

НОУ ВПО ИНСТИТУТ ИНОСТРАННЫХ ЯЗЫКОВ

# UK English for Students

**Учебник для студентов 1 курса,**  
обучающихся по направлениям  
080100 «Экономика» и 030500 «Юриспруденция»,  
а также студентов отделения дополнительного  
образования, обучающихся по направлениям  
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Учебник “UK English for Students” написан коллективом преподавателей ИИЯ и предназначен для студентов первого курса, обучающихся по направлениям «Экономика» и «Юриспруденция» и изучающих английский язык с целью профессиональной и межкультурной коммуникации, а также для слушателей отделений дополнительного образования и курсов иностранных языков. Изучаемый материал расположен с повышением уровня сложности от Intermediate до Upper-Intermediate.

Учебник “UK English for Students” решает учебно-методические задачи, актуальные для обозначенной выше аудитории учащихся, а именно: систематизация знаний грамматики английского языка, углубленное изучение лексического материала, соответствующего категории General English, дальнейшее развитие навыков устной и письменной речи.

Оригинальность учебника заключается в том, что он ориентирован на тематику международных экзаменов по английскому языку.

Каждый раздел учебника заканчивается суммированием тех навыков и умений, которые были приобретены в процессе работы над материалом этого раздела (‘Can Do Statement’), что дает возможность студентам правильно оценивать свои достижения в изучении иностранного языка.

В основу учебника положена идея взаимосвязанного и одновременного развития навыков чтения, говорения, письма.

Такой подход соответствует принципам Европейской системы уровней владения иностранными языками (Common European Framework of References).

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Учебник «UK English for Students» создан под руководством директора Экзаменационного центра Кембриджского университета в Российской Федерации, сопредседателя Комиссии по образованию Научного совета Российской академии наук Амета А.Володарского.

«UK English for Students» объединяет лучшие традиции отечественной методики преподавания иностранных языков, а именно, фундаментальное освоение грамматики и лексики, и международные методики. Имея значительный опыт в качестве экзаменационного центра Кембриджского университета, ИИЯ решил поделиться этим опытом в рамках настоящего пособия.

Это издание открывает серию учебных пособий «UK English» в помощь изучающим иностранный язык. Авторы надеются, что, аккумулируя в себе достоинства лучших советских изданий прошлых лет, а также аутентичных учебных материалов, изданных британскими университетами, новая серия будет пользоваться популярностью у студентов, учителей, преподавателей – всех, кто изучает и преподаёт современный английский язык.

Учитывая многолетний опыт преподавания английского языка в средней и высшей школе, а также по дополнительным общеобразовательным и профессиональным программам в Институте иностранных языков, данный учебник включает в себя все необходимые лексико-грамматические элементы для успешного изучения английского языка студентами и удобен для преподавателей.

Коллектив авторов нового учебника сознательно увеличил объем материала по каждому разделу, пытаясь совместить аудиторную и домашнюю работу в одном уроке и тем самым повысить интенсивность и эффективность каждого занятия.

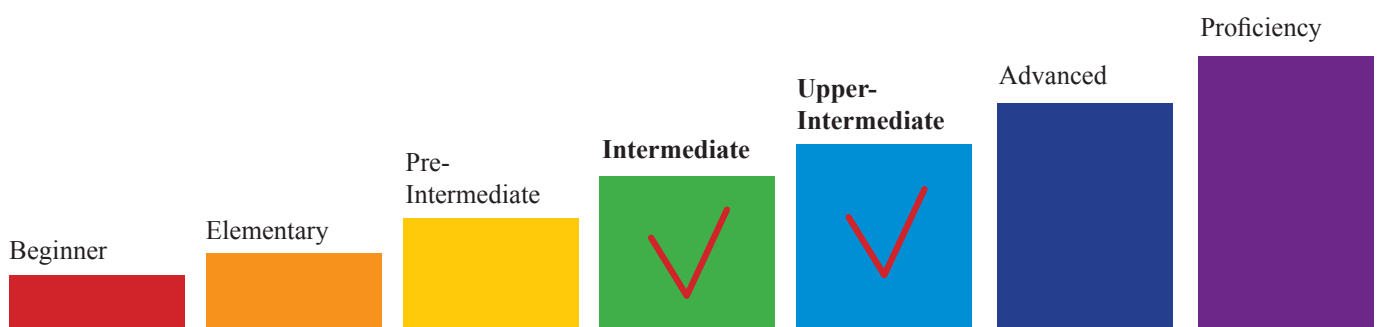
Авторы.

**Идея создания серии «UK English» и структуры учебника принадлежит  
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## WARMING UP:

These people were the first in something. Say what they did:

- Abraham Lincoln
- Charles Darwin
- Yury Gagarin
- Neil Armstrong
- Brothers Auguste and Louis Lumiere
- Barack Obama



## GR

## To be (Review)

В настоящем времени глагол **to be** имеет три различные формы: am/is/are.

В прошедшем времени две формы: was/were – для единственного и множественного числа (см. таблицу ниже).

Глагол **to be** используется в качестве глагола-связки в значении *быть/являться*, которая в русском языке обычно опускается:

### Например:

1. *This is my sister.* – Это моя сестра.
2. *It was good advice.* – Это был хороший совет.
3. *They are lawyers.* – Они юристы.
4. *It was cold yesterday.* – Вчера было холодно.

Глагол **to be** является составной частью сказуемого в форме Continuous: **to be + Verb-ing**:

1. *We are studying English this year.* – В этом году мы изучаем английский язык.

2. *I am seeing my friend tonight.* – Сегодня вечером я встречаюсь с другом.

3. *She is working from home this week.* – На этой неделе она работает дома.

Глагол **to be** является составной частью сказуемого в страдательном залоге (Passive Voice):

### to be + Past Participle:

1. *I was invited to her birthday party but I didn't go.* – Меня пригласили на празднование ее дня рождения, но я не пошел.

2. *Many new projects were discussed at the students' conference.* – На студенческой конференции обсудили много новых проектов.

3. *My cousin is often sent on business trips abroad.* – Моего брата часто посылают в командировку за границу.

## Present Tense

### Affirmative

I am: I'm a student.  
You/we/they are: You're students.  
He/she/it is: He's a student.

### Negative

I am not: I'm not a student.  
You/we/they are not: You're not/aren't students.  
He/she/it is not: He's not/isn't a student.

### Interrogative

Am I a student?  
Are you/we/they students?  
Is he/she/it a student?

## Past Tense

### Affirmative

I was a student.  
You/we/they were students.  
He/she/it was a student.

### Negative

I was not: I wasn't a student.  
You/we/they were not: You weren't students.  
He/she/it was not: He/she/it wasn't a student.

### Interrogative

Was I a student?  
Were you/we/they students?  
Was he/she/it a student?

## Future Tense

### Affirmative

I will/shall be: I'll be a student.  
You/we/they will be: You'll be students.  
He/she/it will be: He'll be a student.

### Negative

I will not/shall not: I won't/shan't be a student.  
You/we/they will not be: You'll not/you won't be students.  
He/she/it will not be: He'll not/he won't be a student.

### Interrogative

Will/shall I be a student?  
Will you/we/they be students?  
Will he/she/it be a student?



## Ambition and Competitiveness

When we look tenderly at a new born baby lying sleeping sweetly, safely tucked in and warmly protected, the child seems to be full of possibilities. There is an innocence, and no hint of the failures and quests for power that harden adults. An infant carried on a mother's lap in a metro carriage contrasts strongly with the world-weary faces all around.



seems so full of potential...

We all know friends who think up excuses for failure even before they begin, and others who radiate and really come into their own under stress and look at problems as challenges. We live in an age in which we can study and choose a job that will be part of our way of life, part of our creative existence. Or we can work and ambitiously climb the corporate ladder until we earn enough to fulfil our expectations.

There are those that need to compete with others, to get ahead. And there are those who quietly get on with tasks. Runners often need to see competitors all around them, and their nearness urges them to run faster, but even then they must draw deeply internally on their human potential, to outperform their own expectations. (This is called 'breaking the pain barrier'.)

Did Bill Gates want to be better than other IT geeks, or did he see a problem and cut off all other stimuli until he solved it? Did Albert Einstein work

And yet we all have dreams and are full of possibilities, but some will achieve more than others, and some will become numb with life's problems, and others will become bitter. And yet each baby

long hours alone, to be famous? Or did he have a question that consumed his mind until he found an answer? Did he think of the

opinions of others and want to be best, or did he feel a compulsion to solve a problem and grow nearer to the truth? Did Gandhi ask himself if he wanted to be venerated, or did he see social problems that needed solving? Did Kandinsky paint in a new mode to get the respect of others, or did he attempt to redefine beauty because he needed to? Did Scriabin use new intervals in music to be better than his contemporaries, or did he have a spiritual struggle to make audible those inner tones he had intuited?



We study to gain skills and insight and open our minds to bigger questions. It is the effort to answer these questions that makes life and our professions more interesting.

Other cultures have differing values. In America the classroom is competitive and students and schools are ranked according to assessable achievements.



This may draw attention away from each individual's innate desire to be different and any attempt to fulfil individual goals.

Ambition and success are often to impress or suppress others. But free human beings set inner goals and work towards them.

### Which of the following questions are raised in the text?

- Ambition and success may have different outcomes.
- Can low self-esteem result from competitiveness?
- Ambitious people have set obvious goals.
- Society and societal expectations determine educational outcomes.
- Does the author believe that fame and money are the aims in life?
- Individuals should be educated to recognize their unique inner goals.

### Comment on the following quotations about ambition:

- Intelligence without ambition is a bird without wings. Danielson, C. Archie
- Every man is said to have his peculiar ambition. Lincoln, Abraham
- I had no ambition to make a fortune. Mere money-making has never been my goal, I had an ambition to build. Rockefeller, John D.
- If you wish to reach the highest, begin at the lowest. Syrus Publilius

## Vocabulary

**ambition**

a strong desire to achieve something – стремление к чему-л., цель, честолюбие:  
*At last the athlete realized his ambition of winning at the Olympic games.*

**ambitious**

честолюбивый, целеустремленный:  
*His wife always supported his ambitious plans.*

**to compete**

to strive to gain or win something by defeating or establishing superiority over others – конкурировать, соперничать, состязаться:  
*Companies are competing for customers.*

**competition**

a situation when people try to be more successful than others – соревнование, конкуренция:  
*I am afraid we are losing the competition.*

**competitive**

конкурирующий, соперничающий:  
*Advertising is a highly competitive business.*

**competitiveness**

соперничество, дух соперничества, конкурентоспособность:  
*Russia's competitiveness in car industry is.*

**failure**

lack of success – неудача, провал:  
to experience failure, to end in failure.

**quest**

a long search for something – поиск:  
*He was a real scientist; all his life was a quest for truth.*

**to harden**

make or become hard or harder, less sympathetic – (о человеке) черстветь, ожесточаться; становиться безразличным, привыкать (к тяжелым условиям):  
*Better to be open than harden with life.*

**world-weary**

feeling or indicating feelings of boredom, tiredness as a result of long experience of life – уставший от жизни

**to achieve**

to succeed in doing something, to reach or attain by effort, skill or courage – добиваться, достигать:  
*We have achieved what we set out to do.*

**numb**

deprived of the power of sensation – 1) околоченный (от холода); 2) онемелый, оцепенелый, неподвижный:  
*I was so shocked I went numb.*

**Syn:**

*insensible, deadened, paralyzed*

**Ant:**

*aware, lively.*

**bitter**

having a sharp taste or smell; not sweet; feeling or showing anger or resentment –

1) горький;  
2) ожесточенный, суровый, грустный:  
*I felt so bitter after we parted.*

**to think up**

to invent a plan or idea using mental effort – продумывать:  
*Malcolm was thinking up new ways of raising funds for the charity.*

**to radiate**

to emit (energy, especially light or heat) – излучать (свет, тепло); сиять:  
*She radiated happiness and health.*

**to come into one's own**

to become fully effective, used, or recognized – становиться собой.

**challenge**

a call to someone to participate in a competitive situation to decide who is superior; a task or situation that tests someone's abilities – вызов; сложная задача, проблема:  
*It was a challenge to survive in that environment.*

*to send a challenge*

*to accept a challenge*

**Verb:** бросать вызов, требовать (усилий, стараний); стать испытанием (способностей, возможностей):

*The new job was so challenging at times that he was thinking of quitting.*

**to urge**

to encourage someone to continue or succeed – заставлять, побуждать:  
*What can we do to urge our staff to work more efficiently?*

**to draw on**

If you draw on something such as your skills or experience, you make use of it in order to do something:  
*They drew on their experience as negotiators to settle the conflict.*

**to outperform**

to perform better than – превосходить, выполнять лучше других:  
*An experienced employee would outperform a newcomer.*

**geek**

often a socially inadequate person who specialises in a technical niche – чокнутый, помешанный (особенно на теме компьютеров)

**to consume**

to completely fill the mind of someone (of a feeling) – охватывать, поглощать (о чувстве,

идее):

*My colleagues were totally consumed by the idea of the coming corporate party.*

**to venerate**

to regard with great respect – благоговеть (перед кем-л.), чтить (кого-л.):  
*Professor Jones is venerated by her students.*

**to solve**

to find an answer to, explanation for, or means of effectively dealing with (a problem) – разрешать (проблему), находить выход:  
*to solve a question*  
*to solve a difficulty*  
*The reform did nothing to solve the problem of unemployment.*

**contemporary**

a person living or existing at the same time as another – современник, сверстник:  
*Emily Dickinson was a contemporary of William Blake.*

**to rank**

to give (someone or something) a rank or place within a grading system – располагать в ряд/по рангу, оценивать:  
*We rank you as our best candidate.*

**to assess**

to evaluate or estimate the nature, ability, or quality of – оценивать, давать оценку:  
*It is hardly possible to assess the achievements without any criteria.*

**innate**

inborn, natural – врожденный, природный; присущий, свойственный:  
**Syn:**

**inherent**

*His innate capacity for organization was amazing.*

**desire (for)**

a strong hope or wish – желание:  
*The teacher appreciates the students' desire for knowledge. I have no desire to cause any trouble.*

**to suppress**

to forcibly put an end to, to prevent or inhibit (a process or reaction) – пресекать, сдерживать; подавлять:  
*One sometimes has to suppress one's feelings in order not to seem too emotional.*

**fame**

the state of being known by a lot of people – слава:  
*The actress won fame when she was only 17.*

**distinction**

difference – отличительная черта:  
*You should make a clear distinction between the past and the present.*

**criticism**

remarks about what you think is bad – критика:  
*The opposition attacked the government with harsh criticism.*  
**(Attention: critic – критик, criticism – критика, критические замечания, critique – критика как аналитическое исследование, оценка обычно в форме публикации, книги, выступления.)**

**excessive**

much more than it is necessary – чрезмерный:  
*Excessive praise may do harm to a child.*

**to beat (rivals)**

to win in a competition by being better than others – превзойти (соперников), выиграть у кого-л.:  
*I always beat my brother at pool.*

**sufficient**

enough – достаточный:  
*There is no sufficient reason for the operation yet.*

**collaboration**

working together with other people to achieve something – сотрудничество, взаимодействие:  
*We've done this research in collaboration with American scientists from Harvard.*

**to make sacrifices**

приносить жертвы, идти на жертвы:  
*If you want to get on with your career you have to make sacrifices in your personal life.*

**to come up with a solution**

предложить решение:  
*We expect the commission to come up with a solution to this problem within four days.*

**to roll one's sleeves up**

засучить рукава (также в переносном смысле):  
*We've had enough of your promises; roll your sleeves up and start working.*

**to set a high value on**

ценить высоко что-л.:  
*Americans set a high value on their family traditions.*

**to put it down to**

относиться за счет чего-л., объяснять чем-л.:  
*I put his bad cold down to eating too much ice cream.*

**to do smb good**

приносить пользу:  
*I feel jogging in the morning does me a lot of good.*

**at any cost**

любой ценой:  
*I shall stop it at any cost.*





## Vocabulary Exercises

**Task 1.** Fill in the blanks using the words and expressions from the Vocabulary list from the previous page:

1. Ambition is an earnest \_\_\_\_\_ for achievement or distinction.
2. He has an \_\_\_\_\_ plan to become President one day.
3. It is \_\_\_\_\_ to believe in yourself if you want to win in the competition.
4. “\_\_\_\_\_, alone, is a poor ambition. It should come as a by-product while you are striving for some bigger goals”, the millionaire said.
5. Competitiveness is a desire to \_\_\_\_\_ your rivals.
6. \_\_\_\_\_, if it is fair, may do you a lot of good.
7. In the US parents and teachers often foster \_\_\_\_\_ competitiveness in their children.
8. Excessive criticism can \_\_\_\_\_ a beginner from further attempts.
9. To outdo your \_\_\_\_\_ in the competition, you should know his weaknesses.
10. Ambition \_\_\_\_\_ people to work hard to reach the goal.

**Task 2.** Translate into English using the words and expressions from the Vocabulary list:

1. У моего сына огромное желание быть первым во всем. Это хорошо или плохо?
2. Отличительной чертой его характера является чрезмерная скромность.
3. Что вы считаете самыми важными достижениями в вашей жизни?
4. Российский спортсмен превзошел всех своих именитых соперников.
5. Запаса продуктов здесь достаточно, чтобы прожить две зимы.
6. Мы не увидели в своем новом друге большого желания присоединиться к нам и не стали настаивать.
7. Умные люди ценят критику больше, чем похвалу, так как она помогает самосовершенствоваться.
8. Многие молодые люди хотят стать актерами, думая, что это принесет им славу и богатство.
9. Желание преуспеть в жизни побуждает некоторых людей больше работать.
10. В команде сотрудничество важнее соперничества.



**Task 3.** Translate into English:

1. Стоит ли идти на жертвы ради карьеры?
2. Один студент предложил интересное решение проблемы.
3. Мы пока только говорим, что надо делать. Пора засучить рукава и начать работать.
4. Соперничество – неотъемлемая часть работы в любом коллективе.
5. Мы должны выполнить это задание любой ценой.
6. В России выше всего ценится дружба и сотрудничество.
7. Наш начальник постоянно контролирует нас и не позволяет расслабляться.
8. Я не хочу, чтобы ты относил свой успех только за счет везения. У тебя огромное трудолюбие и терпение.
9. Попробуй это лекарство! Оно наверняка принесёт пользу.
10. Глупо стремиться к победе любой ценой. Иногда это приводит к неоправданным жертвам.



## Grammar Practice

**Task 1.** Fill in the blanks using the verb *to be* in the appropriate form:

- 1) I \_\_\_ a third-year student.
- 2) Our parents \_\_\_ in Paris last year.
- 3) His English \_\_\_ very good.
- 4) We \_\_\_ at the airport now.
- 5) How \_\_\_ you?
- 6) How much \_\_\_ this? \$10,000 \_\_\_ too much for this coat.
- 7) \_\_\_ you hungry?
- 8) This dog \_\_\_ angry!
- 9) Which of these men \_\_\_ not French?
- 10) \_\_\_ Mike and his sister at home when you came?

**Task 2.** Make these sentences into special questions:

Model: That girl over there is my cousin. –  
*Who is that girl over there?*

1) You are on the bus. 2) Your socks were on the floor. 3) Jane is in the office. 4) The church is on the hill. 5) “Titanic” is on TV at 4 p.m. 6) The news was too bad. 7) Bread and water is not sufficient to remain healthy. 8) My grandpa was 99 when he died. 9) These trousers are 55 pounds. 10) The school is 2 miles away from here.

**Task 3.** Translate into English paying attention to the verb *to be*:

1) - Я дома. А где ты? 2) - Где наша аудитория? – Она на первом этаже. 3) Твой друг никогда не опаздывает. 4) Джинсы уже в стиральной машине. 5) Около дома наших детей не было. 6) Сегодня тепло! 7) Семья сидела за столом. 8) Тише! 9) - Где гости? – Все в саду. 10) Помой свою машину – она ужасно грязная.

**Task 4.** Review the verb *to have*. Make these sentences into questions and negations:

a) Model 1: Lucy has four children. -  
*Does Lucy have four children?*  
*Lucy doesn't have four children.*

Model 2: They have got a lovely house. -  
*Have they got a lovely house? They haven't got a lovely house.*

1. I have a plan. 2. Henry has a big desire to win. 3. My father has got a cold. 4. Our family has got two cars. 5. We have an opportunity to beat our rival. 6. Chris has a bath three times a week. 7. The place has lots of attractions. 8. Our opponents have got a few issues to discuss. 9. That girl has a charming face. 10. The report has two mistakes.

b) Model 3: Last year you had a lot of money. –  
*Did you have a lot of money last year? You didn't have much money last year.*

1. They had a lot of relatives. 2. This country had very many colonies in the 19th century. 3. I had a carpet on the floor. 4. The students had great fun last night. 5. In his childhood, the actor had an ambition to become a pilot. 6. We had a flood in this area two years ago. 7. You had a headache yesterday. 8. We had a canteen and three cafes on campus. 9. The competitors had little time to prepare. 10. All the passengers had free meals.

**Task 5.** Fill in the gaps with the verb *to have* in the appropriate form (present or past):

1) My grandma usually \_\_\_ a rest after dinner. 2) How many lesson \_\_\_ she \_\_\_ a week? 3) \_\_\_ you \_\_\_ a good journey? 4) \_\_\_ you \_\_\_ earthquakes in your country? 5) They \_\_\_ an argument yesterday. 6) The English farmers \_\_\_ a lot of trouble with hedges. 7) I \_\_\_ a wonderful time in Rome. 8) My mother \_\_\_ long hair when she was little. 9) They \_\_\_ not \_\_\_ any desire to argue with you. 10) This student \_\_\_ difficulty with spelling.

**Task 6.** Paraphrase the sentences using *have got* instead of *have*:

1) This young singer has a strong voice. 2) Do you have any money now? 3) My daughter has a lot of toys and that child has nothing. 4) My new pupil has a strange accent. 5) Do you have central heating in your house? 6) Alice has a bad cold. 7) Who has a knife or a gun? 8) Does that woman have a driving licence? 9) I have no warm clothes. 10) Do you have a pass, sir?

### Affirmative:

Have	Have got
I have	I have got/I've got
You have	You have got/you've got
He has	He has got/he's got
We have	We have got/we've got
They have	They have got/they've got

### Negative:

Have	Have got
I don't have	I haven't got
You don't have	You haven't got
He doesn't have	He hasn't got
We don't have	We haven't got
They don't have	They haven't got
<b>Incorrect:</b>	I don't have got
	He doesn't have got

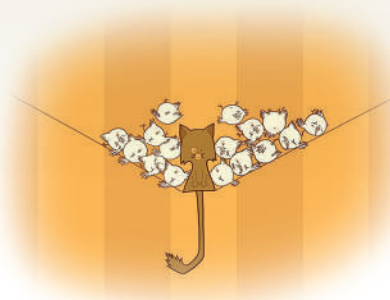
### Question:

Have	Have got
Do you have...?	Have you got...?
Does he have...?	Has he got...?
<b>Incorrect:</b>	Do you have got...?
	Does he have got...?

Конструкция **there is/are (present), there was/were (past)** используется для обозначения нахождения какого-либо предмета в определенном месте или существования какого-либо факта:

**Например:**

1. *There is a post office near here.* – *Поблизости есть почта.*
2. *There are some exotic animals in this zoo.*  
– *В этом зоопарке живут несколько экзотических животных.*
3. *There is a Frenchman and two Germans in our team.*  
– *В нашей команде работают один француз и два немца.*
4. *There is no sugar in this juice.* – *В этом соке не содержится сахар.*
5. *Are there any questions?* – *Есть вопросы?*
6. *To the right of the door there was an old cupboard.*  
– *Справа от двери стоял старый сервант.*
7. *There is a train at 7:40.* – *В расписании есть электричка в 7:40.*



## Check Your Grammar

**Task 1.** Fill in the blanks with appropriate form of the verb *to be*:

- 1) Look! There \_\_\_ a bird on the tree.
- 2) In the box there \_\_\_ a watch and two bracelets – none is valuable.
- 3) In this country there \_\_\_ no people who like the new reform.
- 4) There \_\_\_ one sitting room and four bedrooms in the house.
- 5) \_\_\_ there any bread left?
- 6) \_\_\_ there windows in this room? It is very dark and stuffy in here.
- 7) Ask questions if there \_\_\_ any.
- 8) There \_\_\_ nothing more beautiful in my collection.
- 9) There \_\_\_ a lot of water around. It is dangerous to stay here any longer.
- 10) There \_\_\_ not any criticism of your new book in this article.



