of** the report.

I admire his **thoroughness**.

тщательный, основательный, доскональный, детальный; полный

доскональность, законченность, основательность, скрупулезность, тщательность

12. **trace** *v*

to trace a criminal

trace *n*

Little **trace** is left of how Stone Age people lived.

The ship had vanished without **(a) trace**.

She has still some **traces of** beauty.

traces of an ancient city

without (a) trace

следить; проследживать; отслеживать, установить

1. след, отпечаток

2. *pl* признаки, следы, остатки

остатки древнего города
бесследно

11. Match the English words with their definitions. Установите соответствие английских слов с их словарными дефинициями.

- | | |
|--------------|--|
| 1 confusion | a desert; leave behind |
| 2 ancestor | b dead, obsolete |
| 3 diverse | c obligatory, binding |
| 4 accelerate | d to develop or cause to develop gradually |

5	thorough	e	indication, sign, mark
6	abandon	f	forefather, forebear
7	extinct	g	disorder, mess, embarrassment
8	compulsory	h	first, primary, initial, genuine, distinctive, creative
9	evolve	i	different, divergent, various
10	split	j	careful, painstaking, exhaustive
11	original	k	quicken
12	trace	l	to break or cause to break forcibly

12. *Translate from English into Russian. Переведите на русский язык.*

1. It's exciting to discover **traces** of earlier civilizations.
2. I think you should go back to your **original** plan.
3. After a **thorough** examination the doctor asked lots of questions.
4. The newspaper aims to cover a wide range of **diverse** issues.
5. His **compulsive** need to succeed made him unpopular with the rest of the staff.
6. You are not **under** any **compulsion** to make a statement to the police.
7. The three species **evolved from** a single **ancestor**.
8. The police carried out a **thorough** investigation.
9. **Compulsive** shopping can be just as addictive and as destructive as alcohol or drugs.
10. The committee **split over** subsidies to farmers.
11. They **abandoned** their native language.
12. The idea **evolved from** a drawing I discovered in the attic.
13. Mum always **encouraged** us to discuss our problems.
14. I was impressed by the **thoroughness of** the report.
15. The disease is thought to have **originated** in the tropics.

13. *Translate the following into English. Переведите на английский язык.*

1. Кто послужил **прообразом** этого героя?
2. Эта картина — копия. **Оригинал** находится в Мадриде.

3. Преподаватель засыпал студента вопросами, чем окончательно **сбил его с толку**.
4. Многие американские семьи **разделены** большими географическими расстояниями.
5. Компьютерное программное обеспечение будет **развиваться**, чтобы удовлетворять нужды пользователей.
6. Снег вынудил многих водителей **оставить** свои машины дома и ехать общественным транспортом.
7. Приток капитала **ускорит** экономический рост.
8. После 20 уроков я окончательно **отказался от** попытки научиться вождению.
9. Залогом успешного собеседования при устройстве на работу является **основательная** подготовка.
10. Школьная форма во многих британских школах больше не является **обязательной**.
11. В конце концов она таинственно исчезла, не оставив никаких **следов**.
12. Годы, проведенные в Англии, не оставили и **следа** от ее американского акцента.
13. Все понимали, что в его истории не было и **следа** правды, и никакие его усилия не могли заставить ее звучать более **достоверно**.
14. Она **разделила** денежный выигрыш со своим братом.
15. Инвестиции в новые технологии будут способствовать **ускорению** экономического развития России.
16. **Непреодолимое желание постоянно** что-то жевать является одним из видов расстройств питания.

14. Translate into English paying attention to the new vocabulary. Переведите на английский, обращая внимание на новые слова.

Вавилонская башня и **смешение** языков — два предания о Древнем Вавилоне, объединенные в **первоначальном** тексте Библии в единый рассказ. Эти предания относятся к «началу истории человечества» после потопа (flood)

и объясняют **первопричину** языковой и территориальной **разобщенности** людей.

Согласно древней легенде, наши далекие **предки**, которые **произошли** от потомков Ноя (Noah's descendants), **первоначально** говорили на одном языке. Они задались заманчивой (tempting) целью построить в Вавилоне город из камня и башню, достигающую неба, и тем самым навлекли на себя гнев (incurred the wrath) Бога. Когда строительство башни близилось к концу, разгневанный Бог сорвал планы людей, внося **путаницу** в их язык — отсюда **многообразие** языков, которые **развились** из одного источника, — и расселив их по всей Земле — отсюда (hence) и **разнообразие** народностей. С точки зрения **современной** теории о моногенизме (monogenesis) языка, которая **устанавливает происхождение** языков **от одного общего языка**, на котором говорили наши общие **предки**, жившие в этих местах, эта легенда сегодня звучит не так уж неправдоподобно (seems quite plausible).

LANGUAGE IN USE

gap filling

15. Put the appropriate words from the column on the right into the gaps in the text. Заполните пропуски в тексте соответствующими словами из правой колонки.

The single language that our (1)_____ may have spoken at the dawn of modern mankind, perhaps 60,000 years ago, gradually (2)_____ and (3)_____ into huge numbers. Perhaps tens, possibly hundreds of thousands of languages may have (4)_____ and then died as the people who spoke them first flourished, then disappeared. The vast majority left no written trace and so no trace at all. A few survived in writing but became (5) _____

diversified
extinct
extinction
taking over

in daily life. Others, such as Latin, Sanskrit and ancient Greek, were preserved in written form but also (6) _____ into live new tongues. And in the past few decades, thanks to globalisation and better communications, the slow destruction has greatly (7) _____, and (8) _____ languages such as English, Spanish and Chinese are increasingly (9) _____. Already well over 400 of the total of 6,800 languages are close to (10) _____, with only a few elderly speakers left.

evolved
accelerated
dominant
ancestors
split

phrasal verbs

A **phrasal verb** is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition, any of which are part of the syntax of the sentence, and so are a complete semantic unit. **Фразовый глагол** существует как единая неразделимая семантическая единица языка и несет смысловое значение только в таком виде:

- глагол + предлог (Verb + Preposition)
- глагол + наречие (Verb + Adverb)
- глагол + предлог и наречие

16. Match the phrasal verbs on the left with their Russian equivalents. Установите соответствие фразовых глаголов с их эквивалентами на русском языке.

- | | |
|--------------|--|
| 1 get on | a стать более успешным, взять верх, доминировать |
| 2 bring down | b отказаться от чего-л. |
| 3 take over | c делать успехи, преуспевать в чем-л. |
| 4 give up | d снизить, осадить кого-л., поставить на место, сместить |

17. *Translate the sentences into Russian. Переведите предложения на русский язык.*

1. France **has taken over** from Spain as Europe's favourite holiday destination.
2. She seems to **be getting on** fine at school.
3. I think **I'll get on** with some work while the kids are out.
4. He came to this company with the attitude that he wanted to **get on**.
5. I had to **give up** halfway through the race because I was so tired.
6. Her doctor's told her she needs to relax more to **bring** her blood pressure **down**.
7. The company he works for **was** recently **taken over**.
8. Are you going to **give up** work when you have your baby?

18. *Translate the sentences into English. Переведите предложения на английский язык.*

1. Как твои **успехи** в школе?
2. Правительство стремится **снизить** уровень инфляции.
3. **Я отчаялся** уговорить Анну пойти на концерт. Ее это не интересует.
4. Жаль, что ей не удастся **ладить** со своими одноклассниками.
5. Не позволяйте негативным мыслям **завладеть** вами.
6. Нынешний кризис может привести к **низложению** правительства.
7. **Я сдаюсь**. Так какой же город является столицей Судана?
8. Мне пришлось **отказаться от** уроков французского из-за нехватки времени.

idioms

19. *Here are some idioms connected with reading and words. One word from each expression is missing, but the correct explanation is on the left. Fill in the blanks with the correct words*

from below. Ниже даны идиомы со словами 'read' и 'word / s', в которых одно слово отсутствует. Вставьте пропущенное слово в соответствии со значением каждой идиомы.

mince in for lost perfect take lines

1. regard something as being _____ **it as read**
known (принимать на веру)
2. understand what is implicit
but not necessarily explicit **read between the** _____
(читать между строк)
3. verbatim (слово в слово) **word** _____
4. briefly (одним словом) **in** _____
5. to know the lines of a speech
by heart (знать наизусть) **word** _____
6. speak freely or directly (гово-
рить начистоту, без обиня-
ков) **not to** _____ **words**
7. not know what to say (не **lost** _____
знать, что сказать)

20. Now complete the following sentences using the above idioms and making any necessary changes. А теперь закончите предложения, используя эти идиомы.

1. My interview with the policeman took longer than I had thought because he wanted to copy down my statement _____ .
2. My answer, _____ is no.
3. I'm extremely angry with you and I'm not going _____ . I thought your behaviour was absolutely disgraceful.
4. _____, I sensed that she was trying to tell me that she was having problems at home.
5. He read the speech again and again until he was absolutely sure that he was _____ .

6. When she was told she had won the prize she was _____ and tears welled up in her eyes.
7. I don't think we need to put 'Informal' on the invitations — most people will _____ .

21. Translate the sentences into English using the above expressions. Переведите предложения на английский язык, употребляя нужные идиомы.

1. Мы **слово в слово** записали, как лучше добраться до дачи наших друзей, и поэтому без труда нашли их.
2. Режиссер спектакля был вне себя от возмущения, когда на генеральной репетиции молодая актриса, обаянная **знать роль наизусть**, путалась в словах и забывала текст. **Не выбирая выражений**, он дал ей понять, что такое поведение **весьма красноречиво свидетельствует** о ее отношении к работе, с которым он не намерен мириться.
3. Старая женщина вновь и вновь перечитывала письмо от сына, от которого давно не было вестей. Она его уже **выучила наизусть** и теперь пыталась узнать то, что **скрывалось за этими строчками**.
4. При общении с иностранными партнерами на своем родном языке или на иностранном языке, который не является для них родным, не следует употреблять идиоматические выражения, которые они могут перевести **буквально**. **Одним словом**, надо выражать свои мысли четко и ясно.
5. Она едва не **потеряла дар речи**, когда услышала эту наглую ложь.
6. «**Говори прямо**: нравится тебе наш план или нет? Ты его будешь поддерживать?» — «Если **коротко**, мой ответ — нет!»

*on a lighter note***What a Language!**

This story is about three Frenchmen who lived for some time in England. The first Frenchman once heard someone shout: “**Look out!**” He was at a hotel when he heard these words. He put his head out of the window and a **bucketful of water** fell on him. “It seems ‘**look out**’ means in English ‘don’t look out’,” he said.

The second Frenchman was once on a ship and heard the captain shout: “**All hands on deck!**” He put his hands on the deck and someone walked on them.

The third Frenchman wanted to visit a friend of his. When he came to the door of the house he knocked. A maid opened it. He said: “Is Mr. Brown in?” The maid answered: “**He’s not up yet.** Come back in half an hour.” When he came after half an hour the maid said: “**He’s not down yet.**” He said: “If he is not up and he’s not down, where is he?” The maid answered: “Oh, that’s simple. When I say ‘he’s not up’ I mean he has not yet got up, and when I say ‘he’s not down’, I mean he has not yet come downstairs.”

look out!осторожно,
берегись!

(букв.:

выгляни!)

bucketful of waterполное
ведро воды**deck**

палуба

all hands on deck!свистать
всех наверх!**he’s not up yet**он еще не
проснулся**he’s not down yet**он еще не
сошел вниз**he has not yet got up**он еще
не проснулся**READING AND SPEAKING***blank filling / tense forms*

22. *Infer the meanings of the highlighted words from the context. Read the article and put the verbs in brackets into the correct form. Догадайтесь о значении выделенных слов из контекста. Прочтите статью и поставьте глаголы в скобках в правильную форму.*

CELLULAR TEXT MESSAGES LEAD TO NEW LANGUAGE

A new language (1 – to invent) by the talkative young eager (2 – to gossip) at almost any distance and any time of day through brief text messages on their mobile phones. A 21st-century equivalent of the telegraphic style used by reporters to cut their communication costs by abbreviating words, the new language of the airwaves (3 – to be born) from the 160 character limit on the short message service. Talking, it seems, is out, but texting is in as youngsters rush (4 – to keep up) with and even ahead of the times.

“SMS (Short Message Service) is so cool. You can say so much more, and it is so fast,” said 12-year-old girl when asked (5 – to explain) just how it worked.

News, gossip, jokes, messages of emotion and even abuse flood across the air at the rate of billions each month worldwide, (6 – to earn) fortunes for the mobile phone companies and systematically (7 – to destroy) grammar, syntax and spelling.

“D u wnt 2 go out 2nite” is understandable as “Do you want to go out tonight” even for old **freaks**, as is “Wer r u” meaning “where are you” – vital information for a correspondent who might (8 – to be) on the other side of the world or just next door. But “GBH&K” is rather more **obscure**, translating as “great big hugs and kisses” and cutting the number of characters needed (9 – to convey) the feeling to just five from 25, including spaces between the words. But while acronyms or shortened words might present some new problems with comprehension, there are secrets hidden in so-called emoticons (смайлики) – strings of symbols only understood by the **initiated** or those with an SMS translation book.

Text messages account for between 7 percent and 10 percent of mobile phone companies’ incomes – though the rate of growth is slowing. Some are saying the SMS boom is over as third-generation phones offer easy **access** to the Internet and constant access to e-mails.

In the meantime, the language revolution (10 – to trigger) by SMS looks set to leave its mark in the classrooms and on the culture of the young who, as always (11 – to be) the case, believe that newest is always best.

23. Answer the questions. Ответьте на вопросы.

1. What is the origin of the new language?
2. Why is it so popular with youngsters?
3. How does it affect our language?
4. Is it always easy to understand it?
5. What makes some people say that SMS boom is over?

24. Match the English words to their Russian definitions. Установите соответствие английских слов и их значений на русском языке.

- | | |
|-------------|---------------------------|
| a gossip | 1 доступ |
| b initiated | 2 чужак |
| c freak | 3 передавать (информацию) |
| d convey | 4 непонятный |
| e access | 5 сплетни |
| f obscure | 6 посвященный (в тайну) |

25. Discuss the following questions with your peers. Обсудите следующие вопросы с одноклассниками.

- What usually motivates people to learn a foreign language?
- How does a language acquire a global status?
- What languages in the past enjoyed that status?
- Which main factors account for the growing influence of English in the world in the past centuries?
- What determines the global status of English today and how do you see its future?

26. Read the article about the evolution of the English language and do the tasks that follow. Прочтите статью об эволюции английского языка и выполните задания к ней.

THE (DE)EVOLUTION OF THE ENGLISH LANGUAGE

Never before in history has a single language been as widely used as English. The number of English users in Asia alone is more or less equal to the number of native English speakers worldwide: 350 million, more or less the combined populations of the United States, Britain and Canada. The Internet has boosted English even further, about eighty percent of the world's electronically stored information is in English, and this widespread use of the language has caused an increase in the demand for English courses. An estimate by the British Council reports that today more than 1 billion people are learning English for work, study or leisure. *China is strongly pushing English language in its schools*, there are more Chinese children studying English as second language than there are Britons. Those among the native English speakers who believe their language will soon be the standard for worldwide communication should think again:

Firstly, it can hardly be considered their language anymore, since the vast majority of English users are not native speakers. English is a living language and like all languages it evolves, it changes and adapts itself according to its environment and – especially – the *cultural and historical background* of its speakers, often mingling with idioms and linguistic structures of the local language. There is no longer one English, but rather various adapted forms of the language, often with *dramatic changes* in spelling, pronunciation, vocabulary and grammar. Secondly, *the Internet fast lane* is producing an even more interesting phenomenon, when one would imagine such a widespread resource as the Web to become *a solid reference* for spelling and grammar, we are met with quite the opposite, *English over the Net is evolving, or rather de-evolving* towards a more simplified form.

More and more frequently we encounter what might look like harmless spelling mistakes, blogs, newsletters, chats and forums are full of them. At a closer look we might notice that

some of these *altered forms* are consistent across the Web, in some cases we might encounter simplifications, such as there used indifferently as ‘there’ or ‘their’, or phonetic shifts, caused by the natural tendency to spell similar sounds the same way: thus unstressed **_ent** and **_ant** both sound the same and tend to be spelled **_ant** e.g. consistent. Other changes might involve the tendency to either spell ‘s no matter what grammar is involved, two chair’s or the opposite, its for ‘it is’ pronoun + verb or ‘its own’ possessive pronoun. The result of this might be surprising and, for the purists, rather upsetting. If there ever is a common world language, it won’t look or sound much like English any-more. *Current trends* might produce a language with simplified grammar, phonetic spelling and foreign words. Being a living language, the de-evolution of English seems unstoppable, in a certain sense this is a signal of its good health and of its massive usage in today’s world. Only dead languages never change.

http://EzineArticles.com/?expert=Ian_Lahey

27. Paraphrase or explain. Перефразируйте или объясните.

- the cultural and historical background
- China is strongly pushing English language in its schools
- the Internet fast lane
- English over the Net is evolving, or rather de-evolving
- the de-evolution of English seems unstoppable

28. Match the English expressions with their Russian definitions. Установите соответствие английских и русских выражений.

- | | |
|-----------------------|--|
| a a solid reference | 1 измененные формы |
| b fast lane | 2 культурный фон |
| c dramatic changes | 3 скоростная полоса, чрезвычай-но быстрые перемены |
| d altered forms | 4 серьезные, существенные изме-нения |
| c cultural background | 5 надежный справочник |

29. Answer the questions. Ответьте на вопросы.

1. What is the main message of the text?
2. What is a new phase in the global development of English?
3. What are the current demographic and economic trends which affect Global English?
4. How does English adapt itself to the changing cultural and historical environment?
5. What might these changes lead to? What does the writer think about the future of English?
6. Will English in its present form remain the standard for worldwide communication?

30. Read the excerpt from a book. Sum up the text and comment on it. Прочтите отрывок из книги. Резюмируйте и прокомментируйте текст.

A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. A language becomes an international language for one chief reason: the political power of its people — especially their military power. The explanation is the same throughout history. Why did Greek become a language of international communication in the Middle East over 2,000 years ago? The answer lies in the swords and spears used by the armies of Alexander the Great. Why did Latin become known throughout Europe? Ask the legions of the Roman Empire. Why did Arabic come to be spoken so widely across northern Africa and the Middle East? Follow the spread of Islam, carried along by the force of the Moorish armies from the eighth century. Why did Spanish, Portuguese, and French find their way into the Americas, Africa and the Far East? Study the colonial policies of the Renaissance kings and queens, and the way these policies were ruthlessly **implemented** by armies and navies all over the known world. The history

of a global language **can be traced** through the successful expeditions of its soldier / sailor speakers.

But international language **dominance** is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. This has always been the case, but it became a particularly **critical** factor early in the twentieth century with economic developments beginning to operate on a global scale, supported by the new communication technologies — telegraph, telephone, radio — and **fostering** (promoting) the emergence of massive multinational organizations. The growth of competitive industry and business brought an explosion of international marketing and advertising. The power of the broadcasting media with their ability to cross national boundaries with electromagnetic ease reached unprecedented levels. Technology, in the form of movies and records, fuelled new mass entertainment industries which had *a worldwide impact*. The drive to make progress in science and technology **fostered** an international intellectual and research environment which gave scholarship and further education a high profile.

And English was in the right place at the right time. By the beginning of the nineteenth century, Britain had become the world's leading industrial and trading country. By the end of the century, the population of the USA (then approaching 100 million) was larger than that of any of the countries of Western Europe, and its economy was the most productive and the fastest growing in the world. British political imperialism had sent English around the globe, during the nineteenth century, so that it was a language 'on which the sun never sets'. During the twentieth century, this world presence was maintained and promoted, almost single-handedly, through the economic **supremacy** of the new American superpower. And the language behind the US dollar was English.

Translated from Global English by D. Crystal

31. Discuss the following questions with your peers. Обсудите эти вопросы с одноклассниками.

1. How do you understand the words that ‘English was at the right place at the right time?’
Would it be a bad thing if the world only spoke three or four languages? Why? Why not?
2. How important is a language to national identity?
3. Do you think having many languages in one country can create problems?
4. Do you see English as a threat to the Russian language? Why? Why not?
5. In what spheres of our life is its influence mostly noticeable?
6. Should we try to protect our language from it?

32. Comment on this. Прокомментируйте цитату.

‘The loss of a language is part of the more general loss being suffered by the world, the loss of diversity in all things.’

Ken Hale, linguist

CROSS-CULTURAL FOCUS

33. Render the text into English. Use the suggested vocabulary for the highlighted words and phrases in the text. Перескажите текст на английском языке. Используйте предложенный словарь при переводе выделенных выражений.

extinction / extinct; emergence, to be subject to; estimates; plausible; to take one’s origin; irrecoverable loss; contribution, cultural / historical heritage; national identity; distinctions / distinct; a fallacy; originality; discrimination; species; to underestimate; cognate; complimentary; diversity / diverse

Исчезновение языков — частое явление в области лингвистики — происходит независимо от **возникновения** языка международного общения. Никому не известно, сколь-

ко языков **прекратило свое существование** с тех пор, как люди научились говорить, однако наверняка их было несколько тысяч. Во многих случаях это было вызвано тем, что этнические группы населения **подвергались** ассимиляции более многочисленными и принимали их языки. Этот процесс продолжается и сегодня и требует постоянного безотлагательного обсуждения из-за беспрецедентных показателей **вымирания** местных языков, особенно в Северной Америке, Бразилии, Австралии, Индонезии и в ряде стран Африки. Согласно некоторым **оценкам, весьма вероятно**, что 80% из шести тысяч (или около того) языков, насчитывающихся сегодня в мире, **прекратят свое существование** в нынешнем столетии.

Если эти прогнозы подтвердятся, то произойдет настоящая гуманитарная и социальная катастрофа. **Исчезновение** языка — это всегда **невосполнимая потеря** для общества. Особенно это относится к бесписьменным языкам, а также к языкам, которые обрели письменность в недалеком прошлом. Любой язык — это **сокровищница истории** народа, главный показатель его **национальной самобытности**. Устное народное творчество в форме сказаний, саг, народных сказок, песен, ритуалов, пословиц и во многих других формах дает нам уникальное представление об окружающем мире. **Из него берут свое начало** и законы литературного творчества. Язык — это **вклад** каждого народа в **мировое культурное наследие**. Сохранение языков не менее важно, чем сохранение биологических **видов** и защита окружающей среды.

Мощное движение в поддержку этнических меньшинств, которое обычно связывают с проявлениями национализма, демонстрирует нам важную истину относительно природы языка вообще. Необходимость взаимопонимания, которая является одним из доводов в пользу языка международного общения — это только одна часть правды. Другая ее часть — это потребность каждого народа в **национальном самовыражении** и осознании себя как нации. Но, даже проявляя беспокойство по поводу **ущем-**

ления прав того или иного языка или его полного **исчезновения**, мы, тем не менее, обыкновенно **недооцениваем** истинное значение этой потребности. А ведь именно язык является важным средством выражения нашей **национальной самобытности** и наших индивидуальных национальных особенностей.

Соображения относительно сохранения **национальной и культурной самобытности** часто противопоставляются доводам о необходимости понимания друг друга, но это **заблуждение**. Совсем нетрудно представить себе ситуацию, когда взаимопонимание и национальная **самобытность** счастливо **сочетаются друг с другом**. В этом случае один из языков является языком международного общения и обеспечивает доступ к мировому сообществу, а другой — местный язык — господствует внутри этноса. Эти функции можно рассматривать как **дополняющие** друг друга, но служащие для удовлетворения разных потребностей говорящего. И именно потому, что они **различны**, языковое **разнообразие** может в принципе существовать и в мире, объединенном общим языком.

Translated from Global English by D. Crystal

FOLLOW-UP

34. *Run a class debate on the topic. Проведите дебаты в классе на тему:*

Does the spread of English pose a threat to the Russian language?

35. *Write an argumentative composition. Напишите аргументационное сочинение: 'The loss of language is not something to be regretted. Rather, the sooner the world only speaks one language the better.'*

36. *Write a persuasive composition. Напишите побудительное сочинение:*

'Excessive use of English results in contaminating the Russian language and the neglect of our cultural heritage.'

UNIT 7

CULTURAL HERITAGE

LEAD-IN

talking points

1. *Comment on the following quotations. Прокомментируйте следующие цитаты.*

“We define culture as something that links us to a sense of place, the place, we live here. By having roots, you can see the direction in which you want to go.”

“I do not want my house to be walled in on all sides and my windows to be stuffed. I want the culture of all lands to be blown about my house as freely as possible.”

Mahatma Gandhi

2. *Discuss the questions with your classmates. Обсудите эти вопросы с одноклассниками.*

- What do you think we need art for?
- How did ancient Greek art influence the world art?
- How did it happen that the world famous museums possess unique Greek art artifacts?
- What is cultural heritage repatriation and what ethical dilemmas and cross-cultural problems can it sometimes cause?

3. *Study the newspaper headlines and say how they reflect today's controversy around the return of art treasures. Try to predict what the article will be about. Изучите газетные заголовки и скажите, как они отражают разногласия в обществе по поводу возвращения сокровищ искусства на их историческую родину. Предположите, о чем будет статья.*

Give it Back! The Ethics of Repatriation
Collaboration Needed for Return of Elgin Marbles
New Greek Museum Wants Elgin Marbles

READING

4. Comment on the epigraph and then read the article and say if your predictions were true. Прокомментируйте эпиграф и прочтите статью. Подтвердились ли ваши предположения?

“Blind are the eyes that do not shed tears while seeing, o, Greece beloved, your sacred objects plundered by profane English hands that have again wounded your aching bosom and snatched your gods.”

From Childe Harold's Pilgrimage by Byron

WILL BRITAIN LOSE ITS MARBLES?

The British Museum has lost its charm for many of the tourists who crowd its galleries and **got into hot water** while the government of Greece has lately been *making up such a fuss* over the museum's handling of the marbles that Lord Elgin took from Athens' Parthenon 200 years ago that its 6 million annual visitors are beginning to distrust the evidence of their eyes. How much of what they had always assumed was perfectly preserved treasure has been *tarted up*? How **plausible** is the museum's claim to be a caring steward? How many of its 6.5 million exhibits should be there at all?

The story of the Parthenon temple **desecration** begins with a deal that the Scottish Earl of Elgin, British ambassador to Turkey's Ottoman Empire and a passionate amateur collector of antiquities struck in 1801. Europe was in the grip of the Romantic revival and he was obsessively keen to record and, if possible, obtain as many of the ancient Greek treasures now in the uncaring care of Turkey. He was a man with a practical **streak** and believed that it would be a great **boon** for Britain and its artists to see firsthand the greatest examples of sculpture ever made. The rulers of Constantinople were pleased to accept bribes, gifts, money and weapons from the warring countries of England and France and without **demur** gave permission to record, then sketch, then **dismantle**, and finally, transport the

monuments and sculptures by earlier inhabitants of the empire they now ruled. So it was that Elgin was able to persuade and buy permission to collect any of the Parthenon marbles crowning Athens' Acropolis that had crashed to the ground, and any more that might possibly fall down in the future. Built between 447 and 432 B.C., the Parthenon was a vast building **master-minded** by the Athenian statesman Pericles. Over the years, the Acropolis had many times been a battleground. The Parthenon, which became a church and then a mosque, had suffered a violent explosion when struck by a cannonball fired at the Turks by the Venetians during the siege of the city in 1687. Elgin **set about dismantling** all that was left intact of the sculptures which ultimately filled over 100 large packing cases. That some of the best examples of Phidias' art broke into fragments while being lowered to the ground was unfortunate, but that did not stop Elgin from **squirreling away** the bits.

The treasures' following adventures included sinking in shipwrecks, heavy-handed rescuing from Napoleon's fleet, and then lying, **dispersed**, totally **neglected** and further **degrading** for many years awaiting transportation to London. And so, at last, victorious England bought the Parthenon Marbles from Lord Elgin and the British government handed the marbles over to the British Museum for safekeeping and preservation. Sir Joseph Duveen, one of the most influential art dealers of all time offered to build a new gallery for the British Museum to house the Elgin Marbles — on **dubious** condition that they were made more attractive to the public. Over the next century, the golden patina of the Elgin Marbles was scrubbed with metal tools and abrasives, leaving them whiter than white but — according to the modern Greeks — terribly **mangled**, and the dramatic **sequel** to that was the final **desecration**. Now the collection is neutrally described as "Sculptures of the Parthenon." These really are what critics have praised for 200 years as simply the most magnificent sculptures in the world. Despite their unnatural colour and incompleteness, despite the poor arrangement, the sculptures come amazingly alive at a glance.

Today Greece wants the Elgin Marbles back. At a symposium arranged by the museum to calm down Greek activists, an official confessed for the first time that, “The way Duveen went about cleaning the sculptures was a scandal, and the way the museum tried and failed to cover it up was a scandal.” If the museum did return the marbles and that set a precedent, how many of the world’s museum collections would then have to be also returned? The looting of treasures has been going on at least since Biblical times. More recently, in World War II, Germany plundered 427 museums in the Soviet Union, taking the pick of them to Berlin. The National Gallery of Art in Washington craved for 202 paintings saved from the wreckage of Germany and “liberated” some of them. The decision was supported by the director of the Metropolitan Museum, who said, “The American people have earned the right in this war to such compensation if they choose to take it.” American archive officers on the spot **demurred** and stated that “the transportation of these works to America establishes a precedent which is neither morally **plausible** nor trustworthy”, and all the art taken to the United States for “safeguarding” was subsequently returned.

It’s all about values and **ethics**. Curators and collectors, look to your mantelpieces, empty your glass cases and prepare for the great swap of the 21st century. Maybe you’ll get something from your country back in return.

<http://www.salon.com/travel/feature/2000/02/05/marbles/index.html>

watch the video: <http://www.athensguide.com/elginmarbles/parthenon.html>

comprehension

5. Match the following English words with their synonymous Russian equivalents. Подберите к английским словам соответствующие эквиваленты на русском.

- | | |
|-----------|-------------------------------------|
| a streak | 1 последствие, результат, следствие |
| b dubious | 2 похожий на правду, правдоподобный |

Unit 7

c	sequel	3	осквернение; надругательство над святыней
d	disperse	4	калечить; наносить увечья
e	dismantle	5	благо, благодеяние
f	mangle	6	распространять(ся)
g	degrade	7	демонтировать, разрушать
h	unethical	8	вызывающий сомнения, опасения
i	plausible	9	неэтичный, безнравственный
j	demur	10	приходить в упадок; унижать
k	deseccration	11	тайный лидер, вдохновитель; руководить (<i>особенно тайно</i>)
l	boon	12	черта (<i>характера</i>)
m	mastermind	13	колебаться, не решаться; сомневаться

6. *Decide whether the statements are true or false according to the text. Верны ли эти утверждения, или они противоречат тексту?*

1. Visitors to the British Museum doubt that the Marbles have been preserved in their perfect condition.
2. Lord Elgin was keen on promoting ancient Greek art in Britain.
3. The Phidias' masterpiece was seriously damaged and lost its composition integrity while being roughly handled.
4. The BM has carefully restored the Marbles to their original beauty.

7. *Paraphrase the following. Перефразируйте выражения.*

- 'the museum has got into hot water'
- 'has lately been making up such a fuss'
- 'the museum's claim to be a caring steward'
- 'Europe was in the grip of the Romantic revival'
- 'it's all about values and ethics'
- 'prepare for the great swap of the 21st century'

8. Answer the questions and sum up the text. Ответьте на вопросы и кратко изложите текст.

1. Why did lord Elgin want to get hold of the marbles?
2. How did he manage to receive a permission to dismantle them?
3. What eventually happened to the marbles?
4. What has the British Museum come in for criticism for?
5. How has the general attitude to the museum collection changed?
6. Why does Greece want the Elgin Marbles back?
7. What consequences might the decision to return the marbles be fraught with?
8. Who should the world's masterpieces looted in the past belong to?
9. Why is it 'always about values and ethics' when it comes to cultural heritage repatriation?

VOCABULARY

9. Learn the new vocabulary. Выучите новые слова.

1. **boon** *n*
boon (to / for sb)

The new software will prove **a boon to** Internet users.

благо; благодеяние; преимущество; удобство; дар; милость; просьба; стимул; выгода; толчок; находка
Новое программное обеспечение будет очень удобным для интернет-пользователей.
2. **degrading** *adj*
be / seem / find sth **degrading** extremely, really, very / rather, slightly / socially **degrading**
ing
the inhuman and **degrading** treatment of prisoners
degrade *v*

унизительный; принижающий
оскорбительный, враждебный

бесчеловечное и унизительное обращение с заключенными
ухудшать(ся); деградировать, приходить в упадок; понижать, разжаловать (*в чине, звании и т.п.*); снижать (*силу, ценность и т.п.*) уменьшать; унижать

This poster is offensive and **degrades** women.

degradation *n*
environmental **degradation**

Эта реклама оскорбительна и унижает женщин.
деградация

3. **demur** *v* (at doing sth)

At first she **demurred**, but then finally agreed.

demur *n*

Both teams accepted the decision **without demur**.

сомневаться; колебаться; возражать
Сначала она колебалась, но, в конце концов, согласилась.
возражение; протест; колебание

4. **desecration** *n*

People were horrified at the **desecration** of the cemetery.
the **desecration** of the countryside by new roads

desecrate *v*

tombs, churches, graves

The mosque / shrine was **desecrated** by vandals.

осквернение, профанация, надругательство (*над святыней*), святотатство
Люди были в ужасе от такого святотатства (осквернения кладбища).

осквернять (*святыню*); оскорблять

5. **dismantle** *v*

I had to **dismantle** the engine in order to repair it.

The government was in the process of **dismantling** the state-owned industries.

разбирать, демонтировать, разрушать
Мне пришлось разобрать двигатель, чтобы отремонтировать его.

6. **disperse** *v*

quickly / rapidly / quietly / widely **disperse** information

The fog slowly began to **disperse**.

Police **dispersed** the protesters with tear gas.

рассеивать, развеивать; разгонять, рассыпать, распространять информацию
Туман начал медленно рассеиваться.
Полиция разогнала протестующих, применив слезоточивый газ.

7. **dubious** *adj* **about** sth / doing sth be / seem / sound / become **dubious**

distinctly, extremely, highly, very **dubious** information
rather / somewhat / morally **dubious**

It sounds a morally **dubious** proposition.

сомнительный; неясный, двусмысленный; подозрительный; темный; сомневающийся; колеблющийся

С моральной точки зрения это довольно двусмысленное предложение.

8. **mangle** *v*
mangled bodies / remains
 His hand was **mangled** in the machine.
 рубить; кромсать; калечить; искажать, коверкать (*цитату, текст и т.п.*)
 Его рука была изуродована станком.

9. **mastermind** *n*
mastermind *v*
 Who **masterminded** the murder?
 выдающийся ум; властитель дум, руководитель, вдохновитель
 управлять, руководить
 Кто стоит за этим убийством?

10. **plausible** *adj*
implausible *ant*
 be / seem / sound / make / find / judge / think sth **plausible**
 extremely / highly / terribly / very / entirely, perfectly **plausible**
 quite a **plausible** argument / theory
 a **plausible** pretext
 It is **plausible** to assume that they will not accept our invitation.
 She was a **plausible** liar.
plausibility *n*
 правдоподобный; вероятный, благовидный; приемлемый, умеющий внушать доверие
 достоверный, оправданный
 вполне состоятельный / -ая довод / теория
 благовидный предлог
 Можно смело предполагать, что они не примут наше приглашение.
 Она очень убедительно лгала.
 правдоподобие; вероятность, умение внушать доверие, благовидность, внешняя благопристойность
 правдоподобно
plausibly *adv*

11. **sequel** *n* (to sth)
 The **sequel** to *Gone with the Wind* was not as popular as the original.
sequence *n*
 the **sequence** of events
 Could you describe the exact **sequence of events** that evening?
in / out of sequence
sequential *adj*
 результат; следствие; последствие, продолжение, последующее событие; продолжение (*книги*)
 последовательность; ряд, последствие, результат, порядок (*следования*); следствие
 Могли бы вы описать, как (*в какой последовательности*) развивались события в тот вечер?
 следующий (*из чего-л.*); последовательный

12. **streak** *n*
 1. черта (*характера*) (некото-

cruel / jealous / mean / adventurous competitive / aggressive **streak**

have / reveal / show a **streak** of sth

He has a **streak of obstinacy**.

Most of the players have a strong competitive **streak**.

a **streak** of lightning

bacon with **streaks of** lean and fat

She put blonde **streaks** in her hair.

a long **streak** of good / bad luck

a lucky / unlucky **streak**

The team has been **on a winning streak** since its last victory.

streak *v*

Tears **streaked** her face.

рая) жестокость / склонность к ревности / низость / авантюренность / состязательность / нечистоплотность / агрессивность

Ему присуще (*некоторое*) упрямство.

Большинству игроков присущ высокий боевой дух.

2. вспышка света (*молнии*)

3. жилка, прожилка
ветчина с прожилками жира и постного мяса

Она осветлила некоторые прядки волос.

4. период везения / полоса неудач

После последней победы у команды наступил период везения.

проводить полосы, испещрять полосами

По ее лицу ручьем струились слезы.

13. **unethical** *adj*
unethical behaviour
ethical issues / standards / questions
the **ethical** problems of human embryo research
the **ethicality** of business
ethically *adv*
ethics *n*

неэтичный; неэтический
неэтичное поведение
этический; относящийся к этике, этичный; нравственный, моральный

этика деловых отношений

мораль, нравственность, этичность, принятые нормы поведения

10. Match the words and expressions on the left to their meaning on the right. Установите соответствие английских слов и их значений.

- | | |
|----------------------|---|
| 1 streak <i>n</i> | a sth that is very helpful and makes life easier for you |
| 2 dubious <i>adj</i> | b to move apart and go away in different directions; to make sb / sth do this |

3 sequel <i>n</i>	c	a quality which sometimes appears among different qualities of character
4 disperse <i>v</i>	d	treating disrespectfully
5 dismantle <i>v</i>	e	that you cannot be sure about; suspicious
6 mangle <i>v</i>	f	to make sth become worse, esp in quality
7 degrade <i>v</i>	g	not morally acceptable
8 unethical <i>adj</i>	h	to voice opposition; object
9 plausible <i>adj</i>	i	to come up with a plan; direct a complicated project (often one that involves a crime); an intelligent person who does it
10 demur <i>v</i>	j	sth that follows something else
11 desecration <i>n</i>	k	to tear or cut to pieces; mutilate or disfigure
12 boon <i>n</i>	l	to take apart a machine, to take to pieces
13 mastermind <i>n, v</i>	m	reasonable and likely to be true

11. Translate the following sentences into Russian paying attention to the new vocabulary. *Переведите на русский язык, обращая внимание на новые слова.*

1. The prototype for the modern **mastermind** detective, Holmes, first appeared in Conan Doyle's "A Study in Scarlet", published in 1887.
2. They indulged in some highly **dubious** business practices to obtain their current position in the market.
3. The man was knocked down by a car and badly **mangled**.
4. After a little **demur** he accepted the offer.
5. They **demurred at** the idea of not paying.
6. **Ethics** is the science which deals with morals.
7. There was a dramatic **sequel to** the scandal when the minister for trade suddenly announced his resignation.
8. Don't **degrade** yourself by answering such foolish charges against you.
9. This explanation fits the facts and is psychologically **plausible**.
10. The seeds are **dispersed** by the wind.
11. Guide dogs are a great **boon to** the partially sighted.

12. There were fears that the new government would try to **dismantle** the state education system.
13. Modern man's **desecration** of the natural environment has badly affected today's life.
14. America accused alleged terrorist **mastermind** Osama bin Laden and al-Qaeda of responsibility for the September 11 attacks.
15. A strong stubborn **streak** has helped her succeed.
16. The story did not sound even remotely **plausible**.

12. Translate into English using the new vocabulary. Переведите на английский язык, используя новые слова.

1. Падение цен на персональные компьютеры — **благо** для потребителей, но плохая новость для производителей.
2. Многочисленные случаи **осквернения** могил красноречиво свидетельствуют (speak volumes) об отсутствии **нравственных убеждений** и о **падении морали** в обществе.
3. Человек, **который организовал** это преступление, до сих пор не найден.
4. Тела погибших во время цунами были так **изуродованы**, что их нельзя было опознать.
5. Сегодня, когда мы видим столько насилия на экране, вряд ли можно **без колебаний** сказать, что телевидение — это великое **благо**.
6. Популярность фильма позволила снять его **продолжение**.
7. Обладая прекрасными деловыми качествами, мой друг сумел создать **успешную** компанию.
8. Интернет — большое **благо** не только для молодых и энергичных, но и для одиноких и инвалидов.
9. Компьютеры подешевели и **распространились** по всему миру.
10. Полиция пока не выяснила, кто **стоит** за покушением (attempt on the life) на жизнь судьи.

11. Предприниматели должны уметь обсуждать самые спорные проблемы, соблюдая **этику** ведения деловых переговоров.
12. Мне пришлось **разобрать** двигатель, чтобы отремонтировать его.
13. Евросоюз ввел новые санкции в отношении Ирана, связанные с фактическим отказом Тегерана **сворачивать** свою ядерную программу.
14. Он не мог придумать никакого **правдоподобного** предложения, когда я спросил его, почему он опоздал.
15. К сожалению, качество переводной литературы **снижается**. Часто текст **уродуется** до неузнаваемости.

phrasal verbs

13. Match the idioms from the text to their Russian equivalents. Установите соответствие идиом из текста их эквивалентам на русском языке.

- | | |
|----------------------------|--|
| a tart up | 1 иметь неприятности, быть в затруднительном положении |
| b make up a fuss | 2 отложить про запас |
| c to be (get) in hot water | 3 не справиться с чем-л., потерпеть неудачу |
| d squirrel away | 4 поднимать суматоху, шум, скандал |
| e touch up sth | 5 оживить, сделать более интересным |
| f to fall down on | 6 исправлять, подправлять |

14. Fill in the gaps with the correct phrasal verbs and translate the sentences into Russian. Вставьте пропущенные фразовые глаголы и переведите предложения на русский язык.

1. Do what you can to _____ the house before the buyers come to look at it; cover up the bad marks on the walls with some paint, and polish the floors.

Unit 7

2. As soon as I get paid, I _____ some money _____ so I won't be tempted to spend it.
3. She had money _____ in various bank accounts.
4. She _____ over the lack of recycling facilities in the town.
5. I'm quite good at speaking Chinese, but I _____ the written work.
6. Rick's temper had landed him _____ again.
7. They've _____ a lot of those old buildings down near the canal.
8. It's really just a potato salad _____.
9. Your suggested plan _____ the question of cost.
10. I want to spend a few days _____ the article before sending it to a printer.

15. *Translate into English. Переведите на английский язык.*

1. Поскольку он **не справился** с работой, его уволили.
2. Она **устраивает скандал** каждый раз, когда я задерживаюсь.
3. Она **скопila** целое состояние.
4. Он начал **скандалить** из-за того, что ему пришлось ждать.
5. Он имел **неприятности** по поводу своей речи об иммиграции.
6. Я только пойду и **подправлю** макияж.
7. Он заработал деньги, **слегка подновляя** и затем выгодно продавая старые обветшалые дома (slum houses).

case study / role-play

16. *Act out a discussion between the representatives of the Ministry of Culture of Greece and the authorities of the British Museum on the problem. Make use of the key arguments, functional English and the modals in different meanings below. Проведите дискуссию между представителями Министерства культуры Греции и администрацией Британского музея по проблеме возврата скульптур Парфенона. Используйте основные аргументы, фразы речевого этикета и модальные глаголы в их различных значениях, как показано ниже.*

Key Arguments of the Greek:

The Marbles do not belong to Britain. How would you feel if Stonehenge was taken overseas?

The Parthenon is the symbol of ancient Greece and the marbles were stolen from the Greek during Turkish rule.

This is surely a matter of sheer financial interest. The Marbles are quite an attraction for the British Museum.

Ancient Greek culture was never a symbol of national identity but of cultural identity. We have struggled to hold on to it through the centuries.

The Marbles have been removed from an ancient building at one of the world's outstanding heritage sites. Not returning them close to their original context is **degrading** them. It's vandalism. Even the recent poll showed that 69% of Britons believed the marbles should be returned to Greece.

The Counter-Arguments of the BM:

Most art and sculpture is not where it once was. The sculptures were taken off the Parthenon that was then a ruin and paid for. Therefore the Marbles now belong to the BM.

The Greeks are very nationalistic about it.

The world has become multicultural.

Most of the Parthenon sculpture in Athens isn't on display and hasn't been cared for. The marbles in the British Museum are well preserved, well cared for many years and accessible to all free of charge.

There are Greco-Roman-Egyptian sculptures and artifacts scattered around the world's museums in much the same way that you can find French, Spanish, Italian paintings.

The removal of the marbles is history and as long as they are well cared for and displayed safely to a multi-national audience — they should stay where they are.

functional English

Constructive Disagreement

Конструктивная критика

1. Avoid using words like *never* and *always*.

This type of language can easily lead to arguments about the wrong thing, and take a discussion completely off track.

2. Avoid expressing disagreement without explaining why or supporting your point.

In a discussion, if you are going to disagree, it is only fair to explain why you disagree.

3. Avoid criticizing the person who made the comment.

Everyone is entitled to their opinion. Just because someone thinks differently doesn't make them better or worse than you. Sticking to comments about ideas keeps the dialogue interesting and avoids making it personal.

I can appreciate your point about ..., but I would disagree because ...

That's interesting, however, from my point of view ...

That may be the case, but in my experience ...

I'm afraid I can't agree with ... because ...

I disagree. What about the situations where ...?

I don't think that's the case because ...

I'm not so sure about that because ...

I don't really see it that way because ...

softening disagreement with modals

смягчаем несогласие, используя модальные глаголы

You must have failed to realise that ...

It could have been ...

You must be missing a point ...

You should (ought to) ...

It must be (done) ...

Surely, you must agree that ...

We see no reason why we should do it ...

We see what you mean, but ...

We are sorry, but we can't agree with you about ...

To be honest, we might return them but ...

summary

17. Write a summary of about 60–70 words outlining the controversy around the Marbles. Кратко (60–70 слов) изложите суть противоречий относительно скульптур Парфенона в Британском музее.

LANGUAGE IN USE

intensifiers

В тексте есть примеры эмоционально-усилительных наречий: **totally neglected, terribly mangled, amazingly alive, absolutely unethical**. Усилительные наречия часто выражают эмоциональное отношение говорящего к высказыванию. К этой группе усилительных наречий относятся такие, как **completely, perfectly, totally, really, quite, simply** и др.

Absolutely (совершенно, полностью, просто) — усиленное наречие степени и часто выражает эмоциональное отношение говорящего к высказыванию: I think it is **absolutely** wonderful. — Я думаю, это совершенно замечательно.

К этой группе усилительных наречий относятся такие, как **completely, perfectly, totally, really, quite, simply** и др.: a **totally (absolutely)** new situation — совершенно новая обстановка; He was **absolutely (totally, simply)** unaware of what was going on. — Он совершенно (просто) не осознавал, что происходит вокруг. It is **completely** impossible. — Это совершенно невозможно.

Absolutely наиболее часто употребляется с прилагательными **awful, certain, excellent, essential, impossible, perfect, splendid, wonderful**.

Absolutely усиливает значение как прилагательных, так и глаголов, и в сочетании с ними предшествует определяемому слову: I **absolutely** agree with you. — Я полностью с вами согласен.

Наречия степени образуют следующую шкалу по степени усиления: **pretty, rather, quite, fairly, very, surprisingly,**

remarkably, amazingly, terribly, extremely, awfully, utterly, totally, entirely, absolutely, completely:

The play is **fairly** (quite, rather, pretty) boring. — Пьеса довольно скучна.

The progress is **amazingly** (remarkably, surprisingly) rapid. — Наблюдается неожиданно быстрый прогресс.

I am **awfully** (extremely, terribly) tired. — Я чрезвычайно устал.

Your version is **completely** (absolutely, entirely, totally, utterly) wrong. — Ваш вариант совершенно (абсолютно) неправильный.

listening / gap filling

18. *Helena is phoning a friend to tell her about an exhibition she has just been to. Listen carefully to the recording and write down which intensifiers are used with each of the adjectives. The first two have been done for you as an example. Елена звонит подруге, чтобы рассказать о выставке, которую она посетила. Послушайте запись беседы и выпишите эмоциональные усилители, которые используются с каждым из этих прилагательных. Первые два в качестве примера уже выписаны.*

1	absolutely	fantastic	2	pretty	reasonable
3		wonderful	4		
5		unbearable	6		
7		brilliant	8		
9		devastated	10		
11		amazing	12		
13		magnificent	14		

19. *Match the adverbs in the middle with the sets of adjectives on the outside. The adverbs must collocate with all of the adjectives in any set as shown below. Установите соответствие наречий в центре с группой прилагательных, как показано в примере.*

disappointed	GREATLY	hurt
resentful		offended
cold	DEEPLY	moved
	BITTERLY	
changed		amused
different	HIGHLY	trained
mistaken		qualified
	SERIOUSLY	
ill		kind
injured	FULLY	generous
wounded		helpful
	PERFECTLY	
simple	MOST	aware
fair		insured
reasonable		conscious

20. Translate the following into English using the given collocations for the highlighted phrases. Переведите на английский язык, используя данные словосочетания для выделенных фраз.

terribly lucky; rather expensive; very crowded; just wonderful; absolutely fantastic; blissfully happy; fully unaware; perfectly aware; absolutely crushed; utter devastation; totally unbearable; an absolute miracle; to regret bitterly

Это случилось в канун нового 2005 года в Таиланде. Приятный климат, жаркое солнце и океан привлекли на живописные острова многочисленных туристов. Хотя поездка была **довольно дорогой**, они чувствовали, что им **ужасно повезло**, что они празднуют Рождество на солнечных пляжах, **заполненных многочисленными отдыхающими**. Все было **просто замечательно**, а пейзаж был **совершенно фантастический**! Люди казались **безмятежно счастливыми** и **совершенно не подозревали** о неумолимо приближавшемся роковом конце (doom). «Спасайтесь! Бегите!» (Run for it!) – вдруг закричали местные жители,

когда увидели необычно большую волну. Они **прекрасно знали**, что это была цунами (tsunami).

Волна все смывала на своем пути. Было просто **невыносимо представить**, что сотни городов и деревень были стерты с лица земли, десятки (scores of) тысяч людей погибли или были ранены, а те, кто выжили, остались без средств к существованию. **Только чудом** некоторым удалось спастись. При виде столь **тотального разорения** многие были морально **совершенно раздавлены**. Возможно, кто-то **горько жалел**, что приехал, но теперь надо было начинать жить заново (pick up the pieces).

READING AND SPEAKING

21. Read the article and do the tasks that follow. Прочтите статью и выполните задания.

FORMER MCDONALD'S DIRECTOR PLANS TO COMMERCIALISE ITALY'S CULTURAL HERITAGE

By Nick Squires, 03 Oct 2009

It is an inconvenient truth that no visitor to Italy can fail to notice – that the country most blessed with archeological and artistic treasures often seems least able to look after them. For the tourist who has been outraged by the litter which choke the Roman Forum or graffiti on Florence's Renaissance bridges and buildings, rescue may now be at hand. A former director of McDonald's *endowed with an enterprising streak* is *putting the finishing touches to a master plan* which he hopes will dramatically improve the fortunes of Italy's 3,600 government-run museums and archaeological sites and achieve considerable growth in visitor numbers and revenue. *The Herculean task* to which Mario Resca has initiated, as general director of Italian museums, is part of a realisation that Italy *has rested on its laurels* for too long. He believes that the country must look to its extraordinary cultural repository to create the jobs and wealth of the future. For Italy, the era of factories is over and its future

must lie in cultural tourism. *In cultural terms*, Italy is a world power. Of the world's top 10 most visited museums, not one is Italian (the Vatican Museums ranked in the top 10, but they lie outside Italian territory). While the Louvre attracts eight-and-a-half million visitors a year, and the British Museum five million, the Uffizi in Florence pulls in only one and a half million. Mr Resca sees visitors as customers, clients who need better services including museum caf  s (not necessarily McDonald's, he stresses) and cheery, welcoming staff.

Changing the way museums and monuments are funded is *another top priority*. "Until now the revenue from ticket sales went into a big central government pot instead of to the Culture Ministry," he said. "Museums had no control over their budgets, – people told me, 'but it's always been like that'. That's going to have to change." Mr Resca wants to use best attractions such as the Colosseum and Herculaneum to pay their own way by making them available to companies for private events. The idea may seem **dubious** and even outrageous, but Mr Resca insists that as long as care is taken not to **desecrate** the venues, there is no reason why such public-private partnerships cannot succeed. Italy has also been desperately slow to capitalise on marketing opportunities. "You go to the Louvre and you find Mona Lisa T-shirts, Mona Lisa fridge magnets, Mona Lisa spoons. And the Mona Lisa is Italian! The French do marketing much better than us," said Mr Resca, noting that Paris has given permission for a McDonald's to open up inside the Louvre. Cultural purists in Italy may fear the beginning of an era of cheap commercialisation under Mr Resca's five-year term, but with the nation's cultural treasures in such a degrading state, many of his critics are prepared *to give his ideas the benefit of the doubt*, for now.

<http://www.telegraph.co.uk/finance/globalbusiness>

22. *Explain or paraphrase. Объясните или перефразируйте.*

- 'It is an inconvenient truth that no visitor to Italy can fail to notice.'
- 'rescue may now be at hand'

Unit 7

- ‘...will dramatically improve the fortunes of Italy’s 3,600 government-run museums and archaeological sites’
- ‘Italy has rested on its laurels for too long’
- ‘Italy has also been desperately slow to capitalise on marketing opportunities’

23. Match the English expressions from the text and their Russian equivalents. Установите соответствие английских и русских выражений.

- | | |
|---------------------------------------|---|
| a to put the finishing touches | 1 обратить себе на пользу |
| b to rest on the laurels | 2 генеральный план |
| c to give the benefit of the doubt | 3 доделывать |
| d another top priority | 4 почивать на лаврах |
| e the Herculean task | 5 с точки зрения культуры |
| f capitalise on / upon sth | 6 поверить кому-л. на слово |
| g in cultural terms | 7 дружелюбный персонал |
| h endowed with an enterprising streak | 8 значительно улучшить |
| i a master plan | 9 очень трудная, титаническая задача |
| j dramatically improve | 10 еще одна проблема перво-степенной важности |
| k welcoming staff | 11 наделенный предпринимательской жилкой |

24. Read the article and do the tasks that follow. Прочтите статью и выполните задания.

ARE ART MUSEUMS GUILTY OF STEALING?

The Metropolitan Museum of Art in New York announced this week that it is sending 19 items, excavated from the tomb of the boy king Tutankhamun, back to Egypt. Art repatriation, it seems, is beginning to pick up steam. This is not the first time

that the Met have returned artifacts to their places of origin. Last year the museum returned a granite fragment inscribed with the name of an Egyptian ruler to Cairo. Other items, including those *smuggled out* of Sicily, as well as works of art *looted by* the Nazis, have been sent back home. Archeologically important and rare artifacts belonging to Egypt are *scattered around* the globe in various museums and Cairo wants to *claim them back* to be displayed in a new national museum *due to open* in 2012. Most notably, the Egyptians have been after the Rosetta Stone, displayed for more than 200 years in the British Museum and a 3,400-year-old bust of Queen Nefertiti on display in Berlin. The BBC pointed out that other countries want their treasures back too: Greece **lays claim to** the Parthenon Marbles, while Peru *is taking legal action* to try to *reclaim Inca treasures from* Yale University in the United States.

The “antiquity-repatriation effort” *is gaining momentum*. However, there is very little legal precedent for forcing museums to give up treasures that they have held and looked after for decades, if not centuries. The 1954 Hague Convention and the 1970 Unesco agreement *banning traffic* in stolen antiquities do not cover property that was looted before the Second World War. As most of the highly desirable national treasures found their “*foster homes*” long before the Second World War the legal framework regarding antiquities repatriation is at best cloudy.

The debate over the marbles that Lord Elgin brought from the Parthenon in 1811, has raged over many lifetimes and has been reignited and some experts argued that they should be returned to Greece, above all, because it would make the Greek people so happy. But “should” is not “must”, and the British Museum shows little signs of following the Met’s example any time soon. So, in the absence of any legal decision Cairo has two primary weapons at its disposal: rallying public opinion and denying institutions the right to conduct digs or research in Egypt. If you can’t get back what’s yours using the law, then you have to get stubborn.

<http://www.periscopepost.com/2010/11/art-repatriation/>

Unit 7

25. Match the English expressions to their Russian equivalents.
Установите соответствие английских и русских выражений.

- | | |
|------------------------|-----------------------------------|
| a due to open | 1 разграбленный |
| b smuggled | 2 разбросанные повсюду |
| c looted | 3 требовать обратно |
| d gain momentum | 4 запретить незаконную торговлю |
| e scattered around | 5 претендовать на |
| f to claim back | 6 провезенный контрабандным путем |
| g to ban traffic | 7 обратиться в суд |
| h to lay claim to | 8 приемный дом |
| i to take legal action | 9 должен открыться |
| j foster homes | 10 усиливаться, обостряться |

26. Paraphrase or explain the following. *Перефразируйте или объясните.*

- ‘Peru is taking legal action to try to reclaim Inca treasures from Yale University’
- ‘there is very little legal precedent’
- ‘the legal framework regarding antiquities repatriation is at best cloudy’
- ‘the debate over the marbles has raged over many lifetimes and has been reignited’
- ‘rally public opinion’
- ‘found their foster homes’

27. Answer the questions. *Ответьте на вопросы.*

1. Can you provide any example from the text to prove that art repatriation is gaining momentum?
2. Why is it so difficult to solve such problems?
3. What are the main arguments against repatriation?
4. Should museums return national treasures to their places of origin?

CROSS-CULTURAL FOCUS

28. *Comment on the epigraph and render the text in English. Use the suggested vocabulary. Прокомментируйте эпиграф и изложите текст на английском языке, используя рекомендованный словарь.*

Art has an enemy called ignorance.

Блюдо из царского сервиза продано за три рубля!

noble field / nobility, to go down the plughole, to sustain great losses in the war, economic austerity, the economy was devastated, dilapidation, to be inefficient, to have no means of sustenance, to dispose of one's resources, platinum, semi-precious stones, to raise / lift a blockade, in a state of degradation, a practical / adventurous streak, on credit, to mastermind a lucrative deal, a good buy, flea market, without demur, to be at stake, neglect of one's cultural heritage, fragile dish, dinner service, glazed earthenware, to strip Russia of its cultural treasures

Собирателей драгоценностей в мире довольно много. До революции 1917 года Россия лидировала на этом **благородном поприще**. Более или менее знаменитые коллекции во всех странах включают множество предметов, приобретенных в 20–30-е годы именно в России. Это предметы из частных собраний Строгановых, Юсуповых, Шуваловых, Шереметьевых, Щербаковых, а также русских царей и их ближайших родственников.

Как же получилось, что многие бесценные предметы, некогда бывшие в российских частных коллекциях, а также в Эрмитаже, **исчезли бесследно** или оказались за кордоном? На этот вопрос ответил известный американский предприниматель Арманд Хаммер, вспоминая свое путешествие по России летом 1921 года: «Россия **понесла огромные потери** в Гражданской войне. Повсюду были бездействующие (inoperative) заводы, фабрики и рудники

с голодными отчаявшимися рабочими. В стране были **разруха, режим суровой экономии**, не было **квалифицированных** специалистов. Даже после ввода предприятий в эксплуатацию не было рынка для реализации товаров. Все это препятствовало экономическому развитию страны, которая была **в состоянии упадка**. Во многих местах я видел значительные **запасы** ценностей: платины и минералов, уральских изумрудов и полудрагоценных камней, а в Екатеринбурге — забитые мехами склады.