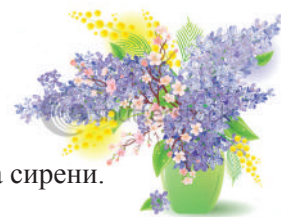
- 11) There \_\_\_ ten pages in the book which I knew by heart.
- 12) There \_\_\_ many foreign guests at the Queen's wedding.
- 13) There \_\_\_ only twelve houses there at the beginning of the last century.
- 14) \_\_\_ there anybody in that room you did not know?
- 15) There \_\_\_ nothing interesting at the exhibition and I left earlier.
- 16) That morning in my mail box there \_\_\_ a letter from my grandma, two fashion catalogues and a post card from Venice from Sara.
- 17) There \_\_\_ very few people at the last meeting.
- 18) The teacher was angry – there \_\_\_ no chalk.
- 19) I did not like the car – there \_\_\_ not even an air-conditioning in it.
- 20) There \_\_\_ 101 Dalmatians on the lawn.

**Task 2.** Translate into English using *there is/ are*:

- 1) В Москве было много церквей.
- 2) Кругом много снега.
- 3) На столе стояла красивая лампа.
- 4) В нашей группе обучаются два иностранных студента.
- 5) Есть много семей, которые живут крайне бедно.



- 6) Вопросы есть?
- 7) В нашем саду росли три куста сирени.
- 8) На полу лежали полотенце и подушка.
- 9) У нас в стране много талантливых ученых.
- 10) В его жизни было много побед.



Односложные прилагательные (**nice, dull, small**) и двусложные прилагательные с окончанием **-y** (**happy, lazy, easy**) образуют сравнительную степень путем прибавления суффикса **-er** и превосходную степень путем прибавления суффикса **-est** (**long – longer – the longest, noisy – noisier – the noisiest**). Все остальные двусложные прилагательные (КРОМЕ таких, как **timid, quiet, narrow, clever, simple** – для них мы используем суффиксы) и многосложные прилагательные (**diligent, intelligent, important**) образуют сравнительную степень при помощи слов **more** (более)/**less** (менее), превосходную – **the most/ the least**.



**happy – happier – the happiest**  
**careful – more (less) careful – the most (the least) careful**

- Прилагательные в превосходной степени употребляются с определенным артиклем **the**;
- После прилагательных в сравнительной степени употребляется союз **than**;
- Для усиления сравнительной степени употребляются слова **much, far** (гораздо, намного)
- При сравнении двух предметов одинакового качества прилагательное ставится между **as...as** (такой же ...как) или **not so ....as** (не такой ...как)

#### Например:

1. My bag is the heaviest.
2. Is honey sweeter than sugar?
3. His answer to the problem was much better than yours.
4. Is this path as narrow as that one?
5. Girls are not so brave as boys.

#### ОСОБЫЕ СЛУЧАИ ОБРАЗОВАНИЯ СТЕПЕНЕЙ СРАВНЕНИЯ

**good – better – the best** – хороший – лучший – наилучший

**bad – worse – the worst** – плохой – хуже – наихудший

**little – less – the least** – мало – менее/меньше – наименее/наименьшее

**much (many) – more – the most** – много – больше/более – наибольшее/наиболее/самый

**far – farther (further) – the farthest (the furthest)** – далекий/далеко – дальше/далее – самый дальний/  
 /самый далёкий



## Check Your Grammar

**Task 1.** Use the following adjectives in the degrees of comparison:

fresh, poor, quick, early, lazy, clever, bitter, yellow, sincere, famous, stupid, beautiful, attentive, sad, wet, fit, pale, noble, grey

**Task 2.** Translate into English

радостнее, дороже, дешевле, лучше, тоньше, суше, хитрее, самый ранний, самый быстрый, самый удобный, умнейший, добрейший

**Task 3.** Translate into Russian:

whiter than snow; braver than the lion; lovelier than a flower; farther than stars; earlier than a lark; sweeter than a song; colder than ice

# Let's Discuss



## Writing



Write a composition on the topic «What is your ambition and what you do to achieve it» (120 - 140 words).

### The Ladder of Success

Think of success as a ladder,  
Mark where the millions stop,  
There's always a crowd at the bottom,  
Work hard as there's room at the top.



## Let's Discuss



Everyone should know their priorities: what is more or less important, what is the most/least important, better or worse than something, not so good as something, etc. Below you will find a number of different concepts to be used to describe different things or ideas. The task is to rate them, i.e. put them in order of priority according to some criteria. For each concept you may suggest some more criteria.

Colours:

red, orange, yellow, green, blue, lilac, silver, white, ochre, brown, black.

Criteria:

cold, fashionable, inspiring, practical, meditative, dramatic, sophisticated.



University subjects:

foreign languages, economics, Russian, management, mathematics, psychology, research.

Criteria:

interesting, boring, useful, difficult.



Ways of getting people to do what you want:

request, bribery, threats, inspiration, persuasion, flattery, command, torture.

Criteria:

polite, efficient, pleasant, quick, violent, quick, time-consuming.



Ways of getting money:

bank robbery, hard work, inheriting a fortune, speculation, marrying into a rich family, winning a lottery.

Criteria:

difficult, exciting, reliable, common, ethical, rewarding.





## Home Assignment. To be or not to be ... the best

**Task 1.** The following are the thoughts about being the best with the second parts removed (1- 10). Choose the logically fit endings for each of the statements from the list (A–J)

1. I don't want to be THE BEST nor am I content to be good enough.
2. If I'm in the presence of an aggressive overachiever, I will become quiet and withdrawn.
3. This is a bit of a generalization because not all super overachievers dominate everything and everyone.
4. People who need to be THE BEST are sometimes willing to overachieve at the expense of others.
5. Beyond that, striving to be the best in the world is an UNACHIEVABLE goal. Motivating people is tricky, but ...
6. I have had lots of A's in my life and I have also gotten B's\*. Regardless of the grade I got, I always tried my hardest, and if I got a B, I assumed that's what I deserved.
7. So many people aren't interested in learning new things –
8. One thing that makes me particularly uncomfortable about the 'superstar' goal is that it's so competitive. Which then interferes with co-operation, which I greatly value.
9. People are so often concerned with being the best, that...
10. I don't necessarily believe that I have to be better than my colleagues, but I definitely strive to be the best person professionally and personally that I can be.



- A. I will not compete with them for attention or resources
- B. I'd rather my peers be comfortable with me than look up to me
- C. I want to be the best I can be – regardless of anyone else.
- D. and I will challenge when I feel like I am being undervalued or appreciated
- E. they lose sight of any worthwhile goal.
- F. However, it happens often
- G. it isn't always about making them want to be THE BEST.
- H. and this is a serious problem
- I. They don't intend to do this, but they may not be the best team players.
- J. I never thought of the people who went to the professor to get their grades upped as people who wanted to be the best; I saw them as grade grubbers\*\*.



\* A, B, C and D – оценки, которые получают учащиеся в американских школах и вузах (A - «отлично», B - «хорошо», C - «удовлетворительно», D - «неудовлетворительно/двойка»), например: A-student – отличник.

\*\* grade grubber (to grub - to dig with hands or paws) – *пренебр.* ученик, главная цель которого – получение хороших оценок, нежели знаний.

# Home Assignment



**to be content** –  
довольствоваться

**overachiever** –  
тот, кто лучше других: (в учебном заведении) отличник, многообещающий способный студент, в карьере: преуспевающий работник

**to be good enough** –  
зд. быть не хуже других, но и не лучше

**at the expense of** –  
за счет кого-либо

**tricky** –  
сложный, запутанный, непонятный

**peer** –  
сверстник

**to look up to** –  
смотреть на кого-либо с уважением/почитанием, прислушиваться к его мнению

**regardless of** –  
не зависимо от

**to challenge** –  
показать/высказать свою категорическое несогласие (бросить вызов)

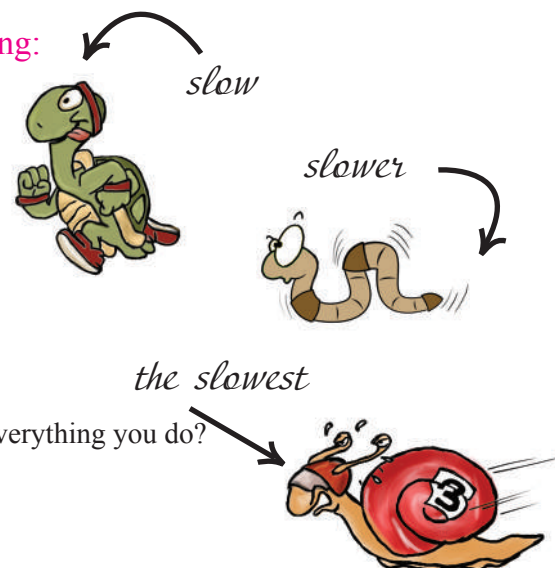
**to be undervalued** –  
быть недооцененным

**to lose sight of** –  
потерять из виду

**worthwhile** –  
стоящий, достойный уважения

## Task 2. A) Which of the extracts above say or imply the following:

- one must strive for being the best
- it is too bad that a person does not improve himself/ herself
- people who want to be the best are too aggressive
- people who want to be the best are not good at working in a team
- if you want to be the best compete with yourself



B) What do you think about being the best? Do you want to be the best in everything you do?  
What do you think about people who want to be the first and the best?



## Task 3. Translate into English using *there is/are* where necessary:

- 1) В комнате сидит посетитель. 2) Посетитель в соседней комнате. Позовите его. 3) На стене висит картина. 4) Картина, которую ты принес вчера, в гостиной. 5) На кровати лежит платье.
- 6) Платье на кровати. 7) В классе есть компьютер? 8) Компьютер на

том столе. 9) - Где супермаркет? - Супермаркет через два квартала. 10) Напротив больницы находится большое красное здание. Это школа.

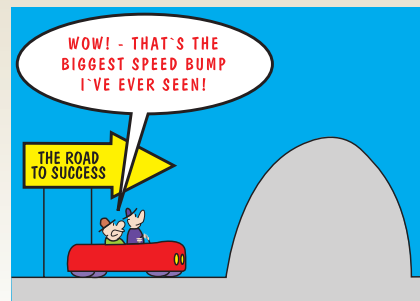


## Task 4. Translate into English using the verb *to have* in the appropriate form (present or past):

- 1) У моего друга есть цель – поступить в Оксфорд. 2) У моих родителей не было денег, чтобы платить за мое обучение. 3) У средней американской семьи две машины. 4) Что вы ели на завтрак? 5) Обычно у моего отца один свободный день в неделю. Но в прошлом месяце у него было много работы и свободных дней не было вообще. 6) – У тебя проблемы на работе? – Были, но сейчас все хорошо. 7) У Марка нет достаточных знаний и опыта, чтобы превзойти своих конкурентов. 8) У моего начальника была отличительная черта – он никогда не опаздывал. 9) У любой семьи есть свои секреты. 10) Когда писателю было 23 года, у него уже были слава, богатство, известность.

### Task 5. Fill in the gaps with the adjectives on the right in the appropriate form:

- |  |             |
|--|-------------|
| 1. His pride is a _____ part of his nature.        | strong      |
| 2. It's one of _____ of all the beaches.           | safe        |
| 3. He is _____ partner I can think of.             | bad         |
| 4. Every month his life is growing _____.          | interesting |
| 5. The park seems even _____ than before.          | beautiful   |
| 6. I have spent my _____ years with you.           | happy       |
| 7. He is _____ friend of mine.                     | good        |
| 8. Mr. Minus was one of the _____ people I've met. | clever      |
| 9. He is _____ abroad than in Russia.              | well-known  |
| 10. We had the _____ discussion possible.          | quiet       |



### Task 6. Complete the sentences using the following expressions:

as clear as the bell; a meter narrower; so far as the sun; as bad as his phonetics; so quick as the cat; ten miles shorter; as clever as a man; as pretty as his sister; two months younger; so cold as the morning.

- His reading is \_\_\_\_\_.
- His voice is \_\_\_\_\_.
- The moon is not \_\_\_\_\_.
- This girl is \_\_\_\_\_.
- This street is \_\_\_\_\_ than that one.
- The day is not \_\_\_\_\_.
- My dog is \_\_\_\_\_.
- My son is \_\_\_\_\_ than hers.
- The road through the fields is \_\_\_\_\_ than the road through the forest.
- The dog is not \_\_\_\_\_.

### Task 7. Translate into English:



- Вечер такой же сырой, как утро.
- У ее мужа такое же усталое лицо, как и у нее.
- Их ответы лучшие в группе.
- Твое голубое платье красивее, чем белое.
- Она не такая стройная, как ее подруга.
- Ее работа не такая легкая, как моя.
- Это самая интересная книга из всех, что у меня есть.
- Это правило такое же простое, как то, которое вы уже знаете.
- Она выше меня на 10 сантиметров.
- Не бери этот чемодан: он тяжелее того на несколько килограммов.
- Это намного более трудный текст, чем тот, который мы читали вчера.
- Это яблоко такое спелое.



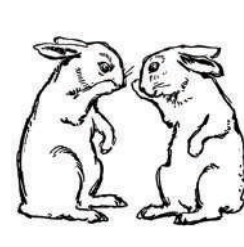


# Home Assignment



## Task 8. Shaping the Language:

If *putting your foot in your mouth* means saying something that you regret, or something stupid, insulting, or hurtful, what could the following expressions mean? Think of a context.



- 1 Be light footed
- 2 Have one foot in the grave
- 3 Turn on your heel
- 4 Put the shoe on the right foot
- 5 Film footage
- 6 Fight toe to toe
- 7 Be foot loose and fancy free
- 8 Ankle tripped
- 9 Put your toe in the water
- 10 Go in feet first
- 11 You're a heel!
- 12 Achilles heel
- 13 Get a shoe in the door
- 14 Well-heeled



## Can Do

After studying Unit 1 I can:

- › Speak on the topic of competitiveness and ambition, express my point of view of whether it is vital to be the first or not.
- › Write an essay on the topics of Unit 1.
- › Use the verb **to be**, structures **there is/are** and comparative forms of adjectives.



## WARMING UP:

- 1 Do you know what type of state the UK is? What is the difference between the UK, Great Britain and the British Isles?
- 2 How do you understand the word 'monarchy'?
- 3 The ancient Greek philosopher Aristotle divided all governments into three groups: autocracy, oligarchy, democracy. Which group do you think a monarchy belongs to?
- 4 Do you know any other monarchies in the world?
- 5 Monarchies may be constitutional or absolute. How do you understand the difference?



GR

## Времена группы Indefinite (Simple)

Времена группы **Indefinite (Simple)** обозначают действие обычное, закономерное, периодически повторяющееся, которое регулярно происходит, происходило или будет происходить в настоящем (Present), прошедшем (Past) и будущем (Future).

**Например:**

1. I go to university every day.
2. I went to the cinema last Sunday.
3. I will soon go on holiday.

**Утвердительная форма**

I/you/he/she/it/we/they worked.

I/you/we/they work.  
He/she/it works.

I/you/he/she/it/we/they will work.

**Вопросительная форма**

Did I/you/he/she/we/they work?

Do I/you/we/they work?  
Does he/she/it work?

Will I/you/he/she/it/we/they work?

**Отрицательная форма**I/you/he/she/it/we/they  
did not (didn't) work.I/you/we/they do not (don't) work.  
He/she/it does not (doesn't) work.I/you/he/she/it/we/they will not  
(won't) work.



## The United Kingdom

**The United Kingdom of Great Britain and Northern Ireland** is the political union of England (the capital is **London**, the national symbol is a red rose), Scotland (the capital is **Edinburgh**, the national symbol is a **thistle**), Wales (the capital is **Cardiff**, the national symbol is a **leek** or a **daffodil**) and Northern Ireland (the capital is **Belfast**, the national symbol is a **shamrock**).



It's not a federation but a *unitary* state, and its inhabitants elect members to represent them in a parliament that meets in London. Scotland, Wales and Northern Ireland, however, retain a degree of autonomy in running some of their own affairs.

The UK is a constitutional monarchy. This means that it has a monarch (a king or a queen) as its Head of State but he/she rules only with the support of Parliament. The restrictions on the powers of the *sovereign* are the result of several centuries of confrontation and *interaction* between the sovereign and Parliament.

The first document which set limits on royal powers was the **Magna Carta (the Great Charter)** agreed reluctantly in 1215 by King John of England. Later, it was seen as a statement of basic civil rights. The main *postulates* of it are:

- \* People can't be put to prison unless it is proven that they are guilty
- \* Justice can't be sold, denied or postponed
- \* New taxes can't be introduced without first discussing them with the noblemen

In effect, the United Kingdom is governed by Her Majesty's government in the Queen's name. The Queen has several significant functions. She calls and *dissolves* Parliament, opens a new session with a speech from the throne, *confers* honours in the form of *Peerages*, *Knighthoods*, appoints judges, army officers, diplomats and officials of the Church of England on the advice of the government. She is also the head of the Church of England and Commander-in-Chief of the Armed Forces and the official head of the Commonwealth. Besides all this, she gives her *Royal Assent* to bills that will become law.



There are three organs of government in the constitution: *the legislature*, *the executive*, and *the judiciary*.



### The legislature

It consists of Parliament which is the supreme authority in the country. It contains the House of Commons and the House of Lords.

**The House of Commons** consists of 650 members from 650 constituencies. All persons over the age of 18 are eligible to vote for a member from the local constituency.

The chairman of the House is **the Speaker**. He presides over the debate and decides which member is to speak at any particular moment. Often several members wish to speak and they stand up and try 'to catch the Speaker's eye'. When MPs want to speak they rise from their seats and address the House without either reading a prepared speech or consulting notes.

The Speaker does not take part in the debate, he does not vote. But if the government and the opposition gain an equal number of votes, the Speaker has the *casting vote*. The MPs of the largest party which forms the government, sit in front of the Speaker on his right. On the left – the second largest party, the official opposition with its own leader and 'Shadow Cabinet'.

In the upper House, **the House of Lords**, all the lords divided into the Lords Spiritual and Lords Temporal.

The Lords Spiritual formerly included all of the senior clergymen of the Church of England but today only two archbishops of York and Canterbury and 24 senior bishops are the Lords Spiritual.

The rest of the membership are the Lords Temporal. They include *hereditary* peers, or nobles by inheritance or birth; their number is not great today and the majority - life peers, who are appointed by the Monarch on the advice of the Prime Minister or the House of Lords Appointment Commission.

The Lord Chancellor used to be the chairman of the House of Lords but from July 2006 the role of the presiding officer is carried out by the Lord Speaker. This function is similar to that of the Speaker of the House of Commons. The Lord Speaker is elected by the members of the House of Lords and should be politically unbiased.

He or she sits on a special seat called the Woolsack. Today it is a large cushion covered with red cloth and stuffed with sheep wool from all over the Commonwealth as a symbol of unity.



The House of Lords is the only non-elected second *chamber* in the parliaments of the world, and some people in Britain would like to *abolish* it. So, the House of Commons dominates because MPs are elected by the people and represent their interests in Parliament.

### The Government (executive branch)

The head of it is **the Prime Minister**, the leader of the majority party in Parliament. He selects the Cabinet of Ministers, about 20 major ministers, who make and direct the policy of the country, along with government departments and local authorities. The Prime Minister chooses the date of the next General Election. The date is announced to the Cabinet. Then the Sovereign is requested to dissolve Parliament. Voting takes place on *Polling Day*. When it is clear which party has a majority of seats in the House of Commons, its leader is formally invited by the Sovereign to form the government.

**10, Downing Street** is the official London residence of the Prime Minister.

### The judiciary

It determines common law and also interprets statutes. Before 2009, the highest court in the UK was a House of Lords committee, however, it is now the independent supreme court.

### The National Flag of the UK

It is known as **the Union Jack** \*. ‘Union’ stands for the union of England and Scotland in 1606\*\*. ‘Jack’ because the flag shows the nationality when it is flown on a flagstaff of ships.

It is made of three crosses: **St. George’s Cross of England**, a red cross on a white field; **St. Andrew’s Cross of Scotland**, a diagonal white cross on a blue field; **St. Patrick’s Cross of Ireland** (now representing Northern Ireland), a diagonal red cross on a white field.

### Coat of Arms

It’s a quartered *shield* with England represented by two of the quarters and Scotland and Ireland each represented by one quarter; *the Garter* encircles the shield.



**The Lion**, the king of animals, for many centuries has symbolized the national strength and power of the British monarchy.

**The Unicorn**, a mythical animal looking like a horse with a long straight horn, is a symbol of purity.

Beneath the arms we can read the royal motto, *Dieu et mon droit*,

that means ‘God and my right’. It is to this day written in French, the language of William the Conqueror.

### Political Parties

The main political parties in the UK are: **the Conservative party** (right wing), **the Labour party** (left wing) and **the Liberal Democrats** (centre).

The Conservative party, the oldest in the UK, represents the interests of the upper and middle classes. It goes back to the Tories or Royalists who supported the King and the Church.

The other main party at the time of the Tories were the Whigs. They supported Parliament, stood for political reforms and were aimed to limit the power of a monarch. This party is the root of the Liberal party which later made an alliance with the Social Democrats and the Party of Liberal Democrats was formed.

The Labour party was formed by the Trade Unions. It is in opposition to the Conservative party and forms the Shadow Cabinet.



However, today the political interest of the British people is changing as can be seen when the Conservatives receive the working class vote and it is not unlikely that the middle classes vote for either Labour or the Liberal Democrats. Smaller parties also command the interest of modern voters.

\* It is known as the Flag of the Union; most people refer to the Flag affectionately as the Union Jack despite the fact that it can only be referred to as such when it is flown on a ship at full mast!

\*\* Also note that the term the United Kingdom came into being after the 1801 Act of Union which abolished the Parliament of Ireland thus bringing Ireland into the Union under direct rule.



# Vocabulary



## **unitary**

of or relating to a system of government in which all governing authority is held by the central government  
унитарный, единый; стремящийся к единству

## **sovereign (form)**

a king or a queen  
монарх

## **interaction**

a mutual or reciprocal action or influence  
взаимодействие

## **postulate**

a fundamental principle  
постулат

## **to dissolve (parliament)**

to dismiss (a meeting, parliament, etc.)  
распускать (парламент)

## **to confer**

to grant or bestow (an honour, gift, etc.)  
exp. to confer a title on smb давать титул к-л  
присваивать, даровать, присуждать

## **peerage**

the position, rank, or title of a peer  
сословие, звание пэра

## **knighthood**

the order, dignity, or rank of a knight  
рыцарское звание, дворянство

## **Commonwealth (the)**

Britain and the group of countries that used to be in the British Empire  
Британское содружество наций

## **Royal Assent phr**

formal agreement or approval  
королевская санкция (принятого парламентом закона)

## **the legislature**

the law-making body of a state or nation  
e.g. Parliament in England, Congress in the USA  
законодательная власть

## **the executive**

the branch of government responsible for carrying out laws, decrees, etc.;  
administration  
исполнительная власть

## **the judiciary**

the branch of government that administers justice

судебная власть

## **constituency**

a town or district represented by a person in Parliament  
избирательный округ

## **casting vote phr**

a vote given by the Chairman of a meeting when the voting on both sides is equal  
решающий голос (председателя) в случае равного распределения голосов

## **clergy (the)**

all the priests, ministers and preachers of a Church  
духовенство, клир

## **hereditary**

passed from parent to child as a right  
наследственный, наследуемый

## **life peer**

someone who has been officially respected in the UK by being given an important title,  
for example, "Lord", "Lady", "Baroness"  
пожизненный лорд

## **unbiased**

not supporting or preferring any person, group, plan, etc more than others  
беспристрастный

## **chamber**

any of the houses of a legislature  
палата (учреждение)

## **to abolish**

to do away with (laws, regulations, customs, etc.); put an end to  
аннулировать, отменять, упразднить

## **the Cabinet**

a group of people in a government who are chosen by and who advise the highest leader  
e.g. the Cabinet of Ministers  
кабинет, кабинет министров, группа министров, возглавляющих важнейшие министерства

## **Polling Day phr**

the day of election (usually Thursday)  
день выборов (в парламент)

## **Coat of Arms**

A number of pictures or designs, esp. as used on a shield, given to a knight or other noble persons and to cities, universities and other institutions as a distinction

герб

## **shield**

a tough piece of armour carried on the arm  
щит

## **Garter (the)**

The most senior and the oldest British Order of Chivalry that was founded by Edward III  
Орден подвязки

## **motto**

a short phrase that expresses someone's purpose or beliefs  
девиз, лозунг



## ANSWER THE QUESTIONS

1. How many parts does the UK consist of? What are their capitals and symbols?
2. Who 'reigns but does not rule'? How do you understand it?
3. Which document took away some of the King's powers? What are the main postulates of it?
4. What are the functions of the Sovereign?
5. How many Houses does the British Parliament contain? Which one dominates? Why?
6. Why are there 650 MPs in the House of Commons? Who presides there?
7. What have you learnt about the Speaker from the text?
8. Who is the chairman in the House of Lords? Where does he sit?
9. Lords may be temporal and spiritual. How do you understand the difference?
10. Who is the head of the Government?
11. What constitutes the centre of the Government?
12. How long is the British government elected for? Who chooses the date of the next General Election?
13. What is the Union Flag?
14. What have you learnt about the Coat of Arms of the UK?
15. What political priorities do the main political parties in Britain have?