Я спрашивал своих спутников, почему они не экспортируют все это и не покупают в обмен зерно? «Это невозможно, — отвечали они. — Только что **снята** европейская **блокада**. На продажу этих товаров и закупку продуктов питания уйдет слишком много времени». Как человеку, обладавшему **практической жилкой**, мне пришла тогда в голову мысль: «Если хотите, я могу вам это устроить. У меня есть миллион. Я отправлю вам на миллион долларов зерна **в кредит** при условии, что обратным рейсом каждый пароход повезет нужные нам товары».

Хаммер, который **организовал** эту **выгодную сделку**, заработал на ней 1 500 000 долларов. А первую свою **удачную покупку** Хаммер сделал всего за три рубля. Именно по такой цене ему продали на **барахолке** роскошное блюдо из царского сервиза! В другой раз Хаммер выгодно обменял у директора ресторана ценнейший банкетный сервиз Николая I. Работники общепита (public catering), **не колеблясь**, решили **избавиться** от сервиза, который их раздражал, так как посуда была хрупкой и часто билась. Хаммер великодушно предложил ресторану обычную фаянсовую посуду, и они отдали ему в обмен сервиз, стоивший миллионы долларов!

Хаммер часто в качестве посредника продавал от имени Москвы антиквариат в Америке. Симпатизировавший Хаммеру советский режим в 70-е гг. подарил ему картину Малевича. Вскоре бизнесмен перепродал эту работу за 1 млн немецких марок. Так **страна лишилась** многих своих **культурных ценностей**.

WRITING

29. *Study the recommendations for writing a descriptive essay and its structure. Read an example of a descriptive essay written by a student and comment on how she follows these recommendations.*
Прочтите рекомендации по написанию сочинения-описания и образец подобного сочинения, написанный студенткой. Прокомментируйте, как она следует этим рекомендациям.

Tips for writing effective **narrative and descriptive essays**:

- Tell a story about a moment or event that means a lot to you – it will make it easier for you to tell the story in an interesting way!
- Avoid long introductions and lengthy descriptions – especially at the beginning of your narrative.
- Describe what you learned from this experience.
- Use all five of your senses to describe the setting, characters, and the plot of your story.
- Опишите наиболее значимое для вас впечатление, предмет, человека или событие – так рассказ будет интереснее.
- Избегайте длинных вступлений и описаний, особенно в начале повествования.
- Опишите то, что вы узнали из собственного опыта.
- Опишите внешний вид, запах, вкус предмета и то, что вы ощущали, видели, чувствовали, переживали в тот момент.

Characteristics of **descriptive** writing include:

a variety of **adjectives** or **references to the senses** (sight, hearing, taste and touch), **participles**, a variety of **verbs**, **adverbs**, **similes** (when comparing sth). It provides details about how something looks, feels, tastes, smells, makes one feel, or sounds. It can also describe what something is, or how something happened, and function as a story, keeping the reader interested in the plot and theme of the event described.

При описании используйте разнообразные языковые средства: яркие глаголы, существительные, прилагательные и наречия, эпитеты, метафоры и сравнения.

The Work of Art that I Would Like to Have in My House

Rare are the people who can afford to buy a masterpiece for themselves. Those who have enough money often prefer investing it into modern paintings. I am not one of them but if I had a chance to buy a work of art for myself, I would choose the painting “Luncheon of the Boating Party” by the French impressionist Pierre-Auguste Renoir.

I have always admired paintings by impressionists, but this is one of my favorites. Unfortunately, I have never seen it in the original, and I wish I could, but even the reproductions of this painting are really fascinating. Each of the characters is a unique personality, expressed by the posture, gestures, gaze and smile. Some of them are cheerful; others are relaxed and somewhat melancholic. Watching them is like being there among them, enjoying the sunny morning with them, hearing their voices and laugh. Renoir proves to be a master of still-life painting, too. The saucers feel cool and smooth; the wooden wine barrel feels warm and rough. You can smell the grapes, feel the light morning breeze and even actually hear the rustle of the leaves. And you feel like stroking the funny little dog that the young lady in the foreground is playing with.

I can say without demur that this painting is a masterpiece. It is absolutely unlike the highly-touted, bizarre objects of contemporary art of dubious artistic value. I find this work absolutely marvelous and cannot but admire the talent of the painter.

FOLLOW-UP

case-study (for advanced students)

30. Hold a panel discussion on the problem: ‘Should the British Museum return the Parthenon Marbles to Greece?’ Highlight the following questions. Проведите в классе конференцию по теме «Должен ли Британский музей возвращать мраморы Парфенона в Грецию?» Обсудите следующие вопросы:

- How has the attitude to the problem of repatriation of looted art changed nowadays?

- What new trends in the society does this changing attitude indicate to?
- How, in your opinion, should the problem of Elgin Marbles and other similar problems of repatriation of cultural artifacts be solved?

31. Express your opinion on the following problems. Выразите свое мнение по следующим проблемам.

1. Are auctions a big business or a great boon for promoting art?
2. What are the controversial aspects of repatriation of cultural heritage?
3. Why is it so important to preserve the world cultural treasures?

32. Write a descriptive essay of 250 words about visiting a museum or an exhibition, or about a picture / a souvenir which means a lot to you. Напишите сочинение-описание (250 слов) о посещении музея, выставки или о картине / сувенире, которые вам дороги.

UNIT 8

CONSUMERIST SOCIETY

LEAD-IN

talking points

1. *Discuss the questions in class. Обсудите эти вопросы с одноклассниками.*

- How is the demand for products and services changing?
- What factors make the demand for certain goods grow out of proportion sometimes?
- How do changing lifestyles, demography and the new technology affect consumer behavior in developed countries nowadays?

2. *Comment on the quotation. Прокомментируйте цитату.*

“There is enough on earth for everybody’s need, but not for everyone’s greed.”

Gandhi

READING

3. *Answer the questions. Ответьте на вопросы.*

- What is Holland famous for?
- What comes to your mind when you hear the word “mania”?

4. *Explain what the title Tulip Mania means and try to predict what the text might be about. Объясните, что обозначает заглавие статьи и о чем она может быть.*

TULIP MANIA

Amsterdam has long established itself as one of the great diamond centres in the world. It has developed an unrivalled expertise in assessing, cutting, polishing and the setting of precious stones. Once their value was more than matched by simple tulip bulbs. What might be called ‘tulip mania’ of the 1630s is an incredible story in which accidents of history and geography, men of letters and frauds, chance and man’s **insatiable** greed – all play their part in a trade that **brought the country to its knees**.

In the early 17th century when merchants brought tulip to the flower markets of Europe, it caused a sensation. At first, this new trade was the **preserve** of the rich, men familiar with banking, bonds and investments. The upper strata of society as in every age longed for a status symbol such as a fast sports car or a private jet might be today. Then it was buildings, gardens and flowers, particularly exotic flowers. People **partial** to such things were going to ridiculous expenses to acquire these blooms. Before tulip mania took hold, a bulb sold for 46 guilders. Within a month, the price had risen from 60 guilders to 1,800 guilders. In a country where the average family income was about 250 guilders per year tulips were fetching **outrageous** prices. Thousands of normally sober, hardworking Dutch citizens from every walk of life were caught up in an extraordinary speculation frenzy. At the height of the fever one bulb could sell for the equivalent of 15 years’ wages for the average Amsterdam bricklayer.

In 1608 a miller sold his mill for one bulb. In another case a substantial property was sold for three rare tulips – multicoloured ones and the prize of prizes was the stunning Sempre Augustas. One bloom was exchanged for the most expensive town house in Amsterdam. This was financial madness: a rich man’s house for one tulip! The enormous interest in investing in tulips resulted in a boom where everyone, all classes **dabbled in bulbs in pursuit of** wealth, and in this trade wanted to have easy profit. At first, there was some **semblance** of order, and as

with all gambling mania, confidence was high – everybody gained but eventually the situation went totally out of hand. According to Dr Mackay: “The **stockjobbers**, ever **on the alert** for a new **speculation**, dealt largely in tulips, making use of all the means they so well knew how to employ to cause **fluctuations** in prices.” The bulb futures market was born. And as clever investors know only too well, the futures market where prices **ebb and flow** is the most dangerous market of all. When the people saw that such easy money could be made they were prepared to mortgage, then sell their house, sell all kinds of their property to invest in this business. All classes of society suffered from what started as a vanity of the rich. It was madness whose crushing end was inevitable.

In 1637 the market **crashed**. Confidence was now destroyed. Dealers were in panic and began **defaulting on** contracts. When the bulbs were put up for sale, there were no takers. Everybody wanted to opt out. The bubble had burst. It had taken some 6 years for tulip mania **to peak** but 6 days to collapse as everyone tried to get out. Many were declared **defaulters**. Noble families were ruined and large merchants were almost reduced to destitution. Greed knows no social boundaries. They had all learned their lesson too late. Desperate people **lobbied** the Provincial Government setting in the Hague. All the deals and the contracts closed at a certain point, were declared **obsolete** and the florists, the traders, the foolish buyers could only count their losses and **pick up the pieces**.

Tulip mania remained for a century or so a vivid scar on the national psyche of the Dutch. Idle hope always flies away. But the Dutch were stayers and over the years, taking the advantage of the vast experience of the early growers, rebuilt the flower trade. By today, they control 70% of the world bulb market. The Dutch are still known for their **partiality to** tulips, and continue to pay higher prices for them than any other people but few Dutch people know the story of the destruction and havoc caused by things so innocent and beautiful some of which remain the reminder of those traumatic times.

comprehension

5. *Paraphrase or explain. Перепаразируйте или объясните.*

- 'their value was more than matched by simple tulip bulbs'
- 'the upper strata of society'
- 'citizens from every walk of life'
- 'caught up in an extraordinary speculation frenzy'
- 'were almost reduced to destitution'
- 'the foolish buyers could only count their losses and pick up the pieces'

6. *Say whether these statements are true or false according to the text. Соответствуют ли эти утверждения тексту?*

1. In the past the price of diamonds was far less than the price of tulips. T / F
2. Most people who traded in tulips regarded the flower as a status symbol. T / F
3. The prices for tulips were exorbitant. T / F
4. The trade in tulips was strictly regulated. T / F
5. The tulip trade in Holland is an example of a financial pyramid. T / F
6. When the market crashed, all the contracts were declared null and void. T / F
7. The tulip market collapsed because of the galloping inflation and exorbitant prices that the Dutch could not afford. T / F
8. All classes of society suffered from their vanity. T / F
9. Many people became financially destitute falling victims to their greed. T / F

7. *Answer the questions. Ответьте на вопросы.*

1. What major political and economic factors contributed to the growth of tulip trade?
2. Why were so many people quickly caught up in this trade?
3. How did the tulip market work?
4. Why was it a deceased trade, a bubble? How did the market crash?

8. Choose one of the words in the correct form to complete the sentences. Вставьте нужное слово в соответствующей форме, чтобы закончить предложения.

**alert fluctuate crash defaulter
preserve dabble obsolete speculate**

- Because of its many side effects, this drug is now largely _____.
- In the late 1920s the stock market _____ leaving thousands of people _____.
- High-powered jobs are no longer a male _____.
- The price of coffee _____ according to the season.
- He's no expert but he occasionally _____ in stocks and shares just for fun.
- Today's automobiles include numerous computer chips that analyse sensor data and _____ the driver to actual and potential malfunctions.
- The tulip-brokers _____ in the rise and fall of tulip stocks.

9. Match the expressions in Russian with their English equivalents from the text. Установите соответствие выражений на русском языке с их английскими эквивалентами из текста.

- | | |
|---|----------------------------------|
| 1 непревзойденный опыт, экспертные знания | a in pursuit of wealth |
| 2 люди разного социального положения | b a status symbol |
| 3 высшие слои общества | c speculation frenzy |
| 4 в погоне за богатством | d were reduced to destitution |
| 5 символ высокого положения в обществе | e people from every walk of life |
| 6 тщеславие богатых | f the upper strata of society |
| 7 спекулятивный ажиотаж | g an unrivaled expertise |
| 8 были доведены до нищеты | h the Dutch were stayers |
| 9 датчане были выносившими людьми | i a vanity of the rich |

VOCABULARY

10. Learn the new vocabulary. Выучите новые слова.

1. **alert** *adj*

She's remained physically fit and mentally **alert**.

an **alert** eye

be / keep on the **alert** (for any errors)

be fully **alert to** (a person, thing, action, etc.)

All our forces are **on full alert**.

alert *n*

red alert

Flood **alerts** were issued for dozens of rivers.

alert *v* someone to sth

We will be assisting in **alerting** people **to** the dangers of cold weather.

1. бдительный, внимательный, настороженный

2. живой, проворный, обладающий живым умом, восприимчивый

Она оставалась физически крепкой и сохраняла ясность ума.

зоркий глаз

не дремать (*сохранять бдительность*)

быть настороже, начеку, наготове (*в боевой готовности*)

предупреждение об опасности
состояние готовности; перед лицом опасности

предупреждать, извещать, сигнализировать об опасности

2. **crash** *v*

coll **crash** a party

crash *n*

a financial / bank / market / stock market **crash**

a clap / **crash** / roll of thunder

a car / plane **crash**

a head-on **crash**

crash *adj*

to go on a **crash** diet

crash program / course
(in computer programming)

1. разбиться, потерпеть аварию

2. потерпеть неудачу, рухнуть, обанкротиться; разлететься в прах, обвалиться (*о рынке / о мечтах и т.п.*)

явиться без приглашения

1. банкротство, крах (*бизнеса*)
обвал на фондовой бирже

2. грохот, треск

3. авария, крушение
лобовое столкновение

1. срочный, неотложный, ударный (*о работе*)

2. интенсивный, дающий осязаемый эффект через короткое время (*о курсе*)

срочная / интенсивная программа
ускоренный курс

3. **dabble** *v* at / in / with

dabble in painting

He **dabbles in** poetry.

dabble in politics (art) / in drug traffic

dabbler *n*

4. **default** *n*

default on obligations / a debt / interest

in default of payment

They are entitled to reclaim the goods **in default of** payment.

to be in default

defaulting borrowers / tenants

by / through sb's default

judgement **by default**

to win a match **by default**

default *v*

defaulter *n*

tax / mortgage defaulter

5. **ebb** *n*

ebb and flow

the ebb and flow of the seasons

...**in the ebb and flow** of world events even his great figure seemed small.

заниматься чем-л. поверхностно, по-любительски, непрофессионально интересоваться чем-л.

время от времени брать в руки кисть

Он пописывает стишки / ба-луется стишками.

по-дилетантски заниматься политикой (*искусством*) / приторговывать наркотиками дилетант, любитель, непрофессионал

1. невыполнение обязательств (*особ. финансовых*), отказ выплачивать долги, дефолт, неуплата долга / процентов в случае неуплаты
В случае неуплаты они могут требовать товар обратно.

просрочить платежи неплательщики долгов / жилья
2. упущение, недосмотр, бездействие, пассивность по чьему-л. недосмотру / по небрежности

3. неявка в суд в отсутствии ответчика

4. выход из состязания, одержать техническую победу (*по причине неявки соперника*) прекратить платежи, не выполнить своих обязательств (*по контракту, соглашению, долгу*)

1. человек, не выполняющий своих обязательств, не исполняющий своего долга неплательщик налогов / жилья

2. растратчик 3. банкрот

1. превратности судьбы

быстрая смена (*настроения и т.п.*)

...в калейдоскопе мировых событий даже он казался незначительной фигурой.

to be on the ebb

to be at a low ebb

My confidence was at its lowest **ebb**.

ebb and flow

ebb *v*

Enthusiasm for reform **ebbed and flowed**.

2. падение, спад, упадок; ущерб, плохое состояние; перемена к худшему

быть в затруднительном положении, находиться в упадке, снижаться

3. отлив (*морской*)

прилив и отлив

1. отливать, убывать

2. ослабевать, угасать

3. приходить в упадок; ухудшаться

6. **fluctuate** *v*

fluctuate considerably / sharply

His mood **fluctuates** with the weather.

fluctuate around / between

The price **fluctuates** between £150 and £2000.

fluctuation *n*

fluctuation (in / of sth)

fluctuation of temperature

колебаться; колыхаться; меняться (*о ценах, спросе*), быть неустойчивым

Его настроение меняется вместе с погодой.

Цена колеблется между 150 и 2000 фунтами.

колебание; неустойчивость; качание

неустойчивая температура

7. **insatiable** (of, for) *adj*

insatiable avarice / appetite / curiosity / thirst / desire for knowledge

The public seems to have an **insatiable** appetite for celebrity gossip.

insatiable ambition

sate *v*

to sate oneself with sth

to be **sated** with food / pleasure

ненасытный, жадный, алчный, неутолимый

Публика, похоже, никак не насытится сплетнями о жизни знаменитостей.

чрезмерное самолюбие

1. насыщать, удовлетворять

2. пресыщать, пресытиться чем-л.

быть пресыщенным пищей / удовольствиями

8. **lobby** *v*

lobby sb for / against sth

lobby a bill through the Senate

обрабатывать членов парламента (*в пользу или против чего-л.*), пытаться воздействовать на членов законодательного органа путем закулисных переговоров, лоббировать

2. проталкивать предложение протащить законопроект через сенат

lobby *n*

oil **lobby**

9. **obsolete** / **obsolescent** *adj*
obsolete word / equipment /
technology / theory

Obsolete fashions are very
laughable.

obsolescence *n*

obsolescence of goods

planned / built-in / **obsoles-**
cence

10. **outrageous** *adj*
absolutely / completely /
quite / totally / morally **out-**
rageous
be / consider think regard /
see sth as **outrageous**
It's **outrageous** that such
practices are allowed.
outrageous cruelty / price /
rains / get-up

Pop stars often wear **outra-**
geous clothes.

an **outrageous** language

outrage *n*

cause / generate / provoke /
spark / feel / express / voice

outrage

genuine / moral / wide-
spread / international /
public **outrage**

an **outrage** against public
morality

an act of **outrage** upon de-
cency

What an **outrage**!

группа, проталкивающая вы-
годный ей законопроект, же-
лательную кандидатуру и т.п.
лобби нефтепромышленников

1. устарелый, вышедший из
употребления; снятый с эксп-
луатации, малоупотребитель-
ный

2. немодный, старомодный,
отживший; прекративший су-
ществование

Старомодные фасоны выгля-
дят очень смешно.

3. моральный износ, мораль-
ное устаревание, старение; ус-
таревание товаров

запланированный моральный
износ, (*плановое*) производ-
ство товаров, рассчитанных
на короткий срок годности

1. возмутительный, оскорби-
тельный, вопиющий, скан-
дальный

2. чрезмерный, крайний

Возмутительно, что подобная
практика допустима.

нечеловеческая жестокость /
безумная цена / необычайно
сильные ливни / вызываю-
щий наряд

Поп-звезды нередко выступают
в странной, броской одежде.

ругательства, непристойности

1. возмущение, гнев; оскорб-
ление

2. грубое нарушение (*закона*
или чьих-л. прав)

оскорбление общественной
морали

грубое нарушение приличий

3. *разг.* Какое безобразие! Воз-
мутительно!

outrage *v*

to outrage public opinion

The world community was **outraged** by the terrorists attacks on the World Trade Center.

to outrage all decency

1. преступать, грубо нарушать закон, нарушать правила, принципы, преступать все границы приличия, бросить вызов общественному мнению

Мировая общественность была возмущена нападением террористов на Всемирный торговый центр.

2. совершать насилие
3. приводить в гнев, в ярость, возмущать (*чьи-л. чувства*), оскорблять, отдавать на поругание
оскорбить общественное мнение

11. **partial** *adj*
be / remain **partial to** / **towards** sth, sb
She was **partial to** pizza and chocolate.

partial solution of the problem

partially *adv*

partiality *n*

without **partiality**

partiality (to, for, towards) a **partiality for** Italian opera
She has a **partiality for** exotic flowers.

1. *устар.* неравнодушный, расположенный, особенно выделяющий (*кого-л. / что-л.*)
Она сходилась с ума по пицце и шоколаду.

2. предвзятый, предубежденный, пристрастный
3. частичный, неполный; частичное решение проблемы, немного, отчасти, частично, частью

1. пристрастность, несправедливость
непредубежденно
2. склонность, пристрастие

12. **semblance** *n*
have / lack / gain / drop / lose **semblance**
under the semblance of
to make / put on a ~ of

He put on a **semblance of** anger.

He gave it the **semblance of** a joke.

1. вид, наружность
2. видимость

под видом
надеть личину чего-л., сделать вид, создавать видимость
Он сделал вид, что сердится.
2. подобие, сходство

Он обратил это в шутку.

13. **stockjobber / jobber** *n*

1. биржевой спекулянт
2. недобросовестный делец; нечестный работник

jobbery *n*

They are the people who had got what they had by robbery or **jobbery**.

использование служебного положения в корыстных целях, сомнительные операции

14. **speculation** *n*
speculation in futures

feed / fuel / prompt / provoke / lead to **speculation**

idle **speculation**

His private life is the subject of much **speculation**.

speculation about the upcoming elections

speculate *v* (in / on)

speculation for a rise / a fall
speculation (on / upon / as to / about / over curiosity / demand

There's no point in **speculating** about what went on at the meeting.

1. спекуляция, биржевая игра
спекуляция в форме фьючерсных сделок

2. размышление, обдумывание, теория, предположение, догадка

пустые размышления

прогнозы на предстоящие выборы

1. спекулировать; играть на бирже, играть на повышении / понижении

2. раздумывать, делать предположения, предаваться размышлениям

Нет смысла строить предположения о том, что происходило на совещании.

11. Match the words and expressions in the left column to their meanings on the right. Установите соответствие английских выражений (1–13) с их значениями (a – m).

- | | |
|-------------------|--|
| 1 outrageous | a no longer used because of being replaced by sth newer and more effective |
| 2 partial | b business trading in the hope of profit from price rise rather than from actual business earnings |
| 3 semblance | c to rise and fall |
| 4 dabble <i>v</i> | d buying shares from brokers and selling them |
| 5 stockjobber | e to work at or to study sth with some interest but without serious intentions |
| 6 obsolete | f offensive or shocking; exceeding all bounds of decency, violent in action or disposition |

7	default <i>n</i>	g	a situation in which something only appears in a small amount
8	lobby <i>v</i>	h	failure to do sth demanded by duty or law
9	crash <i>n</i>	i	a warning that sth dangerous has happened or is going to happen
10	ebb <i>v</i>	j	to try to influence politicians or people in authority on a particular subject
11	alert <i>n</i>	k	a sudden fall in prices or in the value of the stock market
12	fluctuate <i>v</i>	l	having a strong liking for sth, esp in a way that is unfair
13	speculation	m	to weaken or lessen; to decline

12. Translate from English into Russian paying attention to the new vocabulary. Переведите на русский язык, обращая внимание на новые слова.

1. The company **defaulted on** the loan and the investors lost \$4 million.
2. He has developed a **partiality to** a pipe after dinner when he sits in silence in his favourite armchair enjoying **the ebb and flow** of a nice conversation.
3. The ceasefire brought about a **semblance** of peace. Life at last returned to some **semblance** of normality.
4. He got his fingers badly burnt **dabbling in** the stock market.
5. It's an **outrage** that so much public money has been wasted in this way.
6. There are many **speculations on** the origin of the universe.
7. The combination of the government's de facto **default on** its domestic debt and the sharp devaluation of the ruble triggered the stock market **crash**.
8. Mortgage **defaults** have risen in the last year.
9. Products with built-in **obsolescence** are designed not to last long so that people will have to buy new ones.
10. It was the worst of series of terrorist **outrages** and the police were in hot pursuit of the criminals.

11. Nowadays products are very often made psychologically **obsolete** long before they actually wear out.
12. There is little point in **speculating** about the result of the election when the victory will be very narrow.
13. Neighbours heard the car being broken into and **alerted** the police.
14. The old man was mentally **alert** and showed an **insatiable** curiosity about what was going on in the world.
15. There seems to be an **insatiable** demand for more powerful computers.

13. Translate into English using the new vocabulary. Переведите на английский язык, обращая внимание на выделенные слова.

1. **Лоббирование** интересов отдельных частных компаний — широко распространенное явление в коридорах власти.
2. В погоне за богатством он начал **приторговывать** наркотиками, а затем решил стать **биржевым маклером**.
3. Если вы хотите похудеть, вам нужна **строгая** диета.
4. Новая беда уже **не могла застать ее врасплох**.
5. Прекращение огня в стране создавало **некое подобие** мира, и жизнь людей **внешне выглядела** вполне нормальной.
6. В результате **обвала финансового рынка** многие банки и компании стали **банкротами**.
7. Родители должны **чутко реагировать** на первые симптомы скарлатины (scarlet fever).
8. Она **сходила с ума** по пище и шоколаду.
9. Выступления неофашистов в Европе вызывают **гнев и возмущение** общественности.
10. Было совершенно очевидно, что судья был **настроен** в пользу другой команды.
11. В соответствии с новым законодательством **граждане, которые не платят** за муниципальное жилье, подлежат выселению (eviction) из своих квартир.

12. К счастью, наши **предположения** подтверждены фактами.
13. **Запланированный моральный износ** — это политика преднамеренного сокращения жизненного цикла продукта, с тем чтобы стимулировать потребителя заменять его на новый.
14. Крупные энергетические компании успешно **склонили** членов парламента занять более жесткую позицию по отношению к **неплательщикам** по коммунальным платежам.
15. Ходило много **слухов** о неминуемом банкротстве компании.
16. В настоящее время он находится **в плачевном состоянии** и представляет собой **слабое подобие** того успешного человека, которым был раньше. Всею виной его **пристрастие к бутылке**.

LANGUAGE IN USE

phrasal verbs

14. Study some other expressions with 'pick'. Can you explain what they mean? Изучите некоторые выражения с глаголом 'pick'. Попробуйте догадаться из контекста, что они обозначают.

1. Stop **picking at** me! Why should I get the blame for everything!
2. **Pick out** the dress that you like best.
3. Jim dropped a pen and bent to **pick it up**.
4. School bullies **picked on** her for wearing glasses.
5. Can you **pick out** your sister in this crowd?
6. Try to eat your dinner, Jane, you've just been **picking at** it.
7. They had to **pick their way** through the ice on the river that was now getting thinner.
8. Mother soon began **picking up** after her operation.
9. It's hard to **pick yourself up** after such a terrible shock.

10. He can't read music, but he can **pick out** on the piano a tune that he's heard.
11. If you fail now, who will **pick up the pieces**?

15. Now use one of the above expressions in its correct form to complete the sentences below. А теперь заполните пропуски соответствующими выражениями в правильной форме.

1. The shipwrecked sailors were _____ by a passing boat.
2. She started criticizing my work in front of my colleagues. Everything that I did, she _____, no matter how trivial.
3. Why _____ the small child? Go _____ someone your size!
4. Trade usually _____ in the spring.
5. The train started slowly but _____ speed as soon as it has left the station, and was soon travelling very fast.
6. Those who survived the devastating earthquake had _____ and start their lives all over again.
7. She was _____ by the other girls because of her size.
8. She was _____ from dozens of applicants for the job.

16. Translate into English using the expressions with "pick". Переведите, используя выражения с "pick".

1. Школьные хулиганы часто **выбирают** ребят поменьше и послабее и **пристают** к ним, заставляя выполнять свои требования.
2. Без грима эту актрису трудно **отличить** в толпе.
3. Под лучами весеннего солнца снег быстро таял, и она **осторожно обходила** лужи, чтобы не промочить ноги.
4. Есть не хотелось. Он только **поковырял вилкой** еду и вышел из-за стола.
5. Что ты ко мне все время **цепляешься**? Почему я всегда во всем виноват?
6. За время двухнедельной учебы в Англии дети **набрались** новых слов и выражений.

7. Свое **пристрастие** к рыбалке мой приятель объясняет тем, что для него это лучший способ **восстановить силы** после напряженной работы.
8. После некоторого падения акции нефтяных компаний снова **пошли вверх**.
9. Ребенок был очень смысленный и **схватывал** все на лету.
10. Это лекарство поможет тебе скорее **восстановить силы** после болезни.
11. Правые должны были **оправиться** после сокрушительного поражения и начать активно готовиться к новым выборам.

idioms

17. You can easily understand the expression '**bring the country to its knees**' as there is a similar idiom in Russian. Can you guess the meaning of other idioms with a body part(s)? Try to match each idiom (1–7) with its definition (a–g) and translate them into Russian. Можно легко понять значение выражения '**bring the country to its knees**' по аналогии с русским языком: «поставить страну на колени». Догадайтесь о значении других идиом с частями тела. Установите их соответствие и переведите на русский язык.

Idiom	Definition
1 to bring someone / sth to his / its knees	a to have financial problems, and just manage to survive
2 to cost an arm and a leg	b to almost defeat someone, or to make them extremely weak
3 to keep one's head above water	c to joke, or trick someone
4 a pain in the neck	d to be responsible for paying the cost of sth
5 to pull someone's leg	e sth or someone that is annoying
6 to get fingers burnt	f to be very expensive
7 to foot the bill	g to suffer as a result of doing sth without realizing the possible bad results

Unit 8

18. Fill in the gaps with a suitable idiom. Вставьте нужную идиому.

1. Sanctions were imposed in an attempt _____ .
2. Everything in that new boutique costs _____ .
I don't think I can afford to buy anything there.
3. He got _____ dabbling in the stock market.
4. Trying to find a parking space downtown is really _____ .
5. There is no test tomorrow. Don't believe John. He's _____ .
6. Once again it will be the taxpayer who has to _____ .

19. Choose suitable idioms to complete the newspaper headlines. Выберите подходящие идиомы, чтобы закончить газетные заголовки.