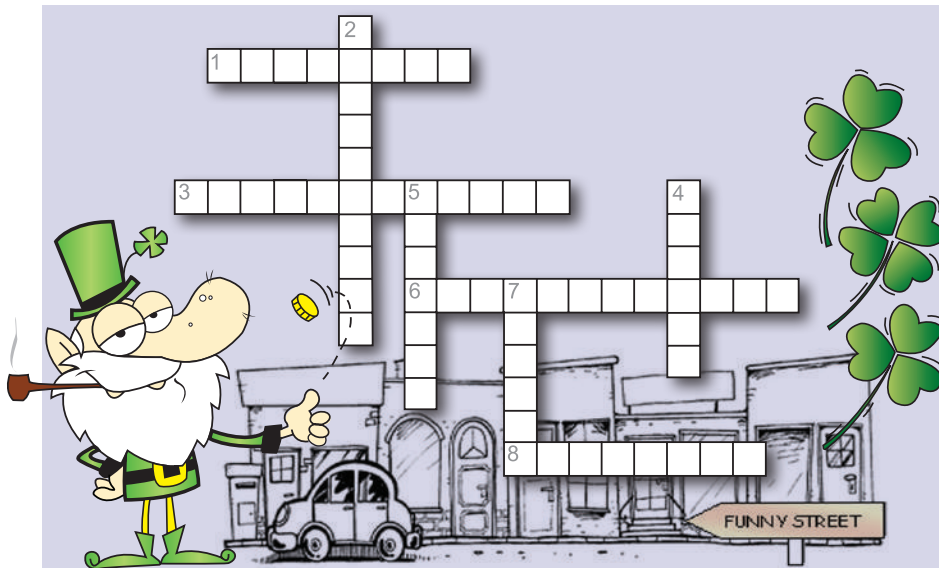


### Task 1. Complete the sentences with the following words and expressions:

- a) Shadow Cabinet; b) Polling Day; c) reign; d) Royal Assent; e) the Commonwealth; f) Lords Temporal; g) constituencies; h) the Prime Minister; i) General Election; j) the House of Lords; k) chambers; l) the House of Commons; m) the Government, n) life peers

1. The monarch \_\_\_\_\_ with the support of Parliament.
2. Parliament consists of two \_\_\_\_\_ known as \_\_\_\_\_ and \_\_\_\_\_.
3. The party which wins the majority of seats forms \_\_\_\_\_ and its leader usually becomes \_\_\_\_\_.
4. The second largest party becomes the official opposition with its own leader and \_\_\_\_\_.
5. The UK is divided into 650 parliamentary \_\_\_\_\_.
6. A \_\_\_\_\_ takes place every four or five years.
7. The day of the election is often known as \_\_\_\_\_.
8. An association of former members of the British Empire and Britain was founded in 1949. It is called \_\_\_\_\_.
9. The \_\_\_\_\_ consist of hereditary peers who inherit their titles and \_\_\_\_\_ or individuals with nonhereditary titles conferred by the Crown.
10. After receiving \_\_\_\_\_ a Bill becomes an Act of Parliament.

### Task 2. Crossword Puzzle



#### Across:

- 1) the symbol of Northern Ireland
- 3) a town or district represented by a person in Parliament
- 6) one of the leading political parties in the UK
- 8) a special seat on which the Lord Speaker sits

#### Down:

- 2) a bishop of the highest rank
- 4) the highest order of knighthood in Great Britain
- 5) a mythical animal on the British Royal coat of arms
- 7) the other name for the opposition leader, cabinet, etc.

## Grammar Reference

### Present Simple

#### Affirmative

I/you/we/they	<b>play</b>
he/she/it	<b>plays</b>

#### Negative

I/you/we/they	<b>do not (don't)</b>	<b>play</b>
he/she/it	<b>does not (doesn't)</b>	

#### Question

do	<b>I/you/we/they</b>	<b>play?</b>
does	<b>he/she/it</b>	

#### ➔ We use the present simple:

- for things which happen repeatedly  
– (for example, every day, usually or sometimes):  
*I **walk** to school every day.*  
*Do you usually **go** to school on Saturdays?*  
*My brother sometimes **plays** basketball.*
- for facts which are generally true:  
*A vegetarian **doesn't eat** meat.*  
*Kangaroos **live** in Australia.*
- for sports commentaries, reviews and narration:  
*a) Peterson **overtakes** Williams and **wins** the race.*  
*(sports commentary)*  
*b) Mike Dalton **plays** the part of Macbeth. (review)*  
*c) Then the prince **gets** on his horse and quickly **rides** away. (narration)*
- for instructions or directions (instead of the imperative):  
*You **sprinkle** some cheese on the pizza and then you **bake** it. (Instead of: **Sprinkle** some cheese on the pizza...)*

The present simple is used with the following time expressions: *usually, often, always, etc., every day/week/month/year, in the morning/afternoon/evening, at night, at the weekend, on Mondays, etc.*



#### Present simple for the future after *when, as soon as, until* or *if*

We use the present simple to talk about the future in clauses after *when, as soon as, until* or *if*.

I'll buy a newspaper	<b>when</b>	I <b>go</b> shopping.
We'll have dinner	<b>as soon as</b>	we <b>get</b> home.
I won't go out	<b>until</b>	it <b>stops</b> raining.
What will you do	<b>if</b>	you <b>fail</b> your exam?

In sentences like these, we do not use *will* after *when, as soon as, until* or *if*.

I'll speak to Julia **when** I see her. (Not: ...~~when I will see her~~)

We'll play tennis **if** the weather is fine. (Not: ...~~if the weather will be fine~~)



#### Present Simple for the Future with timetables/ schedules

- The meeting starts at three o'clock.
- The train leaves from platform 5 at 17.45.

### Past Simple

#### Affirmative

I/you/he/she/it	<b>played</b>
we/they	<b>went</b>

#### Negative

I/you/he/she/it	<b>did not (didn't)</b>	<b>play</b>
we/they		<b>go</b>

#### Question

<b>Did</b>	I/you/he/she/it	<b>play?</b>
	we/they	<b>go?</b>



#### We use the past simple:

- for an action which happened at a definite time in the past, e.g. *yesterday, last night, in 1980*. The time is stated, already known or implied:  
*My friend and I **played** chess yesterday.*  
*I **didn't go** out last night. I **stayed** at home.*  
*My grandparents **went** to Japan in 1985.*

- for actions which happened immediately one after another in the past:  
*First she **paid** the driver, then she **got out** of the taxi.*
- for past habits or states which are now finished (in such cases we can also use the expression *used to*):  
*Flats **were/used to be** very different a hundred years ago.*

The past simple is used with the following time expressions: *yesterday, then, when, How long ago...?, last night/week/month/year/Tuesday, etc., three days/weeks, etc. ago, in 1995, etc.*

## Future Simple

### Affirmative

I/you/he/she/it	<b>will ('ll) play</b>
we/they	

### Negative

I/you/he/she/it	<b>will not (won't) play</b>
we/they	

### Question

<b>will</b>	I/you/he/she/it	<b>play?</b>
	we/they	



### We use the future simple:

- in predictions about the future usually with the verbs *think, believe, expect, etc.*, the expressions *be sure, be afraid, etc.*, and the adverbs *probably, perhaps, certainly, etc.*  
*I'm afraid we **won't be** on time for the meeting.*
- for on-the-spot decisions:  
*I'll **take** this leg of lamb.*
- for promises (usually with the verbs *promise, swear, guarantee, etc.*), threats, warnings, requests, hopes (usually with the verb *hope*) and offers:  
*I don't understand this exercise. **Will** you **help** me with*

*it?* (request)

*Of course! I'll **explain** it to you.* (offer)

- for actions/events/situations which will definitely happen in the future and which we cannot control:  
*The temperature **will reach** 40 C tomorrow.*



### We use *be going to*:

- for plans, intentions or ambitions we have for the future:  
*I'm **going to become** a famous singer one day.* (ambition)  
*Now that they've won the lottery, they **are going to buy** a car.* (intention/plan)
- for actions we have already decided to do in the near future:  
*They **are going to get** married in three months.* (They have already decided to do it.)  
**BUT:** *They're **getting** married next month.* (They have decided **and** arranged to do it.)
- in predictions when there is evidence that something will happen in the near future:  
*Look at the clouds! It's **going to rain.***

### Note:

1. We normally use ***be going to*** to talk about something we intend to do and ***will*** to give details or make comments:

A: *I'm **going to have** a party next week. I'll **invite** all my friends.*

B: *That'll **be** great.*

2. We normally use ***the present continuous*** rather than ***be going to*** with verbs which express movement, especially the verbs *go* and *come*:

*Catherine **is going to** the market in a few minutes.*

*Shannon **is coming to** my house for tea this afternoon.*

The future simple and ***be going to*** are used with the following time expressions: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year, in a week/month/year, in two/three days/weeks, etc.*



## Check Your Grammar

**Task 1.** Complete these sentences using the correct form (present simple) of the words below.

be (3) do live (like, not) eat go (2) stay have (2) (go, not) come watch prefer

Maria and Bill Brown \_\_\_ in Cedar Falls. Bill Brown \_\_\_ a dentist. He \_\_\_ an office downtown. He \_\_\_ very busy every weekday.

The Browns \_\_\_ breakfast at 7.00 every weekday. Dr Brown \_\_\_ to his office at 8.00. Mrs Brown \_\_\_ to work. She \_\_\_ at home. She \_\_\_ a housewife. She \_\_\_ to the shops and \_\_\_ the housework.

Mr Brown \_\_\_ home at 5.30. The Browns \_\_\_ dinner at 7.00. After dinner Mrs Brown as a rule \_\_\_ television, but her husband \_\_\_ television. He \_\_\_ to read newspapers or magazines.

**Task 2.** Put questions to *the italicized parts*:

1. *My brother* gets up at 6 o'clock in the morning.
2. They sometimes go to *the cinema* or to *the theatre*.
3. *His office* is near the metro station.
4. Her friend is *a worker*. He is 20 years old.
5. *On coming home* my father usually has dinner.
6. Tom has *two* children.
7. These are *French* newspapers.
8. There is *little* ink in the pen.
9. Harry gets to London by *train* because he lives in the suburbs.
10. It takes her *15 minutes* to have breakfast.

**Task 3.** Read the text below and decide which answer - A, B, C or D - best fits each place:

When the Beatles (1) \_\_\_ famous in the early 1960s, young people (2) \_\_\_ to let their hair grow and were known as hippies. Later, with songs like 'All you need is love' and 'Give peace a chance', the Beatles and hippies in general (3) \_\_\_ for peace and understanding. In America, people (4) \_\_\_ this movement 'flower power'. However, in Britain, skinheads (5) \_\_\_. They (6) \_\_\_ short hair and (7) \_\_\_ braces, T-shirts and big Doc Marten's boots, which some older people (8) \_\_\_ looked ugly, but the skinheads (9) \_\_\_ what older people thought. In fact they (10) \_\_\_ making the older generation angry.

- |     |            |              |               |            |
|-----|------------|--------------|---------------|------------|
| 1.  | A become   | B became     | C were        | D was      |
| 2.  | A started  | B startted   | C start       | D starts   |
| 3.  | A standed  | B standing   | C stood       | D stooded  |
| 4.  | A calls    | B call       | C caled       | D called   |
| 5.  | A appeared | B appear     | C appeared    | D appeard  |
| 6.  | A haved    | B has        | C have        | D had      |
| 7.  | A wore     | B worn       | C weared      | D weard    |
| 8.  | A think    | B thought    | C thought     | D thought  |
| 9.  | A not care | B don't care | C didn't care | D caredn't |
| 10. | A like     | B liked      | C liking      | D like     |



**GR**

past present future  
 утвердительная форма  
 I/you/he/she/it/we/they asked

вопросительная форма  
 Did I/you/he/she/we/they work?

отрицательная форма  
 I/you/he/she/it/we/they did not (didn't) work

past present future  
 утвердительная форма  
 I/you/we/they work  
 He/she/it works

вопросительная форма  
 Do I/you/we/they work  
 Does he/she/it work?

отрицательная форма  
 I/you/we/they do not (don't) work  
 He/she/it does not (doesn't) work

past present future  
 утвердительная форма  
 I/you/he/she/it/we/they will work

вопросительная форма  
 Will I/you/he/she/it/we/they work?

отрицательная форма  
 I/you/he/she/it/we/they will not (won't) work

**Task 4.** Read the text and complete the sentences using the correct form of the verbs below:

walk shave go (4) sit (2) get (2) leave live say smoke work read  
 have wash come dress

The Potters \_\_\_\_ in a big house not far from San Francisco. Mr Potter and his two sons Tom and Justin Potter \_\_\_\_ in San Francisco. They \_\_\_\_ to San Francisco every day from Monday to Friday.

Yesterday Mr Potter and his sons \_\_\_\_ up at 7 as usual. They \_\_\_\_ and \_\_\_\_\_. David \_\_\_\_ a bath. They \_\_\_\_ back to the bedroom and \_\_\_\_\_. At half-past seven they \_\_\_\_ downstairs for breakfast.

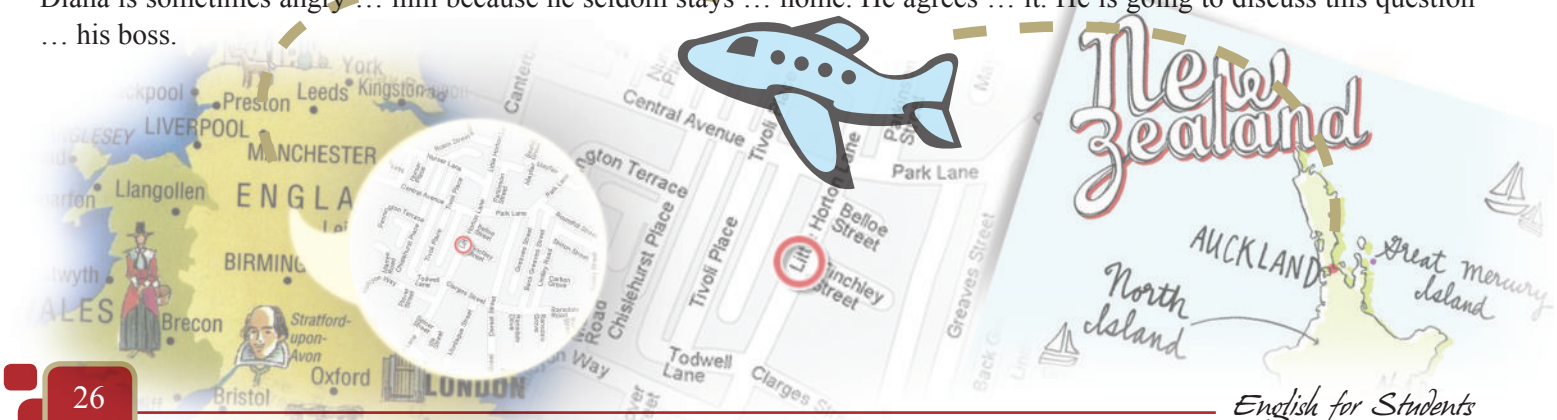
At breakfast Tom and Justin \_\_\_\_ opposite each other. Mrs Potter \_\_\_\_ opposite her husband. After breakfast Mr Potter \_\_\_\_ a cigarette and \_\_\_\_ the newspaper. At twenty-five past eight Mr Potter and the boys \_\_\_\_ the house. Mrs Potter \_\_\_\_ to the gate and \_\_\_\_ good-bye to them. They \_\_\_\_ to the station. They \_\_\_\_ to the station a few minutes before twenty to nine. Their train \_\_\_\_ to San Francisco at quarter past nine.

**Task 5.** Choose the correct tense in these sentences (future simple or present simple):

- I (go) and see Barcelona as soon as I (reach) Spain.
- If the sun (be) red, it is a sign that we (have) a fine day tomorrow.
- I (be) glad if some of these hopes (be) realized.
- Many people believe that the time (come) when there (be) a universal parliament of the world.
- If you (leave) school so soon, you (forget) what you have learned.
- I trust the next mail (bring) better news from home.
- Wherever you go, you (find) the local people friendly.
- I think he (not know) when Sam (return).
- He (become) a doctor when he (grow up).
- Tell me if you (finish) your article in August and when exactly you (finish) it.

**Task 6.** Fill in the gaps with prepositions:

Chris Murray is a young engineer ... a London office. He is married ... Diana. She works ... the same office. Their office is ... Finchley Street. They have a daughter ... 6. The girl goes ... a nursery school. ... England children go ... school ... the age ... 5. She is a top pupil ... school. The parents are proud ... their daughter. When the Murrays are busy Diana's mother looks ... the girl. The Murrays are keen ... sports. Their daughter is fond ... music. Diana helps her daughter ... her homework and music lessons. Mr Murray often goes ... business trip abroad. He is going ... New Zealand ... 2 weeks. Diana is sometimes angry ... him because he seldom stays ... home. He agrees ... it. He is going to discuss this question ... his boss.





## Great Things to Do in Britian.

Take a look at some great things to do during a trip to the UK.



### 1 Stonehenge at Dawn

If you go to Britain, you'll probably be planning on visiting Stonehenge, that group of Celtic stones in the south of England. Most people who visit it come away disappointed as

it's right on a major road, about 12 kilometres from the town of Salisbury. And to get there you'll probably be stuck in a traffic jam for an hour or two. However, if you really want to enjoy the magic and mystery of this ancient monument, set your alarm for four in the morning so you get to the site at sunrise. It's well worth it.



### 3 Getting Lost

One of the best **mazes** in England is the one at Hampton Court, a royal palace near London. The maze **features** in the book *Three Men in a Boat* (by Jerome K. Jerome), in which one of the characters claims

that 'it's absurd to call it a maze' because it's too simple. However, minutes later this same character becomes completely lost. The maze itself consists of one kilometre of paths, and it takes 20 minutes to reach the centre... if you're lucky.



### 5 River Trips

You've probably heard of the gondoliers of Venice. But did you know that Britain has its very own version of this form of river transport? Yes, just go to Oxford or

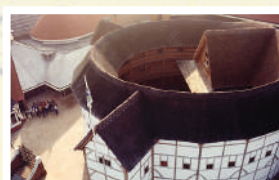
Cambridge and rent a **punt**. This is a type of flat boat that you move by planting a long **pole** in the **river bed** and pushing the boat along. If you aren't feeling particularly energetic you can even pay someone to do it for you. The best place to go (and apologies to people from Oxford) is Cambridge along the River Cam. This river runs through the ancient university, and the views are incredible. When punting, make sure you keep to the left: apparently there's an ancient **bylaw** which recommends torture for anyone who punts in the opposite direction. Beware!



### 2 Hadrian's Wall

Hadrian's Wall is a World Heritage Site, and one of Britain's greatest monuments. It's 73 miles long and it was the Romans' biggest engineering project. You can walk

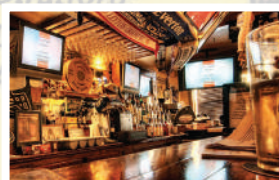
along a new **trail** known as the *Hadrian's Wall Path*. The route **winds through** the hills and **moors** of the north of England. It was built to keep the Scots out of England as the Romans considered them barbarians. This was another way of saying that the Romans couldn't conquer a tribe!



### 4 Shakespeare

If you want to see Shakespeare as it's supposed to be seen, visit the *Globe Theatre* on London's South Bank (the south side of the Thames River). This is a replica of the original 16<sup>th</sup>-century theatre, and it is the place to

**pay homage to the Bard**. In the area downstairs there are no seats. For the best atmosphere, get there early and rush to the front of the stage.



### 6 Have a Pint

If you go to Britain, you'll probably go to a pub. They're great places to go to watch people, have a chat, and enjoy some typical British beer. British beer is sweet, warm and dark

in colour, and is also known as 'bitter' or 'ale'. So, which pub should you visit? In Britain, everyone has their favourite pub, often referred to as a local. But for tourists one of the best places to experience a really authentic old-style pub is the *Star Inn* in the village of Harome in North Yorkshire. This pub has a good reputation for its food as well. The best seaside pub is the *White Horse* in the village of Brancaster Staithe in Norfolk. And the best place for real ale is the *Port Royal Hotel Russian Tavern* on the Scottish Isle of Bute.

## GLOSSARY

### trail (path) *n*

a little road in the countryside along which people can walk

### wind through *phr vb*

if a path 'winds through' an area, it goes through that area and there are many bends and curves in the path

### moors *n*

an area of open land with no mountains and lots of grass

### barbarian *n*

someone who behaves in a way which shows they are not well-educated and do not care about the feelings of others

### conquer *vb*

to take control of a country or to defeat people by war

### tribe *n*

a group of people who live together, usually in areas far away from cities and who share the same culture and language

### maze *n*

a complex system of passages separated by walls or hedges (tall bushes)

### feature *vb*

if something 'features' in a book, it is mentioned in that book

### replica *n*

something that is made to look almost exactly the same as something else

*e.g. a replica of the White House*

### pay homage to someone *exp*

to show respect to someone

### the Bard *n*

Shakespeare

### punt *n*

a small, flat bottomed boat

### pole *n*

a long piece of wood, metal or plastic

### to plant smth in/next/on, etc. *vb*

to put smth firmly in a particular place

### river bed *n*

the bottom of the river

### bylaw *n*

a law made by local authorities that only affects that area

**Task 1.** Read this letter from Rick Thornton to his pen pal in England Claire.

PO Box 14  
Papanui  
Christchurch  
New Zealand  
25th May

Hi Claire,

My name's Rick Thornton. I'm from Christchurch in New Zealand. Christchurch is on South Island. South Island is better than North Island because you can ski in the Southern Alps. In fact, that's where I spend a lot of my time in the winter. There is a lot of snow in the Southern Alps between June and October. I go to a place called Coronet Peak with my brothers, Scott and Eric, and one of my sisters, Chrissie (my other sister, Sarah, doesn't like skiing!). I'd really like to be a ski instructor when I'm older.

When it's summer here, I go sailing in Pegasus Bay and I'm learning how to windsurf.

I'm seventeen years old now and I go to high school. I do English, politics, maths and geography there. Like a lot of New Zealanders I love travelling. My parents and I were in Great Britain a few years ago and we saw many famous places there such as Big Ben, the Houses of Parliament, Buckingham Palace, and Trafalgar Square. But I'd like to go to England on more time to visit some new interesting places. I'd be happy if you could advise me on anything worth having a look at..

I hope you write soon.

Bye for now,

Rick



**Task 2.** Write out Claire's letter with capital letters and the correct punctuation. Complete the letter with a possible route of the most interesting places in Great Britain for Rick using the information from the text above Great Things to Do in Britain.

88 villa road  
fulham  
london sw6 3bh  
england

dear rick

thank you very much for your letter im seventeen years old and i live in london with my family ive got twin brothers brian and john who are eleven years old

im a student at a college in london im studying english, french and history there im taking exams in these subjects this summer if i get good grades in the exams i hope to go to university to study english next year

im a keen photographer i spend most of my free time taking photos or in my darkroom at home ive had the darkroom for two years now i built it myself i also enjoy listening to music reading science fiction stories and going to the cinema

i will be glad to meet you here in england and help you with the places to visit i hope to hear from you again soon

with best wishes  
claire




# Let's Discuss




If you 'bust' something, you break it. So mythbusting is breaking or dispelling myths. Read below how an Englishman busts a few myths about Great Britain.

## MYTHBUSTERS



**MYTH № 1 - 'The English stop everything at 5 p.m. to have tea'**

No. Unfortunately we tend to be stuck in **rush hour** traffic at 5 p.m., as this is when most people stop work. It would be fun, though, if everyone just stopped to have a big tea break in the middle of the **M25** as soon as Big Ben chimed at five. Cucumber sandwich, anyone? "Ooh, I don't mind if I do!"



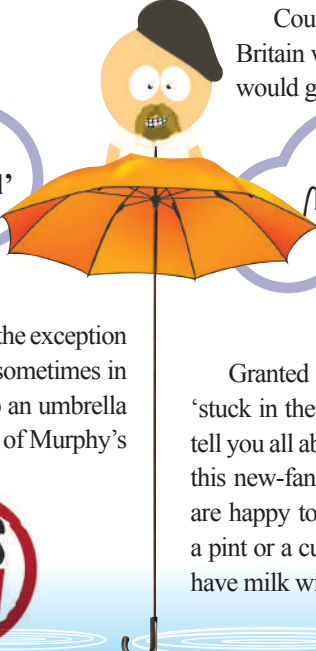
**MYTH № 2 - 'It is always foggy in Britain'**

In winter at around 7 a.m. it is foggy; at the top of Ben Nevis or Snowdonia it is probably foggy. And it is true that at one time, about 100 years ago, London and other big cities were very polluted. The smoke pollution was so bad, that the fogs were called "Pea Soupers", because they were as thick as pea soup. Often you couldn't see your own feet! To this day, London has the nickname 'The Big Smoke'. But since then factories have closed, coal mining has stopped and we've discovered a thing called unleaded petrol!

Could you imagine how many accidents there would be if Britain was constantly foggy? The car insurance companies would go bankrupt!


**MYTH № 3 - 'It always rains in England'**

I'm no weather man, but I can safely say that (with the exception of last summer's floods) it does actually stop raining sometimes in England. Although, it is generally a good idea to keep an umbrella in your bag, because it's Sod's law (English equivalent of Murphy's law) that the day that you don't, it'll rain!



**MYTH № 4 - 'British people are very conservative'**

Granted there are some very conservative Brits who are rather 'stuck in their ways', but that tends to only be old fogies who will tell you all about the 'good old days' and how they 'can't understand this new-fangled gadgetry' till the cows come home. Most people are happy to meet new people and talk about life or football over a pint or a cuppa (although they will think you strange if you don't have milk with it!).



### rush hour

the busy part of the day when towns and cities are crowded, either in the morning when people are traveling to work, or in the evening when people are traveling home

### M25

The M25 is the motorway that encircles London

### to chime

If a bell or clock chimes, it rings

### Ben Nevis

Ben Nevis is in Scotland and is the highest mountain in the British Isles

### Snowdonia

a national park in North Wales, where there are lots of mountains

### unleaded petrol

A liquid fuel used in cars that does not contain any lead [led] - a soft, heavy, grey, poisonous metal used for roofs, pipes, etc. Such petrol is more expensive but it is considered to be ecologically pure

### flood

When a lot of water covers an area that is usually dry, esp when a river becomes too full

### Sod's law

A humorous way of saying that anything that can go wrong will go wrong (synonym: Murphy's law)

### to grant

to admit or agree that smth is true

### stuck in their ways

very unwilling to change

### old fogey

an old person who is old-fashioned and likes tradition

### new-fangled

modern, unfamiliar and different (used disparagingly or humorously)

### gadgetry

mechanical or electronic devices; gadgets

### Till the cows come home

for a very long time

### cuppa

a cup of tea

## GLOSSARY

Think of the myths foreigners have about your country. For example, Russian towns and cities are expected to be full of bears. How can you bust these myths? Work in pairs.

## Home Assignment



Task 1. Read the text.

## London Streets and Their Names

Whether you are a native Londoner, or from some other part of the U.K., or the world, or whether you are a learner of English, at some point you will have wondered at the names of London streets and how they came about. Pre-19th street names are relatively easy to determine as they often indicate the goods that were sold on that street e.g. Bread Street. Streets then became named after well-known historical figures.

However, the origins of some streets are obscure in origin either because the inhabitants or events they are named after are forgotten or because the name has been corrupted in some way. Here we reveal a few common street names and the probable origin of them.

Let's begin with Piccadilly Circus. It is a fine street that has seen much history over the centuries. For generations Piccadilly has been the heart of London.

Actually it immortalized a man who is now forgotten. The man was a tailor who grew rich by making high collars called 'piccadillies'. He built a grand house which he called Piccadilla Hall, and the name, slightly changed, has lived on.

Charing Cross is one of the oldest spots in London. Once there was a small village in that place. The villagers were charing wood, making charcoal of it, and so, the village was named Charing. In 1291 Eleanor, the English Queen, died outside London. Her husband wanted her body to be taken to Westminster Abbey and buried there. At every place the funeral



procession stopped a wooden cross was erected. The last place was at Charing and since then it has been called Charing Cross. The reproduction of that last cross can be seen at the entrance to Charing Cross Railway Station. Nowadays Charing Cross Road is known for its bookshops where one can buy books in different languages and of new and old editions.

No one, however, can explain 'Soho' convincingly. The legend goes that in the old days there used to be green fields there and the people around went fox-hunting a great deal. When a hunter saw a fox he called to the dogs 'So-Ho!', 'So-Ho!'

Now Soho is the district where one can see people of different types, and hear them speaking different languages.

It is famous for its various restaurants, casinos, night clubs.



1. Put ten questions of different types to the text.

2. Answer the questions:

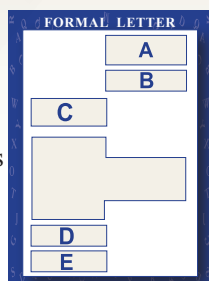
- Do you know the origin of the name of your street or any other streets in your city?
- If you were a member of local administration, which names would you give to the streets in your city? Why?

# Home Assignment



**Task 2.** You want to visit New Zealand for a holiday. Write a short formal letter to the New Zealand Tourist Board. Use the scheme below. Don't forget to:

- write your own name and address (A)
- write a date (B)
- write the address of the tourist board (C) –  
Information Officer  
New Zealand Tourist Board  
PO Box 111  
Wellington  
New Zealand
- start your letter Dear Sir or Madam,
- ask for prices and information about hotels
- tell them the sports you would like to do
- finish your letter Yours sincerely, (D)
- sign your name (E)



**Task 3.** Your letter to the New Zealand Tourist Board is an example of a formal letter and Rick's letter to Claire (see the Writing section) is an example of an informal letter. Compare the two letters. How are they different? Look at:

- the address(es) at the top of the letters
- how Claire and Rick begin their letters
- how they end their letters

Which expressions, do you think, can be found in a formal **FL** or in an informal letter **IL**?

1. I am writing to you regarding...
2. Please write soon
3. Yours sincerely,
4. Hi Dave!
5. Dear Ms Jackson,
6. I would be grateful if...
7. Bye,

**Task 4.** Translate into English:

Тони Блэкстон живет с родителями в Бристоле. Ему 22 года. Тони работает на заводе. Ему нравится его работа. Хотя зарплата у него пока невысокая и нет своего дома, он говорит, что через год купит небольшой дом. Его родители помогут ему сделать это.

У него есть девушка. Ее зовут Аманда. Она секретарша в колледже. Аманда симпатичная, общительная девушка. Тони надеется, что они поженятся. У них много друзей. Они часто ходят вместе в кино, ездят на пикники.

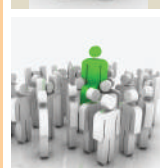
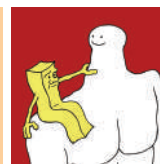
Например, прошлые выходные они провели за городом. Они купались, загорали, играли в волейбол. Но погода начала меняться, пошел дождь. Тони и Аманда решили поехать к Аманде домой и хорошо провели вечер вместе с ее родителями.

Родителям нравится Тони. Они говорят, что он умный молодой человек. Они считают, что он будет хорошим мужем для Аманды. Аманда не хочет обсуждать этот вопрос. Она сердится на них, когда они начинают об этом говорить. Тони еще очень молод. У него нет дома, он увлекается туризмом, и у него мало денег. Родители с ней не согласны.

**Task 5.** Shaping the Language:

*If to have broad shoulders* means to be able to accept criticism or cope with unpleasant situations, what do these phrases imply?

1. get the cold shoulder
2. shoulder the burden
3. a shoulder to cry on
4. stand shoulder to shoulder
5. a chip on your shoulder
6. an old head on young shoulders
7. be a weight off one's shoulders
8. carry the weight of the world on one's shoulders
9. put one's shoulder to the wheel
10. have all the cares of the world on one's shoulders
11. head and shoulders above
12. rub shoulders with
13. shoulder season
14. shoulder arms!



**Can Do**

After studying Unit 2 I can:

- > Describe general or permanent situations, present actions in commentaries or stories
- > Talk about:
  - how often I do things, about timetables, schedules, general truths, laws of nature
  - situations, habits in the past, events which happened at a particular time in the past
  - future facts, plans, arrangements, intentions, decisions taken at the time of speaking
- > Put questions of different types
- > Write formal and informal letters



## WARMING UP:

- 1 What nation has the most unusual features?
- 2 Do Russians differ greatly from the English?
- 3 Should people keep up their traditions and customs?
- 4 What makes the English English?



## GR

## Времена группы Continuous (the Present, the Past, the Future)

Времена группы **Continuous** (*to be + Ving*) используются для обозначения действия в процессе, совершающегося в момент речи или в определенный период времени в настоящем, прошедшем или будущем.

**Например:**

1. *He is reading a book.*
2. *I was listening to music at this time yesterday.*
3. *From 3:00 to 6:00 tomorrow they will be discussing something very important.*



**The Past Continuous** is used to:

- say that something was in progress at a particular time in the past:

*What were you doing at 7 o'clock yesterday evening?*

The Past Continuous is often used together with the Past Simple. The Past Continuous refers to a longer action, while the Past Simple refers to a shorter action which happened in the middle of the longer action:

*As I was watching TV, my friend phoned.*

**The Present Continuous** is used to:

- talk about things happening now:

*He is not available on his mobile now; he's travelling in the metro.*

- describe temporary situations:

*She is still working on her course paper.*

- talk about future arrangements:

*Where are we meeting on Friday night?*



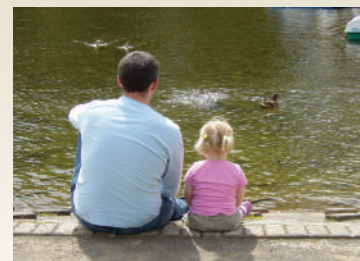




The **Future Continuous** is used to:

- talk about actions in progress at a particular time in the future:

*We will be travelling home at this time tomorrow.*



There are some verbs that are not normally used in **the Continuous**.

We divide them into several groups:

- mental and emotional states:

*believe, dislike, hate, imagine, know, like, love, prefer, remember, suppose, think, understand, want, wish*

- senses:

*feel, hear, see, smell, taste*

- verbs of ownership and other:

*belong, consist, contain, depend, have, need, owe, own, possess*



Some of these verbs may have a continuous form with certain meanings:

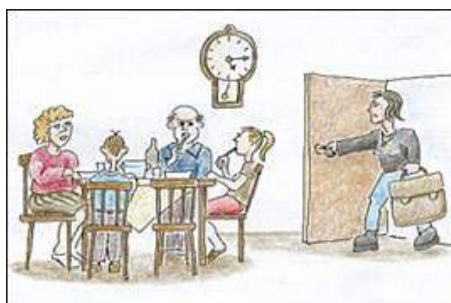
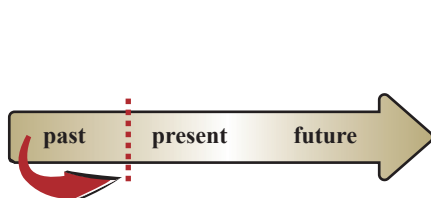
*I am thinking of going on a European tour. (To think means not to have an opinion but denotes mental process.)*



*She is seeing her friend tonight. (To see means to meet up with someone.)*

*He was having a bath when the phone rang. (To have means not to own but is a part of a word combination to have a bath.)*

*The cook was tasting the soup to check if it was salty enough. (To taste means not to have a taste but to try some food.)*



When John came in, the family were having tea.



She is writing on the blackboard.



I will be going on holiday soon!

## GR

## Reading

## More about the English

Almost every nation has a reputation of some kind. The English also have characteristics. There are certain types of behaviour, manners and customs which are peculiar to England. The English are thought to be steady, easy-going and fond of sports. To be British is to be polite and get never tired of saying “Thank you” and “I am so sorry”. They are generally disciplined; they don’t rush for seats in buses and trains, and they take their place in queues at bus stops. A love of gardens is deep-rooted in the English people. Also Britain is a nation of animal lovers. The English believe in kindness to animals. Millions of dogs, cats, parrots and other caged birds, along with aquarium fish and reptiles, are kept as pets.

But there are certain stereotypes about the English that are no longer true. Now the nation and its reputation has changed.

Some Europeans considered the English never shook hands when meeting one another. But today the English generally shake hands on greeting for the first time, when agreeing in business matters, or congratulating others; and working class men shake hands in pubs. In casual situations men are more likely to shake hands than women.



The English were reputed to be a cold, reserved, rather haughty people. They were believed not to show their emotions even in tragic situations remaining good-tempered and cheerful under difficulties. But Princess Diana’s death in 1997 was met with extraordinary public expressions of grief. Her public funeral at Westminster Abbey drew 3 million mourners onto the streets of London.

The films made by the old Pinewood Studios showed the fireplace as the centre of a home. The stereotype was the image of English families sitting, reading books (possibly by Agatha Christie) warmed by dancing flames. The fireplace would have columns on either side supporting a mantelpiece with a clock, vases and photos. But the reality is that large towns and cities have ‘smoke control

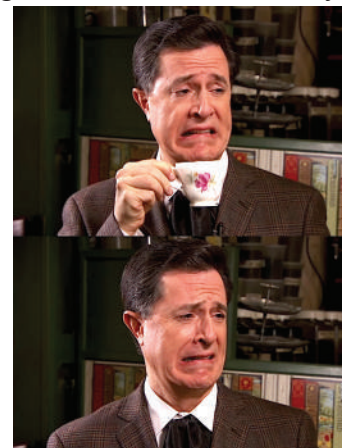
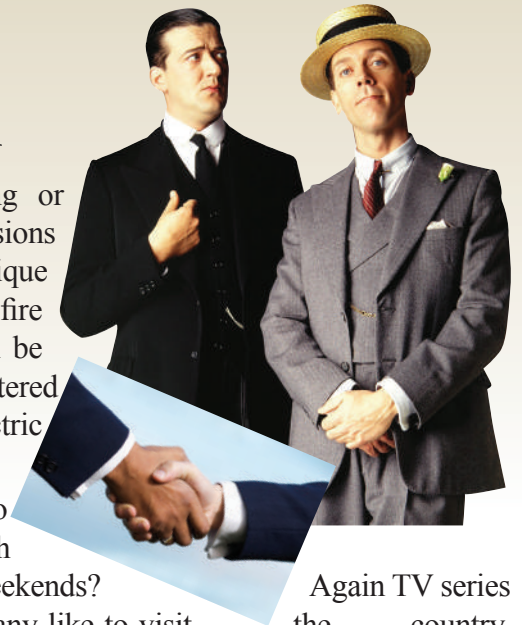
zones’, banning or limiting emissions of fumes. Antique shops sell old fire places that can be modified for filtered gas and electric elements.

How do the English spend their weekends?

Again TV series suggest that many like to visit the country. Country Life Magazines, even in the 1980s, advertised thatched cottages with rose gardens. Who wouldn’t like the dream of fresh air, village life and open spaces? In the Second World War much of London’s East End was bombed in the blitz. In the 1950s, 60s and 70s council housing tended to be large estates of high-rise flats. Beautiful Victorian terrace homes were often destroyed to put up tower blocks. Even so, many areas still give people the chance to apply for an allotment, to create a garden on vacant land set aside for community use.

As for the thatched cottages, thatch is still used by builders in developing countries, usually with low-cost, local plants. In England it is now the choice of people with high incomes who wish to have a rustic look to their homes with a more ecologically friendly roof, and of those who have purchased an originally thatched cottage. Thatch is many times more expensive than conventional roofing. Such houses are harder to insure because of fire risk. Climate change has inspired laws to protect the depleted traditional reeds. But some traditional life styles in Great Britain continue.

*(To be continued further in this Unit.)*





## behaviour

the way that someone acts in different situations – поведение, отношение к кому-либо

## to behave

to act or conduct oneself in a specified way – вести себя, держаться: *Behave yourself(ves)!* – Веди(те) себя хорошо!

## peculiar

particular, special – специфический, особенный, своеобразный: *Zoe has a peculiar sense of humour.*

## steady

stable, not moving or shaking – прочный, устойчивый, твердый: *a steady gaze – твердый взгляд*

## queue

a line of people waiting to buy, etc. – очередь: *to jump the queue – пройти без очереди*

## to queue

становиться в очередь, стоять в очереди

## to believe

1. to be sure that smth is true – верить: *believe a story( smb' words, etc); I believe him (what he says, etc); to believe in smth/smb –*

верить во что-то, кого-то;

2. to think that smth is possible – полагать, считать думать: *I believe that he is right.*

## belief

вера, доверие, убеждение: *I have great belief in his honesty (this doctor, etc). His beliefs are well-known.*

## shake

sudden movement from side to side or up and down – встряска: *give smb/smth a shake – встряхнуть кого-л; что-л;*

## to shake

трясти, сотрясать: *to shake hands with – пожимать руки*

## reputation

добрая слава, репутация: *He was an artist of repute. Он был художник с именем.*

## to be reputed

to be generally regarded as having done something or as having particular characteristics – считать, полагать: *The English are reputed to be cold, reserved and haughty people.*

## reputedly

по общему мнению

## reserved

1. unwilling to express your emotions – сдержанный: *He was rather reserved.*  
2. заказанный заранее: *The waiter told them that the table was reserved.*

## haughty

(of people and their behaviour) seeming to consider oneself better or more important than others – надменный, высокомерный: *a haughty look/ manner*

## good-tempered

not easily irritated or made angry – хорошего нрава

## grief

intense sorrow, especially caused by someone's death – горе, печаль, скорбь: *bitter/deep/profound grief – глубокое горе; to feel/suffer grief – оплакивать, сокрушаться*

## to mourn

to feel or show sorrow for the death of smn – скорбеть, оплакивать, горевать: *Patrick still mourns his father.*

## to stay

1. remain in a place – оставаться: *He must stay at home for*

*some days as he is ill. Will you stay for dinner?*  
2. to live for a short time as a guest or visitor – останавливаться, гостить (где-либо; у кого-либо): *to stay at/in a hotel, at one's friends' / with friends*

## stay

пребывание: *to be a person of stay at home – быть домоседом.*

## to socialize

(зд.) meet other people socially, for example at parties – общаться, быть коммуникабельным: *The Larkins just love socializing with their old friends.*

## to prefer

to like smth/smb more than smth/smb else – предпочитать: *She preferred juice to water.*



**to go out**

1. to live your house in order to enjoy yourself – выходить в свет (кино, театр);

2. (*about fire, light*) to stop burning or shining – погаснуть:

*As soon as we took our seats, the light went out and the film started.*

**to overlook**

1. to have a view of – выходить на, быть на виду:

*Our house is not overlooked. – Наш дом защищен от посторонних взглядов.*

2. to not notice smth – просмотреть, проглядеть, пропустить:  
*He overlooked his friend's returning back.*

**carer**

a family member or paid helper who regularly looks after a child or a sick, elderly, or disabled person – тот, кто ухаживает на дому за детьми, больным или пожилым человеком

**homemaker**

a person who manages the home – мать/отец семейства

**household**

a house and its occupants regarded as a unit – домашнее хозяйство; домочадцы, семья

**to be subject to**

likely to be affected by smth, conditional or dependent upon smth. – подверженный (чему-л.), зависимый (от чего-л.), склонный, предрасположенный (к чему-л.):

*The proposal is subject to approval of the board of directors.*

**breadwinner**

a person who earns money to support their family – кормилец (*своей семьи*)

**terraced house**

one of a row of similar houses joint together by

their side walls –

таунхаус (*дом ленточной застройки*)

**thatch**

a roof covering of straw, reeds, palm leaves, or similar material –

соломенная или тростниковая крыша, крыша из пальмовых листьев

**a thatched cottage**

одноэтажный дом под соломенной крышей

**to insure**

arrange for compensation in the event of damage to or loss of (property), or injury to or the death of (someone), in exchange for regular advance payments to a company or government agency – страховать, застраховывать:

*How much will it cost to insure the building against fire?*

**to deplete**

to reduce the number or quantity of –

истощать, исчерпывать (*запасы, ресурсы*):

*Most native mammal species have been depleted.*

**reed**

a tall, slender-leaved plant of the grass family, which grows in water – тростник

**to hold**

1. to have smth in your hand –

держат (в руке): *hold a bag (a book, newspaper, cigarette, etc);*

2. to have a position – занимать, держать, удерживать (место, позицию):

*to hold first (second, etc) place in smth – занимать, удерживать первое (второе и т. п.) место (в чем-то);*

3. to have a meeting (conference, competition, exhibition, etc) in a particular place – проводить (собрание, конференцию и т.п.)





### Vocabulary Exercises

#### Task 1. Answer the following questions:

1. What reputation did the English use to have among foreigners?
2. What kind of nation are the English?
3. What stereotypes have been proved wrong with time? Give reasons and examples.

#### Task 2. Give equivalents in English to the following word combinations:



иметь отношение к англичанам  
 любить порядок  
 глубоко укоренившийся  
 быстро заскочить в автобус, чтобы занять место  
 повседневная ситуация  
 быть незащищенным от посторонних взглядов  
 делать работу по дому  
 на душу населения  
 подверженный влиянию стереотипов  
 воздействие на окружающую среду



#### Task 3. Explain the proverbs given:

1. «There is no place like home.»
2. «My house is my castle.»



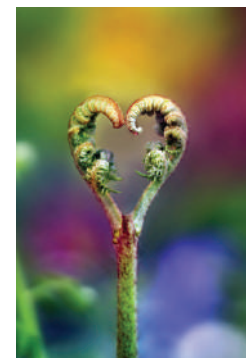
#### Task 4. Put the following words in their places in the passage:

conservatism	stability	building	national	vision
associations	gardening	living	thatched	pond
opportunities	privilege	common	health	crime

#### THE LOVE OF NATURE



Most of the British live in towns and cities. But they have an idealized \_\_\_(1) of the countryside. To the British, the countryside has almost none of the negative \_\_\_(2) which it has in some countries, such as poor facilities, lack of educational \_\_\_(3), unemployment and poverty. To them, the countryside means peace and quiet, beauty, good \_\_\_(4) and \_\_\_(5). Most of them would live in a country village if they thought that they could find a way of earning a \_\_\_(6) there. Ideally, this village would consist of \_\_\_(7) cottages built around an area of grass known as a “village green”. Nearby, there would be a \_\_\_(8) with ducks on it. Nowadays such a village is not actually very \_\_\_(9), but it is a stereotypical picture that is well-known to the British.