1. **NEW HOUSES IN TOWN CENTRE TO** (be very expensive to buy) _____
2. **GOVERNMENT AND TEACHERS' UNION DON'T** (agree, have the same opinion) _____
OVER NEW EDUCATION REPORT
3. **NEW REPORT: AVERAGE FAMILIES STRUGGLING TO** (keep out of debt, manage financially) _____

4. **TAXPAYERS TO** (pay the costs of) _____
FOR NEW ARTS AND ENTERTAINMENT CENTRE
5. **SMALL SAVERS** (suffer financially) _____ **AS**
BANK COLLAPSES

gap filling

20. Find a word that is appropriate in each of the three sentences in a set. Вставьте одно слово, которое подходит по смыслу для каждого из трех предложений.

1. Traffic reaches its _____ between 8 and 9 in the morning.
She's at the _____ of her career.
March is one of the _____ periods for our business.
2. Larger sizes give the best _____ for money.
The winner will receive a prize to the _____ of £1000.
The _____ of regular exercise should not be underestimated.
3. Belovezhskaya Pushcha is the oldest nature _____ in Europe.
The essential ingredients for a successful _____ are sugar, acid, and pectin.
Football is no longer the _____ of men.
4. In _____ investigations, the speed of the cars is determined by the length of skid marks.
To improve his chances of getting a new job the man took a _____ course in computer programming.
Many Americans lost their fortunes during the stock market _____ of 1929.

collocations

21. Write out all the adjectives from the list that collocate with the following nouns. Give also Verb + Noun and Noun + Verb collocations. Выпишите все прилагательные, которые сочетаются с приведенными ниже существительными. Дайте также сочетания глагол + сущ. и сущ. + глагол, как показано в примере.

Go to Oxford Collocations Dictionary Online <http://llohe-ocd.appspot.com/> or <http://5yiso.appspot.com/>

Unit 8

egs. **pure / simple / human / personal greed**; to satisfy **greed** / be consumed, driven by **greed**

great, vast, considerable, simple, human, attractive, seasonal, public, personal, intensive, pure, violent, enormous, exorbitant, additional, reasonable, high, inflated, extensive, widespread, endless, fair, sheer

greed
expertise
speculation
prices
fluctuations
expenses

22. Fill in the gaps with suitable collocations. Вставьте подходящие словосочетания.

1. There was _____ that she was going to resign.
2. The bridge was built at _____ .
3. She dismissed the newspaper reports as _____ .
4. Each area of the curriculum should be led by a staff member with _____ expertise.
5. There have been quite _____ fluctuations in oil prices in recent years.
6. He was driven by _____ for money and power.
7. I had another helping of ice cream out of sheer _____ .
8. They have _____ in dealing with oil spills.
9. There are _____ in weather patterns.
10. The results are well _____ the expense.

23. Render the article into English. Use the following words and word combinations. Изложите статью на русском языке, используя рекомендованный словарь.

to be caught up in, speculation frenzy, insatiable greed, in pursuit of, beyond comprehension, to grasp, exclusive, status symbol, within one's reach, share, average, prosperity, partially, to be shorthanded, outrageous prices, to take potluck, future deals / contracts, securities, to dabble in, to pick up, to speculate, to inflate prices, to fluctuate, stockjobber, to go bankrupt, judicious, virtually, to crash, commission, to be at a low ebb, beyond redemption, obsolete, to pick up the pieces, to redeem one's fame, a passing fad

ЦВЕТОЧНАЯ ЛИХОРАДКА

Время от времени безумие **спекуляций охватывает** целые нации. Достаточно вспомнить Великую депрессию в США или «строительство пирамид» в нашей стране, приведшее к **краху** пирамиды ГКО (state bonds). Но, пожалуй, самое необычное инвестиционное безумие приключилось с голландским народом в 1630-е годы, когда предметом **спекуляций** национального масштаба стал тюльпан.

Почему тысячи голландцев **в погоне** за богатством вкладывали все свои сбережения в луковицы эфемерного цветка, **понять** это с позиций современного человека почти **невозможно**. В начале XVII века букет тюльпанов в гостиной у голландца означал примерно то, что сейчас собственная яхта или «Роллс-Ройс». Тюльпан был **статусным символом** принадлежности к высшему слою голландского общества того времени. И в тот самый момент, когда луковица тюльпана оказалась **по карману среднему** голландцу, страну охватила **лихорадка**. Каждый желал урвать свой **кусок** от богатства на рынке тюльпанов.

Отчасти причиной тюльпанового бума стала чума (plague) 1633–1635 годов. Из-за высокой смертности в Нидерландах **стало не хватать рабочих рук** и, соответственно, выросли зарплаты. У простых голландцев появились лишние деньги, и, глядя на богатых, они сами

готовы были покупать тюльпаны по **неслыханным ценам**, **играть на бирже** и вкладывать средства в собственный тюльпановый бизнес. Однако тюльпаны — растения сезонные, и торговля ими ограничивалась периодом с мая по октябрь. Но поскольку спрос катастрофически превышал предложение, в мертвый для тюльпановых дилеров зимний сезон началась торговля крохотными отростками (sprouts). Риск для покупателя, конечно, был, но и цена была, соответственно, меньше. То есть **если рискнуть** и купить будущие тюльпаны в ноябре или декабре, то весной их можно было продать гораздо дороже. А отсюда уже всего один шаг до настоящих **фьючерсных сделок**. В конце 1635 года тюльпаны стали «бумажными», а в 1636 **стала расти спекуляция** фьючерсными контрактами, как любыми другими **ценными бумагами**.

Цены росли как на дрожжах. Луковицы тюльпанов Admiral de Mann, стоившие 15 флоринов за штуку, продавались спустя два года уже по 175. Сохранились документы о рекордной сделке в 100 000 флоринов за 40 луковиц. С резким увеличением количества **игроков на тюльпановой бирже** **цены стали скакать** в ту и другую стороны быстрее, чем понижался или поднимался реальный спрос. В хитросплетениях (artful design) рынка могли разобраться только **здравомыслящие** люди. Они и посоветовали в начале 1637 года снизить покупки. Второго февраля покупки **фактически** прекратились, все продавали. Цены падали катастрофически. **Разорялись** и бедные, и богатые.

Правительство поняло, что в **обвале** тюльпанового **рынка** виноваты были все: люди **разного социального положения**, и богатые, и бедные. В итоге большинство продавцов, находясь в **затруднительном положении** и не надеясь на **улучшение ситуации**, согласилось получить в качестве компенсации по 5 флоринов из каждых 100, которые полагались им по контрактам, ранее признанным **недействительными**.

Масштаб **потрясения**, которое перенесли Нидерланды в XVII веке, наверное, можно представить, но Голландия постепенно **пришла в себя** после этого кризиса и **вернула себе** былую славу страны тюльпанов, а любовь к тюльпанам оказалась не просто **преходящим увлечением**, поскольку ныне Голландия является ведущим экспортером цветов в мире.

READING AND SPEAKING

24. *Comment on this quote. Прокомментируйте цитату.*

‘The aim of commerce is not to sell what is best for people, or even what they really need; its final standard is a successful sale.’

Sir Richard Livingstone (British businessman)

25. *Match the expressions in Russian with their English equivalents from the text. Установите соответствие выражений на русском языке с их английскими эквивалентами из текста.*

- | | |
|-----------------------|------------------------------------|
| a hierarchy | 1 пресыщенный |
| b updates | 2 смена приоритетов |
| c blockbuster | 3 облегчать |
| d sated | 4 домашняя работа |
| e shift in priorities | 5 товары, предметы потребления |
| f household chores | 6 хит продаж |
| g to alleviate | 7 лавина, поток |
| h commodities | 8 улучшенные версии |
| i self-actualisation | 9 иерархия (<i>потребностей</i>) |
| j deluge | 10 самореализация |

26. *Can you predict what the article is about? Read it and say if your predictions were true. Do the tasks that follow. Предположите, о чем может быть статья под таким заголовком. Прочтите статью и скажите, подтвердилась ли ваша догадка. Выполните задания к тексту.*

SELLING TO THE SATIATED

Although companies are manufacturing more new products than ever before, they are finding it increasingly difficult to repeat the success of the **blockbuster** products of the past. People in developed countries now seem to have almost all the basic consumer goods they need. So today's innovations are either just filling the few small niches that remain, or replacing **obsolete** products with **updates** and variations of the same thing. In a sense, the behavioral psychologist Abraham Maslow* predicted this **obsolescence** when he drew up his theory of human motivation. He said people's needs fell into a **hierarchy**, with basic needs such as food, warmth and shelter at the bottom, more complex emotional needs in the middle, and “**self-actualisation**” at the top. As each need was satisfied, people progressed upwards to the next.

Most of the big names — Procter & Gamble, Colgate, H.J. Heinz, Kellogg, Coca-Cola — had been satisfying people's basic needs since the late 19th century. Rapidly rising prosperity in the 1950s and 1960s led companies to compete for people's spending by launching a **deluge** of “new, **quality enhanced**” products. Now it is hard to find a basic consumer need that has not been satisfied. Goods at this level have become little more than **commodities** and people's interest in brands has moved to higher levels.

Now, our feelings of success, fulfillment and well-being come from a much more complex web of things, such as buying the right clothes, wearing the right label and having the right mobile phone. After dedicating themselves for more than a century to the fulfillment of basic needs, the big consumer goods companies are struggling **to adjust to this shift in priorities**. Instead of shopping for basic food ingredients and taking them home to make meals, people now pay others to do the work for them — buying ready-prepared meals from supermarkets, or having their

* *Abraham Harold Maslow* (1908–1970) was professor of psychology at Brandeis University, Brooklyn College. *Maslow's hierarchy of needs* is a theory in psychology, proposed in his 1943 paper “A Theory of Human Motivation”.

food cooked for them by takeaway outlets or restaurants. Similarly, many people feel they have more important things to do than spend time on **household chores** and are always **on the alert for** new brands to **alleviate** the burden. People haven't lost their **insatiable** desire for famous brands. It's just that the famous brands of today are not simple products, they are complicated mixtures of product, service and entertainment. So a whole new generation of non-product-based brands is emerging.

Abridged from Financial Times, 22 March 2007

27. Answer the following questions and sum up the text. Ответьте на вопросы и кратко изложите текст.

- What characterises today's situation in the consumer market in developed countries?
- How are big companies trying to adjust to the new shift in priorities?
- Can you give an example of a new type of product?

28. Read the text. Use the words on the right to form words that fit in the same numbered spaces in the text. There is an example (0). Прочтите текст. Заполните пропуски соответствующими словами из правой колонки в нужной форме, как показано в примере.

Retail therapy has become one of Britain's most pleasurable leisure (0) **pursuits**. But the percentage of the population suffering from the serious medical condition of shopping (1) _____ is reaching crisis point. Experts believe 10 per cent of the population, and possibly 20 per cent of women, are maniac, (2) _____ shoppers. Most shopaholics are seriously in debt, and the condition has led to (3) _____, family breakups, and in some cases to (4) _____ and even suicide. More (5) _____ known as omniomania,

0) pursue

1) addict

2) compel

3) depress

4) homo

5) science

the condition has been recognized by (6) _____ since the early 1900s but only now it is reaching epidemic proportions. A European Union report recently revealed that up to half of 14- to 18-year-old girls in Scotland, Italy and Spain could be classified as shopaholics, but the stigma of being a shopaholic may be masking an even higher number of (7) _____ .

6) psychiatry

7) suffer

29. Study the newspaper headlines and comment on them. Изучите и прокомментируйте газетные заголовки.

Shopping Can Get out of Control

For Many Shopping Can Provide an Uplifting Boost

**Doctors Have Begun to Treat People Who Suffer
from a Compulsive Shopping**

I shop therefore I am

30. Read the article that throws more light on consumer behaviour. Get ready to speak about the current obsession with shopping. Прочитайте статью о том, какие факторы влияют на поведение потребителей. Расскажите о причинах чрезмерного увлечения шопингом в наши дни.

THE PSYCHOLOGY OF SPENDING

Why do people spend so much money on things they don't really need? Why do some people let themselves get into debt, when they should be **saving for a rainy day**, keeping money aside for their kids' education, or saving up for their own retirement? If you think you have a problem with overspending, you're not alone. As much as 70 percent of the US economy is driven by consumer spending. So why is this? Psychologists say that quite often we shop for emotional reasons, most of which are negative. Quite often shopping is a means of **relieving stress**, dem-

onstrating your own importance, compensating for feelings of inadequacy, or as a way of **alleviating frustration**. These are the very same reasons that lead people to over-eat. It's all part of the psychology of doing things in excess.

The worst type of shopping is **impulse buying**. This is the type of unplanned shopping you do while you're out in the street. The things that cause you to suddenly buy something known as "**spending triggers**", and they are usually emotional impulses, such as **relieving stress** after a bad day at work and buying yourself a new coat to help take your mind off things or demonstrating your own importance or compensating for feelings of inadequacy and **alleviating frustration** just to make yourself feel better.

www.coolenglish.co.uk

CROSS-CULTURAL FOCUS

31. *Render the text into English. Use the suggested vocabulary.*
Перескажите текст на английском языке, используя предложенный словарь.

virtual / virtually, to come up with a theory; to shop around, uplifting, to abhor, a fallacious theory, to reinforce, a real drag, to come in for criticism, to frown upon, to go on a spending spree, in terms of, obsession, to emerge (from a fitting room), to be baffled, frenzy, to sustain losses, to pick up, beyond one's grasp, to be caught up in sth, to begin to ebb away, to emerge from a shop; ebb and flow of seasonal sales, favourite pursuits, consumer buzz, shopping spree, a judicious decision, partial / impartial to sth, window shopping, flea market, to take for a ride, a good buy, to be at a low ebb, seasonal affective disorders

ШОПИНГ – ЛУЧШЕЕ ЛЕКАРСТВО

Что является наиболее традиционной формой времяпрепровождения для женщины? Представьте себе, это **хождение по магазинам** – причем не по необходимости, а...

из удовольствия. Мало найдется женщин, **равнодушных** к этому занятию. Более того, согласно утверждениям американских психологов, шопинг не только **поднимает настроение**, но и оказывает благотворный эффект на организм.

Впрочем, психологи, **обнародовавшие** эту теорию, стали не только объектом насмешек, но и **подверглись также самой серьезной критике** со стороны... мужчин, которые считают ее **иллюзорной** и питают истинное **отвращение** к этому занятию. Энтузиазм мужчин, когда они оказываются **вовлеченными** в совместное хождение по магазинам, **быстро угасает**. Им просто **непостижима** та **маниакальная одержимость**, с которой женщины **начинают транжирить деньги**, едва они оказываются в торговом зале. Разве может быть, по мнению мужчин, **такое скучное**, такое изнурительное, бессмысленное хождение от витрины к витрине и из одного торгового зала в другой полезным и тем более называться отдыхом? Но... приходит ли в голову представителям сильной половины человечества, что многие их **любимые виды отдыха**, такие как, скажем, рыбалка, футбол, сауна, бильярд, некоторые женщины **не одобряют**?

Кстати, психотерапевты вполне серьезно утверждают, что все мы, и мужчины, и женщины, в современном мире часто напоминаем загнанных (haggard) лошадей и потому обязаны сопротивляться усталости. Тут уж, как говорится, все средства хороши. Конечно, порой прекрасные дамы впадают в крайности. Но если **синдром транжирства** не посещает женщину чаще, чем раз в месяц, то, как утверждают американские специалисты, «всё в норме». Поклонницы шопинга наверняка приведут и другие аргументы в защиту своего **излюбленного занятия**. В конце концов сегодня выглядеть немодно — это не просто дурной тон, это и экономически невыгодно: отпугнешь и работодателей, и клиентов. Словом, шопинг как универсальное психотерапевтическое средство от боли при разрыве с люби-

мым, **осенне-зимней депрессии** да и просто от **неважного настроения** вполне может быть взят на вооружение едва ли не всеми представительницами прекрасного пола.

32. Comment on the following statements. Прокомментируйте эти утверждения.

ЕСТЬ ЛИ БУДУЩЕЕ У ОБЩЕСТВА ПОТРЕБЛЕНИЯ?

На сегодняшний день только около 30% товаров соответствуют **базовым потребностям** человека, все остальные товары удовлетворяют потребности, которые не существуют, или же эти товары удовлетворяют одну из базовых потребностей, но производитель делает вид, что это способ удовлетворения базовых потребностей иной, чем обычно. Мода и реклама — вот две важнейшие характеристики «экономики потребления». Их главная цель — формировать и расширять спектр потребностей, то есть заставлять потребителя нуждаться во все большем и большем количестве товаров, менять имеющиеся у него товары, которые не утратили своей потребительской ценности, не исчерпали своей практической полезности.

Из лекции П. Мостового

АЛЬТЕРНАТИВА ОБЩЕСТВУ ПОТРЕБИТЕЛЕЙ

Бесконтрольное, безудержное (unrestrained) производство истощает природные ресурсы, разрушает устои общества и основы морали. В обществе потребителей человек неизменно становится рабом вещей и иллюзорного престижа, на которые вынужден тратить всю свою жизнь и все заработанные деньги. Непреходящие общечеловеческие ценности отходят на задний план — ведь любовь, семья, дружба и преданность не вписываются в товарно-

денежный оборот. Отойти от этого всеобщего помешательства на потреблении практически невозможно, потому что само устройство общества железными цепями удерживает человека в состоянии винтика общего механизма производства — реклама — приобретение. Выйти из этой системы — это значит, вывести себя из-под влияния окружения, но человек не может жить в изоляции, вне общества себе подобных.

Леонид Шиндер *kabmir.com*

33. Read the definition of “consumerism” and the quote below. How do they reflect the controversy of the problem? Прочтите определение понятия «общество потребления» и цитату. Как они отражают противоречивость этого явления?

consumerism: the belief that it is good for a society or an individual person to buy and use a large quantity of goods and services

(from Oxford Advanced Learner’s Dictionary)

“Consumerism is a pattern of behavior that helps to destroy our environment, personal financial health, and the common good of individuals.”

<http://www.verdant.net/>

34. Say whether you agree or disagree or agree up to a point with the statements. Согласны ли вы с этими утверждениями?

viewing and speaking

*35. Watch **The Story of Stuff** video by Annie Leonard and complete the missing information. Посмотрите видео **The Story of Stuff** и вставьте пропущенную информацию.*

Go to *<http://www.storyofstuff.org/>*

1. Our stuff simply moves along these stages: _____
2. A system in crisis means _____

3. The reason the corporation looks bigger than the government _____
4. Extraction _____
5. And our problem is _____
6. Globally 200,000 people a day _____
7. There are nearly 2 million tons of mining waste for every one ton of gold produced; that translates into _____
8. Planned obsolescence _____
9. Perceived obsolescence _____
10. Our two main activities are _____
11. The primary way that our value is measured and demonstrated is _____
12. A new school of thinking on this stuff _____

36. *What do these figures stand for? Что обозначают эти цифры?*

100, 51 _____
1/3 _____
4% _____
5% _____
75% _____
2000 _____
\$4.99 _____

37. *Discuss the problem of consumerism in class. Make use of functional English below. Обсудите проблему «общества потребления» в классе. Используйте данные фразы речевого этикета для выражения согласия, сомнения, уточнения и критики.*

- How does consumerism affect the society, the economy and the environment?
- What are the economic and environmental costs of consumerism?

*functional English***Agreeing in part**

You may have a point.
 I agree with you up to a point.
 You have got a point, but ...
 I see what you mean, but ...

Expressing doubt

I'm not sure about ...
 I don't see how that would work.
 I'm not convinced by that.
 I've got reservations about ...

Making criticism

I think you are missing the point.
 I don't think you realise ...
 I don't think you've understood.

Clarifying a point

What I really mean is ...
 What I'm trying to say is, ...
 The point I'm trying to make is ...

WRITING

38. Study the two types of argumentative essays and main methods of presenting an argument. Ознакомьтесь с двумя типами аргументационных эссе и основными способами выдвижения доводов.

1. The balanced view (изложение сбалансированной, нейтральной позиции)

The essay title begins with something like:

Give the arguments for and against ...

Assess the importance of ...

Examine the arguments for and against ...

What are the advantages and disadvantages of ...?

Evaluate ...

Critically examine the statement that ...

To what extent is ... true?

or even just the word: Discuss ...

In this case, **you present both sides of an argument, without necessarily committing yourself to any opinions**, which should always be based on evidence, **until the final paragraph**. At its simplest, your essay plan will be as follows:

- Introduce the argument to the reader, e.g. why it is a particularly relevant topic nowadays or refer directly to some comments that have been voiced on it recently:
there is no doubt that..., there are a lot of facts that support this opinion..., many people are convinced that..., it is often suggested that...

- Reasons in favour of the argument:
one point of view in favour of..., a further advantage of..., the best thing about it is...

- To add more points to the same topic:
what is more..., furthermore..., moreover..., in addition to..., apart from this...

- State your point of view, your evidence and your reasons:
the way I see it is..., it seems to me..., in my opinion..., from my point of view...

- Reasons against the argument:
on the other hand..., however..., although..., even though..., despite the fact that..., on closer examination the argument holds no water...

- State your point of view, your evidence and your reasons. After summarising the two sides, state your own opinion, and explain why you think as you do:
to sum up..., on the whole..., taking everything into consideration..., on balance..., all in all, I believe that there are more advantages than disadvantages...

2. The persuasive essay (эссе, убеждающее в правильности вашей точки зрения)

The essay title will begin with something like:

Give your views on ...

What do you think about ...?

Do you agree that ...?

Consider whether ...

This second type of argumentative essay **involves stating your own point of view immediately**, and trying to convince the reader by reasoned argument that you are right. The form of the essay will be, in outline, as follows:

- Introduce the topic briefly in general terms, and then state your own opinion. Explain what you plan to prove in the essay.
- Reasons **against** the argument.
Dispose briefly of the main objections to your case. Provide evidence and your reasons.
- Reasons **for** your argument, the arguments to support your own view, with evidence, reasons and examples.
- Conclusion – Do not repeat your opinion again. End your essay with something memorable, e.g. a quotation or a direct question.

FOLLOW-UP

39. Role-play a discussion with your classmates on the topic: "We live in a society that produces far more stuff than most of us could ever possibly need." Think of your arguments "for" and "against" consumerism. Use the debating techniques. Проведите ролевую игру в классе на тему: «Мы живем в обществе, которое производит намного больше товаров, чем большинству из нас нужно». Используйте рекомендованные методы ведения дискуссии и фразы речевого этикета.

40. Write an argumentative essay (250–300) words on one of the following topics. Напишите аргументационное эссе (250–300 слов) на одну из этих тем.

1. To what extent is this statement true: ‘Consumerism is a pattern of behaviour that helps to destroy our environment, personal financial health, and the common good of individuals.’
2. Do you agree that material possessions promise emotional security and well-being?
3. Consider whether the desire to buy stems from our fears and insecurities or is it created by marketing and commercials?

UNIT 9

HUMANS AND MACHINES

LEAD-IN

talking points

1. *Comment on the newspaper headlines. Прокомментируйте газетные заголовки.*

**Virtuality and Reality ‘to Merge’
Technological Advances Require New Oversight
New Technology Breeds Fresh Threats
New Technology Combines GPS Benefits
with Privacy Protection**

***Brave New World*: the Biotech Rebirth*
Risks of Nanotechnology Remain Uncertain**

2. *Discuss the questions in class. Обсудите эти вопросы в классе.*

- What do you think our greatest technological challenges are?
- How do these 21st century technological challenges reflect concerns about the development of new technologies?
- Make cheap solar energy
- Prevent nuclear terrorism
- Reduce carbon emission
- Make cyberspace safe
- Provide access to clean water
- Improve our cities
- Understand the entire brain
- Make better medicines

**Brave New World – a novel by Aldous Huxley published in 1932, presents his vision of the future when there have been many scientific advances but people have no personal freedom.*

3. *Express your opinion on the quotes and substantiate your point of view. Выразите свое мнение относительно этих цитат и обоснуйте свою точку зрения.*

“Everything that can be invented has been invented.”

Charles H. Duell, U.S. Office of Patents, 1899

“It has become appallingly obvious that our technology has exceeded our humanity.”

Albert Einstein

“What used to take up a building now fits in our pockets; what now fits in our pockets will fit in a blood cell in 25 years.”

Kurzweil

READING

4. *Discuss these questions with your peers. Обсудите эти вопросы с одноклассниками.*

- How have the new high-tech products changed our lives over the last decades?
- What are the indisputable advantages of the new inventions?
- What role do new technologies play in our everyday life?
- Do all these gadgets and intelligent devices make our life easier and happier?
- How much electronic technology do we use every day?

5. *Try to predict from the title what the article can be about. Read the text and say if your prediction was true. О чем может быть эта статья, судя по ее заглавию? Прочитайте ее и скажите, оправдались ли ваши ожидания.*

‘LUDDITE? NO, BUT I’M NOT A SLAVE TO MACHINES’

Mankind has become a slave to the machine. He wakes up to it — the fax, the answering machine — then in the car there’s a mobile phone. We are *inundated*, saturated. Ulti-

mately, *man has become an appendage to machines*. The only machine I really depend on is a camera. I can't do without her. I use a really nice Nikon F50, which over the years of my **knocking about** the world has **weathered** into a unique identity. With the camera lens, you have an image that is an instant recollection of a moment. **We go back a long way**, my camera and I. We have been to **every nook and cranny** over the last 30 or 40 years, and in every single country, I have never failed to take photographs. These form a valuable record and they have become my friends.

I hate the video camera. To me, it is no longer an art form because it doesn't capture a moment. It is mere **slapdash**, unless, that is, you are making a documentary. For capturing a mood, there is nothing like the still photograph. It *evokes* a whole period, which couldn't be done with a moving image when you haven't time to meditate on the expression on a face, the character or the personality, and **wear and tear**. So, my camera is a wonderful mechanism. I prefer one without too many computer parts that do things for you, and you have to read a manual the size of a telephone directory. I like to make my own decisions, read my own light meter (экспонометр).

I love machinery for what it does, but *I don't have to be attached to it*. For instance, I will have a mobile phone in the car in case I break down. But generally I think that *they are the biggest plague of the age* – detestable, abusive – and it means everyone's private world and all its banalities are amplified in every public space, bar, train and café. I **can't see eye to eye with** those, who believe that it is a great boon. The sooner they ban them in public the better. *I don't think I am a Luddite**. It is obviously necessary to have telephones, an-

*The **Luddites** – a social movement of British textile artisans in the early 19th century who protested – often by destroying mechanized looms – against the changes produced by the Industrial Revolution, which they felt were leaving them without work and changing their entire way of life.

swering machines, and the Internet and fax machines. I have all these, but I don't use them – I have a secretary. However, as a creative person, I have to be near things that make me creative.

For writing, I have four or five different electric typewriters. I love the feeling of paper and I don't want to look at a television screen or have electrical impulses going into my brain. I like to see the printed word. My rather old and **battered** typewriters are put in different rooms. One is for prose, one for letters and one for plays. So I have different piles, and three different offices. I can write anywhere. *I want to maintain maximum control over them*, they are quite problems enough, thank you, without another machine **butting in** and **mucking things up**. Well, what do you expect? They are electric, for heaven's sake.

My notebook is my computer. In the inevitably lonely business of writing, which is a long, slow **grind**, it is, **for better or for worse**, my one and only companion. It doesn't need batteries, just a bit of ink. *I believe that the more machinery you have the more you start to need*. These things are only *embellishments*; they are *refinements* of what the brain does anyway.

By Steven Berkoff

Abridged from The Independent

comprehension

6. Explain the meaning of the idioms and suggest Russian equivalents. Объясните значение идиом и предложите соответствующие выражения на русском языке.

- we go back a long way
- **weathered** into a unique identity
- we have been to **every nook and cranny**
- writing is a long, slow **grind**
- **for better or for worse**
- it is mere **slapdash**
- **butting in** and **mucking things up**
- I want to maintain maximum control over them

*on a lighter note***Joke**

“What are you complaining about? You married me **for better or for worse**, didn’t you?”

“Yes, but the worse is much worse than I expected.”

7. *Infer the meaning of the words from the context. Match the words to their Russian definitions. Догадайтесь о значении слов из контекста. Установите их соответствие дефинициям на русском языке.*

- | | |
|-----------------|-----------------------------------|
| 1 amplify | a первоначальный, изначальный |
| 2 appendage | b улучшение, усовершенствование |
| 3 detestable | c увеличивать; усиливать |
| 4 embellishment | d украшательство |
| 5 inundate | e отвратительный; мерзкий, плохой |
| 6 pristine | f дополнение, приложение |
| 7 refinement | g наполнять, переполнять |

8. *Paraphrase the italicized expressions from the text and answer the following questions. Перефразируйте выражения, выделенные курсивом, и ответьте на вопросы.*

1. What makes the author say that *man has become an appendage to machines*?
2. What does the author like his camera for? Why does he prefer the still photograph to the video?
3. What is in his opinion *the biggest plague of our age*? Why does he think so?
4. How do you understand the phrase “*I don’t think I am a Luddite*”?
5. Say whether you agree or disagree with the author or agree up to a point that “*the more machinery you have the more you start to need*”.

9. *Translate the following sentences with the idiomatic expressions. Переведите предложения с идиоматическими выражениями.*

1. **For better or for worse** I'm going to quit my work.
2. The insurance policy does not cover damage caused by normal **wear and tear**.
3. I think we **see eye to eye** about many things.
4. "**For better or for worse**", — these words in the marriage service after many years spent together acquired their true meaning for the elderly couple.
5. In this low and marshy place, the thick dense fog filled **every nook and cranny**.
6. **Way back** in the 90s they set up a company and now their business is flourishing.
7. Мы **обыскали весь дом** в поисках потерянного кольца.
8. Несмотря на **моральный износ**, старый холодильник на даче **так или иначе** все еще работал, как **когда-то давным-давно** во времена ее детства, и ей жаль было с ним расставаться.
9. **В любом случае** я никогда не соглашусь на это предложение.