Perhaps this love of the countryside is another aspect of British \_\_\_(10). The countryside represents \_\_\_(11). Those who live in towns and cities take an active interest in country matters and the British regard it as both a right and a \_\_\_(12) to be able to go “into the country” whenever they want to. Large areas of the country are official “\_\_\_(13) parks” where almost no \_\_\_(14) is allowed.

Even if they cannot get into the countryside, many British people still spend a lot of their time with “nature”. They grow plants. \_\_\_(15) is of the most popular hobbies in the country.

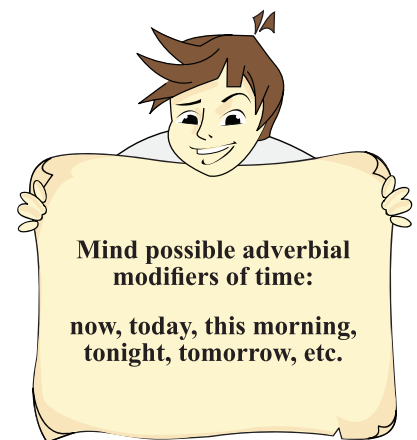
**Task 5. Fill in the blanks. The first letter of each missing word is given.**

The British are well-known for always chatting about the weather. This is because the weather in Britain is so c \_\_\_ (1) you never know what it will be like. A popular greeting is «L \_\_\_ (2) weather for the time of year» or, if the weather is bad, «Isn't this weather a \_\_\_ (3)!» If it's raining they might say «Great weather for d \_\_\_ (4)!» You will often hear people add «w \_\_\_ (5) permitting» when they say they plan to play golf, garden or put out the washing.

Most postcards from a holiday in Greece or Spain begin: «It's b \_\_\_ (6) hot here» even when local people think it's just a normal b \_\_\_ (7) and sunny day». There are many general expressions in English which show the importance of weather in people's lives. For a example, feeling «u \_\_\_ (8) the weather» means feeling slightly ill. If you «make h \_\_\_ (9) weather of a job», it means you make it seem more difficult than it really is, and if you «keep a weather e \_\_\_ (10) on something», you give it your full attention - as the British do with their weather!

**GR****Grammar Practice****Task 1. Complete the question tags:**

1. It's a lovely day,....? 2. We could go for a walk, ....? 3. Yesterday was awful, ....? 4. This sun makes a nice change,....? 5. Lovely day,....? 6. It never gets very hot here in summer, ....? 7. It's nicer than yesterday, ....? 8. This winter has been very cold,....? 9. They say it's going to get better,....? 10. There was a real downpour yesterday,....? 11. You had a drought last summer, ....? 12. This rain won't last long, ....? 13. What awful weather! It's dreadful, ....? 14. It may rain, ....? 15. «It's a beautiful day, ....?» – «Yes. Let's go for a walk, ....?»

**Task 2. Practise the following according to the model:**

*Model: She usually reads a newspaper at breakfast but she is not reading it today. She is busy with other things.*

1. She usually leaves town in summer. 2. They often watch TV in the evening. 3. He goes to the library every day. 4. She always works in the garden after office hours. 5. He usually plays chess very well. 6. I always sleep after lunch.

**Task 3. Open the brackets and put the verbs into the Present Simple or Present Continuous:**

1. Listen! She (sing) in the street. 2. She (sing) well and she (have) a pleasant voice. 3. It (be) six o'clock in the evening now. Victor (do) his homework. His sister (read) a book and his mother (watch) TV. 4. Andrew (get up) very early as he (live) far from school. He (be) never late. 5. It (get) late. It's time to go home. 6. Peter never (wear) a hat. 7. When it is foggy in London, cars (move) very slowly. 8. I (call) my son in Cedar Falls now. I (want) to call him every month but it (be) very expensive. 9. My little brother (not play) the piano very well. That (be) why he (practice) it again. 10. Where is Peter? He (have) his English lesson. I think that he always (have) it at this hour.

**Task 4. Open the brackets and put the verbs into the Past Simple or Past Continuous:**

1. The summer that year was cold. It often (rain). 2. Who (speak) over the telephone at five yesterday? The line (be) busy for an hour at least. 3. It (grow) dark, so we (decide) to return. 4. The robbers (steal) the car and (drive) away. 5. When I (go) to school the day before, I met Mike and Pete. They (talk) and (laugh). 6. I (do) my homework when my mother came. 7. The teacher (teach) the children a song yesterday. 8. A young man (run) out into the street. He (carry) a strange placard. 9. She (slip), (fall) over and (break) her ankle. 10. He (sit) on the train at this time yesterday morning. 11. The bomb (go) off, when the President (give) a speech.



## Task 5. Put the verbs in brackets into the correct tense form:



Dear Victoria,

The holidays    (come) and I've made lots of plans. This time next week, I    (buy) Christmas presents for my family and friends. I    (get) everything in one day so that I can enjoy myself for the rest of the holidays.

I    (stay) at home with my family on Christmas Day, but two days later I    (leave) for Austria. Becky and I    (spend) a week there skiing. I'm sure we    (have) a wonderful time.

When I    (come back) from Austria I    (probably/have) a party, because it's my birthday on January 5th.

I    (be) nineteen! I hope you    (help).

Well, I must go now. I come my mother with the housework. See you soon!



Love,  
Penny.

## Task 6. Put the verbs into the Present, Past and Future Continuous or Simple:

1. He (wake up) when his parents (have) tea in the kitchen.
2. Look at the sky; the clouds (move) slowly, the sun (appear) from behind the clouds, it (get) warmer.
3. I will be there when you (come).
4. While he (sleep), she (go) shopping and (cook) dinner.
5. «Irene (play) the piano in the next room?» – «No, it (be) not Irene. I know that she never (play) the piano so early in the morning».
6. Imagine that tomorrow at this very hour we (sleep) in the train on our way to the South. And when we (awake) the next morning, we (see) the sun and the blue sea.
7. At 5 pm he (finish) his work and (return) home.
8. He (eat) a sandwich when he (watch) TV.
9. When I (come) home from school, my little brother (sit) on the floor with all his toys around him. He (play) with them. I (tell) him to put all his toys in the box as he (make) too much noise.
10. «What you (do) here?» she asked. «I (wait) for an answer. I always (wait) here at this time of the day».

## Task 7. Translate into English using Simple or Continuous:

1. Было уже темно, когда мы подошли к дому; дул сильный ветер, и становилось холоднее и холоднее.
2. Я перевожу пять или шесть статей в неделю.
3. «Кем работает твой брат?» - «Он работает в адвокатской конторе». – «А что он делает сейчас?» - «Он готовится к завтрашнему судебному слушанию (trial). Ему не часто удается отдыхать по вечерам».
4. Она поранила палец, когда резала хлеб.
5. Он думал, что его друзья работают вместе.
6. Когда поезд тронулся, он что-то крикнул мне, но я не услышал.
7. Что вы будете делать завтра в три часа дня? – Я буду писать доклад по экономике.
8. В одиннадцать часов мы еще работали.
9. Я пришел домой, поужинал и начал читать газету. Вдруг я вспомнил, что обещал своему приятелю вернуть ему английский учебник. Я встал, взял учебник и отправился к нему.
10. Завтра в это время мы будем подъезжать к Лондону.

# GR



When John came in, the family were having tea.



She is writing on the blackboard.

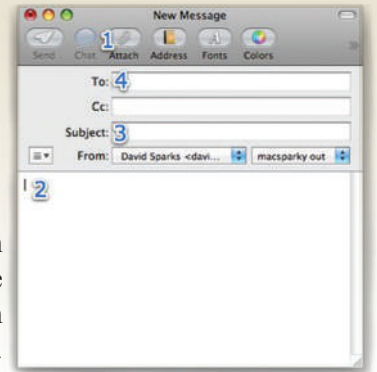


I will be going on holiday soon!



## Writing

**Task 1.** You work for a tour operator and receive this email. Decide on a festival that is likely to attract a lot of bookings and send your reply to Ken Foley:



**From** Ken Foley (Planning)  
**To** Marketing staff

Festivals are now playing a significant role in tourism development. Research indicates that they are the fastest growing tourist attractions. Some events such as the Edinburgh festival, or the carnivals of Rio and Venice are well established but many Asian and Pacific countries are beginning to take advantage of festivals with good tourism potential. The time is right to examine this field in depth.

Please make a list of festivals and make recommendations as to which we should offer our North American customers. Please summarise why you think the festival is important, who it will appeal to and why it will attract tourists.

Thank you in advance.

**Task 2.** Complete the email with the correct tense form of the verbs in brackets:

**To** reservations@orionhotels.com  
**CC** Marketing staff  
**Subject** Reservations



Dear Sir/Madam,

I (write) \_\_\_ to reserve a room for three nights from Tuesday, 13 November. My train (arrive) \_\_\_ at 11 o'clock in the evening and I wanted to be sure there is no problem if I (not/ check in) \_\_\_ until late at night. Also is there 24-hour room service on offer? If not, what time (it/finish) \_\_\_? I (meet) \_\_\_ a client in the morning and (take) \_\_\_ her to lunch afterwards, so can you recommend a good restaurant in the area? I (plan) \_\_\_ to stay for three nights initially but I may extend my visit. Will there be a problem if I (not/ tell) \_\_\_ you until later in the week if I (stay) \_\_\_ for an extra night?



**Task 3.** Complete these Russian superstitions with the correct form of the verbs in brackets:

- If you (leave) \_\_\_ something behind in Russia, it means you (come) \_\_\_ back.
  - If you (whistle) \_\_\_ indoors, you (lose) \_\_\_ all your money.
  - If you (light) \_\_\_ a cigarette from a candle, it (bring) \_\_\_ you bad luck.
- If you (knock over) \_\_\_ salt at the table you (have) \_\_\_ bad luck unless you (throw) \_\_\_ three pinches over your left shoulder.







## British Superstitions



Anglo-Saxons are supposed to be rational and logical. But like other nations they have traditions and superstitions. Why could there have once been a real basis for fear involved in the following concepts?

- 1/ Breaking a mirror brings 7 years of bad luck.
- 2/ If a black dog (or cat) runs in front of your carriage at night, bad luck will follow.
- 3/ It is unlucky to walk under a ladder propped against a wall.
- 4/ It is good luck to have a chimney sweep cross your threshold on the day of a baptism or wedding.
- 5/ It is good luck to find a silver sixpence in a Christmas pudding.
- 6/ It is bad luck to open an umbrella inside a house.
- 7/ It can be unlucky to pick up someone else's dropped scissors; but see a pin and pick it up, all the year will bring you luck.



- 8/ It is unlucky to pass a person coming downstairs if you are carrying a lit lamp upstairs.
- 9/ To put shoes on the table brings sickness to the house.

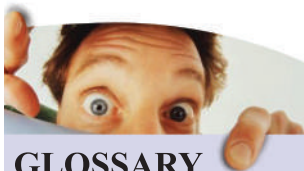
### Some scary traditions remain:

- 10/ If ravens leave the Tower of London England will be defeated. (Ravens used to clean the heads of traitors on spikes on the walls. The King sometimes slept in the Tower.)
- 11/ To see one crow or magpie is unlucky, but to see two is lucky.
- 12/ To knock over the salt brings a curse. Better to take a pinch of salt and throw it over your left shoulder.

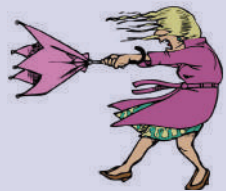


- 13/ If you come to a fork in the road with a post, turn back.
- 14/ When the 13th day of the month is on a Friday, be very careful. (13 is the Devil's Dozen.)

And remember that many of the most respectable English newspapers have a page of horoscopes. Good luck!



### GLOSSARY



**superstition** – суеверие

**fear** - страх

**ladder propped against a wall** – лестница, приставленная к стене

**chimney sweep** – трубочист

**threshold** - порог

**baptism** - крещение

**scissors** – ножницы

**pin** – булавка

**raven** – ворон

**to defeat** – завоевывать, наносить поражение

**traitor** – предатель

**spike** – острие, шип

**magpie** - сорока

**to knock over** – опрокидывать

**curse** – проклятие, беда

**pinch** - щепотка



## Home Reading



### Modern British Customs and Stereotypes

Great Britain was once thought to be Anglo-Saxon (and Celtic) and every house was an Englishman's castle. Stolid, non-emotional men and women were respectable. (Napoleon called England a nation of shop-keepers.)

But as the British Empire gave up her colonies and the Commonwealth of Nations emerged, British society changed. The rigidity of the class structure became less relevant. East Enders, whose parents may have had street stalls, can now work in Canary Wharf (a major business district in London) as stockbrokers and might even relish the title of 'barrow boys' when they have made fortunes on the stock exchange.

With higher wages, ordinary Britons have thought of retiring abroad, perhaps to the Costa del Sol, or to New Zealand, where life is cheaper (and sometimes warmer...). And citizens of the Commonwealth have migrated to the British Isles. England is now multi-cultural. In 2001 the British Foreign Secretary, Robin Cook, said in his famous speech celebrating Britishness that England's favourite meal is chicken tikka masala (a curry dish of roasted chicken chunks (tikka) served in a rich-tasting orange-coloured sauce). Tikka masala has been found to be the most popular dish in British restaurants and it has been called a "true British national dish". But outsiders look on the Brits as sitting down to a Sunday dinner of roast beef and Yorkshire pudding, whereas they are just as likely to buy a take away curry!



The English are said to have 'stiff upper lips' while restraining emotions. That is, until the TV news showed the public outpouring of grief at Princess Di's funeral.

Certain groups of English soccer fans travelling to support their teams are labeled 'football hooligans' by foreign journalists but cricket fans abroad are affectionately called the Barmy Army.

It is possible that some Cockneys still greet each other with "Wotcha, me old china" (China plate, mate, rhyming slang for friend) but perhaps jellied eels are eaten by tourists when buses stop at pubs. The Notting Hill Fair shows the vast cultural input of migrants.

But some traditions are still strongly held. Christmas (on the 25 December) is the focus for the year. A fir tree is bought and decorated with a star and presents are hung on it to be opened on Christmas morning. Families gather for the Queen's speech on the radio or TV. This day, and the next (Boxing Day) are public holidays. On New Year's Eve the countdown of the seconds of the Old Year is a ritual. Easter is also celebrated with Good Friday and Easter Monday as public holidays.

But one week of the year is special for children. At the end of October ancient Celtic tradition said that the nameless dead hoped for prayers to release them from purgatory and so they appeared as ghosts to remind the living before All Hallows' Day. Kids love Halloween. In the same week on the 5th of November, is Guy Fawkes Day where children get together to make a stuffed man, and build a bonfire and light fireworks. This was once an anti Catholic festival celebrating the capture of Guy Fawkes just before he attempted to blow up the Houses of Parliament and kill the Protestant King.

His failure is a chance for a party. So much for the belief of foreigners that the English are reserved...

England, Scotland and Ireland are in a state of change and there is an excitement in the air. Although the Monarch is Head of the Church of England, Prince Charles said he would not (if he became King), be the Defender of the Faith, but a Defender of Faiths.

The British Isles are now richer for having many traditions.



**stolid**

calm, dependable, and showing little emotion –

бесстрастный, невозмутимый

**to emerge**

to become apparent, important, or prominent –

появляться, возникать, вставать (о вопросе):

*What results emerged from your discussions?*

**rigid**

unable to bend or to be forced out of shape; unable to change or be adapted –

жесткий, негибкий;

непоколебимый, непреклонный:

*In our university there are some rigid rules about student conduct.*

**rigidity**

жесткость, твердость, ригидность (психол.)

**to relish**

to enjoy greatly –

получать удовольствие,

наслаждаться:

*He was relishing his moment of great success.*

**stock exchange**

a market in which securities are bought and sold –

фондовая биржа

**stockbroker**

a person whose job is to buy and sell shares for other people –

торговец на фондовой бирже

**barrow boy**

a man who sells fruit or other goods from a barrow in the street –

уличный торговец

**barrow**

a two-wheeled handcart used espe-

cially by street vendors –

тачка, ручная тележка

**to make a fortune**

to acquire great wealth by one's own efforts –

разбогатеть, заработать (целое) состояние:

*His company made a fortune exporting wood-processing machinery.*

**wage**

a fixed regular payment earned for work or services, typically paid on a daily or weekly basis –

заработная плата (в основном, за низкоквалифицированный труд):

*People were struggling to get better wages.*

**chunk**

a thick piece of smth –

кусок, ломоть:

*He had to be careful of floating chunks of ice.*

**stiff**

жесткий, тугой;

непоколебимый, непреклонный;

натянутый, холодный, чопорный;

высокомерный, заносчивый

**to restrain**

prevent from doing smth –

сдерживать, обуздывать,

ограничивать:

*One of the witnesses had to be restrained by the police.*

**to outpour**

изливать (душу, чувства);

изливаться, находить выход (о чувствах)

**eel**

a snake-like fish with a slender elongated body and poorly developed fins –

угорь:

*as slippery as an eel – скользкий как угорь*

**purgatory**

(in Catholic doctrine) a place of suffering inhabited by spirits of dead people before they go to heaven –

чистилище

**All Hallows' Day –**

День всех святых (1 ноября)

**to capture**

1) take into one's possession or control by force –

захватывать, брать силой:

*The whole village celebrated when the criminals were captured.*

2) завладеть, захватить, увлечь:

*to capture attention –*

*привлечь внимание;*

*to capture the headlines –*

*завоевать популярность,*

*получить огласку*

**reserved**

slow to reveal emotion or opinion – сдержанный, замкнутый:

*My friend was a reserved, almost taciturn man.*

**faith**

1) complete trust or confidence in someone or something –

вера, доверие

2) strong belief in the doctrines of a religion –

религиозная вера:

*He has a strong faith in God and the justice system.*





## Home Assignment

**Task 1.** Fill in the gaps with prepositions or adverbs where necessary:

- The English are very proud ... their customs and traditions.
- In some countries a lot ... traditions and customs died ... many centuries ago.
- The English are said to be people ... stay ... home.
- ... the evenings the British are fond ... paying a visit ... pub.
- «How do you like your coffee?» «... milk and a lot ... sugar.»
- She liked to stay ... home ... the evening ... an interesting book.
- «How long will your friends be staying ... us?» «They are leaving ... the week-end.»
- They often hang ... large stockings ... the presents.
- «Who cares ... these things?»
- I like to watch TV ... late ... night.
- The British are well-known ... always chatting ... the weather.
- Valentines are often decorated ... symbols of love – red hearts and roses, ribbons and laces.
- «When will you leave ... London?» «Not before the end ... the month.»
- As soon as we took our seats, the lights went ... and the film started.
- They invited me ... dinner.



Come Join Me For Morning Tea



**Anne** It's 4 o'clock, time for high tea.

**Elisabeth** So early? Six o'clock or thereabouts is high tea time.

**Anne** What? Tea, sandwiches and cakes at 6 o'clock? That's a surely far too late.

**Elisabeth** No, no. I think you're mixing up high tea and afternoon tea.

**Anne** Aren't they the same?

**Elisabeth** No, not at all. Afternoon tea means tea, perhaps sandwiches and definitely cakes around 4.

**Anne** What's high tea, then?

**Elisabeth** That's a proper meal, often with meat or fish, but also of course with tea to drink.

**Explanation:** High tea – (British) A fairly substantial meal that includes tea and is served in the late afternoon or early evening.



**Task 2.** Put the verbs in brackets into the Simple (Past, Present, Future) or the Continuous (Past, Present, Future):

- The bomb (go) off when the president (give) a speech.
- I (see) Lisa Minelli in the theatre last night. She (sit) in the first row.
- They (renovate) the building at the moment and it (open) until next year.
- The price (not/ include) airport tax.
- If you need me, you (find) me in the garden. I (weed) the flower beds until lunch time.
- What you (do) last night between 11 o'clock and midnight?
- She (take) a shower when a snake (creep) into the bathroom.
- They (open) a new tour operating division and I (think) it'll be successful.
- This time tomorrow I (fly) across the Atlantic.
- I (think) about their proposal all night but I (not/ make) any decision.
- The hotel (overlook) the bay.
- My friend (think) of starting a business of his own.



**Task 3.** Put the adjectives given above into the comparative or superlative:

busy                      easy                      fine                      late                      interested                      same

As a place where East meets West, Berlin is one of 1 \_\_\_ cities in the world.

There is inevitably a lot of traffic, so during rush hour it's 2 \_\_\_ to travel around by U-Bahn than by car.

Hotel prices in Berlin are 3 \_\_\_ in other major capital cities.

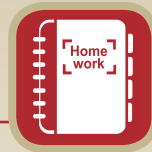
Like elsewhere, in the majority of hotels you must check out by 12 noon at 4 \_\_\_ .

Berlin boasts some of 5 \_\_\_ museum collections in the world.

But if you're not 6 \_\_\_ in culture as in nightclubbing then Berlin is the place for you.



# Home Assignment



**Task 4.** Write a reply to the following email:



**From** e.williams@williams.com  
**Subject** Reservations

Hello:

My wife and I, plus our two teenage children, are planning to visit Madrid for a few days this spring. I was wondering if you could give us some advice on things to do.

Thank you in advance.

Mr E Williams



**Task 5.** Translate into English:



1 Он сказал, что его семья переезжает на дачу во вторник.

2 В Англии погода очень изменчива, поэтому англичане всегда носят с собой зонты.



3 Число 13 – самое несчастливое, особенно в сочетании «пятница, 13».

4 Я завтракал в маленьком кафе на станции, когда я увидел его в окне.



5 Когда я думаю о Британии, я думаю о королевской семье, крикете, имбирном пиве, сыре и о сырой погоде.

6 В это время завтра они будут гулять со своими питомцами.

7 Каждый в городе знал, что приехала королевская семья.



8 Что мы будем делать, если она опоздает?



9 Если погода не изменится, мы будем работать в саду.

10 На ней сегодня очень красивое новое пальто.



**Task 6.** Shaping the Language. If having guts means courage, what does the following mean?

1. You turn my stomach.	5. I can't stomach her.	10. An army marches on its stomach.
2. intestinal fortitude	6. cause a knot in my stomach	11. one's eyes are bigger than one's stomach
3. gut-wrenching	7. my gut tells me (that)	12. have a cast-iron stomach
4. a fat guts	8. spill one's guts	13. proud stomach
	9. butterflies in one's stomach	14. have a gut feeling



**Can Do**

After studying Unit 3 I can:

- › Speak on the topic of the British culture, traditions and customs; participate in discussions and present my arguments.
- › Use Continuous Tenses.

## Unit 4 HIGHER EDUCATION IN GREAT BRITAIN

### WARMING UP:

#### Answer the Questions:

1. Are the freedoms allowed at university in Britain a distraction from education?
2. Are debating, political protest, sports and drama wrongly looked on as part of



intellectual and social development?

3. Should Academia be a pure training of the mind, or should it be a direct preparation for work?
4. With all of the above in mind, is it good or bad to start teaching the three Rs from four to five years?
5. Are school uniforms a constriction of freedom of expression, or do they enable free expression?

# GR

### Времена группы Perfect (The Present, the Past, the Future)

Все времена группы **Perfect** – the Present, the Past, the Future – употребляются для выражения действия, совершенного к определенному моменту в настоящем, прошедшем или будущем времени.

#### Например:

1. *My husband has gone to work.*
2. *We had already seen the film twice, so we refused to go.*
3. *By 6 o'clock tomorrow I will probably have passed the exam in chemistry.*

#### The Present Perfect has the following uses:

- To talk about situations that started in the past and continue:  
*He has studied here since 2011.*
- To show duration:  
*They have been in charge of this project for several months.*
- To talk about changes that affect the present:  
*The inflation rate has dropped.*
- To talk about situations which are related to an unspecified past time:  
*I have learned more than one foreign language.*

Markers for this tense form are: *recently, lately, ever, never, this week (morning, year, month, summer), yet, already, for, since, so far.*

#### The Past Perfect has the following uses:

- To explain past events:  
*My friends were partying last night because they had passed all the exams successfully.*
- To give background information:  
*We had just got home when it started raining heavily.*

#### The Future Perfect has the following uses:

- To talk about facts that will take place before something else happens:  
*Some students will have been employed by the time they graduate from university.*





При переводе прямой речи в косвенную (from Direct to Reported/Indirect speech) мы должны соблюдать правила согласования времен в том случае, если слова автора стоят в прошедшем времени:

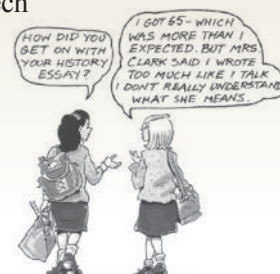
Present Tense in Direct Speech	→	Past Tense in Indirect Speech
Past Tense in Direct Speech	→	Past Perfect in Indirect Speech
Future Tense in Direct Speech	→	Future-in-the-Past Tense in Indirect Speech

**Например:**

1. *She warned me that her father didn't like boasters.*
2. *My brother assured me that he had already phoned mother.*
3. *My teacher informed me that she would help me to improve my knowledge.*

**NB!** Правило согласования времен не применяется, если речь идет об общеизвестных истинах или общепринятых нормах:

*They said that at the age of 16 pupils take the General Certificate of Secondary Education (GCSE).*



## Higher Education in Great Britain

Universities are to produce Universal Human Beings. An educated person is not an expert in all fields (in fact ignorant people are often characterised by strong opinions on many subjects). An educated person listens and learns another's viewpoint before commenting. An educated person does not hate someone whose ideas are at variance with theirs, but has the tools to research information, and the ability to construct a valid argument. And above all, one who is educated may change their views.

Britain has produced a tertiary education system with three aims: to produce a work force appropriate to the changing needs of society, and to allow minds to develop that will question the basis of society, and to encourage scholarship for its own sake.

A university education is expensive. Students may need to take out student loans to be regularly repaid on graduation after a certain income level is reached. Those studying 3-4 years for their Bachelor's degree are known as undergraduates. Some, upon graduation, will go on to study for a Master's degree. A small proportion of those may be invited to continue original research towards a PhD. No matter whether this study is in Physics or Literature, it is always known as a Doctorate in Philosophy. Of course, there are lesser postgraduate qualifications



in many courses with practical professional applications. There are postgraduate diplomas in psychotherapy, nursing, and education.



The first universities were part of Cathedrals. Bishops sat in chairs and taught. (Professors still call their departments the Chair of...) Other academic titles were derived from religious tasks, Chancellor, Dean, Rector, etc. Oxford and Cambridge have ancient origins. In fact Cambridge is comprised of 32 colleges, each of which jealously guards its independence. Some are proud of their modern origins, while others honour Royal founders. But educational opportunity is now a right of all and in the twentieth century 'Red Brick' universities gained prestige for their scientific and literary excellence. Industrialists could use their wealth to fund colleges. Boots the Chemist, a pharmacy chain in the United Kingdom, endowed a widely respected university. Those without academic entry qualifications, or too old or unable to journey to a campus, or in full time employment, may study at the Open University. Since 1971 even prisoners serving jail sentences have obtained valid degrees through Open University course work. Students can study on-line and listen to radio lectures and watch educational TV. Some claim that distance education is more personal because students and tutors can interact via the Internet.

The civil service used to draw from those graduating with distinction from the oldest universities, but now the institutions seek merit from many sources.

## Vocabulary

**superior**

higher in rank, status, or quality – превосходящий других, лучший в искусстве или мастерстве:  
*His superior strength began to show.*

**ignorant**

невежественный, необразованный; несведущий, незнающий – lacking knowledge or awareness in general; uneducated:  
*Some people are rather ignorant of the facts about crime increase.*

**tertiary education system**

система высшего образования

**scholarship**

a grant or payment made to support a student's education, awarded on the basis of academic or other achievement –

стипендия:

*to award/grant a scholarship to apply for a scholarship to receive a scholarship for language study/ to study abroad*

**loan**

заем, ссуда – a thing that is borrowed, a sum of money that is supposed to be paid back with interest:  
*The World Bank has agreed to a 10-year loan of \$450 m.*

**income**

money received, especially on a regular basis, for work or through investments – доход, прибыль, заработок:  
*Families on low income cannot afford to buy their own home.*

**bachelor**

(зд.) a person who holds a first degree from a university or other academic institution – бакалавр:  
*Bachelor's degree.*

**cathedral**

кафедральный собор – a principal church which has a bishop in charge of it:  
*St Paul's Cathedral*

**bishop**

a clergyman of a high rank in the Roman Catholic, Anglican, and Orthodox churches – епископ

**to derive**

to obtain something from (a specific source) – происходить; получать, извлекать:  
*The name Sophia is derived from a Greek word meaning 'a wise one'.*

**to comprise**

to consist of, to be made of – включать в себя, содержать:  
*The book is comprised of various documents regarding issues of extradition.*

**to endow**

to give an income or property (to a person or institution); to establish (a university prize) by donating the funds needed to maintain it – обеспечивать постоянным доходом; наделять, одарять:  
*The bride was endowed with wealth and good health.*

**merit**

the quality of being particularly good or worthy – достоинство, добродетель:  
*The relative merits of both opinions have to be considered.*

**to pay fees**

to pay money for a privilege or for admission to something – платить за обучение, за вход:  
*Annual fees reached \$9000 last year at Stanford.*  
*The gallery charges a small*

*entrance fee.*

**to obtain**

to get or acquire something – получать, добиваться:  
*He has to obtain his parents' permission before she does anything.*  
*He was charged with obtaining property by deception.*  
*Syn. to gain, to secure*

**a grant**

a sum of money given by the government or other organization for a particular purpose – стипендия, субсидия, сумма денег, предоставленная государством безвозмездно:  
*They were given a research grant.*  
*He applied for a grant at university.*

**a contribution**

the part played by a person or thing in bringing about a result or helping something in advance – вклад (в науку, искусство):  
*The program wouldn't be successful without his contribution.*  
*Financial contributions to hospitals have to be approved by the board.*

**an applicant**

a person who makes a formal application for something, especially a job – претендент, абитуриент:  
*Successful applicants will be notified by telephone.*

**to regard**

to consider or think of in a specified way – рассматривать, считать:  
*The nuclear reactors were regarded as dangerously out of date.*  
*Any mushroom with a red cap should be regarded with suspicion.*

**to require**

to specify as compulsory; to need for a particular purpose – требовать чего-либо, нуждаться чем-либо:

*Working with children requires patience.*

*Car insurance is required by law in most countries.*

**a tutor**

a private teacher; a university or college teacher responsible for the teaching and supervision of assigned students – репетитор; руководитель группы студентов:  
*He is my daughter's violin tutor.*  
*He is a course tutor in psychology at the University of Sydney.*

**to enroll**

to officially register as a member of an institution or a student on a course – поступать, записываться в члены:  
*Andrew cannot enroll at his local school, because his class is full.*

**syllabus**

the subjects in a course of study or teaching – программа курса лекций:  
*Shakespeare's always on the syllabus.*

**curriculum**

(pl. **curricula**) the subjects comprising a course of study in a school or college – курс обучения, учебный план:  
*Our curriculum is broad enough.*







## Vocabulary Exercises

### Task 1. Revision:

1. What is a Bachelor's degree?
2. How long does it take?
3. What is the basic driving force determining curricula?

Government policy? The needs of industry, technology and science, or the enthusiasm and ability of students to make break-throughs?



### Task 2. Which of the following attitudes to study would produce the best academic results?

1. As for me, well I study by myself. I can concentrate in a solitary situation without distraction.
2. I do my best work with the TV on in the background as it blocks off all noise and in the quiet eye of the storm, I think. Having given a topic a lot of thought, I quickly jot down the results for an assignment.
3. My friends come together. Although we swap gossip and have fun, we all basically work together and our finished projects reflect our differing viewpoints.

### Task 3. Translate the words and expressions into English:

- присуждать стипендию
- получать знания и опыт
- образованный человек
- окончить университет с отличием
- невежа
- высшее образование
- получить докторскую степень
- менять свою точку зрения
- непревзойденное мастерство
- степень магистра
- узнать мнение другого человека
- университеты из красного кирпича
- выплачивать кредит
- специалист во всех областях
- отличаться



## Grammar Practice

**Task 1.** Tick the correct underlined verbs, and correct the tense forms that are wrong.



I would like to be considered for your degree course in Zoology, starting in October next year. I feel I am a good candidate for this course as **1** I have always been interested in natural history and even as a child **2** have enjoyed studying animals and insects in my garden. Your science faculty has a good reputation and I would very much like to be part of it.

As you **3** already saw in Section A of this application, I have a good academic record and **4** just received the results of my recent exams, all of which **5** have been excellent.

In addition, your university attracts me because I enjoy sports and **6** have read in your prospectus about the large number of sports on offer. Last year **7** have represented my school at badminton and **8** played in football teams since I was eleven. **9** have recently joined a basketball team which competes at a national level.

**10** did not travel abroad much yet, although as a young child **11** have been to Singapore and Hong Kong with my family. I realize that **12** have not spent much time away from home up to now, but am keen to become more independent.

Let's play!



**Task 2.** Underline the correct form of the verbs.

To: Paul Johnson  
From: Sunita Soh  
Subject: Seminar presentation on Friday



Dear Paul

**1** I've received/I've been receiving your message to us all about the seminar on Friday. **2** I've worked/I've been working on my presentation for the last week, and **3** have now finished/now finished it, so I am happy to be one of the first to present it. However, **4** I've made/I made an appointment to see the university careers advisor immediately after the seminar, so I will need to leave on time.

I'd like some advice about my presentation. At last week's lecture **5** you've said/you said that we should use visual aids as much as possible. **6** I haven't found/I didn't find anything to use. Is it essential? **7** I've done/I did lots of presentations before, and I feel OK about this one. In my last presentation **8** I used/I have been using the overhead projector, and I want to do this again – does this count as a visual aids?

One last question: **9** I've been/I went to professor Russell's lecture yesterday, and **10** have been learning/learnt quite a lot that is relevant to this course. Is it okay to refer to another course in my presentation? **11** I've been wondering/I wondered about this – maybe it is better to stick to the materials and references **12** you've given/you've been giving us. I hope you can let me know.

Thanks for your help.

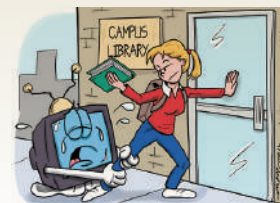
Sunita





**Task 3.** Put the verbs in brackets into the Past Perfect, Present Perfect or Future Perfect tense form:

1. John overslept and didn't get to work on time because he (go to bed) too late the night before.
2. The approach of new technology (change) the function of a classroom.
3. By the end of the next term Gable's theory probably (attract) the interest of the scientific community.
4. When I am 18 my parents (earn) enough to send me to university.
5. Sally is embarrassed because the professor (praise) her too much.
6. In the past many history books were biased to the countries that (lose) wars.
7. His progressive attitude towards education (win) him a position at a prestigious college.



**Task 4.** Complete these sentences using the correct form of the verbs below:



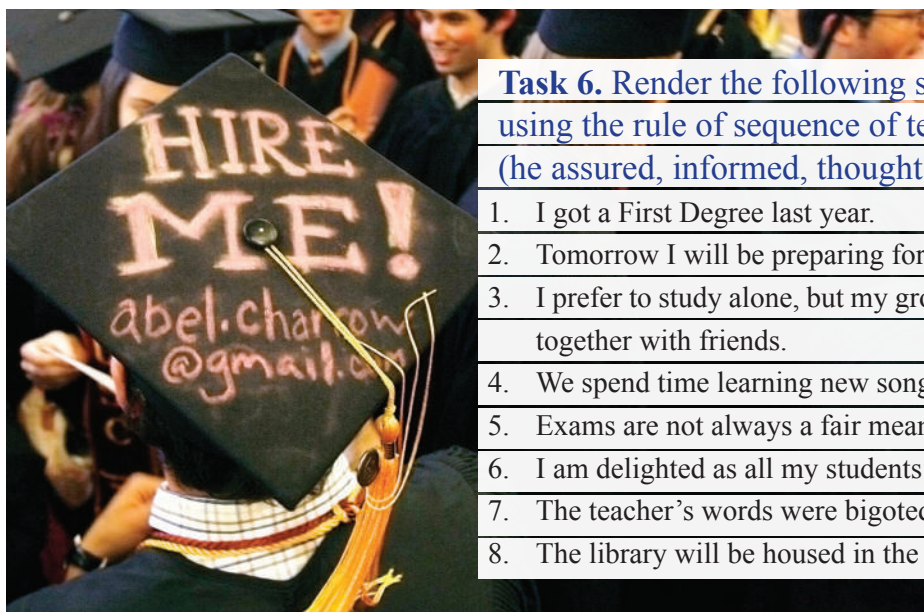
see pay end take off have forget read close

1. The woman looked familiar, I \_\_\_ her before.
2. The bed was delivered yesterday. I already \_\_\_ for it.
3. The film \_\_\_, so I turned TV off.
4. He came to the airport but the plane just \_\_\_.
5. My friend invited me to dinner yesterday, but I already \_\_\_ plans for the evening.
6. Susan didn't have her glasses, she \_\_\_ them at home.
7. I felt proud that I \_\_\_ "War and Peace" within 2 weeks.
8. It was 8 p.m. The bank already \_\_\_.



**Task 5.** Put the verb into the correct form (Future Perfect):

1. I like studying in this University, but I suppose I \_\_\_\_\_ (have) enough of English by the fifth year.
2. The Quidditch match is going to last ages. They \_\_\_\_\_ (finish) it until morning.
3. Perhaps he \_\_\_\_\_ (make) millions of pounds by the age of forty.
4. I hope Tim \_\_\_\_\_ (write) his essay by Monday.
5. James leaves office at 6 p.m. He won't be here at 7 p.m. – he \_\_\_\_\_ (go) home.
6. Next year he \_\_\_\_\_ (study) in this University for three years.
7. The rain \_\_\_\_\_ (finish) by tomorrow morning.
8. I \_\_\_\_\_ (have) breakfast by 7.30 a.m.



**Task 6.** Render the following sentences into Reported speech using the rule of sequence of tenses and the words of introduction (he assured, informed, thought...):

1. I got a First Degree last year.
2. Tomorrow I will be preparing for the end-of-term exam.
3. I prefer to study alone, but my groupmate usually prepares home assignments together with friends.
4. We spend time learning new songs.
5. Exams are not always a fair means of assessment.
6. I am delighted as all my students have been accepted into Oxford University.
7. The teacher's words were bigoted and several girls were in tears.
8. The library will be housed in the old building in Bridge Street.



## Writing



Write an essay of 140-180 words (see Unit 8 Writing section for Reference of how to write an essay) on one of the following topics:

1. Education is the single most important factor in the development of a country. Do you agree?
2. Governments throughout the world should make education compulsory for all children between the ages of 5 and 15. To what extent do you agree or disagree with this statement?



## Let's Discuss

# BACK TO SCHOOL



In small groups discuss the questions:

1. Do you think it is better to have one-to-one lessons or study in a class?
2. What is important for effective learning at school or college?
3. Do the benefits of study abroad justify the difficulties?
4. Children should never be educated at home by their parents. Do you agree or disagree?
5. What advice would you give to a future student?

## HOW I GOT MY FIRST CLASS DEGREE

What does it take to graduate from university with a first? Fred Blogs from the University of Sydney shares his experience with us.

"I am waiting anxiously for my results. A normal bachelor's degree (a B.A.) takes 3 years. But I opted for the University of Sydney to study for an extra year for a B.A.Hons. (If I was in England, and not in Australia, I might get a first class degree in my third year by merely getting an average of 80% in subjects over the three years, but in Oz an

Honours Degree involves a further year of very concentrated work.) Why did I bother?

One of my first year tutors had a PhD. He gave some very good advice. He told our group that this was a once-in-a-lifetime chance to broaden our minds and study unfamiliar topics. We could either do a minimum of work and just pass, or really try to understand each topic. I found that those who had extra curricula interests did better than those who just did the bare minimum and got average marks. So I wrote for the University newspaper, Honi Soit,



# Let's Discuss



joined the Film Society and the Philosophy Society. (Both good places to meet new friends and, well, broaden my social education.)

Our tutor had studied at Oxford. He got a first after three years of study. His college had a long history and he received his Master's degree, his M.A., after two years without having to submit a thesis or doing course work. This is a right conferred by ancient royal charter. But as our first year tutor he really prepared his lessons for seminars. He encouraged us to take advantage of our opportunities and not skip lectures and told us to read our preparatory texts and think about them between lectures. 'If a thing is worth doing, it is worth doing well.' He thought we should discuss themes with friends to get their views. He advised us to step

back and look at the structure of marks, and emphasise highly rewarded subjects because later we can look over our notes and develop original ideas more deeply and amplify areas that were not highly scored.

I've submitted my thesis and my course work, and I've shopped around for postgraduate scholarships, here, and at NSW University and in Canberra and interviewed (and been interviewed by) possible supervisors. Fingers crossed, let's hope I get first class honours. But how to ease the tension of waiting? Perhaps phone friends and go for a bush walk in the Blue Mountains? Or go to the pub and argue about politics? Or kick a ball with mates? Or phone my girlfriend?"

**Task 1.** Use the following words and expressions to compile sentences of your own. Use the dictionary or ask your teacher for translation if necessary:

anxiously	to broaden one's mind	to ease tension	to please
to opt for	extra curricula interests	to skip lectures	mentor
an extra year	bare minimum	highly scored	to drop out
an average of	highly rewarded	to submit a course paper	to maintain a standard
to bother	to look over	supervisor	nurture
to give some very good advice	to amplify	to deter	cult
once-in-a-lifetime	to submit	incentive	to sacrifice
	a supervisor	intrinsically	

**Task 2.** How do you understand expressions 'Fingers crossed' and 'If a thing is worth doing, it is worth doing well'? Are there equivalents to them in the Russian language?



**Task 3.** Role-play the text in a form of an interview. To do so write 5-7 questions, answers to which could be found in the text.

**Task 4.** Read the following questions and think them over. Be prepared for the discussion in the classroom.

1. What sort of students would be attracted to:
  - The Open University?
  - Oxford?
  - Leeds or Cardiff?
2. Would the cost of tertiary education deter potential students, and is a loans scheme an incentive to achieve and work towards a higher income level?
3. Could the Open University system of on-line essays, or posting essays off, prevent tutor/student exchanges?
4. Does the proven tutor/student concept of Oxford or Cambridge encourage freedom of thought or intrinsically lead to a desire to please one's mentor?
5. Up to a one-third of all students drop out in the first two years of a degree. They have failed examinations or not satisfactorily completed their course work. The universities state that this is fair as it maintains a standard, and gives value to the degree. Do you consider that there should be greater nurture of young people? Can students with potential be sacrificed for a cult of excellence?

## GR

## Check Your Grammar

### Task 1.

#### A/ Put the verbs in brackets into the correct tense: present perfect or past simple

1. You (find) out yet about the trains to London? ~ No. I (phone) the station in the morning but the woman who (answer) the phone (not be sure) of the times. He (mention) a new timetable. ~ But the new timetable (be used) for two weeks!

2. I can't find my glasses. You (see) them? ~ Yes, you (leave) them on your bedside table yesterday. I (put) them back into your drawer.

3. You (see) Bridget lately? I (phone) her apartment several times during the weekend but nobody (answer). ~ She (be) on a business trip to France for the last two weeks. ~ You (hear) from her? ~ Yes, she (text) soon after she (arrive).

4. When you (start) school? ~ I (start) school when I (be) six. I (go) to a primary school at first. I (stay) there for four years and then I (go) to a comprehensive school. When I (be) sixteen I (enter) university.

5. Where you (be)? ~ I (be) shopping. ~ You (buy) anything interesting? ~ Yes. I (find) an antique shop just round the corner from our hotel and (buy) a beautiful late XIX century ring for my girlfriend.



#### B/ Put the verbs in brackets into the correct tense: past simple or past perfect.

1. I (arrive) in Russia in the middle of August. I (be told) that it (be) very hot in Russia in summer, so I (be) rather surprised to find that it (be) chill. On the train from the airport I (ask) a passenger, a distinguished looking gentleman sitting next to me and reading a newspaper in English, about the Russian climate and he (say) it (change) all the time. The year before it (be) very hot in early May, it (rain) most of June and (be) hot again in July.

2. When she (bring) her daughter to school, she (return) home as she (not have) to leave home for work till 1 pm. She (tidy up) the apartment the previous evening so she just (make) another cup of coffee for herself and (sit down) in the chair with a book. Suddenly she (think) of her friend who (ring) and (ask) if they (can) meet some time. So she (reach) for her phone to arrange a late breakfast in the town centre.



#### C/ Put the verbs in brackets into future perfect.

1. By the end of next week I (pass) all my exams and I'll be able to relax again.

2. In six weeks' time he (finish) his training course.

3. When we reach Kostroma we (drive) over 300 kilometers.

4. By this time next year I (receive) a promotion.

5. By the end of my holiday I (spend) nearly all the money I've got.

6. By the time she leaves school her parents (spend) a fortune on her education.

7. When you come home I (finish) my homework.

8. By the time we get to the party the karaoke festival (be) over.



# Home Assignment



## Expressions of time and place in indirect speech

### Direct

today  
yesterday  
the day before yesterday  
tomorrow  
the day after tomorrow  
next week/month etc.  
last week/month etc.  
a year ago

### Indirect

that day  
the day before  
two days before  
the next day/the following day  
in two days' time  
the following week/month etc.  
the previous week/month etc.  
a year before



**Here** changes into **there** but only when it is obvious what place is meant:

*In the hotel lobby he said, 'I'll be here again tomorrow' → He said he'd be there again the next day.*

Normally **here** is replaced by some phrase:

*Colin's grandmother said, 'You can sit here, kid' → She told Colin that he could sit beside her.*

But:

*She said, 'Come here, girls' → She called the girls.*

## Task 2. Put the following statements into indirect speech.



1. "They are supposed to be arriving in Dublin," he said.
2. "If you lend me the typing machine," said Jane, "I'll bring it back the day after tomorrow."
3. "I wish I could have lunch now," said my cousin. "I don't know how you can be hungry so soon after your breakfast," replied I.
4. "I usually feed my cat when I come home from work," she said.
5. "I have a message for your sister," he said.  
"She isn't at home," said Tas. "She left yesterday."
6. "If you want to smoke you shall go upstairs," said the bus conductor.
7. "We make 200 dollars a week," said one of the workers, "and send most of it home to our families."
8. "Would you like to join us tomorrow?" they said. "There's plenty of room in the car."  
"I'd love to," said Mariette.
9. "I've run out of petrol," said the man. "Could you possibly give me a lift to the next village?"
10. "Sorry, I couldn't come on Tuesday," said Conrad.  
"What about tomorrow then?" said I.



**Task 3.** Put the following sentences into direct speech. Mind the punctuation!

1. She suggested going down the path and seeing if they could find a lawn for a picnic.
2. She said she couldn't afford to have a dessert as she had been on a diet.
3. They offered me some more tea and I accepted.
4. They said that while I was having a bath someone phoned but didn't tell his name.



5. She said that if I didn't like crowded places we could go out during the week.
6. They said that two days before a giant jeep had parked outside their dacha's gate in the night and since then they hadn't been able to get their car out.
7. He said that he thought my hairdryer was unsafe and advised me to have it repaired.
8. My teacher hoped I would be offered a better job.
9. Pam suggested that we should go ahead and get the tickets.
10. She refused to go to the party as she was having a grammar test the following day.

## More about Higher Education

Underline the correct word for each sentence. Translate into Russian.  
Make sentences using the other words.