10. *Support or contradict the author's view. Comment on the article and summarize it. Согласитесь с автором или выдвиньте свои контраргументы. Кратко изложите и прокомментируйте статью.*

11. *Read the second article and find out what another writer thinks about new technology. Do they share the same views? Прочтите вторую статью и узнайте, что другой автор думает о новых технологиях. Насколько их взгляды схожи?*

ALL OVER THE SHOP

I don't hate technology. I am no Luddite. I don't want to break up any looms (ткацкий станок). I have no desire to smash the modern world. I love the toys. I love the results. Though I cannot programme it, I adore my video and long for

a DVD player and I want a flat-screen TV that hangs on the wall like art. I am sincerely crazy about *the ease of e-mails*. Imagine life without a phone, without a mobile. Imagine medicine without the technological *marvels* we take for granted. I am, as you might have noticed, a fan. Life before technology was limited, provincial and dreary. I have nothing but contempt, I'm afraid, for people who declare proudly that they do not own a television set. Or that if they do, they keep it upstairs in a remote corner of the house. What do they do for fun? How do they participate in the world? I love the *sleek* machinery in my apartment. I am comforted by the little green lights that glow everywhere in the night, nine or ten of them at last count.

No, it's not that I hate technology; it's that technology hates me. The moment I receive an attachment on my computer, it *sickens with some virus*. I buy a printer and it seizes a piece of paper and eats it. I feel my place is alive with the sound of machines going wrong, as my CD player keeps on **grinding out** the same track over and over until I want to scream. Play us another tune. *Please. I am technologically challenged*, I admit. Like millions of other women, I suffer the delusion that men are better at these things. I feel it's a gene deficiency, feel that, somehow, the male brain holds the secrets to programming a video player. This is obviously untrue. No one at my place knows how to do it and so, like baggage scanners at American airports, *many of the goodies I buy sit in boxes, waiting. There's a fortune to be made out there*. Open a string of local service shops with **efficient** staff that will do anything and people like me will have everything fixed, programmed at their place on the day they call, and *you're a millionaire in the making*. Meanwhile, I've become cunning and developed **effective** tactics for dealing with technology. I try not to buy anything I don't need just because it looks great. I try hard to ignore friends who say, "I can't believe you're still using that old thing when you could be using the *wizoo*-techno-dangling version*."

*the German company Wizoo, developers of software-based virtual instruments

Finally, I avoid gadgets that do too much; those, which promise to write my book or cook dinner. I really like my printer. I've had a Hewlett Packard printer for a long time and it's a good example of something simple and satisfying. You stick the cable in your computer and the other end in the printer, press a button and out comes a *pristine* document. When it comes to TVs, I believe that Sony is best. Sony was the first company, as far as I recall, to deliver the technological goodies in stylish packages.

And this week *my confidence was battered beyond recognition. I have entered the digital age in a serious way.* I had my picture taken. The photographer used a massive Nikon digital camera. Half an hour later, we sat down at his computer and looked at the pictures. He said, "Would you like anything changed? Perhaps you'd like those little lines under your eyes cleaned up, or your eye colour *enhanced*?" Oh, *brave new world*, I thought, where you never need a face lift and nothing at all is what it seems. I want one of those Nikons. **For better or for worse** I do. *Technophobia*, be gone!

12. Match the Russian expressions to their English equivalents from the text. Установите соответствие русских выражений и их английских эквивалентов.

- | | |
|--|------------------------------|
| 1 первоначальный (текст) | a all over the shop |
| 2 вымучивать, выполнять с большим трудом | b pristine |
| 3 не в ладах с техникой | c the ease of sth |
| 4 страх или неприятие новых технологий | d to grind out |
| 5 простота, удобство | e technologically challenged |
| 6 разбросанный повсюду | f technophobia |

13. Explain the following and suggest a Russian equivalent. Объясните значение выражений и предложите эквиваленты на русском языке.

- many of the goodies I buy sit in boxes, waiting
- there's a fortune to be made out there

Unit 9

- you're a millionaire in the making
- I've entered the digital age in a serious way

14. Say if the following statements are true or false. Соответствуют ли эти утверждения тексту?

- | | |
|--|-------|
| 1. The woman has always happily used modern technology. | T / F |
| 2. She enjoys the confidence in dealing with sophisticated technology. | T / F |
| 3. She believes that anyone can easily handle modern gadgets. | T / F |
| 4. She has become a committed technophile. | T / F |

15. Answer the following questions. Ответьте на вопросы.

- Is the author biased against high-tech? How would you describe her attitude to the 'brave new world'?
- What does she think of the people who say that they do not need television?
- Why does she call herself **technologically challenged**?
- Does it mean the same as **technophobe**? Who is a **technophile**?
- Where does she see great opportunities for business?
- Does such attitude to new technology make good sense to your mind? Why?
- Do you share the same point of view?

16. Act out a dialogue between two students who have a different attitude to new technology. Use functional English and debating techniques. Составьте диалог между двумя студентами, которые по-разному относятся к новым технологиям. Используйте речевой этикет и технику ведения дебатов.

Student A: "We do not actually need many of the technogoodies we buy and it is the manufacturers who make us consume more and lead extravagant lifestyles."

Student B: "New technology is a great boon and it does make our life easier and better."

VOCABULARY

17. Learn the new vocabulary. Выучите новые слова.

1. **batter** *v*
batter about / down
 She **battered at** the door with her fists.
 The rain **battered** against the windows.
 The team's confidence was **battered** by the 52–10 defeat.
 The film took a **battering** from critics.
battered *adj*

battering *n*
2. **for better or for worse**

 She married Jim, she took him **for better or for worse**.

 He did it **for better or for worse**.
3. **butt** *v*
butt in (on sth)
 How can I explain if you keep **butting in**?
 I didn't ask you to **butt in on** my private business.

 I'd have got the job finished in time if he hadn't come **butting in on** my work with his unwanted advice.
Butt out, Neil! This is none of your business.
butt *n*
 He became the **butt** of everyone's silly jokes.
 the **butt** of many a joke

1. сильно бить, колотить, дубасить, разбивать

2. громить, бить, разносить, подвергать уничтожающей критике

1. избитый, разбитый (*перен.* усталый, вымотанный)

2. потрепанный; поврежденный; сильно изношенный

1. избиение, град ударов

2. сильный стук (*в дверь и т.п.*)

несмотря ни на что; как бы там ни было, что бы ни случилось, в счастье и в несчастье, в радости и в горе, к добру или худу

Она вышла замуж за Джима, чтобы делить с ним радость и горе.

Он сделал это, несмотря ни на что.

1. грубо перебить, вмешиваться

сленг бесцеремонно вмешиваться / встревать (*в разговор, в чужие дела*), дать никому не нужный совет, мешать, стараясь помочь

Я бы успел сделать работу вовремя, если бы он не влез со своими ненужными советами.

человек, служащий предметом насмешек, нападок или оскорблений

предмет насмешек, издевательства

4. **effective** *adj*

The adverts were very simple but remarkably **effective**.

effective cure for a cold

The actor gave an **effective** performance as Othello.

I admire the **effective** use of colour in her paintings.

effective from 22 hours, December 31

effective until the end of the month

effect *n*

effect *v*

5. **efficiency** *n*

She was praised for her **efficiency** in organizing the trip.

6. **enhance** *v*

to enhance appearance / beauty

They'll be keen **to enhance** their reputation abroad.

Their living expenses are constantly **enhancing**.

enhancing efficiency

enhancement *n*

7. **grind** *n*

daily **grind** of family life.

Do you find this work a **grind**?

What a **grind**!

Come now, old **grind**, do take a day off.

действенный, эффективный, результативный; успешный; полезный; эффектный, действительный

эффективное средство от простуды

Этот актер успешно сыграл роль Отелло.

Я восхищаюсь тем, как умело она использует цвет в своих картинах.

вступающий в силу с десяти часов вечера 31 декабря
действителен только до конца текущего месяца

1. результат, следствие

2. действие, влияние; воздействие

дать (*желаемый*) результат; подействовать

1. эффективность, производительность

2. умение, деловитость

3. оперативность

1. увеличивать, усиливать, улучшать (*обычно какое-л. положительное свойство*) 2. повышать (*цену*); расти в цене, дорожать

Они будут стремиться улучшить свою репутацию за границей.

Их жизненные расходы постоянно растут.

3. подъем эффективности, повышение качества

1. (*разг.*) тяжелая, однообразная, скучная, рутинная, нудная работа, учеба и т.п.

Ты считаешь эту работу скучной и однообразной?

Ну и работенка!

2. зубрила, усердный студент; студент, любящий заниматься, «ботаник»

Ну, ботаник ты несчастный, устрой себе выходной.

Learning this text is a **grind**.

grind *v*

grind wheat into flour

The flour is **ground** using traditional methods.

grind grammar **into** sb's head

grind sb **in** grammar

grind out

I had mathematics **ground into** me.

grind out a tune

He **ground out** some verses.

3. долбежка

Этот текст приходится зубрить.

4. камень, точило, жернов

1. молоть, перемалывать; растирать (*в порошок*), (рас)то-
лочь, перемалывать зерно
в муку

2. вдалбливать (*кому-л.*); репетировать; вдалбливать кому-л. грамматику, натаскивать кого-л. по грамматике
В меня (форменным образом) вбили математику.

3. вымучивать, выполнять с большим трудом

4. заставлять кого-л. работать без отдыха / не покладая рук; работать как одержимый

8. **knock** *v*

knock about / around sth (**with / together**)

He has **knocked about** all over Asia.

That poor old piano has been considerably **knocked about** in its travels.

The ship has been badly **knocked about** by the storm.

1. стучать; стучаться, посту-
чаться

2. ударять; бить, колотить

3. *разг.* бездельничать; лодыр-
ничать; бродить; колотить;
странствовать; шататься
Он объездил / избородил всю
Азию.

4. *разг.* грубо, дурно обращать-
ся (*с кем-л.*), бить, колотить

Шторм сильно потрепал ко-
рабль.

9. **making** *n*

in the making

This model was two years **in the making**.

These events are history **in the making**.

The difficulties were not **of my making**.

This mess is of the govern-
ment's own **making**.

to be **the making of** sb

to have **the makings of** a great
man / of a champion

1. создание, становление

в процессе создания / развития

Эти трудности возникли не
из-за меня.

2. *pl* задатки, необходимые ка-
чества

иметь все данные, чтобы стать
великим человеком / чемпи-
оном, содействовать успеху

- Army was **the making of** him.
This failure was **the making of** him.
- кого-л., обеспечить успех кому-л.
Армия сделала из него человека.
Эта неудача многому его научила.
10. **muck up** *v*
I got my boots **mucked up** in the garden.
He completely **mucked up** his English exam.
muck *n*
I can't eat this **muck**!
1. пачкать
2. *разг.* портить; проваливать, загубить (*какое-л. дело*)
- I've made a **muck** of it. I'll have to do it again.
Nuclear power's biggest problem is toxic **muck**.
1. *разг.* что-то неприятное: грязь, дрянь, мерзость, отбросы, отходы
Я все испортил. Придется делать все еще раз.
Самый серьезный недостаток ядерной энергии — это токсичные отходы.
2. *разг.* неудачная попытка, провал (*в каком-л. деле*), путаница
11. **to see eye to eye (with) sb (on sth)**
- быть полностью согласным, занимать одинаковую позицию; смотреть одинаковыми глазами на вещи, на проблему; сходиться во взглядах
- She does not **see eye to eye with me**.
I don't **see eye to eye with** my father on many things.
- Мы с ней расходимся во взглядах / по-разному смотрим на вещи.
12. **slapdash** *n*
1. торопливость, поспешность
2. небрежность, неряшливость, халтура
- His book is mere **slapdash**.
slapdash *adj*
slapdash method / actions / work
She is a bit **slapdash**.
in a **slapdash** way / manner
- Его книга — грубая стряпня.
торопливый, поспешный
необдуманный прием / поспешные действия / поспешно выполненная работа
очертя голову; как попало, тяп-ляп, на скорую руку
делать свою работу кое-как
- to do one's work in a **slapdash** manner
13. **way back**
this was **way back** in the nineties
- давно
Это было давно, еще в 90-е годы.

friends from **way back**
way back (in ...) a long time ago
 I first met him **way back** in the 80s.
 We **go back a long way**, he and I.

давнишние друзья

Мы с ним давно знаем друг друга (мы старые знакомые).

14. **weather** *v*

to weather (out / through) successfully / well
 The company had **weathered** the recession well.
 She refuses to resign, intending **to weather** the storm.
 The sun **weathered** her face.

1. выдержать, пережить, вынести

выветривать; подвергать; выдерживать (*испытание, шторм, финансовый кризис*)
 2. претерпеть изменения, измениться

Rocks **weather** until they are worn away.

Под влиянием погодных условий скалы постепенно стираются и сглаживаются.

under the weather

1. в подавленном настроении, переживающий неприятности
 2. нездоровый, больной
 3. без денег

15. **wear and tear**

The insurance policy does not cover damage caused by normal **wear and tear**.
 The carpet is designed to stand up to a lot of **wear and tear**.
wear and tear of life

экон. износ основного капитала, основных средств (*включая моральный износ*)
 2. амортизация; изнашивание, физический износ

3. утомление, жизненные передряги

18. Match the phrasal verbs to their definitions. Установите соответствие фразовых глаголов их значениям на русском языке.

1 grind out

а испортить, испачкать

2 butt in (on sth)

б зубрить, усердно работать, размолоть

3 knock around

с вмешиваться

Unit 9

- | | |
|------------|--|
| 4 muck up | d вымучивать из себя, выполнять с большим трудом |
| 5 grind on | e валять дурака, бродить, шататься |

19. Match the words to their definitions. Установите соответствие слов их значениям.

- | | |
|--------------------|--|
| 1 batter v | a sth that is hard work, boring, and tiring because it takes a lot of your time and energy |
| 2 effective | b done, or doing sth, too quickly and carelessly |
| 3 efficient | c to come safely through a difficult period or experience |
| 4 enhance v | d producing the desired effect |
| 5 grind v | e working well, without wasting time, money or energy |
| 6 slapdash n / adj | f to hit sth hard many times until it breaks or comes down |
| 7 weather v | g to improve sth, or to make it more attractive or more valuable |

20. Match the idioms below to their synonymous expressions. Установите соответствие идиом их эквивалентам на русском языке.

- | | |
|---------------------------------|---|
| 1 go a long way (back) | a every part of a place; every aspect of a situation |
| 2 see eye to eye with sb on sth | b to have known each other for a long time |
| 3 for better or for worse | c damage to objects, furniture, property, etc. that is the result of normal use |
| 4 every nook and cranny | d share the same views as sb about sth |
| 5 wear and tear | e used to say that sth cannot be changed, whether the result is good or bad |

21. Translate from English into Russian paying attention to the new vocabulary. Переведите на русский, используя новые слова.

1. **For better or for worse** I'm going to quit my work.
2. You can get some exercise by **knocking** a ball **about** a field with a friend.
3. When my vacation is over, I'll have to go back to the daily **grind**.
4. The events of the 90s in Russia were history **in the making**.
5. I can't get along with my sister. We **don't see eye to eye with** her on almost anything.
6. The chief was not satisfied with his **slapdash** actions.
7. After the journey to Washington, Jack felt completely **battered**.
8. Although Jane and Tony **go way back**, they've never visited each other.
9. Someone who has **knocked around** a lot is more interesting to listen to than someone who has never travelled.
10. If John **mucks up** his driving test again, I doubt if he'll ever pass it.
11. In this low and marshy place, the thick dense fog filled **every nook and cranny**.
12. He is constantly **butting in on** my work with some unwanted advice.
13. This is an opportunity **to enhance** the reputation of the company.
14. They have just released a few **enhancements** to their Web software.
15. After **weathering through** troubles like that, you are strong enough for anything.

22. Translate into English using the new vocabulary. Переведите на английский, используя новые слова.

1. Устав от целого дня **утомительной зубрежки** перед экзаменом, они решили размяться и **погонять** мяч на футбольном поле.

2. Недавно опубликованная книга начинающего писателя имеет **все данные** для того, чтобы стать бестселлером.
3. Прожив много лет вместе, супруги были даже внешне похожи и **смотрели на мир одними глазами**.
4. **Еще в 90-е годы** друзья создали компанию, едва не разорились во время дефолта, но **пережили** финансовый кризис, постепенно поправили дело и теперь процветают. **Так или иначе**, эти события **их многому научили**.
5. Имидж певца серьезно **пострадал** из-за скандала с прессой.
6. Для него всякая учеба **в тягость**.
7. В период расцвета Британской империи англичане **бороздили** моря и океаны, исследовали самые **труднодоступные уголки** Индии и Африки.
8. Он **пережил трудные времена**. На его глазах **создавалась история** страны.
9. Накануне экзамена по истории он чувствовал себя совершенно **вымотанным**, пытаясь **вбить в голову** множество фактов, имен и дат.
10. Искусный макияж **выгодно подчеркивал** ее красоту.
11. Ты однажды уже, кажется, **испортил** дело. Не принимай **поспешных** решений и постарайся не **провалить** его на сей раз.
12. Яхта **выдержала** сильнейший шторм, но была изрядно **потрепана** и нуждалась в серьезном ремонте.

LANGUAGE IN USE

effective vs efficient

efficient (in) – something that is efficient, works well and produces good results by using the available time, money, supplies etc. in the most effective way

It applies to **agents, instruments or their action** and means **capable of producing the desired effect** (продуктивный, ра-

циональный, целесообразный, компетентный), and is often used with such words as **president, general, manager, cook; work, organization, car, machine.**

effective (to, against, in) — attractive or impressive, and producing a definite effect

1) applies to the **things done** or its **doer as such having a high degree of effect** (результативный, эффективный) and is often used with such words as **speech, speaker, product, contrast, assistance, cooperation;**

2) not merely nominal or potential but **actual** (действительный, действительный, имеющий реальную силу);

3) (о законе, документе) **effective** (вступает в силу) **from** 1 January until the end of the month

23. Fill in the blanks with the right word and translate the sentences. Вставьте нужное слово и переведите предложения.

1. The city's transport system is one of the most _____ in Europe.
2. The troops should be deployed where they will be most _____.
3. This system of delivering services to local communities is more _____.
4. The new vaccine is highly _____ against all strains of the disease.
5. This process makes _____ use of limited resources.
6. Ministers reached a 30-month agreement, _____ from 1 July.
7. We need a new, more _____ model of organising production to enhance the _____ use of labour and natural resources.
8. Все сотрудники этого отеля дружелюбны и **компетентны**.
9. Было бы **неразумно** покупать новый дорогой компьютер, когда все, что вам нужно, — это обработка текста.

10. То, что производит сильное впечатление в этой стране, так это **четко налаженная** система бытового обслуживания.
11. Новые правила по ограничению скорости на дороге **вступают в силу** с 1 июня.
12. Чтобы **повысить** свою репутацию, компания предприятия **действенные** меры по **рациональному** использованию природных ресурсов.

functional grammar / causative form

have + object + past participle	is used to suggest that	we are “causing” someone to do sth for us
--	----------------------------	--

e.g. I'll ask the mechanic to repair my car.

I'll have my car repaired (not I myself but the mechanic will do the work).

В тексте употреблена конструкция '**I had my picture taken**'. Я сделала фотографию. (Меня сфотографировали.)

Данная конструкция означает, что действие производится не подлежащим, а каким-либо другим лицом. Русским предложениям типа «Она сшила платье» в английском языке соответствуют различные предложения в зависимости от лица, выполняющего действие. She made a dress. Она (сама) сшила платье. (действие совершено лицом — подлежащим)

She had a dress made. Ей сшили платье. (действие совершено не подлежащим, а другим лицом)

1. The verb **to have** forms its question and negative with **do / does** in the Simple Present and **did** in the Simple Past, e.g. Don't print the files, please! **Don't have the files printed, please!**

2. **Get** can be used instead of **have** in colloquial English or when the person performing the action is mentioned, e.g. Did you **get** Tom **to repair** your car?

have / get + object + past participle can sometimes be used to replace a passive verb usually describing an accident or misfortune.

e.g. He **had** / **got** his car **stolen**. (= his car was stolen)

24. Fill in the blanks with a suitable word or phrase. Заполните пропуски подходящим словом или фразой.

e.g. I'd love to have dinner with you but I can't as I **am having the house** painted at the moment.

1. I won't be coming to the cinema with you as I _____ cut this afternoon.
2. He had to stay at home all day because he _____ furniture delivered.
3. You can't use the hairdryer because it's broken. I _____ repaired this afternoon.
4. Don't _____ typed now! I'll do it for you later.
5. She can't understand the letter from her Italian pen friend so she _____ translated.

25. Write new sentences as similar as possible in meaning to the original sentences below, using the words given in capital letters, as in the example. Напишите предложения, аналогичные по смыслу первоначальным. Используйте слова, данные прописными буквами, как показано в примере.

e.g. Photography interests me. **FIND**: I **find** photography interesting.

1. She went to a professional photographer, who took her picture.
GOT _____
2. My car is in the garage being serviced.
HAVING _____

3. A Swedish architect designed their new home.

HAD _____

4. The insurance company assessed the damage caused by the fire.

HAD _____

5. A hairdresser is going to cut her hair.

HAVE _____

26. Read the following article and choose a heading from the list below. There is one extra heading, which you do not need to use. The first one has been done for you. Прочтите статью и подберите к каждому абзацу заголовок из приведенного ниже списка, как показано в примере. Один заголовок лишний.

WHEN A COMPUTER ERROR IS A FATAL MISTAKE

Our lives depend on computers. They control our money, transport, our exam results. Yet their programs are now so complex that no one can get rid of all the mistakes.

(0 – G) Life without computers has become unimaginable. They are designed to look after so many boring but essential tasks – from microwave cooking to flying across the Atlantic – that we have become dependent on them.

(1) But as the demands placed on computers grow, so have the number of incidents involving computer errors. Now computer experts are warning that the traditional ways of building computer systems are just not good enough to deal with complex tasks like flying planes or maintaining nuclear power stations. It is only a matter of time before a computer-made catastrophe occurs.

(2) As early as 1889, a word entered the language that was to become all too familiar to computer scientists: a ‘bug’, meaning a mistake. For decades bugs and ‘debugging’ were taken to be part of every computer engineer’s job. Everyone accepted that there would always be some mistakes in any new system. But ‘safety critical’ systems that fly planes, drive trains or con-

trol nuclear power stations can have bugs that could kill. This is obviously unacceptable.

(3) One way to stop bugs in computer systems is to get different teams of programmers to work in isolation from each other. That way, runs the theory, they won't all make the same type of mistake when designing and writing computer codes. In fact, research shows that programmers think alike, have the same type of training – and make similar mistakes. So even if they work separately, mistakes can still occur. Another technique is to produce backup systems that start to operate when the first system fails. This has been used on everything from the space shuttle to the A320 airbus, but unfortunately, problems that cause one computer to fail can make all the others fail, too.

(4) A growing number of computer safety experts believe the time has come to stop trying to 'patch up' computer systems. They say programmers have to learn to think clearly and to be able to demonstrate through mathematical symbols that the program cannot go seriously wrong. Until programmers learn to do this, we will probably just have to live with the results of computer bugs.

(5) Of course, more often than not the errors are just annoying, but sometimes they can come close to causing tragedies. On the Piccadilly line in London's Underground a driver who was going south along a track got confused while moving his empty train through a cross-over point. He started to head north straight at a south-bound train full of people. The computerised signalling system failed to warn him of impending disaster and it was only his quick human reactions that prevented a crash.

- A An old problem with serious consequences.
- B Two new approaches, but can they solve the problem?
- C A potentially tragic error.
- D But are they here to stay?
- E Experts say 'Bring back maths!'
- F Old methods are no longer satisfactory.
- G We couldn't live without them.

on a lighter note

27. Read and enjoy the jokes. Улыбнитесь шуткам.

For the Technologically Challenged

A woman called the Canon help desk with a problem with her printer. Tech support asked her if it was running under “Windows.” The woman responded with, “No, my desk is next to the door. But that’s a good point. The man sitting in the cubicle next to me is under a window, and his is working fine.”

Three Engineers in a Car

There are three engineers in a car; an electrical engineer, a chemical engineer and a Microsoft engineer. Suddenly the car just stops by the side of the road, and the three engineers look at each other wondering what could be wrong. The electrical engineer suggests stripping down the electronics of the car and trying to trace where a fault might have occurred. The chemical engineer, not knowing much about cars, suggests that maybe the fuel is becoming emulsified and getting blocked somewhere. Then, the Microsoft engineer, not knowing much about anything, comes up with a suggestion, “Why don’t we close all the windows, get out, get back in, open the windows again, and maybe it’ll work?!”

28. Learn about the funny interpretation of some familiar computer terms. Узнайте о забавной интерпретации знакомых компьютерных терминов.

State-of-the-art — any computer you can’t afford.

Obsolete — any computer you own.

Microsecond — the time it takes for your state-of-the-art computer to become obsolete.

Mouse — an advanced input device to make computer errors easier to generate.

Portable Computer – a device invented to force businessmen to work at home, on vacation, and on business trips.

listening and speaking 1
talking points

29. Discuss these questions with your classmates. Обсудите эти вопросы с одноклассниками.

1. How much time a week do you think you spend on the Internet?
2. What kind of websites do you use?
3. What are the popular social networking sites? Do you use any?
4. What are the advantages and disadvantages of such sites?
5. Do you prefer to chat with people over the telephone, online or to meet them face to face?

Go to: http://www.breakingnewsenglish.com/0910/091028-140_characters.html

30. Listen to the recording and fill in the gaps. Прослушайте запись и заполните пропуски.

Twitter Conference Held in Los Angeles

A conference on and by people who use the micro-blogging site Twitter has taken 1) _____ in Los Angeles. Tweeps (people who use Twitter) from across the world 2) _____ at the Kodak Theatre, venue of the Oscars, for the 140 Characters Conference. People representing all kinds of 3) _____ gave and attended presentations. The original idea of the gathering was to 4) _____ “the effects of Twitter on celebrity, the media, advertising and (maybe) politics”. However, it increased its 5) _____ due to the phenomenal success of the social networking site. Presenter and blog legend Shelly Terrell represented 6) _____. She said: “The 140 Characters Conference highlights the best of 7) _____ on social media. People passionately use Twitter to improve education and lives by

making people 8) _____.” Twitter started in 2006 and quickly 9) _____ to become one of the world’s most popular websites. It is 10) _____ as the “SMS of the Internet”. The idea was simple. People could post a message using no more than 140 characters on what they were 11) _____. The site has become a very important tool for people to share information. Barack Obama used it to great 12) _____ in his presidential campaign in 2008. News agencies around the world used Twitter posts as a 13) _____ source during the protest that followed Iran’s election in June, 2009. Shelly Terrell highlighted its 14) _____ in education, saying: “Twitter allows educators around the world to 15) _____ on issues and improve the system as a whole, with support.” She added, Twitter means “we are not 16) _____!”

31. Are these statements true or false? Верны ли эти утверждения?

- | | |
|---|-----|
| 1. There were 140 personalities at a conference on Twitter. | T/F |
| 2. The conference took place at the same place as the Oscars ceremony. | T/F |
| 3. The original idea of the conference was to talk about education. | T/F |
| 4. A blogger said the conference was to show how good social media was. | T/F |
| 5. Twitter only started two years ago. | T/F |
| 6. Some people say Twitter is an online version of texting and messaging. | T/F |
| 7. Barack Obama refused to use Twitter in his bid to become President. | T/F |
| 8. A blogger said Twitter was good because we are all connected. | T/F |

32. Answer the questions. Ответьте на вопросы.

- Why do you think Twitter became so popular?
- Do you think 140 characters is enough to be able to share information?

- How important is having access to information?
- What do you think the best uses of Twitter are?
- How do different people around the world use Twitter?

listening and speaking 2 *talking points*

- How would the world change if computers and robots became more intelligent than humans?
- Would you like to have nanobots implanted in your brain to boost your intelligence and health?
- What would humans be able to do better if they could think faster?
- Will all this amazing technology and innovation solve all of the world's problems?

Go to: www.breakingnewsenglish.com/.../080221-robots.html
<http://www.breakingnewsenglish.com/0802/080221-robots.html>

33. Listen and match the following phrases from the recording.
Прослушайте запись и установите соответствие следующих выражений.

‘Computers to Match Man by 2029’

- | | |
|-----------------------------------|---|
| 1 the upcoming technology | a will increase greatly from now |
| 2 the pace of new inventions | b in science and innovation |
| 3 machine intelligence | c automatic speech recognition by machine |
| 4 a very impressive background | d will be a further extension of a human machine civilization |
| 5 nanobots implanted in our brain | e will overtake the power of the human brain |
| 6 he also pioneered | f will boost our intelligence and health |

34. Match the synonymous expressions below. Установите соответствие синонимичных выражений.

- | | |
|---|--------------------------------|
| 1 going to happen soon | a overtake |
| 2 the act of increasing the area of activity, group of people, etc. that is affected by sth | b nanobots |
| 3 to become greater in importance than sth else | c to boost |
| 4 tiny robots | d upcoming |
| 5 to make sth increase, or become better or more successful | e extension |
| 6 the introduction of new things, ideas or ways of doing sth | f impressive background |
| 7 profound knowledge and experience | g innovation |

CROSS-CULTURAL FOCUS

35. Translate the text. Use the suggested expressions. Переведите текст, используя данную лексику.

a creative streak, to dabble in, to be partial to, to speculate about, way back in his early childhood, to mastermind a project, to start from scratch, to grind out a tune, to pick out on the piano, frustrated, conventional, to be lost for words, to pull one's leg, dubious, plausible, go into our brains, to interact with, implant in the body, to enhance human abilities, to boost health, to disperse, effective semblance, actual implementations, a sequel to, a boon, insatiable, obsolete, sell like hot cakes, to have all the makings, an efficient manager, for better or for worse, in the making, obsessed, a grind

ПРОГРАММИСТ, УЧЕНЫЙ, ПРЕДСКАЗАТЕЛЬ РЭЙ КУРЦВАЙЛЬ

Рэймонд Курцвайль [Raymond “Ray” Kurzweil] родился в США в семье с **творческой жилкой**. Отец Рэя был композитором, мать **понемногу занималась** живописью, а маленький Рэй **необыкновенно увлекался** научной фантастикой и **размышлял** о будущем. **Еще в раннем детстве он задумал проект** создания искусственного интеллекта. Практически он **начал с нуля**. В 15 лет Рэй Курцвайль написал программу для сочинения музыки. В прямом эфире телепередачи «Я знаю секрет!» Рэй **вымучил** лишь простенькую мелодию, которую **подобрал** на пианино. Ведущий телепередачи был **разочарован**. Но Рэймонд заявил, что эту музыку сочинил компьютер и в будущем **обычные** компьютеры будут интеллектуальны, как люди. Ведущий решил, что Рэймонд Курцвайль **подшучивает над ним**. Это утверждение казалось скорее **сомнительным**, чем **правдоподобным**. По словам изобретателя, компьютеры смогут также заменить человеческие органы, а в дальнейшем «**умные**» **нанороботы** (intelligent nanobots) будут **проникать в головной мозг** через капилляры (capillaries) и непосредственно **взаимодействовать** с человеческими нейронами (neurons). Он полагает, что цивилизация пойдет по пути слияния человеческого и искусственного интеллекта путем **вживления в организм приспособлений, повышающих** умственные способности и **улучшающих** здоровье. Новость о Рэймонде Курцвайле **распространилась** молниеносно (with lightning speed). Но его слова не были лишь **поразительной видимостью** открытий. **Следствием** его предсказаний стали практические дела.