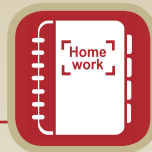
1. The school is thought to be highly innovative in that it implements a system of continuous (*tests, assessment, finals*) to determine grades.
2. One could hear the sounds of lively (*debate, talk, argument*) coming from the room where the philosophy class was being held.
3. My brother, who wants to join the clergy, has just entered a (*seminary, university, college*).
4. It was inevitable that the (*seminar, lecture, tutorial*) would be well-attended as it was being given by the renowned professor, Kurt Reimann.
5. There's no way I'll be able to come. I've got to hand in a two thousand word (*assignment, project, essay*) on the Glorious Revolution by Monday afternoon.
6. Stephen was caught (*copying, plagiarizing, stealing*) from his fellow student's test paper and was expelled.
7. For tomorrow, please read this short original (*article, text, excerpt*) from Dickens' Hard Times and be prepared to discuss it in class.
8. If you're really interested in applying, ask the University to send you a (*syllabus, prospectus, curriculum*) for the upcoming year.



Write an *essay* of 20 sentences about your university and your student life using the ideas, vocabulary and word combinations from the two texts of Unit 4.



# Home Assignment



## Task 8. Shaping the Language.

If head over heels (in love) means to be in love with someone very much, could you think of the meaning of each of the following idioms?



1 be cool headed

2 lose your head

3 head back home

4 Off with their heads!

5 be muddle-headed

6 head off into the sunset

7 keep your head above water

8 dive in head first

9 be headed for disaster

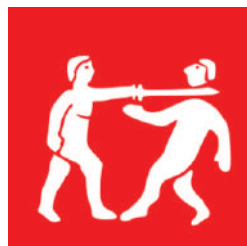
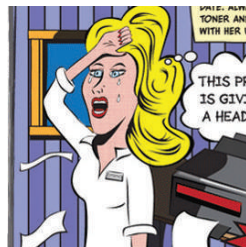
10 have a good head for heights

11 be a pinhead

12 You are a real headache.

13 be taller by a head

14 a headmaster



**Can Do**

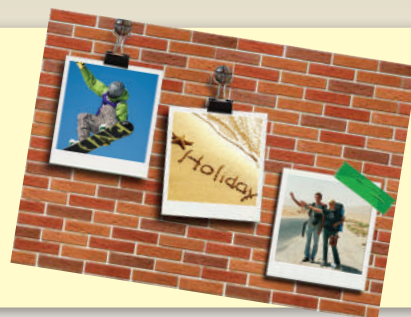
After studying Unit 4 I can:

- › Speak on the topic of Education, express my point of view and participate in the discussion.
- › Write essays on the topics related to Education.
- › Use Perfect Tenses and Reported Speech.



## WARMING UP:

- Where do you go on holiday? Why?
- What is a resort?
- Have you ever been to a resort?
- What makes a good resort?



## GR

## Present Perfect Continuous

Present Perfect Continuous выражает действие, начавшееся в прошлом и продолжающееся на данный момент в течение определенного периода времени (*for an hour, for a long time, etc*):



1. *How long have you been staying in this hotel?*
2. *I've been sunbathing since morning.*
3. *I've been swimming for an hour.*
4. *I've been diving a lot recently.*
5. *I have been wearing this swimsuit for a week.*



Употребление Present Perfect Continuous подчеркивает длительность действия, в то время как Present Perfect (Simple) подчеркивает факт совершения действия:

1. *I have already been living here for 10 years. – Я живу здесь уже 10 лет.*
2. *I have lived here for 10 years. – Я прожил здесь 10 лет.*
3. *I've just picked twenty pounds of strawberries! I've been growing strawberries since we moved here but I've never had such a fantastic crop before.*
4. *I've been painting for years but I haven't sold a single picture yet.*

Кроме того, Present Perfect Continuous может выражать длительное действие в прошлом, повлекшее определенные последствия в настоящем, а также длительное действие, закончившееся непосредственно перед данным моментом:

1. *I'm so tired. I've been diving.*
2. *Your skin looks burnt. Have you been sunbathing?*
3. *I've been repairing my car. My hands are dirty.*

Present Perfect Simple, в отличие от Present Perfect Continuous, выражает краткое действие или достигнутый результат:

1. *I've repaired my car. It's OK now.*
2. *We have only done three exercises out of ten. What a disaster!*
3. *Has your friend put on a lot of weight?*





## A perfect sanctuary

Sanctuary Cove, on the Coomera River, is paradise for boating and sports enthusiasts. Named Premier Resort at the Tourism Awards, it has world-class leisure and sporting facilities in a natural environment which features an enticing saltwater lagoon.

Marine Village is the focal point of entertainment, dining, shopping and marine activity on the resort's main harbour. There are many berths for casual visitors and cruise boats.

Shops in Marine Village provide all marine goods and services. There are also a lot of boutiques and stores specialising in fine art, vintage wines and gifts; a newsagent's, a pharmacy, a hairdresser's, a tobacconist's and a masseur's.

Live jazz and the resort's own lagers are available in the casual Waterfront Tavern and in the beer garden. The resort's restaurants offer an exciting range of dining options. There is an Indonesian sidewalk cafe, a lively Italian eatery and fresh seafood restaurants with spectacular harbour views.

The lavish high tea, served daily in the hotel's comfortable bar, is also popular.

The hotel has 249 rooms and there are plans for 260, largely as a response to the demand for Sanctuary Cove's conference facilities.

Fitness enthusiasts are well catered for in the resort's recreation centre, which boasts eight tennis courts, squash courts, bowling greens, a heated pool, a gym,

and an aerobics centre.

For golfers, there are two championship-standard courses, designed by champion golfers and they are one of Australia's finest golfing venues.

For special occasions, both locals and visitors are tempted by the fine fare at Grange Restaurant in a five-star hotel. Chamber music makes Sunday brunch a special event at The Grange.

The resort also includes a licensed Village Theatre as amusing street entertainment.

As well as a stimulating range of daily activities, Sanctuary Cove hosts a comprehensive array of special events. There are some unconventional fashion parades, an international boat show, a jazz festival, a trade exhibition, a sports tournament and celebrity appearances.

Life is never dull at this premier resort. There is always something to do at Sanctuary Cove.



### Answer the questions:

1. What is Sanctuary Cove?
2. What is the play on words in the title?
3. What services does it provide?
4. What facilities are there in Sanctuary Cove?
5. Where can you go shopping?
6. Where can you have a meal?
7. What facilities does the resort have for fitness enthusiasts?
8. What entertainment can you enjoy?
9. What are the advantages of this resort?
10. Can you find any disadvantages?
11. If you were there, what would you do?



## Vocabulary

**perfect**

ideal –

идеальный, совершенный:

*The dentist said my teeth are perfect.*

**sanctuary**

refuge or safety from pursuit, persecution, or other danger; a nature reserve –

убежище, прибежище; заповедник:

*I thought of my house as a sanctuary.*

**paradise**

an ideal place that has everything a person may want –

рай:

*With hundreds of boutiques in the city centre, Paris is a shopper's paradise.*

**premier**

the most important –

главный, основной:

*This town is the island's premier resort.*

**resort**

a popular place to go on holiday, mostly by the sea or in the mountains –

курорт:

*Aspen is a ski resort.*

**award**

a special prize for something you have achieved –

премия, награда:

*Who won the award for Best Actor at the Oscar ceremony?*

**leisure**

free time –

досуг, свободное

время:

*What do you do in your leisure time?*

**sporting / sport(s) facilities**

all the equipment, buildings and other things that are provided for a

particular purpose –

условия для занятий спортом:

*The school needs money to improve its sports facilities.*

**environment**

the natural world of land, sea, air, plants, and animals –

окружающая среда:

*We must protect the environment.*

**enticing**

so attractive that you want to have it or do it –

соблазнительный, аппетитный:

*The restaurant was filled with the enticing smell of spices.*

**lagoon**

an area of the sea separated by sea or rocks –

лагуна:

*The film Blue Lagoon was one of the hits in the 80s.*

**entertainment**

an event, performance, or activity designed to entertain others –

развлечения:

*Paris offers a wide range of entertainment for visitors.*

**harbour**

a place at the edge of the sea where

ships stop –

гавань:

*The storm kept us in harbor until the next day.*

**berth**

a ship's allotted place at a dock –

якорное место, причал

**casual**

occasional, informal –

неофициальный, непринужденный, повседневный, неформальный:

*'Hi' is a casual way of saying hello.*

*School pupils wear a uniform, whereas students wear casual clothes.*

**to provide**

to give or supply something –

предоставлять, обеспечивать

*We were provided enough food for the journey.*

**store**

a shop –

магазин:

*Complaints should be addressed to the manager of the store.*

**to specialize in**

to be an expert in something –

специализироваться (в какой-либо области):

*Mr. Smith is a lawyer who specializes in taxation.*

**fine art**

painting, sculpture and other visual artistic things –

изобразительное

искусство:

*I'm rather fond of fine art.*

**vintage**

old but kept in good condition and highly valued –

винтажный:

*I went to an exhibition of vintage motorcycles.*

**gift**


# Vocabulary



a present –  
подарок, дар:  
*He bought wonderful gifts for all his family. He has a gift for drawing.*



**newsagent's**  
a shop that sells newspapers and cigarettes

**pharmacy**  
a shop where medicines are prepared and sold  
(also: chemist's; drug store –*Am.E.*)

**hairdresser's**  
the place you go to have your hair cut, done, permed, dyed, etc.

**tobacconist's**  
a shop that sells newspapers, magazines, cigarettes and tobacco

**masseur's**  
a place where you can have a massage.  
(also: massage parlour)

**live [laiv]**  
happening now, not recorded –  
живой (не в записи):  
*Did you see the game live?*

**to be available**  
you can buy it, get it, or use it –  
*There are only a few tickets available for the next match.*

**exciting**  
very interesting and enjoyable –  
увлекательный:  
*The movie ends with an exciting car chase.*

**range of /array of**  
a number of things of the same general type –  
выбор, ассортимент:  
*The model is available in a range of colours.*

**option**  
one of various things you can choose from –

выбор, вариант:  
*Which is the cheapest option – travelling by bus or by train?*

**lively**  
happy and full of energy –  
энергичный:  
*I wish they'd play some lovely music.*

**eatery**  
*informal* a restaurant or a café –  
закусочная

**spectacular**  
very impressive, evoking admiration and excitement –  
производящий глубокое впечатление, эффектный:  
*The scenery in the mountains is really spectacular.*

**view**  
the whole area you can see when you look out of a window, from the top of a hill, etc. –  
вид:  
*I got a wonderful view of the parade from the window.*

**lavish**  
given in a large amount and expensive –  
роскошный, щедрый:  
*We were given a lavish dinner. She wore a lavish evening dress. Compare: luxurious*

**(in) response (to)**  
a written or spoken reply –  
(в) ответ (на):  
*I applied for a job but I haven't had a response yet. In response to your inquiry, the package will be send immediately.*

**demand for**  
what people ask for –  
спрос (на):  
*There is great demand for this software.*

**fitness enthusiast**  
someone who feels a lot of interest in or desire to take part in sports –  
любитель спорта:

*The aerobics centre was started by two young fitness enthusiasts.*

**to cater**  
to provide people with food or drink at a social event or other gathering –  
поставлять (*пищевые продукты*) на крупные мероприятия:  
*We cater to an exclusive clientele.*

**recreation centre**  
a place where people can relax and have some leisure activities –  
*I like to go to the recreation centre after work.*

**to boast**  
to proclaim you have something that other people admire –  
хвастаться, кичиться:  
*The island boasts the highest number of tourists in the area.*

**golf course**  
a place where people play golf

**to design**  
to plan the shape, materials, colours, etc. –  
проектировать:  
*The cathedral was designed by Antonio Gaudi.*



**venue**

the place where something happens, especially an organized event – место проведения (мероприятия, встречи):

*This club is the town's main venue for live music concerts.*

**for special occasions**

для особых случаев:

*The dress is perfect for special occasions.*

**to be tempted**

to have an inclination to do something –

быть искушенным, привлеченным чем-либо:

*It is the fresh air that tempts me to go to the mountains.*

**brunch**

a late morning meal eaten instead of breakfast and lunch – поздний завтрак

**amusing**

making you laugh – смешной, забавный:

*She tells some very amusing stories.*

**stimulating**

encouraging to become active

*She found her new job very stimulating.*

**to host**

to provide place for something – проводить (мероприятие), содержать:

*Sidney hosted the Olympic Games in 2000.*

**comprehensive**

including many aspects –

всеобъемлющий, широкий:

*We offer a comprehensive range of goods and services.*

**special event**

something unusual, interesting or important that happens –

мероприятие:

*Newspapers describe special events of the festival.*

**comprehensive**

including many aspects –

всеобъемлющий, широкий:

*We offer a comprehensive range of goods and services.*

**unconventional**

different from what most people find usual and normal –

нетипичный, своеобразный:

*He has a really unconventional sense of humour.*

**festival**

a day or time when people celebrate something –

праздник:

*Oxford has a great art festival every year.*

**trade exhibition (also trade fair)**

an event at which companies show their new products – выставка-ярмарка:



*The car was displayed at the latest trade exhibition.*

**sports tournament**

a competition in which players and teams play each other until there is one winner –

спортивные соревнования, турнир:

*They are going to hold a chess tournament.*

**celebrity**

a famous person, especially in films, on TV, etc. –

знаменитость:

*The hotel is well-known because celebrities like it.*

**dull**

boring, uninteresting, not bright – скучный

*He is a nice boy, but rather dull.*





## Vocabulary Exercises



### Task 1. Fill in the gaps with the words below.

dull                      available                      sporting facilities                      host                      lively                      perfect  
spectacular                      amusing                      included                      service                      festival                      designed  
provide                      offered                      casual                      exciting                      live

1. The university needs money to improve its \_\_\_\_\_.
2. We \_\_\_\_\_ enough food for the journey.
3. Is the bus \_\_\_\_\_ efficient in your town?
4. He \_\_\_\_\_ to carry my suitcase.
5. It's so \_\_\_\_\_ to think we'll soon be in Scotland.
6. It was \_\_\_\_\_, so we ordered champagne.
7. Young children are usually very \_\_\_\_\_.
8. The scenery in the Lake District in northern England is \_\_\_\_\_.
9. Have you \_\_\_\_\_ meals in the price?
10. It was rather amusing to watch the trained monkeys perform.
11. Oxford has a great art \_\_\_\_\_ each year.
12. Frankly speaking, I find this conversation a little \_\_\_\_\_.
13. The dentist said my teeth are \_\_\_\_\_.
14. The cathedral was \_\_\_\_\_ by Christopher Wren.
15. He wears \_\_\_\_\_ clothes at week-ends.
16. There will be \_\_\_\_\_ coverage of the baseball game on Channel 5.
17. Sochi will \_\_\_\_\_ the Olympic Games in 2014.



### Task 2. Paraphrase the following using the active vocabulary:

1. There is a shop that sells newspapers and magazines near my block of flats.
2. There are a lot of places you can go to to have your hair done in our resort.
3. I prefer informal clothes.
4. I've never had any desire to take part in sports.
5. We are planning to open a lot of places with equipment you can use to exercise.
6. She got no answer to her question.
7. They want to take part in competitions.
8. A lot of people go to Hollywood because they want to become famous.
9. It's quite boring.
10. Sea ports need to have places at the edge of the sea where ships stay.
11. If you win a competition, you get a special prize for what you have achieved.
12. These goods are not on sale at the moment.
13. There are a lot of brands of the highest quality in the shopping mall.

### Task 3. Fill in the gaps with the correct prepositions.

1. I'm writing in response \_\_\_\_\_ your request for information.
2. You have the option \_\_\_\_\_ studying law in Oxford or medicine in Cambridge.
3. We had a wonderful view \_\_\_\_\_ the mountains from our hotel window.
4. Who won the award \_\_\_\_\_ Best Actor?
5. Clara catered \_\_\_\_\_ the wedding party.
6. There has been a strong demand \_\_\_\_\_ digital devices.
7. This boutique specializes \_\_\_\_\_ underwear.

### Task 4. What nouns can be formed from these adjectives and verbs:

to feature; to provide; to specialize; to host; to design; to offer; to include; stimulating; comprehensive; perfect; available; exciting; lively; comfortable; amusing

**Task 5.** Give the verbs related to these nouns:

award; entertainment; service; exhibition; celebrity; option; response; demand

**Task 6.** Choose from the vocabulary the opposites of these words:

unattractive; interesting; limited; traditional; recorded; formal; boring; cheap

**Task 7.** Translate the sentences into English using the active vocabulary:

1. Этот остров – рай для фанатов спорта. 2. Туристы обычно раздражают местных жителей. 3. Наш курорт может похвастаться великолепной гаванью. 4. Этот бутик специализируется на старинных вещах, которые могут быть великолепными подарками. 5. На выставке-ярмарке, которая является главным событием сезона, присутствовало много знаменитостей. 6. На круизном судне пройдет живой концерт. 7. В санатории прекрасные условия для занятий спортом: корты, поля для гольфа, площадки для боулинга, зимний бассейн, спортзал и зал для аэробики. 8. В этом кафе с великолепным видом на лагуну подают роскошный поздний завтрак. 9. Услуги парикмахера и массажиста не включены в счет. 10. В магазине предлагаются первоклассные товары. 11. Здесь есть все условия для занятий водными видами спорта. 12. Центр досуга предоставляет полный спектр услуг. 13. Этот фешенебельный курорт проводит парад судов и парад мод только по особым случаям. 14. Отель был удостоен профессиональной премии.

**Task 8.** Translate the sentences bringing out the differences between the following:

offer – suggest

1. Мы не можем предложить вам работу. 2. Мы предложили ему денег, но этого было недостаточно. 3. Какие услуги вы можете нам предложить? 4. Он предложил встретиться у зимнего бассейна. 5. Она предложила нам найти отель по Интернету. 6. Я предлагаю вам начать заниматься парусным спортом. 7. Он предложил оформить комнаты в квартире. 8. Сколько тебе предложили за твою машину? 9. Я предлагаю тебе позвонить Бену. 10. Вы предлагаете сообщить им о нашем решении?

**Task 9.** Translate the sentences bringing out the differences between the following:

travel – trip – journey – voyage

1. Моя первая поездка в Китай состоялась 2 года назад. 2. Дорога на работу занимает почти час. 3. Путешествия расширяют кругозор. 4. Это было очень долгое путешествие. 5. Папа обещал мне поездку в Диснейлэнд на день рождения. 6. Я добираюсь до школы за 10 минут. 7. Мы планируем поездку на курорт. 8. Путешествие на пароходе заняло 6 недель. 9. Сколько Вы добираетесь до работы? 10. Путешествия дают нам жизненный опыт.

**Task 10.** Translate the sentences using the construction given.

to be available

1. Вы можете воспользоваться услугами парикмахера и массажиста. 2. Поле для гольфа закрыто после 5 часов. 3. Многие товары и услуги не были доступны, пока курорт не стал фешенебельным. 4. С Вами можно будет связаться после 10 утра? 5. К сожалению, живая музыка бывает только по особым случаям.



We say:

to offer **to do something**:  
*I offered to go out tonight.*

But:

to suggest **doing something**  
or  
to suggest **that somebody does something**:  
*She suggested travelling light.*  
*I suggest that we go out tonight.***Travel** is usually a verb:*I travel to work by metro.*But **travel** is the action of travelling:*My job involves a lot of travel.*

However, when we want to use a noun, we usually use journey or trip:

*Was your trip good?***A trip** is when you go to a place for a short time and then come back:*I go on a business trip once a month.***A journey** is when you travel from one place to another:*She went on a long journey.***A voyage** is a long journey involving travel by sea or in space:*They aimed to follow Columbus's voyage to the West Indies.*





### Task 1. Open the brackets using Present Perfect Continuous:

- Where have you been? I (wait) for you since morning.
- It (rain) all day.
- You look so thin! – Yes, I (avoid) fatty food.
- How long you (learn) English?
- Who (sleep) in my bed?
- I (come) here for three years.
- I (work) in the same job since 2000.
- It (snow) for the last three days.
- Prices of package tours (go up) recently.
- You (stay) in this hotel long?
- ‘What you (do) all day?’ ‘I (swim).’
- ‘You look tired.’ ‘Yes, I (trek).’
- They (make) this noise all night!

### Task 2. Underline the correct form, Present Perfect Continuous or Present Continuous:

- I'm working/I've been working* as a hotel receptionist just now.
- I'm working/I've been working* there for about a month.
- My parents *are travelling/have been travelling* round America at the moment.
- They *are travelling/have been traveling* since May.
- How long *are you studying/have you been studying* German?
- Recently *I'm getting/I've been getting* more and more interested in famous explorers.
- I am training/ I've been training* for a sports tournament at the moment.
- Why *are you looking/have you been looking* at me like that?

### Task 3. Open the brackets using Present Perfect Continuous or Present Perfect Simple:

- I (write) e-mails all evening.
- I (write) twenty e-mails.
- I still (not finish) them all.
- None of the people I met on holiday (answer) my e-mails yet.
- I (try) to find out her new phone number for weeks.
- We (know) each other since we were toddlers.
- She (get) more and more depressed recently.
- She (change) her hotel twice this week.
- I hope she (meet) someone special.
- I (win) every squash match this summer.
- I (think) about you all day.
- Paul and I (see) a lot of each other recently.
- What you (do) since I last saw you?
- I feel tired. I (play) tennis.
- Sorry I'm late – you (wait) long?
- You (finish) this report yet?
- What (happen) to the little sidewalk cafe that used to be here?
- James (be) a junior assistant for three years. Recently he (look) for a better job but so far he (not find) anything.
- It was so lovely when I woke at dawn but since then the sky (get) steadily darker and the wind (rise).
- What you (do)? I (look) for you for a ages. – I (play) in the garden with the kids.



**Task 4.** Underline the correct form, Present Perfect Continuous or Present Perfect:

1. How long *have you known/have you been knowing* about this resort?
2. How long *have you had/have you been having* your car?
3. Since we first met on holiday, I *have loved/have been loving* you passionately.
4. I *have gone/have been going* to the coast since I was a student.
5. I *have had/have been having* a great time recently.
6. They *have already used/ have already been using* all the funds. Nothing is left.
7. He *has travelled/ has been travelling* a lot this year.

**Task 5.** Fill in the gaps using a verb below in Present Perfect Continuous or Present Perfect:

provide      specialize      host      offer      design      include      cater

1. Our travel agency \_\_\_\_\_ in resorts for the last ten years.
2. Our price never \_\_\_\_\_ room service.
3. We \_\_\_\_\_ for special events since 2002.
4. I always \_\_\_\_\_ for your needs.
5. He \_\_\_\_\_ recreation centres since the beginning of his career.
6. Japan \_\_\_\_\_ trade exhibitions many times.
7. We never \_\_\_\_\_ you any discounts!

**Task 6.** Translate the sentences using Present Perfect Continuous or Present Perfect Simple:

1. Я его в последнее время часто вижу.
2. Извините, я опоздала. Вы давно ждете?
3. Я учу испанский с февраля.
3. Ты устала? – Да, я играла в теннис.
4. Я здесь уже 5 дней.
5. Моя семья всегда жила в Нью-Йорке.
6. Я оформляю интерьеры с тех пор, как закончил колледж.
7. Этот отель обеспечивает высочайшее качество обслуживания со времени своего основания.
8. Их фирма специализируется на винтажных автомобилях уже 10 лет.
9. Он уже очень давно ездит в Брайтон летом.
10. Я жду каникул.



## Writing

1. Write a short article for a holiday brochure about a place you know.
2. Write a letter of complaint to a travel agency about a problem holiday. It should be written in a formal style stating your disappointment and failed expectations about an unsatisfactory situation during your holiday.
3. Write an informal e-mail about your holiday. Remember we write informal emails to people we know well such as friends, family, group-mates or similar. The email may begin with Hi or Hello and finish with Best wishes, All the best or CU. CU is a short form for See you. Other short forms sometimes used are TX (Thanks), RUOK (Are you OK?), FYI (For your information).
4. Write some recommendations to people who are going to visit a resort in Russia or any other country.