Рэй Курцвайль написал первую в мире программу распознавания текста (text recognition). Это изобретение Рэя **принесло пользу** слепым людям, которые смогли осуществить **ненасытную жажду** (thirst) «читать» книги. Сканы, созданные Рэймондом, еще **не устарели** и **продаются** как горячие пирожки, а он, **имея все задатки эффективного**

менеджера, основывает компанию Kurzweil Music Systems по производству управляемых компьютером музыкальных инструментов. **Как бы там ни было**, первый продукт компании сейчас **в процессе производства** (in the making). **Одержимый** новыми идеями, он не считает свою работу **скучной и однообразной!**

36. Compare your translation with the text below. Сравните ваш перевод с текстом, приведенным ниже.

RAY KURZWEIL – PROGRAMMER, SCIENTIST, VISIONARY

Raymond Kurzweil was born in the USA in a family with **a creative streak**. His father was a composer, his mother **dabbled** in art and little Ray was **partial to** science fiction and **speculated** on the future. **Way back** in his childhood he **masterminded** a project of creating artificial intelligence. In fact he **started from scratch**. At the age of 15 Ray Kurzweil wrote a piece of software for composing music. During a live TV show called “I know a secret!” Ray **ground out** only a simple tune that he had **picked out** on the piano. The TV show host was **frustrated**. But Ray claimed that the music had been composed by a computer and that in the future **conventional** computers would be as intelligent as humans. The TV show host **was lost for words**. He decided that Ray was **pulling his leg**. That statement seemed to be **dubious** rather than **plausible**.

According to the inventor computers would also be able to replace human organs and in future **intelligent nanobots** would **go into our brain** thorough capillaries and **interact** directly with human neurons. He believes that the **upcoming technology** will be **a further extension of a human machine civilization** and the nanobots implanted in our brain will **enhance** our intelligence and **boost** health. The news about Ray Kurzweil **dispersed** with lightning speed but that wasn't just an **effective semblance** of inventions. Actual implementations of his ideas became a **se-**

quel to his predictions. He pioneered automatic speech recognition by machines which was a great **boon** for the blind who were able to realize their **insatiable** thirst for reading books. The scanners created by Kurzweil are not **obsolete** yet and **sell like hot cakes**. Having all the makings of an efficient manager he sets up Kurzweil Music Systems company that specializes in production of musical instruments. **For better or for worse** the first product of the company is now **in the making**. **Obsessed** with new ideas he doesn't find his work **a grind**!

37. Comment on the quotations and render the text into English. Use the suggested vocabulary. Прокомментируйте цитаты и изложите текст на английском языке. Используйте предложенный словарь.

‘An immediate consequence of the Faustian bargain in obtaining the great power of nanotechnology is that we run a grave risk — the risk that we might destroy the biosphere on which all life depends.’

‘We are being propelled into this new century with no plan, no control, no brakes. Have we already gone too far down the path to alter course? I don't believe so, but we aren't trying yet, and the last chance to assert control — the fail-safe point — is rapidly approaching.’

Bill Joy

УМНЫЕ МАШИНЫ НАС УБЬЮТ

be at the mercy of machines, a near-term possibility, destructive, unrestrained / unchecked growth, scientific breakthroughs, contemporary, robotics, genetic engineering, nanotechnology, to pose a threat, smart machines, a near-term possibility, to come to terms with, opulence, within the reach of individuals, to abuse knowledge, self-replicating, to self-improve / self-improvement, to predict, to grasp, to split, nanotech, to extend average life span, longevity, to

enhance the quality of life, to be concerned about, adverse effects, nightmarish scenarios, to self-replicate, to become extinct, genetically modified products, cloning, species, artificial intelligence, to result in, to make humans endangered species

Безудержное развитие научного прогресса уже в середине XXI века способно привести человечество к гибели. Впервые с таким заявлением выступил не писатель-фантаст, а ведущий специалист по высоким технологиям — глава одной из самых влиятельных компьютерных корпораций Билл Джой. По его мнению, три **современных** научных направления — **робототехника, генная инженерия и нанотехника** — **создают угрозу** существования человека на Земле. Сегодня эти технологии предлагают нам в будущем неограниченные возможности: техника — комфорт, генетика — увеличение **средней продолжительности** жизни и **долголетие**, нанотехнология, позволяющая собрать любой предмет, лишь манипулируя атомами, — полное материальное и продовольственное **изобилие**. Но вместе с тем они уже сегодня **представляют реальную угрозу**, потому что развиваются бесконтрольно и с неимоверной скоростью. В XXI веке, пишет Джой, такие проблемы смогут создавать экстремисты-одиночки. Поскольку само знание, которое **станет им доступно**, будет направлено на **разрушение**. Итак, чего же опасается Джой?

Уже в 2030 году появятся машины, в миллион раз превышающие по мощности нынешние. А это приведет к созданию «думающих роботов», способных **самовосстанавливаться** и **самосовершенствоваться**. А это значит, что уже в первой половине XXI века вся работа будет выполняться **интеллектуальными машинами** и человек как работник станет ненужным. Джой **прогнозирует** два пути развития сосуществования людей и роботов. В первом случае роботы всё будут делать сами и отвечать за принятие решений. Но по мере того, как машины будут эволюциониро-

вать, принимаемые ими решения станут настолько сложными, что люди окажутся неспособными их **осмыслить** и потому попадут в полную зависимость от «железяк».

Генные инженеры обещают нам золотые горы: завалить магазины дешевыми продуктами, создать тысячи новых растений и животных и даже сделать нас бессмертными. На полках магазинов уже появились **генетически измененные** продукты. Уже сегодня генетики **клонировали** более 300 **видов** животных. А на очереди — мы. Ведь некоторые страны уже готовы дать согласие на клонирование человеческих органов — почек, печени, сердца. В случае успеха эксперимента ученые собираются выращивать даже целые конечности. А там недалеко и до точных копий человека. Но никто из футурологов даже представить не может, как психологически изменится человек, знающий, что будет жить вечно. Как преобразится природа, в которой поселятся чуждые ей растения-мутанты? Как поведут себя клонированные животные? И не **приведут ли** эксперименты с генами к появлению новых болезней, новых вирусов и даже к созданию мощного биологического оружия?

В середине 80-х годов ученый Э. Дрекслер описывал, какие фантастические возможности даст способность манипулировать материей на атомном уровне. Буквально из воздуха можно будет создавать все — от скрепки до автомобиля, — стоит лишь перетасовать атомы, как кубики. «Все продукты будут очень дешевы, космические путешествия станут доступны, как поездка на трамвае, биологи смогут восстановить **исчезнувшие** биологические виды, отпадет необходимость в промышленности, а значит, станет чистой окружающая среда». Тогда эти проблемы казались делом очень отдаленного будущего. Теперь эти фантазии начали становиться реальностью. Джой предполагает, что грандиозный прогресс в создании микроскопических наномашин, обладающих **искусственным интеллектом** и способных **самовоспроизводиться**, произой-

Unit 9

дет уже в следующие 20 лет. Страна, которая первой овладеет этими технологиями, станет самой могущественной на Земле и поработит другие народы. Единственное решение, по мнению Била Джоя, — это ограничение развития опасных технологий.

FOLLOW-UP

38. Role-play a panel discussion about the future of technology. Проведите ролевую игру о будущем развитии технологий.

“Are we ready to embrace the ethical problems brought about by the technological revolution?”

39. Write an argumentative essay of 250 words about the pros and cons of the new technologies. Напишите эссе с аргументацией за и против новых технологий.

ANSWER KEY

UNIT 1

9

1. С точки зрения бизнеса это был ужасный год.
2. Это лекарство применяется для борьбы с мышечной болью.
3. Доходы от концерта пошли местным благотворительным организациям.
4. Она — человек, обладающий многими достоинствами.
5. Он был предметом всеобщего интереса просто в силу того, что был носителем языка.
6. В некоторых странах президенты фактически не имеют власти.
7. Иногда с ним трудно иметь дело из-за его завышенной самооценки.
8. Большинство пользователей компьютеров ненавидят спам и пытаются избавиться от этих нежелательных сообщений.
9. В его глазах было самодовольство, которое он не хотел скрывать.
10. Эти факты подтверждают тенденцию к установлению равноправия между мужчинами и женщинами.
11. В результате кризиса некоторые отрасли промышленности процветали, другие находились в полном упадке.
12. Ошибочно считать, что одни художники вдохновляют других.
13. Когда я был ребенком, я часто испытывал чувство унижения, когда на меня кричали, если я допускал ошибку.
14. Носить старую школьную форму было такой обузой. Она была годна только для того, чтобы ее выбросить.

15. Они не могли заставить себя уйти с вечеринки.
16. Тренер по фитнесу берет за свои услуги более низкую плату, чем юрист или зубной врач.
17. Звезд часто преследуют навязчивые фанаты.

10

1. Christian virtues are faith, hope and charity.
2. Virtue and vice often co-exist in one man.
3. Virtually his request was a command. Such a treatment humiliated us.
4. To build muscles, one can go to the gym and do the body-building. Top physical fitness is achieved by hard work.
5. All men of the family were fit and muscular.
6. Abhorrence of war is a dominating sentiment in this country.
7. Their smugness provoked abhorrence among common people.
8. I wish the bag handles were reinforced with genuine leather.
9. Political instability leads to flourishing corruption.
10. Unfortunately, the whole theory was based on a fallacious argument.
11. The idea that professional sportsmen are healthy people is a fallacy.
12. Lawyers' fees depend on their qualification and hourly rates.
13. A conference registration fee is about \$50.
14. Despite feeling ill, she managed to drag herself out of bed and cook something to eat: she did not feel like eating junk ready-to-eat meal.
15. Cutting taxes should not have any inflationary consequences.
16. The children used an inflated tire as a raft.
17. Despite his career promotion, he remains on friendly terms with his colleagues.
18. He was obsessed with a wish to muscle his way into high society.

11

1. come to terms with, 2. comes down on, 3. comes out with,
4. come to the point, 5. came up with, 6. came down with,
7. came round, 8. come out for

12

- 1 – g, 2 – h, 3 – c, 4 – f, 5 – a, 6 – e, 7 – d, 8 – b

13

- 1 – в, 2 – ж, 3 – а, 4 – е, 5 – з, 6 – д, 7 – б, 8 – г

14

1. C rolling, 2. D wet, 3. C came, 4. D junk, 5. C reinforced,
6. B charge, 7. D inflated, 8. D broom, 9. B junk, 10. A drag

15

1. English industry came out for a sharp criticism by the new Prime Minister: the new broom sweeps clean.
2. She comes over as / appears a very virtuous person. But sometimes she comes out with such strong words that you begin to wonder.
3. The opposition comes down on the government for the failures in the economic policy. The Prime Minister considers this opinion to be fallacious.
4. The USA and Russia came up with a compromise on the settlement of the international conflict. The separatists couldn't come to terms with it.
5. She came down with an unknown disease and couldn't recover for a long time. But even during this difficult time she was obsessed with looking beautiful.
6. When she came round after a swoon, she immediately remembered the humiliating situation she was in.
7. His lecture is so boring. He can't come to the point.
8. We should come to terms with the inevitable: tuition fees are going up.

9. The ideas of the new principal were not always approved of by the school committee. But as a new boss, he was obsessed with the idea to get rid of the old routine. A new broom sweeps clean!
10. Don't invite Tom. He is a wet blanket. He will be talking about his flourishing bank or about a possible inflation of prices.
11. I wouldn't like to be a rolling stone all my life. But it would be a fallacy to think that I don't like to see the world.
12. He is so smug. He thinks he is superior to other people because he is rich. Indeed, he is a real stuffed shirt.
13. Hardly had the doctor left us when that old nosy parker John came by to ask what the doctor's fees were / what fees the doctor charged.
14. I hate his laziness! He is a real couch potato.
15. His arguments are groundless. He can't reinforce them with facts. He is an armchair critic.
16. He is a fair weather friend. It would be a fallacy to consider him a real friend after his betrayal.

16

1. to do, 2. coming, finding, running, 3. pumping, 4. to keep fit, to look, 5. to belong, 6. walking, 7. talking, moving, 8. to exercise, 9. exercising, 10. to afford, 11. to finish, 12. to inflate

17

the gerund

- after prepositions: 2. come from running, 6. result from walking, digging
- after certain verbs: 7. keep moving
- after certain expressions: 9. It's no use exercising
- as a noun: 2. coming, finding out
- after the verbs denoting general preference: 3. I hate pumping, 7. don't like talking

the infinitive

- for + noun / pronoun + to - inf: 12. It is important for them to inflate
- last / first / second etc. + to - inf: 11. the last to finish
- enough / too + to - inf: 10. rich enough to afford
- after I would like / I would prefer etc. to express specific preference: 8. I would like to exercise
- after certain adjectives (happy, glad, sorry etc.): 5. glad to belong
- to express purpose: 4. exercise not to keep fit but to look
- after certain verbs (agree, decide, hope, refuse etc.): 1. I refuse (to do)

18

1 – to see, 2 – to lead, 3 – preserving, 4 – to see, 5 – to eat, 6 – promoting, 7 – sharing, 8 – adding, 9 – increasing, 10 – to be protected / protecting, 11 – disappearing, 12 – promoting, 13 – producing, 14 – to keep, 15 – to change, 16 – marketing

19

1. up, 2. about, by, ... in ..., 3. for, 4. with, to, of, in, 5. up, 6. from, 7. in front of / beside, to, 8. in, 9. from, 10. in, up, of, on, of, 11. up in, 12. Apart from, in, 13. to, ... on, 14. with, 15. in, of

20

1 – c advising clients on proper muscle-building technique
2 – f A strange thing is happening
3 – b their clients fear any encounter with them
4 – a the others are just old football players and muscleheads
5 – e talked some dentistry

27

1 – T, 2 – T, 3 – F, 4 – T, 5 – F, 6 – F, 7 – T, 8 – T, 9 – F

AUDIOSCRIPT

Weekender

Keeping Fit

bbclearningenglish.com

Callum-PRESENTER: Hello, I'm Callum Robertson and this is Weekender.

Today, Friday April 7th is World Health Day. A day promoted by the World Health Organisation to raise awareness of health issues around the world.

This got me thinking about my own health and fitness and that of my colleagues. Do we take good care of our bodies? Do we try and stay fit? I asked my colleagues what they do to keep fit and healthy. Listen out for the things that they say, how many different things are mentioned?

Colleagues

1. I go to the gym very sporadically and I don't own a car so I walk everywhere and I walk very fast.

2. To keep fit I cycle to and from work every day, so I feel that keeps me pretty fit. But sometimes I also go to the gym.

3. Well, the main thing I do is I go to the gym and I go pretty much like clockwork because I do think it's important to go regularly.

4. I don't really do anything to keep fit and healthy.

5. I do a lot of walking and I try to go to the gym when I can, but unfortunately, I haven't actually been for a while.

6. Well, I'll tell you one thing I don't do, I never go to gyms, I don't like gyms at all. In the summer I play tennis but I'll tell you what I do every day – I walk my kids to school. That's about a three kilometre walk, that's pretty good!

7. I try to go to the gym every week if I can, but I haven't actually been for the last three weeks, so that's pretty bad.

Callum-PRESENTER: There were 4 different things mentioned there, did you catch them all? There was cycling, walking, playing tennis and a lot of mentions of going to, and not going to the

gym there. Matt, the first speaker, talked about going ‘sporadically’ to the gym, which means not going very often, not regularly. Jackie, on the other hand, likes to go regularly, she says she goes like clockwork. Elena and Helen both try to go to the gym but not really seem to manage and Doug doesn’t go at all.

I have to say that I am a member of a gym, but recently I haven’t been going regularly. I do cycle about 24 kilometres a day – but I wish I was more dedicated in going to the gym. To help regain my motivation I went and talked to someone who goes to the gym every day. That’s right, every day. He’s Rodney Mitchell, manager of a local gym. I asked him what he does to keep fit.

He talks about training, which is doing exercises and weight training, which is lifting heavy weights to build up your muscles and also cardio exercises.

Cardio is short for cardiovascular – which describes exercises which are good for your heart and lungs. Listen to Rodney, how often and how long does he train.

Rodney Mitchell:

I train on a good week, four times a week and each session will last about an hour, I have a, mainly train doing resistance training, weight training. And a little cardio, not as much as I should but a little cardio.

Callum: Rodney trains for about an hour, four times a week! That’s a lot more than everybody I spoke to! I asked him how important he thought doing regular exercise and keeping fit is.

Rodney Mitchell:

Well, I feel that it is relatively important as there are lots of health benefits to be gained from exercise. As we see increasingly now people are becoming more and more obese so to put in a small amount of exercise can help to reduce a person’s calories and so forth, so yea, on a health aspect, on also the general well-being you get from exercise I’d recommend it.

Callum: He thinks that doing exercise is good for your health, it can help you lose weight by burning calories – calories is the term

for the energy we get from food. Doing exercise, he says, can also give you a sense of ‘general well-being’, which is when you feel good in yourself.

Finally, I asked him for some simple advice for getting and staying fit, things that everyone can do, even if they can’t get to a gym. So listen out now for some fitness tips.

Rodney Mitchell:

A general, easy thing for most people to do is to go for maybe a walk in the park. If you usually take the bus and it would really take you 10 minutes to walk to where you needed to get to, try and incorporate that into your lifestyle. Lifts in a building where you work in, take the stairs instead of the lift. If you work on, say, the sixth floor and you think walking up six flights of stairs is too much then maybe take the lift to the third floor then walk up three flights, and so forth.

Callum: Some excellent advice there — go for a walk, don’t take the bus for short journeys and use the stairs and not the lifts.

Well, all that talk of exercise makes me want to get out and do something — so I’m going to hop on my bicycle and head home. Hope you have a good and healthy weekend.

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1412_weekender/page26.shtml

30

1 — g, 2 — e, 3 — c, 4 — f, 5 — b, 6 — d, 7 — a

35

1. First of all, 2. Because, 3. Such as, 4. Furthermore, 5. On the other hand, 6. Furthermore, 7. What is more, 8. In conclusion

36

2. Women are getting the message that they are judged by their weight.

UNIT 2

1

Frankenstein, or The Modern Prometheus is a novel written by Mary Shelley. The first edition was published anonymously in London in 1818. It is common to refer to the monster itself as “Frankenstein”, but in the novel the monster is identified via words such as “monster”.

He was created from various parts of human corpses stitched together.

2

Any foodstuff that has been genetically modified.

3

1 – i, 2 – g, 3 – a, 4 – k, 5 – e, 6 – j, 7 – f, 8 – b, 9 – h, 10 – c, 11 – d

5

1 – f, 2 – b, 3 – e, 4 – c, 5 – a

13

1. В британском обществе наблюдается рост озабоченности в связи с плохими результатами экономической деятельности.
2. Семейные пары, неспособные иметь детей, — это одна из сторон, заинтересованных в развитии генной инженерии и принятии новых законов в этой сфере.
3. Некоторым заболеваниям подвергаются маленькие дети, тогда как взрослые преимущественно болеют другими болезнями.
4. Многие деловые женщины не имеют детей, так как рождение ребенка и его воспитание может помешать их карьере.
5. Политикам запрещено использовать свое положение и административные ресурсы в избирательной кампании.

- Известно, что некоторые претенденты были исключены из списков кандидатов за злоупотребление властью.
6. Этот противоречивый план наверняка вызовет сильный протест и гнев общественности. Многие люди выразили свое беспокойство в связи с попытками претворить этот план в жизнь.
 7. Арабские страны осудили этот план, посчитав, что он устанавливает опасный прецедент и возбуждает ненужные подозрения.
 8. В докладе рассматриваются отношения между этическими и религиозными понятиями, а также открытия в генной инженерии.
 9. Предложенное правило, сформулированное в вашем заявлении, не согласуется с существующими стандартами в области генной инженерии.
 10. Уже были случаи рождения здорового ребенка и использования стволовых клеток для спасения жизни одного из детей, страдающих от наследственного генетического заболевания.
 11. Враждебно настроенная толпа протестантов пыталась сорвать работу больницы.

14

1. Human cloning was banned in many countries as incompatible with people's ethics. That is why the decision of one American couple to clone their late daughter caused / fuelled concern of the world public.
2. The Renaissance was a time of unprecedented flourishing of arts and sciences.
3. Genetic engineer will help to determine and treat genetic diseases. Nevertheless, some people are hostile to this science for fear that its discoveries can be abused.
4. One of the achievements of genetic engineering makes it possible for infertile couples to have a baby.
5. The cloning technique causes controversy in society. In fact, it is often difficult to draw a line between the benefits to human

health and interference with nature. There is often one step between full use of the latest scientific achievements and their abuse.

6. Researchers determined an unprecedented growth in the extent of use of genetically modified components in foods. The public is concerned if these are compatible with the human genome.
7. The ban on genetic research disrupted further development of this advanced science and adversely affected the level of its development.
8. The application submitted to the authorities to allow the festival provoked a controversial and often hostile reaction of the public.

15

run – a, d, e, g, look – c, f, h, j, catch / be caught – b, i

16

1 – catch someone's eye, 2 – run for it, 3 – to look on the bright side, 4 – to look a gift horse in the mouth, 5 – to run out of, 6 – catch / be caught red-handed, 7 – to look down your nose at, 8 – to run short of, 9 – run a business, 10 – to look like a drowned rat

17

1 – и, 2 – з, 3 – д, 4 – а, 5 – к, 6 – б, 7 – в, 8 – ж, 9 – г, 10 – е

18

1. She thinks that many people look down their nose at her and consider her conservative because she is apprehensive about new technologies.
2. There is an opinion that the starving population of Africa should not look a gift horse in the mouth accepting food aid, even genetically modified food.
3. Running a profitable organic farm is impossible if genetically modified plants are cultivated on the next field.

4. On the way back from the tour of Rosslyn Chapel a simple road sign caught our eye. It showed the way to the laboratory where Dolly-the-sheep was once cloned.
5. The countries running short of food reserves don't look a gift horse in the mouth using even untested technologies if they can help solve the food shortage problem.
6. The sportsmen using banned performance enhancing substances were caught red-handed.
7. Look on the bright side! The new methods of treatment can help infertile couples to have a baby.
8. Many research projects were disrupted when research institutes had used up their funds but didn't receive new funding.
9. Leaving the scene of the explosion, we tried to warn the others about the danger: "Run for it!"
10. The participants in the open-air festival were caught in the rain and looked like drowned rats but were happy to listen to live music.

19

SCRIPT

In the mid-1990s there was a new big controversy that came in, wasn't there, about genetically modified foods: foodstuffs containing genetically **altered plant or animal material**. And it wasn't long before **an abbreviation** came along to summarise all these: genetically modified – G.M. or "genetic modification". Now that's a pretty technical abbreviation; you might not expect **to encounter** it very often, but actually, you do. Because it was controversial at the time and people didn't know whether to put **this stuff** into their foods or not (and it still is controversial), you began to see it on signs – especially after 1996, when the **food labelling regulations** came in, and they applied in Britain in, 1999 I think it was – and from that point on, people had to say, if you were a restaurant owner or a café owner, you had to say whether your foods had G.M. in them or not – and so you walk into

a restaurant these days, and you might well see **a sign on the wall saying** “no G.M. foods here” or “the following foodstuffs have G.M. products inside”. And people I’ve often asked, you know, what do you think G.M. means? And they guess all sorts of things. Some people have told me it means “good morning food”. Somebody else told me it was a “gold medal” food. Well – it doesn’t mean any of those things. It means “genetically modified”, that’s all.

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1728_uptodate/page5.shtml

20

When the food labelling regulations came in, and they applied in Britain in 1999 – and from that point on, people had to say whether their foods had G.M. in them or not.

21

1 – j, 2 – d, 3 – f, 4 – h, 5 – b, 6 – g, 7 – e, 8 – i, 9 – c, 10 – a

22

1 – argue, 2 – means, 3 – are ageing and shrinking, 4 – heard, 5 – had been published, 6 – seems, 7 – is keeping up, 8 – has just finished, 9 – found, 10 – have, 11 – are having, 12 – found, 13 – has been compensated for, 14 – were, 15 – was, 16 – is not shrinking, 17 – will cover, 18 – are, 19 – distribute, 20 – do not pay

24

a)

1 – be used, 2 – were used, 3 – has been developed, 4 – is not approved, 5 – be applied, 6 – was manipulated with, 7 – have been produced, 8 – were achieved, 9 – were programmed, 10 – was passed, 11 – is implanted, 12 – is used, 13 – are fertilized, 14 – are tested, 15 – are implanted, 16 – are discarded, 17 – may be chosen

Answer Key

b)

1 – is not fertilized, 2 – is harvested, 3 – is used, 4 – is removed, 5 – is transferred, 6 – is referred to as, 7 – is based, 8 – can't be overestimated

28

1 – e – E, 2 – d – Б, 3 – g – Ж, 4 – f – A, 5 – c – B, 6 – b – Д, 7 – a – Г

31

a – I, b – GC, c – I, d – I, e – I, f – GC

32

Traditionally, genetic counselling was all about offering advice and support for people who might be at risk from developing cancer, or for expectant mothers to make informed decisions about the various tests available for their unborn child, for things like Down's Syndrome or Cystic Fibrosis...

The job I do these days has changed significantly since the National Mutation Search Programme was completed. An increasing number of clients have been to their doctor and taken the new combined *GenProfile* perhaps because they're at an age where they're thinking of buying a house, starting a family, that sort of thing, so they're worried about getting life insurance or passing something on to their children...

The client can see potential problem. In most cases we can offer concrete advice about areas of future risk behaviour associated with diet, lifestyle and so on.

GENETIC COUNSELLING AUDIOSCRIPT

Listen to an online broadcast which takes place some time in the year 2040...

Interviewer: Good afternoon and welcome to Health Forum. Today we have with us Kate Hulme, who is a genetic counsellor

with the Derbyshire Health Zone. Tell us first of all a bit about your background.

Genetic counsellor: Yes, well, I've been in the profession for about ten years now and it's changed a little since I started. **Traditionally, genetic counselling was all about offering advice and support for people who might be at risk from developing cancer, or for expectant mothers to make informed decisions about the various tests available for their unborn child, for things like Down's Syndrome or Cystic Fibrosis...**

Interviewer: ...conditions based on a single gene defect...

Genetic counsellor: ...that's right, and **another important aspect was the discussion we had with the patient about probabilities and managing risk, and about who else might be affected by whatever decision they take. That's still part of the job...**

Interviewer: But things have moved on since those days, haven't they? A whole new range of genetic tests have recently become available...

Genetic counsellor: Well, indeed. **The job I do these days has changed significantly since the National Mutation Search Programme was completed. This has opened up a whole new set of medical and personal questions for patients and their families.**

Interviewer: What's the process you go through with a patient who comes to you?

Genetic counsellor: **Well, an increasing number of clients have been to their doctor and taken the new combined *GenProfile*, the one with the hundred or so tests, perhaps because they're at an age where they're thinking of buying a house, starting a family, that sort of thing, so they're worried about getting life insurance or passing something on to their children...**

Interviewer: You get a lot of couples I believe.

Genetic counsellor: That's right. Anyway, we take them through the consequences of each result by crossreferencing their family history file with their current health index. Then we can give them

Answer Key

probability ratings so that the client can see potential problem areas at a glance. In most cases we can offer concrete advice about areas of future risk behaviour associated with diet, lifestyle and so on. Things they might like to consider...

Interviewer: ...but ultimately it's up to them whether they take your advice?

Genetic counsellor: Yes, absolutely. Obviously, an individual's health status is now no longer a matter for that person alone...

Interviewer: You mean the new NHS swipe card (магнитная карта) that the government brought in last month?

Genetic counsellor: ...yes, and we're still explaining the implications of that, addressing people's concerns about confidentiality and so on. But more often what they want is some support and reassurance about the specific gene intervention they might have to embark on and...

Interviewer: So talking things through is still a key part of your work?

Genetic counsellor: Oh, for sure...

http://www.learnenglish.org.uk/prof_mp3/genetic-counselling.pdf

UNIT 3

1

1. women, men, men, 2. men, women, 3. men, 4. women, 5. women, men

2

skin colour, gender, age, being single, being married with children, too tall, too short, too heavy, with a criminal background

3

1 – T, 2 – F, 3 – T, 4 – F, 5 – F, 6 – T, 7 – T

DISCRIMINATION AUDIOSCRIPT

Listen to Mr Griffin, a Human Resources expert, talking about discrimination in the workplace.

Radio interviewer: Tell me, Mr Griffin, are diversity risks really still an issue? Aren't companies these days dealing with diversity?

Alan Griffin: Oh yes, they are very much an issue. ... We have come a long way since those days when employers were allowed to discriminate against job candidates just because of their race or their sex. The trouble is ... the boundaries of diversity and discrimination ... are widening. Companies have a lot more to consider than a person's **skin colour** or a person's **gender**.

Radio interviewer: So ... can you give listeners an example of what kind of things you are referring to here?

Alan Griffin: Okay ... let's see well, one growing area of discrimination is ageism. In 1998, companies in the United States had to pay out more than fifty-five million dollars to employers who had filed **age**-related discrimination complaints against their companies. That's a lot of money.

Radio interviewer: Phew ... so how should companies protect themselves from this kind of thing?

Alan Griffin: Well, first of all they should think carefully about their recruitment policies and then they should take out insurance to cover themselves.

Radio interviewer: Isn't that expensive? ... for the companies, I mean.

Alan Griffin: No, not as expensive as you might think. These days most small and medium sized organisations take out EPLI ... that's Employment Practices Liability Insurance. The cost of the insurance has fallen over the years and if a company isn't covered and loses a discrimination case ... well, let's just say this is the cheaper option!

Radio interviewer: You've mentioned ageism as a growing concern ... but what other kinds of diversity should managers be aware of?

Alan Griffin: Well ... you'd probably be surprised to hear about some ... discrimination against **single people**, against **married parents**, against people who are **too tall, too short, too heavy** ...

Radio interviewer: Really...

Alan Griffin: Oh yes. Security firms are a good example here. They typically state that their employees need to be over or under a certain height or weight. They claim it's necessary for the job ... but there have been cases where people have claimed discrimination.

Radio interviewer: And won't?

Alan Griffin: Sometimes yes. ... Then there are **people with a criminal background**. Employers used to feel justified in turning away job applicants just because they'd been in trouble with the law.

Radio interviewer: Isn't that still the case?

Alan Griffin: No ... not exactly. The law states that employers can only reject a job applicant with a criminal record ... if the crime bears a direct relation to the job in question. So ... somebody who has served a sentence for ... let's say stealing cars ... would be alright in a job as a kitchen porter.

Radio interviewer: And Mr Griffin, tell me ... how many people actually go through with their threats to sue a company for discrimination?

Alan Griffin: Well, I haven't got the latest figures for the UK, but in the United States the Equal Opportunities Commission receive around eighty-five thousand complaints every year ... and that figure is rising. Race and sex account for most of the complaints that are filed but age discrimination is on the increase too.

Radio interviewer: So ... any words of advice for risk managers?

Alan Griffin: Well ... first of all make sure that you have adequate insurance. Then address the issues of diversity from within

the organisation. Get the employees involved. Celebrate the differences and try to build up a reputation as a fair employer. And remember ... it is worth investing time and effort in addressing these issues because statistics have shown that ... you're much more likely to be sued by an employee than a third party.

http://www.learnenglish.org.uk/prof_mp3/Discrimination.pdf

5

glass ceiling – an unfair system that prevents some people, especially women, from reaching the most senior positions in a company or organisation

6

1 – T, 2 – F, 3 – T, 4 – F, 5 – F, 6 – F, 7 – F, 8 – T

7

1 – c, 2 – d, 3 – e, 4 – b, 5 – a

10

1 – j, 2 – m, 3 – k, 4 – c, 5 – g, 6 – i, 7 – a, 8 – e, 8 – b, 10 – d, f, 11 – l, 12 – h

11

1. Бат известен как бальнеологический курорт.
2. Источники информации сообщили, что группы повстанцев контролируют центр города и совершают регулярные нападения на железную дорогу. Правительство продемонстрировало неумение предотвратить мятеж.
3. Все дети должны иметь доступ к образованию.
4. Обвиняемый был пьян и вел себя непокорно, однако он потребовал доступ к телефону и адвоката.
5. У него было сильное, мускулистое тело и на удивление немужественный голос.
6. Он обладает эксклюзивными агентскими правами на продажу автомобилей «Форд» в стране.

7. Не могу взять в толк, как ее могли уволить за профнепригодность, если у нее отличная квалификация и рабочая характеристика.
8. Чтобы добиться успехов в обществе, в котором доминируют мужчины, женщина должна иметь мужской характер и выносливость.
9. Никто не хочет, чтобы этот конфликт привел к войне. Мы надеемся, что переговоры вызовут ослабление напряженности.
10. Так как это многонациональная страна, ее власти должны способствовать распространению добрососедских отношений между людьми.
11. Что должно служить критерием продвижения работников по службе: их достоинства и способности или их связи?
12. Уровень воды в разлившейся реке быстро спадал.
13. Скоро последние ограничения в международной торговле будут уничтожены.
14. Сальери молился, чтобы Господь позволил ему прославлять Его и Его деяния талантливой музыкой и, делая это, прославиться самому.

12

1. The sailors on ships lived under inadequate for service conditions, which resulted in a rebellion. The rebellious sentiments wouldn't subside.
2. This exclusive club is visited by showbiz celebrities. It is not accessible to common people.
3. Masculine style in women's clothes and feminine style in men's clothes were the forerunners of unisex style. This style is now promoted by many fashion houses.
4. Sticking to their sexist ideas, some men still believe that women are not adequate to do science / for doing science. They won't grasp the fact that this prejudice was swept away long time ago by women's outstanding achievements in many fields of activity.

5. Isadora Duncan is a celebrated ballerina of the beginning of the 20th century. She rebelled against old traditions of classical ballet and all her life promoted freedom in dancing and people's relations.
6. The spring flood swept everything away on its way. It resulted in the disruption of communications. Some communities became inaccessible: the water has not subsided yet.
7. The research found out that women get a promotion less often than men. Besides, women who made a career have a masculine character and iron grasp despite being feminine and attractive.
8. The idea of schools exclusively for girls or boys has lately been promoted in society. Separate education is expected to contribute to boys' masculine character. We find it rather difficult to grasp this argument.
9. America is celebrated for its inventors some of which were immigrants from Russia that did not promote invention.

13

1. will throw the book at you
2. to take a leaf out of her book
3. to turn over a new leaf
4. speaks volumes about her
5. I'm in Mrs Lambert's good books.
6. does everything by the book
7. I'm in my teacher's bad books.
8. was brought to book

14

1 – leaf, 2 – promote, 3 – speaks, 4 – inadequate, 5 – thrown, 6 – grasp, 7 – by, 8 – leaf, feminine, 9 – sweep, 10 – subsided

15

1. Beginner-drivers try to do everything by the book, but often can't grasp all the difficulties of driving in a big city.
2. American police are ready to bring to book anybody who rebels against a policeman's decision.

3. Few people can turn over a new leaf after prison. Former prisoners are socially inadequate.
4. Oleg Tabakov said his young actors are in his good books. And the young actors confessed that they take a leaf out of their teacher's book. This creative union explains why the applause after the Tabakerka's performances won't subside.
5. The fact that he has never pursued fortune and fame speaks volumes about him as a person and actor.
6. The Medieval society could not explain many natural phenomena and threw the book for all trouble at women having access to some forms of non-scientific knowledge.
7. In deputies' opinion, people's anger is not going to subside and society eventually will bring the criminals to book.
8. It was beyond his schoolmates' grasp how a pupil who had been considered inadequate for any creative work and who had never been in his teachers' good books finished up / wound up as a celebrated actor.
9. The students who are concerned about their academic performance are always in their teachers' good books.
10. As far as I am concerned, I respect those citizens who do everything by the book.
11. The daughters wanted to take a leaf out of their mother's book. It speaks volumes about her personality.
12. "Take care! They are going to throw the book at you," as if by joke warned one of the managers the rebellious trainee.

18

1. The theory was too difficult for us to grasp.
2. Russia was one of the first countries to grant women equal access to education.
3. Three leading companies are likely to get exclusive agency for the sale of the i-phone in this country.
4. Several celebrated Nobel Prize holders were reported to have attended Moscow University anniversary.
5. Boys are said / considered to have a more rebellious character than girls.

6. This politician is said to have suffered from persecution mania.
7. The Department of Education considers the national curriculum in mathematics accessible to the average pupil.
8. This country is known to have a lot of women among the movers and shakers.
9. It's all very well for you to say, but many people really find it difficult to turn over a new leaf.

19

He models for catalogues.
 He does catwalk modelling.
 He meets his wife.
 He appears in fashion magazines.
 He stops doing show seasons.
 He sets up a model agency.

FASHION INDUSTRY AUDIOSCRIPT

www.britishcouncil.org/professionals.htm

Trisha: Well, Glyn, you've been called the first male supermodel. Would you agree with that?

Glyn: Not really, Trisha, to be honest, I think having a famous designer as a wife helps up my profile, and there are one or two other male models who are household names.

Trisha: Was that how you got into the fashion world? I mean through your wife's contacts.

Glyn: Yes and no. I was working as a catwalk model when I met Regina here in Milan – she was showing her latest collection – and I had already done bits and bobs of catalogue stuff, but it wasn't until we got it together that I started appearing in fashion magazines like *Vogue* and *Vanity Fair*.

Trisha: So it has helped then?

Glyn: Definitely. There are so many guys out there, which makes it pretty competitive. Before Regina, I really had to work at it – I was constantly sending out portfolios to agencies and doing auditions.

Trisha: And now?

Glyn: It's a lot different. I can pick and choose more or less.

Trisha: So, if you don't like the look of a new collection then you pass.

Glyn: No, it's not like that. I think a professional can model anything – whatever the colour, pattern or cut. It's the type of work that decides it for me.

Trisha: What do you mean?

Glyn: I don't do show seasons anymore. I've been sticking almost exclusively to print work.

Trisha: And I hear you are planning a career change?

Glyn: Yes, yes it's true. Regina and I are setting up our own agency so if you fancy a job as a scout, Trisha, just let me know.

Trisha: It's a competitive business.

Glyn: Yes, we know. But we're going to be a bit different in terms of what type of model we're looking for.

Trisha: In what way?

Glyn: We're trying to get away from the stereotypical physical characteristics – you know the men have to be between six foot and six two, jacket size 40–42, the women over five-ten and very slim or even skinny – that type of stuff.

Trisha: Sounds great, but can shorter models really make it in ... *(fade out)*

21

1 – h, 2 – d, 3 – b, 4 – f, 5 – i, 6 – a, 7 – e, 8 – g, 9 – c

22

- | | |
|--|--------|
| • Reverse discrimination and more | Para 3 |
| • A rare breed | Para 1 |
| • Transferring traditional roles helps | Para 4 |
| • It serves him right | ✗ |
| • Their number is growing. | Para 2 |

26

1 – c, 2 – g, 3 – a, 4 – d, 5 – b, 6 – e, 7 – h, 8 – f

31

1 – h, 2 – f, 3 – a, 4 – b, 5 – g, 6 – e, 7 – d, 8 – c

UNIT 4

1

1. a transportation system, typically one travelling up and down a mountain, in which cabins are suspended on a continuous moving cable driven by a motor at one end of the route *вагон канатной дороги, фуникулера*, 2. a series of chairs hung from a moving cable, typically used for carrying passengers up and down a mountain *кресельный подъемник*, 3. a four-wheeled motorcycle that moves on sand *сэндмобиль, пескоход*, 4. a railroad in which the track consists of a single rail, typically elevated, with the trains suspended from it or balancing on it *монорельсовая железная дорога; монорельс*, 5. a simple vehicle that is used in Asia for carrying passengers *рикша*, 6. a sled drawn by horses or reindeer *оленья упряжка*, 7. a special type of parachute that is attached to a person's body by a harness in order to allow them to glide through the air after jumping from or being hauled to a height *парашлан*, 8. a type of large jet-propelled airliner that carries several hundred passengers *авиалайнер-гигант*, 9. a vehicle or craft that travels over land or water on a cushion of air *транспортное средство на воздушной подушке*, 10. a type of high-speed train that runs on magnets supported by a magnetic field generated around the track *поезд на магнитной подушке*

2

1 – f, 2 – k, 3 – e, 4 – a, 5 – h, 6 – b, 7 – d, 8 – c, 9 – g, 10 – i, 11 – j

insatiable curiosity, fear, the hope of reward, intolerance of religion, seeking a better life, globalisation

5

1 – c, 2 – e, 3 – b, 4 – f, 5 – a, 6 – d

6

1 – T, 2 – T, 3 – F, 4 – T, 5 – T, 6 – F, 7 – T, 8 – F

10

1 – d, 2 – c, 3 – i, 4 – k, 5 – h, 6 – l, 7 – m, 8 – j, 9 – f, 10 – g,
11 – n, 12 – a, 13 – e, 14 – b

11

1. Большинство заводчиков крыс в США разводят грызунов, чтобы скормить домашним змеям и другим рептилиям.
2. Люди ненавидят войны, так как они порождают горе и разрушение.
3. Хождение из офиса в офис в поисках работы — это как работа полный рабочий день.
4. Огромные территории в Сибири были заражены саранчой, что нанесло урон лесам и полям.
5. Антифашисты боролись за благородное дело.
6. Когда-то дворянство смотрело снисходительно на тех, кто не имеет титула.
7. Большинство путешественников обладают извращенным желанием подвергать опасности свои жизни.
8. Англичане устали от ежедневных поездок на работу в переполненных поездах.
9. Этот лектор позволил мне понять русскую литературу.
10. В квартале Чайнатаун в Сан-Франциско можно отведать разные китайские блюда и напитки.
11. Эта резьба демонстрирует необыкновенное техническое мастерство.
12. Размахивая красным плащом, Дельгадо провоцировал животное к нападению.
13. Шествия на улицах спровоцировали насилие и вызвали критику со стороны правительства.
14. У многих людей поднимается настроение, когда они слушают классическую музыку.
15. Путешествовать автостопом с проезжающими водителями может быть небезопасным.

16. Произошло несколько технических сбоев, например, не закрылся вовремя занавес.
17. Он был уверен, что с ним несправедливо обошлись, и это превратилось в навязчивую идею.

12

1. The roses in our garden are infested with green flies and are not likely to blossom.
2. Different breeds of domestic animals were exhibited at the fair.
3. These exercises are aimed at developing listening comprehension skills.
4. "Many people offered their help in a difficulty." – "How noble of them!"
5. Personal contacts with this man helped me to get (an) insight into the American character.
6. She turned to him with a condescending smile, which was most humiliating for him.
7. It is so difficult to trudge through the snow.
8. He took a perverse pleasure in provoking his interlocutor's anger.
9. Hitchhikers are those travellers who hitch a lift with the passing motorists.
10. The latest events in the country provoked a lot of hostility and controversy in society.
11. Dealing with an intelligent person helps you to get insight into human nature. It is also so uplifting!

13

1 – d – Б, 2 – f – Е, 3 – h – В, 4 – a – И, 5 – c – Г, 6 – g – З,
7 – b – Д, 8 – e – Ж, 9 – i – А

14

1. Было необходимо произвести колоссальные изменения в британской промышленности.
2. Европа не может принять больше беженцев, чем она уже разместила на своей территории, особенно в Италии.
3. Пожар вспыхнул в больнице вчера вечером.

Answer Key

- Половина гостей не приехала.
- В данный момент мы не нанимаем новый персонал.
- Такого поведения я просто не потерплю.
- У него появилась привычка делать кое-какие запасы у себя в столе.
- Их победу можно объяснить нехваткой согласованных действий со стороны противника.
- Он оставил работу в Сити, чтобы заняться фермерством в Африке.

15

1 – up, 2 – in, 3 – on, 4 – up with, 5 – about, 6 – out, 7 – down to, 8 – up, 9 – to

16

- The only way **to bring about** a change in the quality of tourist service is by building new hotels.
- The missing tickets for the plane **turned up** in the cupboard.
- She **took up** tennis at the age of 11.
- Europeans are interested in **taking on** immigrant workers.
- They had to put up with behaviour from their son which they would not have **put up with** from anyone else.
- Surprisingly, panic did not **break out** in the country.
- Everybody **puts down** his success **to** hard work.
- He **took to** desserts when he was a pupil of the chef and had to sample other cooks' dishes.
- After the earthquake many families **took in** victims.

18

1 – had decided, 2 – would be, 3 – had persuaded, 4 – would change, 5 – join, 6 – could get, 7 – asked, 8 – can't come, 9 – will be able to, 10 – had arranged, 11 – would be enjoying, 12 – call me, 13 – I'll tell

19

- I wish I were sitting on a beach in the Mediterranean right now!

2. I wish I had not given you so much trouble.
3. I wish I knew where a tourist office is.
4. I wish we would not have to change trains twice.
5. I wish they had not missed their plane.
6. I wish you would put off your visit to them.
7. I wish I had not missed such a wonderful chance to visit Paris!

20

- (But for the economic crisis) more people would work in the travel business.
- If immediate measures are not taken many countries will experience a shortage of trained, knowledgeable travel professionals ...
- (But for the economic crisis the industry) would have grown 4.6 per cent.
- If the crisis had not affected the industry, Travel & Tourism could have created nearly 10 million new jobs globally.
- (I wish) we had had fewer events like the tsunami, bombings and hurricanes.
- (I wish) Travel & Tourism could continue to be a significant part of everyday life.
- If more people had access to the Internet they could online window-shop ... and would buy tours directly from a travel agency.
- Richard Miller wishes weddings, honeymoons, luxury and adventure travel (all ages) would become fast growing travel markets.

21

1. I would go there by sea if I weren't / wasn't seasick.
2. If my boss offered me to go on holiday I'd gladly agree.
3. If you had followed his advice you wouldn't be suffering from jet lag now.
4. If air fares were not so high we would go first class.
5. If it did not rain we would spend all the time up on deck.
6. If I lived in the centre I wouldn't have to commute to work.
7. If they had not had all their money stolen they would not be hitchhiking now.
8. If she had left earlier she would be here now.

28

- Para 1 a) An American Express poll
Para 2 b) The drop in efficiency
Para 3 b) Most annoying factors
Para 4 c) What makes a good hotel for business travellers
Para 5 a) Having a good time on a business trip is popular
Para 6 b) Airport security has gained more importance

29 Suggested answers

Introduction

Travel tips

Body

1. Travel first class and have an aisle seat.
2. Use travel agent's help.
3. Establish good relations with neighbours to ensure comfort.
4. Don't choose a hotel room on the top floor.
5. Carry some snacks on your trip to avoid feeling hungry.
6. Be generous: give tips.
7. Enjoy travelling.

Conclusion

Remember home

31

1, 5, 6, 4, 2, 3

32

1. a tourist office
2. leaflets
3. local attractions
4. children's events
5. a guided tour
6. a walking tour of the old town
7. a coach tour
8. to book in advance
9. enjoy your stay!

TOURIST INFORMATION AUDIOSCRIPT

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Tourist: Excuse me. Do you speak English?

Woman: Yes, of course. Can I help you?

Tourist: Yes, we've just arrived on holiday here. Have you got a map of the town?

Woman: Yes. Here you are. The **tourist office** is just here. I'll mark it with a cross. If you walk down this street here, you get to the beach. It's about 5 minutes.

Tourist: Thank you. Where is the old part of the town?

Woman: Over here. You can see lots of narrow winding streets, and there's the church.

Tourist: How long would it take to walk there?

Woman: About 10 or 15 minutes. The easiest way from here is to turn left and go straight along the road until you reach the bus station, and then turn right.

Tourist: Is there a train station as well as a bus station?

Woman: Yes. The train station is here on the edge of the town. I'll just get you some timetables. (*Pause and rustling.*) Here you have a train timetable, and one for the buses.

Tourist: Thanks very much. Do you have any information about things to do in the area?

Woman: Yes, of course. Over there we've got **leaflets about local attractions**. And this free guide here tells you **what's on** this month. It has information about concerts, festivals, **children's events** etc.

Tourist: That looks very useful, thank you.

Woman: There are also several **guided tours** you can take from here. There's **a walking tour of the old town**. It takes a couple of hours and is very interesting. And then there are **coach tours**. There's one which takes you round the castles in this area. I don't know if you know that this region is famous for its castles.

Tourist: No, I didn't. Would we need **to book in advance**?

Woman: Yes, for the coach tour you need to book at least a day in advance, and you can do that from here. For the walking tour you just turn up outside this office at ten o'clock in the morning on Tuesday or Thursday.

Tourist: Right, well, thank you very much. You've been most helpful.

Woman: Not at all. I hope you **enjoy your stay** here and if you need to know anything else, feel free to ask.

http://www.learnenglish.org.uk/prof_mp3/tourist-information.pdf

33

1 – T, 2 – F, 3 – T, 4 – T, 5 – F

34

1. a holiday, 2. a package tour, 3. self-catering accommodation, 4. accommodation with meals provided, 5. serviced accommodation, 6. a guest house or B&B, 7. a hostel, 8. a dormitory, 9. a campsite, 10. to hire a caravan, 11. a bunkhouse, 12. a camping barn, 13. to be very basic, 14. a brochure

TOURIST ACCOMMODATION AUDIOSCRIPT

Travel agent: Good afternoon. How can I help you?

Man: We're interested in **a holiday** in Wales. We'd like to travel around and see a lot of the countryside. We'd also like to do quite a bit of walking.

Woman: We don't want **a package tour**.

Travel agent: That's fine. I can give you information on the types of places you can stay, and help you book rooms in advance.

Woman: That would be perfect.

Travel agent: Are you wanting **self-catering accommodation** or **accommodation with meals provided**?

Man: A mixture of the two, I think. The main thing is that we want to get away from towns and cities.

Travel agent: Well, you'll find that Wales can offer a variety of **serviced accommodation** away from the crowds. There are country hotels, which are usually quiet and in extensive grounds.

Man: I imagine they would be expensive.

Travel agent: Yes, they can be. A cheaper option in a rural location would be **farm accommodation**. This is similar to a **guest house** or **B&B**, but on a working farm. You would get breakfast, and possibly an evening meal provided.

Woman: What options are there if we want to **go self-catering**?

Travel agent: There are lots of country cottages, restored farm-houses, even castles, available on a self-catering basis. You would probably find, though, that you have to book for a week at a time. So they're probably not suitable if you want to tour around Wales.

Man: No. What about **hostels**?

Woman: I'm not sure I'd want to sleep in a **dormitory**.

Travel agent: Many hostels nowadays have private rooms as well as dormitories. Or you could try camping. There are plenty of **campsites** in Wales.

Man: Maybe we could **hire a caravan**.

Travel agent: Yes, most campsites allow both tents and touring caravans. That could be an ideal way to see the countryside.

Man: We'd love to spend a few days in the mountains. Are there places to stay there?

Travel agent: Yes, there are **bunkhouses**, which are like hostels but simpler. And in the really remote areas there are **camping barns**. These **are very basic**, and just provide a place to sleep. You need to take everything with you – sleeping bags, food, even a torch.

Woman: How do we find out where all these places are?

Travel agent: I'll get you some **brochures**. And you can get a lot of information from the Welsh Tourist Board's website.

Man: Thanks very much. We'll have to go away and think about what exactly we want to do.

http://www.learnenglish.org.uk/prof_mp3/tourist-accommodation.pdf

UNIT 5

4

1 – c, 2 – f, 3 – g, 4 – e, 5 – b, 6 – h, 7 – j, 8 – k, 9 – a, i – 10, 11 – d

9

1 – f, 2 – e, 3 – i, 4 – a, 5 – b, 6 – h, 7 – c, 8 – g, 9 – d

10

1. Мои родители всегда **поддерживали** меня в выборе карьеры.
2. Это возможность **повысить** репутацию компании.
3. Бизнес начинает по-настоящему ощущать **влияние** спада экономики.
4. Чтобы получить хорошую работу в иностранной компании, необходимо отлично **владеть** английским языком.
5. Сокращение налогов придаст экономике столь необходимое **ускорение**.
6. Банки активно **стимулировали** людей брать кредиты.
7. Электронные книги и средства для чтения имеют любопытное **влияние на** то, как мы взаимодействуем с их содержанием, как в интернете, так и в распечатанном виде.
8. Искусный макияж поможет **усилить** ваши лучшие черты.
9. Он совершенно **лишен** чувства юмора и вряд ли оценит этот розыгрыш.
10. Некоторые компьютерные игры **стимулируют** агрессивное поведение у детей.
11. Подушки безопасности спроектированы таким образом, чтобы **смягчить удар** при автомобильной аварии.
12. Новость от врачей очень **обнадежила** и сильно **подняла** ее моральный дух.

13. Хорошие **прозаики** прилагают много усилий, чтобы убедить читателей в реальности своих **выдуманных** персонажей.
14. Впервые за много лет она почувствовала, что сама **распоряжается** своей жизнью.
15. Эмоциональная **грамотность**, или эмоциональный интеллект, — это способность управлять эмоциями и понимать причины их возникновения.
16. Эта часть города стала **питательной** средой для жестоких преступлений.

11

1. Young people today can hardly count on a good job if they lack computer skills and if they are deficient in **command** of English.
2. The measures taken should considerably **enhance** the residents' quality of life.
3. The main character of the film belongs to the new **breed** of Internet millionaires.
4. He seemed relaxed and totally in **command** of the situation.
5. Tougher environmental laws could have negative **impacts** on economic growth.
6. Winning the competition was a wonderful **boost** for the sportsmen's morale.
7. This picture has a tremendous visual **impact**.
8. He has complete **command** of his emotions.
9. It is sometimes difficult to distinguish fact from **fiction** in the book.
10. The festival has given a boost to the region's economy.
11. The optimism of the coach **encouraged** the team.
12. She was too **well bred** to show her disappointment.

12

illogical, impartial, incompetent, immortal, irrational, unnatural, illiterate, incorrect, ungrateful, insensitive, unconsidered, irresponsible

Answer Key

13

1 – expectations, 2 – consideration, 3 – decision, 4 – requirements, 5 – qualifications, 6 – application, 7 – opportunity, 8 – promotion, 9 – responsibility, 10 – satisfaction

14

1 – better, 2 – heard, 3 – only, 4 – provided, 5 – to, 6 – alone, 7 – enjoy / have, 8 – means, 9 – for, 10 – being / now, 11 – bother, 12 – touching, 13 – before, 14 – itself, 15 – display / retrieve, 16 – turn, 17 – if / whether, 18 – smooth, 19 – smell / scent, 20 – like

15

1 – however, 2 – cases / instances, 3 – its, 4 – were, 5 – well, 6 – and / while / as, 7 – that, 8 – from, 9 – which / that, 10 – more / some / greater / increased, 11 – their, 12 – each, 13 – one, 14 – had, 15 – on

17

a – 7, b – 3, c – 10, d – 8, e – 9, f – 4, g – 8, h – 2, i – 5, j – 6

20

1. the better readers they become
2. focusing on it the vocabulary improves
3. listening and speaking skills also improve in addition to writing
4. learning the language and the motivation has increased
5. really excited about learning the language

22

1 – E, 2 – H, 3 – C, 4 – I, 5 – A, 6 – D, 7 – F, 8 – B

23

a – 7, b – 5, c – 1, d – 6, e – 2, f – 3, g – 8, h – 4

UNIT 6

4

a – relatives, b – respect, c – spread, d – easy, e – do well, f – leading, g – dying out, h – preserve

5

1 – d, 2 – f, 3 – g, 4 – a, 5 – h, 6 – c, 7 – e, 8 – b

7

1 – f, 2 – e, 3 – g, 4 – a, 5 – l, 6 – b, 7 – c, 8 – j, 9 – k, 10 – h, 11 – m, 12 – i

11

1 – g, 2 – f, 3 – i, 4 – m, 5 – k, 6 – a, 7 – b, 8 – c, 9 – d, 10 – l, 11 – h, 12 – e

12

1. Это действительно увлекательно – открывать **следы** древних цивилизаций.
2. Полагаю, вам надо вернуться к **первоначальному** плану.
3. После **тщательного** осмотра врач задал много вопросов.
4. Газета стремится освещать широкий круг **разнообразных** проблем.
5. Его не любили в коллективе из-за **одержимости** во что бы то ни стало добиться успеха.
6. Вас вовсе не **принуждают** делать какое-либо заявление полиции.
7. Эти три вида **эволюционировали** от единого **предка**.
8. Полиция провела **тщательное** расследование.
9. **Навязчивая** потребность постоянно делать покупки может стать привычкой и иметь такой же пагубный эффект, как алкоголь и наркотики.
10. Члены комитета **разошлись во мнениях** по поводу субсидий фермерам.

11. Они **перестали** говорить на своем родном языке.
12. Состояние ее здоровья стало **стремительно** ухудшаться.
(Ухудшение ее здоровья неожиданно **ускори́лось**.)
13. Мама всегда **способствовала** тому, чтобы мы обсуждали наши проблемы.
14. Я был поражен **основательностью** его доклада.
15. Предполагают, что эта болезнь **зародилась** в тропиках.

13

1. Who was the **original** for this character?
2. This painting is a copy, **the original** is in Madrid.
3. The teacher **confused** the student **with** too many questions.
4. Many American families are **split** by large geographical distances.
5. Computer software will continue **to evolve** in response to users' needs.
6. Snow forced many drivers **to abandon** their vehicles and go by public transport.
7. The increased capital could greatly **accelerate** economic development.
8. After 20 lessons I finally **abandoned** my attempt to learn to drive.
9. The key to a good interview when applying for a job is a **thorough** preparation.
10. School uniform is no longer **compulsory** in many British schools.
11. Finally, and mysteriously, she disappeared without a **trace**.
12. Years of living in England had eliminated all **trace** of her American accent.
13. They all realized that there was no **trace** of truth in his story and neither of his efforts could make it sound more **plausible**.
14. She **split** the money she won **with** her brother.
15. Investments into new technologies could greatly **accelerate** the economic development of Russia.
16. **Compulsive** eating is one of eating disorders.

14

The Babel tower and the **confusion** of languages are two legends about ancient Babylon united in one story in the **original** text of the Bible. These legends refer to “the beginning of the history of mankind” after the flood and explain the **origin** of the linguistic and territorial **diversity** of people. According to the ancient legend our distant **ancestors** who **originated** from Noah’s descendants **originally** spoke one language. They set a tempting goal to build in Babel a city of bricks and a tower reaching the sky and by this incurred the wrath of God. When the construction was nearing the completion the angry God upset people’s plans by **confusing** their language – hence the **diversity** of human speech which **evolved** from one common source – and by settling them about the Earth – hence the **diversity** of nations. In terms of the **contemporary** theory about the monogenesis of language which **traces** the **origin** of different languages **to** the one spoken by our **ancestors** who lived in the area, this legend doesn’t seem so **implausible**.

15

1 – ancestors, 2 – split, 3 – diversified, 4 – evolved, 5 – extinct, 6 – evolved, 7 – accelerated, 8 – dominant, 9 – taking over, 10 – extinction

16

1 – c, 2 – d, 3 – a, 4 – b

17

1. Франция **стала более привлекательной** для туристов в Европе, чем Испания.
2. Похоже, ее дела в школе **идут хорошо**.
3. Пока детей нет дома, я **примусь за работу**.
4. Он пришел в компанию с явным **намерением преуспеть**.
5. Мне пришлось **сойти** на половине дистанции во время соревнований по бегу, так как я очень устал.

6. Доктор сказал, что ей надо больше отдыхать, чтобы **снизить** кровяное давление.
7. Компания, где он работает, недавно **поменяла** владельца.
8. Ты **бросишь** работу, когда родится ребенок?

18

1. How are you **getting on** at school?
2. The government is trying to **bring down** inflation.
3. I've **given up** trying to persuade Ann to come – she's just not interested.
4. It's a pity she can't **get on better with** her classmates.
5. Try not to let negative thoughts **take over**.
6. The current crisis threatens to **bring down** the government.
7. I **give up** – what's the capital of Sudan?
8. I had to **give up** French classes because I just didn't have time.

19

1. take it as read, 2. read between the lines, 3. word for word,
4. in a word, 5. word perfect, 6. not to mince words, 7. lost for words

20

1. word for word, 2. in a word, 3 to mince words, 4. in a word,
5. word perfect, 6. lost for words, 7. take it as read

21

1. We wrote **word for word** how to get to their country house and that's why found their place without difficulty.
2. The theatre director was beyond himself with anger when the young actress who had to **be word perfect** confused the words and even forgot the text. **Without mincing the words** he let her understand that such behaviour **spoke volumes about** her attitude to work which he wouldn't put up with.
3. The old woman hadn't heard from her son for a long time and now she again and again reread the letter she got at last. She

was already **word perfect** but still tried to **read between the lines** to learn more about his life.

4. When dealing with foreign partners and speaking your own or a foreign language that is not their mother tongue, you shouldn't use idioms which they could translate **word for word**. **In a word** you should express your ideas loud and clear.
5. She was nearly **lost for words** when she heard that outrageous lie.
6. "**Don't mince words**: do you like our plan or not? Will you support it?" "**In a word**, my answer is — no."

22

1. being invented, 2. to gossip, 3. has been born, 4. to keep up,
5. to explain, 6. earning, 7. destroying, 8. be, 9. convey,
10. triggered, 11. has always been

24

a — 5, b — 6, c — 2, d — 3, e — 1, f — 4

28

a — 5, b — 3, c — 4, d — 1, e — 2

UNIT 7

5

a — 12, b — 8, c — 1, d — 6, e — 7, f — 4, g — 10, h — 9, i — 2, j — 13, k — 3, l — 5, m — 11

6

1 — T, 2 — T, 3 — T, 4 — F

10

1 — c, 2 — e, 3 — j, 4 — b, 5 — l, 6 — k, 7 — f, 8 — g, 9 — m, 10 — h, 11 — d, 12 — a, 13 — i

12

1. The falling prices for personal computers is a **boon** for consumers, but bad news for producers.
2. Numerous cases of **desecration** of graves speak volumes about **low ethics** and **degrading** morals in the society.
3. The man who **masterminded** the crime has not been found yet.
4. The bodies of the tsunami victims were **mangled** beyond recognition.
5. Today when we see so much violence on the screen we can hardly say **without demur** that television is such a great **boon**.
6. The success of the film enabled the film-makers to shoot its **sequel**.
7. Being a person with an **enterprising** streak my friend managed to build a successful company.
8. Computers have become cheaper and **dispersed** about the world.
9. The police haven't found out yet who has **masterminded** the attempt on the life of the judge.
10. Entrepreneurs must be able to discuss the most controversial issues observing business **ethics**.
11. I had **to dismantle** the engine to repair it.
12. The European Union imposed sanction on Iran after its refusal to **dismantle** its nuclear program.
13. He couldn't think of any **plausible** excuse when I asked him why he was late.
14. Unfortunately, the quality of translated literature is degrading. The text itself is often **mangled** beyond recognition.
15. Internet is a great **boon** not only for the young and energetic but also for the lonely and disabled.

13

a – 5, b – 4, c – 1, d – 2, e – 6, c – 3

14

1. Do what you can to **tart up** the house before the buyers come to look at it; cover up the bad marks on the walls with some paint, and polish the floors.

2. As soon as I get paid, I'll **squirrel** some money **away** so I won't be tempted to spend it.
3. She had money **squirrelled away** in various bank accounts.
4. She **made up a fuss** over the lack of recycling facilities in the town.
5. I'm quite good at speaking Chinese, but I **fall down on** the written work.
6. Rick's temper had landed him **in hot water** again.
7. They've **tarted up** a lot of those old buildings down near the canal.
8. It's really just a potato salad **touched up**.
9. Your suggested plan **falls down on** the question of cost.
10. I want to spend a few days **to touch up** the article before sending it to a printer.

1. Сделайте все, чтобы дом выглядел **более привлекательным** к приходу покупателей: освежите краску на стенах, покройте лаком полы.
2. Как только я получаю деньги, я их **убираю подальше**, чтобы не было соблазна сразу истратить.
3. **Во избежание потерь** ее денежные средства **хранились** в разных банках.
4. Она **подняла шум** по поводу отсутствия в городе предприятий по переработке отходов.
5. Я довольно хорошо говорю по-китайски, но у меня **проблемы** с письменными работами.
6. У Рика снова **неприятности** из-за его скверного характера.
7. Они **обновили** много старых домов вдоль канала.
8. Это всего лишь **несколько улучшенный** обычный картофельный салат.
9. **Слабым местом** вашего проекта является его стоимость.
10. Мне надо потратить несколько дней, чтобы **внести исправления** в статью, прежде чем ее опубликуют.

15

1. He was fired as he had **fallen down on** his work.
2. Each time when I come home late she **makes up a fuss**.
3. She has **squirrelled away** a whole fortune.
4. He began to **make up a fuss** because he had to wait.
5. He got in **hot water** over his speech about immigration.
6. I'll just go and **touch up** my makeup.
7. He earned his money by **tarting up** and selling slum houses with a profit.

18

- | | | | |
|---------------------|-------------|---------------------|-------------|
| 1 absolutely | fantastic | 2 pretty | reasonable |
| 3 absolutely | wonderful | 4 incredibly | good |
| 5 totally | unbearable | 6 amazingly | easy |
| 7 just | brilliant | 8 terribly | lucky |
| 9 utterly | devastated | 10 very | crowded |
| 11 really | amazing | 12 really | interesting |
| 13 quite | magnificent | 14 quite | expensive |

19

greatly (changed, different, mistaken); **deeply** (hurt, offended, moved);

bitterly (disappointed, resentful, cold); **seriously** (ill, injured, wounded);

fully (aware, insured, conscious); **perfectly** (simple, fair, reasonable);

most (kind, generous, helpful)

20

It happened on the eve of the new year 2005. The boon climate, the sun and the ocean attracted lots of tourists to the picturesque islands. Though the trip was **rather expensive** they felt **terribly lucky** to be celebrating Christmas on the **very crowded** sunny beaches. Everything was **just wonderful** and the scenery was **absolutely fantastic**! The people seemed **blissfully happy** and **fully unaware** of the impending doom. "Run for it!" some local people

cried when they saw an unusually big wave. They were **perfectly aware** that it was a tsunami.

The tsunami swept away everything on its way. It was **totally unbearable** to imagine that thousands of people were dead or wounded, hundreds of towns and villages were wiped out and those who survived were left without means of sustenance. It was an **absolute miracle** that some people managed to survive. At the sight of such **utter devastation** many people were **absolutely crushed**. Some might **regret bitterly** having come there but then they had to pick up the pieces.

23

1 – f, 2 – i, 3 – a, 4 – b, 5 – g, 6 – c, 7 – k, 8 – j, 9 – e, 10 – d, 11 – h

25

a – 9, b – 6, c – 1, d – 10, e – f, 3 – g, 4 – h, i – 7, j – 8

UNIT 8

background information

TULIP MANIA is a situation in which some prices behave in a way that appears not to be fully explainable by economic “fundamentals”. It was described by the Scottish writer Dr Mackay (1814–1889). The article is based on his book *Memories of Popular Delusions and Madness of Crowds* (1841)

<http://www.amazon.com/Extraordinary-Popular-Delusions-Charles-Mackay>

en.wikipedia.org/wiki/Tulipmania

In finance, a **futures contract** is a standardized contract, traded on a futures exchange, to buy or sell a certain underlying instrument at a certain date in the future, at a specified price. The future date is called the **delivery date** or **final settlement date**. The pre-set

price is called the **futures price**. The price of the underlying asset on the delivery date is called the **settlement price**. A futures contract gives the holder **the obligation** to buy or sell. Both parties of a “futures contract” **must** fulfill the contract on the settlement date.

en.wikipedia.org/wiki/Futures_contract

6

1 – F, 2 – F, 3 – T, 4 – F, 5 – T, 6 – T, 7 – F, 8 – T, 9 – T

8

1 – obsolete, 2 – crashed, defaulters, 3 – preserve, 4 – fluctuated, 5 – dabbles, 6 – alert, 7 – speculated

9

1 – g, 2 – e, 3 – f, 4 – a, 5 – b, 6 – i, 7 – c, 8 – d, 9 – h

11

1 – f, 2 – l, 3 – g, 4 – e, 5 – d, 6 – a, 7 – h, 8 – j, 9 – k, 10 – m, 11 – i, 12 – c, 13 – b

12

1. Компания **обанкротилась**, и инвесторы потеряли 4 миллиона долларов.
2. Он **пристрастился** к курению трубки после обеда, когда молча сидел в своем любимом кресле, наслаждаясь **плавным ходом** приятной беседы.
3. Прекращение огня привело к **некоему подобию мира**. Жизнь, наконец, снова **внешне казалась** более нормальной.
4. Он сильно обжегся, торгуя на бирже, **из-за отсутствия профессиональных знаний**.
5. **Возмутительно**, что столько общественных средств израсходовано таким образом.
6. Существует много **гипотез** о происхождении Вселенной.
7. Фактическое **банкротство** правительства по внутреннему долгу и резкое обесценивание рубля привели к финансовому кризису.

8. За последний год увеличилось количество **должников** по ипотечным кредитам.
9. Товары с **запланированным моральным износом** не предназначены служить долго, чтобы люди были вынуждены покупать новые.
10. Это была одна из наиболее **вопиющих акций** террористов, и полиция преследовала преступников по горячим следам.
11. В настоящее время товары делают психологически **устаревшими** задолго до того, как они действительно изнашиваются.
12. Едва ли целесообразно **говорить** о результатах выборов, если победа будет одержана с очень незначительным преимуществом.
13. Соседи слышали, как воры взломали машину, и **предупредили** полицию.
14. Этот старый человек обладал живым умом и проявлял **неистощимую** любознательность, желая знать, что происходит в мире.
15. Похоже, существует **неутолимая** потребность в более мощных компьютерах.

13

1. **Lobbying** for some companies is widely spread in the corridors of power.
2. In his pursuit of wealth he began **dabbling in drugs** and then decided to become **a jobber**.
3. If you want to lose weight, you need a **crash** diet.
4. She was always **on the alert** for some new calamity.
5. The ceasefire brought about a **semblance** of peace. Life at last returned to some **semblance** of normality.
6. Due to the **crash** of the financial market, many banks and companies became **defaulters**.
7. Parents must be **alert to** the symptoms of scarlet fever.
8. She was **partial to** pizza and chocolate.
9. Joint action of neo-fascists in Europe provoke / cause / generate public **outrage**.

10. It was quite obvious that the referee was **partial towards** the other side.
11. According to the new legislation on housing and public utilities, **defaulting** tenants are subject to eviction.
12. Luckily our **speculations** are supported by facts.
13. Planned **obsolescence** is the policy of deliberately limiting the life of a product in order to encourage the purchaser to replace it by / with a new one.
14. Major power companies have effectively **lobbied** the members of Parliament to take a tougher stand on the question of **defaulting** tenants.
15. There were a lot of **speculations** concerning the impending bankruptcy of the company.
16. He is now **at a low ebb** and a feeble **semblance** of a successful man he used to be. It is only his **partiality for** the bottle that is to blame.

15

1 – picked up, 2 – picked on, 3 – pick on, 4 – picks up, 5 – picked up, 6 – to pick up the pieces, 7 – picked on, 8 – picked out

16

1. School bullies often **pick out** smaller and weaker children and **pick on** them making them meet their demands.
2. This actress is hard to **pick out** in a crowd without make-up.
3. Under the spring sun the snow was quickly melting away and she was carefully **picking through** the puddles so as not to wet her feet.
4. He didn't feel like eating. He just **picked at** the food and left the table.
5. Why are you always **picking at** me? Why should I get the blame for everything!
6. My friend explains his partiality for fishing by saying that it is the best way **to pick up the pieces** after his stressful work.

7. During a two-week course in a British summer school the kids **picked up** a lot of new words and expressions.
8. After a slight fall the oil companies shares started **picking up** again.
9. The child was very clever and **picked up** everything at once.
10. This medicine will help you **pick yourself** up after the illness.
11. The right had **to pick up the pieces** and start preparing for the new elections.

17

1 – b, 2 – f, 3 – a, 4 – e, 5 – c, 6 – g, 7 – d

18

1 – to bring the country to its knees, 2 – an arm and a leg, 3 – his fingers burnt, 4 – a pain in the neck, 5 – pulling your leg, 6 – foot the bill

19

1 – cost an arm and a leg, 2 – see eye to eye, 3 – keep their heads above water, 4 – foot the bill, 5 – get their fingers burnt

20

1 – peak, 2 – value, 3 – preserve, 4 – crash

21

pure / sheer / simple / human / personal **greed**

to satisfy greed / be consumed, driven by **greed**

considerable / extensive / great / limited / appropriate / relevant **expertise**

have / lack / need / require / acquire / develop / gain / build on **expertise**

considerable / enormous / great / vast / extra / additional / **expenses**

go to / incur / put sb to / cover / meet **expenses**

Answer Key

considerable / large / marked / sharp / violent / seasonal
fluctuations

exorbitant / high / inflated / prohibitive / steep / low / bargain /
budget **prices**

command, fetch, go for **prices** / **prices** go up, rise, shoot up

prices skyrocket, soar / drop, fall, go down, slump

considerable / intense / much / widespread / further / increasing
endless / pure **speculation**

cause / encourage / fuel / lead to / invite / prompt **speculation**

22

1 – widespread speculation, 2 – public expense, 3 – pure speculation, 4 – appropriate, 5 – wide, 6 – pure greed, 7 – greed, 8 – vast expertise, 9 – considerable fluctuations, 10 – worth

25

a – 9, b – 8, c – 6, d – 1, e – 2, f – 4, g – 3, h – 5, i – 7

28

1 – addiction, 2 – compelled, 3 – depression, 4 – homicide, 5 – scientifically, 6 – psychiatrists, 7 – sufferers

35

The Story of Stuff

Данное видео в простой и понятной форме рассказывает о жизненном цикле товаров и услуг, представляет критический взгляд потребительского общества. Раскрывает роль правительств, корпораций а также простых людей в экономической системе, составляемой из извлечения, производства, распределения, потребления и избавления от столь «дефицитных» для нас материальных веществ. Показывает взаимосвязь между проблемами окружающей среды и социума, призывает всех вместе создать более устойчивый и справедливый мир!

1. extraction to production to distribution to consumption to disposal.
2. it is a linear system and we live on a finite planet and you cannot run a linear system on a finite planet indefinitely.
3. the corporation is bigger than the government.
4. a fancy word for natural resources exploitation, which is a fancy word for trashing the planet.
5. not just that we're using too much stuff, but we're using more than our share.
6. are moving from environments that have sustained them for generations, into cities many to live in slums, looking for work, no matter how toxic that work may be.
7. about 20 tons of mine waste created to make one gold wedding ring.
8. another word for "designed for the dump". It means they actually make stuff that is designed to be useless as quickly as possible so we will chuck it and go buy a new one. It's obvious with stuff like plastic bags and coffee cups, but now it's even big stuff: mops, DVDs, cameras, barbeques, everything! Even computers.
9. convinces us to throw away stuff that is still perfectly useful.
10. watching TV and shopping. In the U.S., we spend 3–4 times as many hours shopping as our counterparts in Europe do.
11. by how much we contribute to this arrow, how much we consume.
12. based on sustainability and equity: Green Chemistry, Zero Waste, Closed Loop Production, Renewable Energy, Local Living Economies.

36

100, 51 – (of the 100 largest economies on earth now, 51 are corporations)

1/3 – (one third of the planet's natural resources base have been consumed. Gone.)

4% – (in the United States, we have less than 4% of our original forests left. Forty percent of waterways have become undrinkable.)

5% – (The U.S. has 5% of the world's population but we're consuming 30% of the world's resources and creating 30% of the world's waste.)

75% – (of global fisheries now are fished at or beyond capacity)

2000 – (In the Amazon alone, we're losing 2000 trees a minute. That is seven football fields a minute.)

\$4.99 – (All along this system, people pitched in so I could get this radio for \$4.99. These people paid with the loss of their natural resources base. These people paid with the loss of their clean air, with increasing asthma and cancer rates.)

UNIT 9

7

1 – c, 2 – f, 3 – e, 4 – d, 5 – g, 6 – a, 7 – b

9

1. **Так или иначе**, я собираюсь уйти с работы.
2. Страховой полис не покрывает вреда, вызванного естественным **износом**.
3. Думаю, мы **сходимся во взглядах** по многим вопросам.
4. «**И в горе, и радости**» – эти слова, сказанные во время венчания, приобрели свое истинное значение для пожилой пары после многих лет, прожитых вместе.
5. В этом низменном и болотистом месте густой туман проникал повсюду, заполняя **все углы и щели**.
6. **Еще давно**, в 90-е годы, они основали компанию, и сейчас их бизнес процветает.
7. We searched **every nook and cranny** for the lost ring.
8. In spite of **the wear and tear** the old fridge in her country house **for better or for worse** was still working as **way back** during her childhood and she wouldn't part with it.
9. **For better or for worse** I will never agree to the proposal.

12

1 – b, 2 – d, 3 – e, 4 – f, 5 – c, 6 – a

14

1 – F, 2 – F, 3 – F, 4 – T

18

1 – d, 2 – c, 3 – e, 4 – a, 5 – b

19

1 – f, 2 – d, 3 – e, 4 – g, 5 – a, 6 – b, 7 – c

20

1 – b, 2 – d, 3 – e, 4 – a, 5 – c

21

1. **Так или иначе**, я собираюсь бросить работу.
2. Можно потренироваться, **погоняя мяч** по полю с приятелем.
3. Каникулы закончатся, и мне придется опять вернуться к **обычной рутине**.
4. В девяностые годы в России **создавалась** новая история.
5. Мы не очень ладим с сестрой. Мы почти во всем **расходимся во взглядах**.
6. Начальник был недоволен его **поспешными** действиями.
7. После поездки в Вашингтон Джек чувствовал себя совершенно **разбитым**.
8. Хотя Джейн и Тони **давно знакомы**, они никогда не бывали друг у друга в гостях.
9. Того, кто **много путешествовал**, намного интереснее слушать, чем человека, который нигде не бывал.
10. Если Джон **завалит** экзамен по вождению, я сомневаюсь, что он вообще его сдаст.
11. В этом низменном и болотистом месте густой туман проникал повсюду, заполняя **все углы и щели**.

12. Своими ненужными советами он постоянно **мешает** мне работать.
13. Это — возможность **улучшить** репутацию компании.
14. Они только что выпустили несколько **усовершенствованных** версий своих программ.
15. **Пережив** подобные потрясения, вы справитесь с чем угодно.

22

1. Having got tired after **the daily grind** they decided to get some exercise and **knock a ball about** the football pitch.
2. The newly published book has **all the makings** of a best-seller.
3. Having lived together for a long time the spouses even looked similar and **saw eye to eye with** each other on everything.
4. **Way back in** the 90s the friends set up a company, nearly ran bankrupt during the default, but **weathered through** the financial crisis and now their business is prospering. **For better or for worse** this experience was **the making of** them.
5. The image of the singer was seriously battered because of the scandal with the tabloids.
6. He finds any kind of study **a real grind**.
7. During the golden age of the British empire the English **knocked around** the seas and the land researching **every nook and cranny** of Asia and Africa.
8. He has **weathered through** hard times. He has seen history **in the making**.
9. The day before his history exam the student felt completely **battered** after trying **to grind** lots of facts, names and dates **into** his head.
10. Skilful make-up **enhanced** her beauty.
11. You seem to have **mucked up** everything once. Don't make any **slapdash** decisions and try not **to muck it up** again.
12. The yacht was badly **knocked about** by a severe storm and needed repairing.

23

1 – efficient, 2 – effective, 3 – effective, 4 – effective, 5. effective, 6 – efficient, 7 – effective, efficient, 8 – effectively

1. В этом городе одна из наиболее **четко работающих** транспортных систем в Европе.
2. Войска следует размещать там, где они будут наиболее **беспособны**.
3. Эта система предоставления услуг местным жителям более **рациональна**.
4. Новая вакцина весьма **эффективна (успешно борется)** против всех штаммов этой болезни.
5. Этот процесс **рационально** использует ограниченные ресурсы.
6. Министры достигли соглашения сроком на два с половиной года, которое **вступает в силу** с 1 июля.
7. Для повышения **производительности** труда и **рационального** использования природных ресурсов нужна новая, **более эффективная** модель организации производства.
8. The hotel's staff are friendly and **efficient**.
9. It wouldn't be cost-**effective** to buy an expensive new computer when all you want to do is word processing.
10. What is so impressive about the country is the **efficiency** of the public services.
11. The new speed limit on this road becomes **effective** from 1 June.
12. We need a new, more **effective** model of organising production to enhance the **efficient** use of labour and natural resources.

24

1. 'm having my hair
2. had
3. 'm going to have it
4. get it
5. will have it

25

1. She went to a professional photographer and **got her picture taken**.
2. I am **having my car serviced** in the garage.
3. They **had their new home designed** by a Swedish architect.
4. They **had the damage** caused by the fire **assessed** by the insurance company.
5. She **is going to have her hair cut** by a hairdresser.

26

1 – F, 2 – A, 3 – B, 4 – E, 5 – C

30

1 – place, 2 – gathered, 3 – fields, 4 – explore, 5 – scope, 6 – education, 7 – humanity, 8 – aware, 9 – grew, 10 – described, 11 – doing, 12 – effect, 13 – key, 14 – role, 15 – collaborate, 16 – alone

31

1 – F, 2 – T, 3 – F, 4 – T, 5 – F, 6 – T, 7 – F, 8 – T

33

1 – d, 2 – a, 3 – e, 4 – b, 5 – f, 6 – c

SCRIPT

Computers to Match Man by 2029

A leading US scientist has predicted that computers will be as intelligent as humans by 2029. Futurologist Ray Kurzweil told the American Association for the Advancement of Science that in the near future, machine intelligence will overtake the power of the human brain.

He said that within two decades computers will be able to think quicker than humans. Dr Kurzweil painted a picture of us having tiny robots called nanobots implanted in our brain to boost our

intelligence and health. He told reporters that these microscopic nanobots would work with our brains to make us think faster and give us more powerful memories. Kurzweil explained that we are already “a human machine civilization” and that the upcoming technology “will be a further extension of that”.

Dr Kurzweil was one of the 18 top intellectuals asked by the US National Academy of Engineering to identify our greatest technological challenges. Other experts included Google founder Larry Page and the human genome pioneer Dr Craig Venter.

Kurzweil has a very impressive background in science and innovation. He was an innovator in various fields of computing, including the technology behind CDs. He also pioneered automatic speech recognition by machines. He predicts the pace of new inventions will increase greatly from now, saying: “...the next half century will see 32 times more technical progress than the past half century”. This means scenes from science fiction movies, like *Blade Runner*, *The Terminator* and *I Robot*, will become more and more a part of our everyday lives.

34

1 – d, 2 – e, 3 – a, 4 – b, 5 – c, 6 – g, 7 – f

GLOSSARY

- abandon** *v* Un. 6
abhor *v* Un. 1
abuse *v, n* Un. 2
accelerate *v* Un. 6
access *n* Un. 3
affect *v* Un. 2
alert *n, v* Un. 8
ancestor *n* Un. 6
application *n* Un. 2
ban *v* Un. 2
batter *v* Un. 9
boon *n* Un. 7
boost *n, v* Un. 5
breed *n, v* Un. 4, 5
celebrated *adj* Un. 3
charity *n* Un. 1
command *n, v* Un. 5
commute *n, v* Un. 4
compatible *adj* Un. 2
compulsory *adj* Un. 6
concept *n* Un. 2
concern *n* Un. 2
condescending *adj* Un. 4
confuse *v* Un. 6
controversy *n* Un. 2
crash *n, v* Un. 8
dabble *v* Un. 8
default *n* Un. 8
deficient *adj* Un. 5
degrade *v* Un. 7
demur *v, n* Un. 7
desecration *n* Un. 7
determine *v* Un. 2
dismantle *v* Un. 7
disperse *v* Un. 7
disrupt *v* Un. 2
diverse *adj* Un. 6
drag *n* Un. 1
dubious *adj* Un. 7
ebb *v* Un. 8
effective *adj* Un. 9
efficient *adj* Un. 9
encourage *v* Un. 5
enhance *v* Un. 5, Un. 9
evolve *v* Un. 6
exclusive *adj* Un. 3
extinct *adj* Un. 6
fallacy *n* Un. 1
fee *n* Un. 1
feminine *adj* Un. 3
fiction *n* Un. 5
find it uplifting Un. 4
fit *adj* Un. 1
flourish *v* Un. 1
fluctuate *v* Un. 8
get an insight into sth Un. 4
grasp *v, n* Un. 3
grind *v* Un. 9
(hitch)hike *v* Un. 4
hitchhiker *n* Un. 4
hostility *n* Un. 2
humiliate *v* Un. 1
impact *n, v* Un. 5
inadequacy *n* Un. 3
infertile *adj* Un. 2
infested with / by *adj* Un. 4
inflate *v* Un. 1
insatiable *adj* Un. 8
interfere (with/in) *v* Un. 2
junk *n* Un. 1
literacy *n* Un. 5
lobby *v, n* Un. 8

mangle *v* Un. 7
masculine *adj* Un. 3
mastermind *n, v* Un. 7
muscle *n* Un. 1
noble *adj* Un. 4
obsess *v* Un. 1
obsolete *adj* Un. 8
origin *n* Un. 6
outrage *n* Un. 8
partial *adj* Un. 8
perverse *adj* Un. 4
plausible *adj* Un. 7
precedent *n* Un. 2
promote *v* Un. 3
provoke *v* Un. 4
rebel *n, v* Un. 3
reinforce *v* Un. 1
result in *v* Un. 3
sample *v, n* Un. 4

semblance *n* Un. 8
sequel *n* Un. 7
skill *n* Un. 4
slapdash *n* Un. 9
smugness *n* Un. 1
speculation *n* Un. 8
split *v, n* Un. 6
stockjobber *n* Un. 8
streak *n, v* Un. 7
subside *v* Un. 3
sweep away *v* Un. 3
term *n* Un. 1
thorough *adj* Un. 6
trace *v, n* Un. 6
trudge *v, n* Un. 4
unethical *adj* Un. 7
virtue *n* Un. 1
weather *v* Un. 9

PHRASAL VERBS

break out Un. 4
bring about Un. 4
bring down Un. 6
butt in (on sb / sth) Un. 9
come down (heavily) on sb Un. 1
come down with sth Un. 1
come in for sth Un. 1
come out with sth Un. 1
come round Un. 1
come to terms with sb Un. 1
come to the point Un. 1
come up with sth Un. 1
fall down on Un. 7
get on Un. 6

give up Un. 6
grind on (out) Un. 9
knock about (around) Un. 9
muck up Un. 9
pick at Un. 8
pick on Un. 8
pick oneself up Un. 8
pick one's way through Un. 8
pick out Un. 8
pick up Un. 8
pick up the pieces Un. 8
put down to Un. 4
put up with Un. 4
squirrel away Un. 7

Glossary

take in Un. 4
take on Un. 4
take over Un. 6
take to Un. 4

take up Un. 4
tart up Un. 7
touch up sth Un. 7
turn up Un. 4

IDIOMS

be in someone's good / bad books (*informl*) Un. 3
bring someone / sth to their / its knees Un. 8
bring someone to book Un. 3
catch / be caught red-handed Un. 2
catch someone's eye Un. 2
cost an arm and a leg Un. 8
do sth by the book Un. 3
every nook and cranny Un. 9
foot the bill Un. 8
for better or for worse Un. 9
get fingers burnt Un. 8
(get) in hot water Un. 7
go a long way (back) Un. 9
in a word, word perfect Un. 6
keep one's head above water Un. 8
look a gift horse in the mouth Un. 2
look down your nose at Un. 2

look like a drowned rat Un. 2
look on the bright side Un. 2
lost for words Un. 6
make up a fuss
not to mince words Un. 6
a pain in the neck Un. 8
pull someone's leg Un. 8
read between the lines Un. 6
run a business Un. 2
run for it Un. 2
run out of Un. 2
run short of Un. 2
see eye to eye with sb on sth Un. 9
speak volumes about someone Un. 3
take a leaf out of someone's book Un. 3
take it as read Un. 6
throw the book at someone (*informl*) Un. 3
turn over a new leaf Un. 3
word for word Un. 6

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