## EXTRA VOCABULARY



*cruise*

*excursion*

*outing*

*package tour*

*trekking*

*hitchhiking*

*travel agency*

*tour guide*

*guidebook*

*nightlife*

*historic monuments*

*B&B*

*guest-house*

*half-board*

*full-board*

*a single room*

*a double room*

*reception*

*to book a room*

*to check in / out*

*to go on an excursion/a sightseeing tour*

*to go camping*

*to go to the coast/seaside*

*to sunbathe*

*to go windsurfing/  
snorkelling/diving*

## QUESTIONS FOR DISCUSSION:



1. Why do people travel?
2. Do you agree that travel broadens one's mind?
3. Why do people go to resorts?
4. What other places do people go to?
5. What do travel agencies do?
6. What information can you find in guidebooks?
7. When do you usually travel?
8. How do you choose your destinations?
9. What is your dream destination?
10. Where would you never go to?
11. What things do you buy for your trips?
12. What do you never travel without?
13. What do you do during the journey?
14. What do you dislike about travelling?
15. What do you try to avoid on your trips?
16. What do you take pictures of?
17. Do you enjoy looking at other people's holiday photos?
18. What is the difference between different types of hotels?
19. What is your idea of a good hotel?
20. What can you easily do without?
21. What places do you always visit on holiday and where do you never go?
22. What holiday activities do you enjoy?
23. Where did you last go?
24. What was your best trip? And worst?
25. What was your longest trip?
26. What was the traveling experience you remember best?

## TOPICS FOR PRESENTATIONS:

1. Travel broadens the mind.
2. Travel is a form of escapism.
3. Travelling without adventures is pointless.
4. Travelling without adventures is pointless.
5. Travel is a source of information.
6. There are places you should never go.

## CONVERSATIONAL PRACTICE:

Make up dialogues between:

A travel agent and a tourist

A tourist coming to a country and a tourist leaving it

Tourists planning their activities in a resort

A tourist and a friend on the phone

A tourist and a hotel receptionist

A tourist and a tour guide

People talking about their latest trips





## Home Assignment

### Task 1. Read the abstract.

## The classic Danube\*

From its source in the Black Forest to its mouth in the Black Sea, the Danube flows 288 km and drains an area four times bigger than the Rhine.

Along the way it travels past great cities, historic towns and fortresses and some of the most spectacular mountain scenery in central Europe. It is a river of romance and legends, and a voyage on the Danube has to be described as one of the classic river journeys of the world.

I was delighted to be once more in Vienna, one of my favorite cities, but I was even keener to see the Mozart, the largest, most elegant river cabin cruiser in the world.

During the night we travelled across the border between Austria and Hungary, and as we were having breakfast next morning, we arrived in Hungary's capital Budapest.

Unlike Vienna, which has its centre well away from the Danube, Budapest is right on the river.

We set out in buses to look at Buda, which is the old royal and residential part of the capital. In the castle district above the Danube, our Hungarian guide pointed out the scars of bullets and shells on the walls, dating from World War II when the Germans were driven from their stronghold by the Russians.

We inspected the Coronation Church, where the kings of Hungary were crowned, and gazed across the river to the magnificent Parliament building which houses the present rulers.

We then descended from Gellert Mountain, named after the first bishop of the city, and crossed the bridge to Pest, which is the commercial and shopping area of the capital.

Later, I walked through the theatre and shopping area of Pest, and along the pedestrian street called Vaci. It was crowded with buskers, clowns, organ grinders and street merchants, doing their best to launch the market economy.

Next morning, the Mozart left Budapest and so did we – this time in coaches, travelling north.

We visited a picturesque village and an open-air museum demonstrating the various styles of Hungarian farm buildings.

At Esztergom, the birthplace of St Stephen and the first capital of the Hungarian kings, we inspected the huge basilica which is the centre of the Catholic church in Hungary.

The morning after that we found that we had arrived in another country, Slovakia. We inspected the city of Bratislava, the Slovak capital. Like most Eastern European capitals, it is dominated by a hilltop castle, which now houses museums and government offices.

The best of our river journey was saved for last. Sailing from Bratislava, we soon passed the Austrian border, marked by a fortress on the river.

With castles on distant hills, the Danube in some of these places resembled the Rhine. In other sections of the river, the only scenery was dense woods on both sides, and sandpits populated by geese and other water birds.

By nightfall we were back in Vienna, after a journey which in four days had shown us three countries, along one of the great rivers of Europe.

\* Danube means "black/dark river"

### Task 2. Answer the questions and be prepared to retell the text.

1. What type of trip does the author talk about?
2. Where does the Danube flow?
3. What is the Mozart?
4. What countries does the author visit?
5. What famous sights does he see?
6. How does the author feel about the trip?
7. What are the positive and negative sides of a cruise?

### Task 3. Mark the statements as true or false.

1. The Rhine is longer than the Danube.
2. The centre of Vienna is right on the bank of the Danube.
3. The author went on a bus tour of Budapest.
4. The Kings of Hungary were crowned in St. Stephen's cathedral.
5. Gellert mountain was named after the first bishop of Budapest.
6. Vaci is a highway.
7. Pest is the shopping area of Budapest.
8. Bratislava is the capital of Slovenia.
9. Bratislava is dominated by a castle
10. The Danube doesn't resemble the Rhine anywhere.
11. The journey lasted three days.
12. The travellers saw four countries.

# Home Assignment



**Task 4.** Use *there is/ there are* in the correct form:

1. Last night \_\_\_\_\_ a road accident just outside our house.
2. Have you heard the news? \_\_\_\_\_ a revolution in Bolivia.
3. If the government does its job properly, \_\_\_\_\_ enough houses for everybody.
4. 200 years ago \_\_\_\_\_ no cars, trains or planes.
5. \_\_\_\_\_ enormous changes in our town since I was a child.
6. I think \_\_\_\_\_ somebody at the door.
7. The broadcast says \_\_\_\_\_ rain tomorrow.
8. \_\_\_\_\_ about 5,000 languages in the world.
9. \_\_\_\_\_ some people here to see you.
10. \_\_\_\_\_ some coffee in the pot.
11. \_\_\_\_\_ any butter in this cake?
12. \_\_\_\_\_ some lovely hills near where my aunt lives.

**Task 5.** Translate into English:

1. У лагуны находится маленькое кафе.
2. Вокруг бассейна растут пальмы.
3. Как Вы думаете, есть люди на других планетах?
4. Только что произошла авария.
5. Девушка закричала, потому что в ванне был паук.
6. Произошла ошибка – в вашем номере живет другой постоялец.
7. Я думаю, что еще одной мировой войны не будет.
8. Если люди будут водить машины аккуратно, будет меньше аварий.
9. Завтра пойдет снег.
10. Ему это не грозит.

**Task 8.** Shaping the Language.

If someone has a firm hand on the tiller, they have a lot of control over the direction of a project. Can you assume the meaning of the following:

- Don't be offhand.
- second hand
- handyman
- light-fingered
- a finger in every pie
- palm reading
- under her thumb
- thumbs up
- know it like the back of my hand
- The two were hand in glove together.
- a bird in the hand
- Give me a hand.
- Don't let her get her hands on it.
- It was handed to him on a plate.

**Task 6.** Describe a perfect resort using *there is/there are*.

**Task 7.** Translate the sentences using the constructions given.

both – and

1. Вы можете купить сигареты и в газетном киоске, и в специализированном магазине.
2. В бутике есть и платья из последних коллекций, и винтажные.
3. Перед Рождеством есть спрос и на подарки, и на одежду.
4. Этот фильм получил и награду Киноакадемии, и «Эмми».
5. И гости, и местные жители с нетерпением ждали праздника.

as well as

1. Наряду с эксклюзивными курортами, в стране есть и демократичные места для отдыха.
2. Наряду с теннисным кортом, в санатории есть и поле для гольфа.
3. Наряду с центром досуга, он также спроектировал здание аптеки.
4. Наряду со спортивными состязаниями, в здании также проводятся другие мероприятия.
5. Летом, так же как и зимой, горы в Болгарии привлекательны для туризма.



*Can Do*

After studying Unit 5 I can:

- > Understand the overall meaning of an authentic text;
- > Use the vocabulary of the topic area properly;
- > Discuss the related topics fluently and communicate freely in situations connected with the topic;
- > Write a formal complaint and an informal e-mail.



### WARMING UP:

What is more important in life: science or art, subjectivity or objectivity?

Does art serve life as science does?

What feelings does art arouse in the hearts of people?

What is art for you?

Read the abstract below to help with some ideas.

*Charles Darwin wrote in his autobiography: "Up to the age of thirty, or beyond it, poetry of many kinds, such as the works of Milton, Gray, Byron, Wordsworth, Coleridge, and Shelley, gave me great pleasure, and even as a schoolboy I took intense delight in Shakespeare, especially in the historical plays. ... But now for many years I cannot endure to read a line of poetry: I have tried lately to read Shakespeare, and found it so intolerably dull. ... This curious and lamentable loss of the higher aesthetic tastes is all the odder, as books on history, biographies, and travels ... and essays on all sorts of subjects interest me as much as ever they did. My mind seems to have become a kind of machine for grinding general laws out of large collections of facts. ... If I had to live my life again, I would have made a rule to read some poetry and listen to some music at least once every week; for perhaps the parts of my brain now atrophied would thus have been kept active through use. The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character, by enfeebling the emotional part of our nature."*

*(The Life and Letters of Charles Darwin (Volume 1), pp. 56-7).*

*C Darwin*



**to take intense delight in something** – восхищаться, испытывать восторг

**to endure** – выносить, терпеть

**intolerably dull** – невыносимо скучный

**curious** – странный, любопытный

**lamentable** – жалкий, плачевный

**loss** – потеря, утрата

**odd** – (зд.) странный

**grinding machine** – шлифовальный станок

**atrophied brain** – атрофированный мозг

**injurious** – вредный

**to enfeeble** – ослаблять



## СТРУКТУРА ПРЕДЛОЖЕНИЯ

ПОДЛЕЖАЩЕЕ

ГЛАГОЛ

ОБЪЕКТ  
или СУБЪЕКТИНФИНИТИВ  
или ПРИЧАСТИЕ

*I want you to go to the new exhibition with us.*  
*He saw her enter the next hall of the exposition.*  
*I watched her examining my collection of prints.*

## Adverbial clauses of time

## Complex sentences with adverbial clauses of time

Придаточные предложения времени используются для описания действия относительно другого события:

*I visited the Metropolitan Museum **when I last went to New York.***

Придаточные предложения времени могут присоединяться к главной части при помощи элементов *when, whenever, after, as, as soon as, as long as, before, since, until, till, while, by the time (that), once, the moment / minute (that)* и т.д.:

*I can't send them the painting **until the paycheck comes.***

Как правило, в придаточных времени не употребляются времена группы Future, для отнесения ситуации к будущему используются времена группы Simple:

***When the gong rings,** the opening ceremony **will begin.***

Чтобы подчеркнуть завершенность действия, в придаточных предложениях времени используются времена группы Perfect:

*I will go to bed only **after I have finished my book review.***

## Reading

## The Arts

The Arts play a great role in the expression of inner thoughts and beauty in our lives. From dance and music to abstract art, our concept of life is shown through the various ways in which we interpret it. We use the Arts as a means of touching that part of us that we cannot reach with Physical Science, Social Science, or any of the Humanities. The Arts allow us to be as specific or as abstract as we please. They help us become closer to ourselves and to others around us. Though there has been a lot of debate as to what the true definition of art is, the way we show others what is going on in our inner life cannot be judged, graded, criticized or revised by anyone other than ourselves. This is self-expression, but obviously great artists have more insight and skill to convey their intent.

The arts play a valued role in creating cultures and developing and documenting civilizations. Music, singing, dancing, poetry, and sketching help us to express ourselves and enjoy life.

Art affirms life. All art implicitly asserts that thoughts, feelings and sensations can be expressed, and shared with others. True art takes us out of our comfort zone to question our ideas of beauty and truth and extends our ability to see. Intense artistic experiences reveal more about ourselves and how we experience the world. Artists struggle to find ways to make their insights accessible to us. Of course paintings and music can be entertaining and comfortable, but there is something inside human beings that impels us to try to understand our condition and intellectually evolve through unfamiliar artistic experiences. Art may not give immediate answers, but it may help clarify our questions... Our senses become more alive!

Because each art discipline appeals to different senses and expresses itself through different media, each adds a special richness to the learning environment. Through art we learn to identify, appreciate, and participate in our own evolving community and the communities of others. Art teaches us how to be imaginative, creative, and reflective. Different art forms help us develop the verbal and non-verbal abilities necessary for lifelong learning. The intellectual demands of the arts help us develop problem-solving abilities and such powerful thinking skills as analyzing and evaluating. Numerous studies point toward a consistent and positive comparison between concrete education in the arts and student achievement in other subjects. A program in arts education would engage students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life. Most important is that the arts should be experienced and studied for their own true value.

If art were not present in our lives we would be missing so much. We would not be able to do the things that we love to do each day. Art is part of life. People listen to music every day, we dance, and sing. For many nations art is a way of life, and without it we would be lost. Conversations and sport are ways of expressing our feelings but without art the world would be dull and sad. People would not be able to communicate in the same sense that art allows them to. Art shows peoples' individualism. Without art wouldn't we all be the same?

## Answer the following questions:

1. What is shown through art?
2. Is it possible to give a full definition of Art?
3. What are some of the aspects of the role of art?
4. Should fine arts and music be comfortable?
5. What is the role of art in the learning process?
6. What would the world be like if art were missing?
7. Can you give examples of nations for whom art is a way of life?

## Give the English equivalents to the following words and expressions:

выражение потаённых мыслей; представление о жизни; представлять себе (воспринимать); особенный; путаница, неразбериха; судить о чём-либо; давать оценку; ценный; творческое проявление; привлекать, притягивать; утверждать жизнь; подвергать сомнению; новый художественный опыт; творческий, оригинальный; мыслящий; речевые (вербальные) и невербальные навыки; способности решать проблемы; вовлекать; чувство собственного достоинства; внутренняя дисциплина; самомотивация.





## to interpret

to understand an action, situation, etc. in a particular way –  
интерпретировать, представлять:  
*Your silence can be interpreted as an admission of guilt.*

## Physical Sciences

sciences such as geography and physics that deal with things that are not alive –  
естественные науки:  
*We can see the rapid growth of interest in both the natural and physical sciences.*

## Social Sciences

one of the separate subjects that deal with the way societies are organized, for example history or sociology –  
социальные науки

## the Humanities

learning concerned with human culture –  
гуманитарные науки

## specific

exact and detailed  
конкретный, точный:  
*For specific instructions please refer to the guide.*

## definition

a statement of what a word or expression means –  
определение:  
*Do you know the definition of this term?*

## to judge

form an opinion about sth. –  
оценивать, судить:  
*You can't judge a man's character by his looks.*

## to grade

to separate things into different groups according to quality, size, importance –  
классифицировать,

ранжировать,  
сортировать:  
*He despises Kate, and grades me with her.*

## to criticize

to say what you think is wrong or bad about something –  
критиковать:  
*to criticize the policy publicly*

## to revise

to change your opinion of someone or something –  
изменять, пересматривать:  
*With time he fairly soon revised his opinion of the profession.*

## valued

considered to be important –  
ценный:  
*a valued opinion, a valued friend (valued by someone).*  
*Compare: valuable advice, valuable time*

## to document

to support something with evidence –  
документально  
подтверждать:  
*The effects of smoking have been well documented.*

## to adapt to

to change something to make it more suitable for a new use or situation –  
адаптировать(ся), приспособить(ся):  
*Shelves were built to adapt the library for use as an office.*

## sketching

drawing quickly and with few details –

рисование набросков, эскизов:  
*Jeanne took up sketching whenever she had the time.*

## implicitly

suggested though not directly expressed –  
имплицитно, неявно:  
*A certain new idea was implicitly contained in his speech.*

## to extend

to cause to cover a wider area; to cause to last longer –  
простирается, тянуться дольше, длиться:  
*Our personal space extends about 12 to 18 inches around us.*

## to reveal

to make known to others; to allow smth to be seen –  
открывать, разоблачать; обнаруживать:  
*A survey of the American diet has revealed that a growing number of people are overweight.*

## insight

an accurate and deep understanding –  
проницательность; догадка, внезапное озарение:  
*The course offers some insight into British life and culture.*

## to impel

to drive, force, or urge smn to do smth –  
приводить в движение, подталкивать, стимулировать:  
*I wonder what it is that impels him to exercise all the time.*

## to reflect

to show the existence or nature of



something –  
отражать:

*The pulse reflects the condition of the heart.*

**to appeal to**

if something appeals to you, you like it or want it –  
привлекать, притягивать, нравиться:  
*On the other hand, the idea appealed to him...*

**to proclaim**

to state sth. in an emphatic way –  
превозносить, провозглашать:

**viewer**

someone who is looking carefully at a picture or other interesting object –  
наблюдатель, созерцатель:  
*the relationship between the art object and the viewer*

**medium (pl. media)**

an agency or means of doing something –  
способ, средство:  
*The latest technology is becoming a medium for job creation.*

**to identify**

establish or indicate who or what sth./sb. is –  
распознавать, определять, устанавливать:  
*to identify the students' real needs.*

**to appreciate**

to recognize the full worth of –  
оценивать, (высоко) ценить:

*She feels that he does not appreciate her.*

**imaginative**

having or showing creativity –  
одарённый богатым воображением, творческий, оригинальный:  
*He was imaginative beyond all other architects.*

**verbal**

spoken, oral –  
словесный, речевой, вербальный:  
a verbal agreement

**non-verbal**

not using words or speech –  
не выражаемый словами, невербальный:  
*forms of non-verbal communication*

**lifelong**

existing or happening for the whole of a person's life –  
пожизненный, длиною в жизнь:  
*lifelong suffering*

**to evaluate**

to form an idea of...; assess –  
давать оценку, составлять мнение:  
*The situation is difficult to evaluate.*

**consistent**

not containing any logical contradictions –  
последовательный, согласованный:  
*a consistent explanation*

**self-esteem**

self-respect –  
самоуважение, чувство

собственного достоинства:  
*training for people with low self-esteem*

**self-discipline**

the ability to control one's feelings and overcome one's weaknesses –  
внутренняя дисциплина:  
*Exercising at home alone requires a great amount of self-discipline.*

**self-motivation**

willingness to do or achieve something because of one's own enthusiasm or interest, without needing pressure from others –  
самотивация:  
*She is a very independent person with self-motivation.*

**WORD COMBINATIONS:**

**to play a great role** – играть значительную роль

**inner thoughts** – потаённые мысли

**abstract art** – абстракционизм

**concept of life** – взгляд на жизнь, представление о жизни

**creative expression** – творческая выразительность

**so / as the saying goes** – как говорится

**to arouse response** – пробуждать отклик





## Vocabulary Exercises

**Task 1.** Use the following words and expressions in their correct forms to fill in the gaps.

play a key role	interpret	definition	revise	adapt
self-discipline	lifelong	appreciate	response	as the saying goes
inner	specialize	judge	valued	expression
self-esteem	non-verbal	identify	arouse	appeal
abstract art	the Humanities	grade	document (v.)	creative
consistent	verbal	medium	proclaim	
concept	specific	criticize	sketch	
evaluate	imaginative	viewers	reflect	

1. She ..... a key ..... in campaigning for equal opportunities in the workplace.
2. Read closely and you will discover an ..... meaning to his words.
3. .... expresses the artist's ideas or feelings rather than showing the exact appearance of people or things.
4. People have no ..... of what it is like to live in real poverty.
5. This political move was ..... in two ways.
6. He ..... in physical and theoretical chemistry.
7. .... are subjects such as history, literature, and philosophy that are based on the study of human culture and ideas.
8. For ..... instructions on loading the software, please refer to the guide.
9. We need a clear ..... of the concept of human rights.
10. The paintings will be ..... on imagination and technique.
11. The timber is ..... according to its thickness.
12. Public health experts ..... the proposals for not going far enough.
13. These figures have now been.....
14. We all respected his ..... knowledge and experience.
15. Her report ..... the effects of climate change.
16. We offer people the opportunity to be.....
17. Some of the actors need to put a lot more ..... into their voices.
18. Most students have little difficulty ..... to college life.
19. I'll just ..... the main points for you.
20. He said that the statement did not ..... his own views.
21. Well, ....., 'A problem shared is a problem halved'.
22. The show's direct approach will ..... to children.
23. It's not the prime minister who ..... himself a champion of the free market.
24. These rumours have ..... intense interest among investors.
25. There was an enthusiastic ..... to my suggestions.
26. The show attracted twenty-eight million.....
27. Patients can express their emotions through the ..... of drama.
28. Several key problems have already been.....
29. This restaurant is popular with people who ..... good service and fine wines.
30. He was more ..... than most history teachers.
31. They can be subjected to ..... and physical abuse.
32. .... communication makes up around 60%.
33. They hoped their friendship would be.....
34. The performance of each employee is ..... once a year.
35. I have been ..... in my approach over the years.
36. We also have groups for patients suffering from depression and low.....
37. .... is the ability to control your behaviour so that you do what you should do.



**Task 2.** Make up your own examples with the words and expressions from your active vocabulary. Ask your group-mates to translate them into English.

## Check Your Grammar

## Task 1. Put to where necessary before the infinitives:

- The teacher made me \_\_\_ repeat it all over again.
- You needn't \_\_\_ ask for permission.
- I let you \_\_\_ take my books whenever you like.
- Will you help me \_\_\_ move the table?
- You seem \_\_\_ know these places very well.
- I heard the door \_\_\_ open and saw a shadow \_\_\_ move across the floor.
- He told me \_\_\_ try to do it once again.
- I felt her \_\_\_ shiver with cold.
- We'd love you \_\_\_ stay with us.
- She had her son \_\_\_ cut up some sandwiches.
- Rose wanted them \_\_\_ stop laughing, wanted the curtain \_\_\_ come down.
- She helped me \_\_\_ get over my fear.
- What made you \_\_\_ deceive me?
- I rely on you \_\_\_ come in time.
- We expect them \_\_\_ arrive in the morning.
- I consider him \_\_\_ be a clever man.



## Task 2. Make up sentences using the Complex Object:

- The pills my doctor has given me make (I/feel/odd).
- I want (you/say) to yourself that he died a gallant death in the service of his country, and we must be proud of him.
- I had seen (my father/leave) the house that very morning.
- Just as he was falling into unconsciousness he heard (the door/open/and/quickly/shut).
- George was sure that fresh air and exercise would make (we/sleep) well.
- I thought (it/be a signal) to start.
- We didn't expect (he/come back) so soon and were wondering what had happened.
- She felt (somebody/touch) her gently by the hand.
- I'd like (it/do) as quietly as possible, without attracting anybody's attention.
- The boy was made to repeat his story twice.

## Task 3. Translate the sentences into English using the Complex Object:

- Его заставили обратиться к врачу.
- Оказывается, он ничего об этом не слышал.
- Я никогда не видела, как танцует Джейн Бак.
- Я спала и не слышала, как они ушли.
- Родители всегда хотят, чтобы их дети выросли честными людьми.
- Я считаю, что это несправедливо с вашей стороны.
- Кто позволил вам распоряжаться моими вещами?
- Он почувствовал, как силы возвращаются к нему.
- Ничто не могло заставить его

изменить принятое решение. 10. Я случайно услышала последнюю фразу, сказанную вами. 11. Я хочу, чтобы мы встретились еще раз. 12. Она почувствовала, что кто-то дотронулся до ее плеча. 13. Она внимательно наблюдала за тем, как выступают другие гимнастки. 14. Не позволяйте детям играть со спичками. 15. Она побледнела, и я почувствовала, как она вздрогнула.

## Task 4. Choose between the infinitive and Participle I:

- We stood for a while watching a man \_\_\_ an Alsatian puppy. (to train)
- Although he was very tired he made himself \_\_\_ up and \_\_\_ into the bedroom. (to stand, to move)
- He ordered a bottle of beer and some cheese \_\_\_ up to his room. (to send)
- There was a lot of noise all around now, and amongst it you could hear a plane \_\_\_ unusually low. (to fly)
- I heard Arthur \_\_\_ a slight noise which may have been a sigh or a chuckle. (to make)
- I don't like girls \_\_\_. It takes away the fragrance of youth. (to smoke)
- I saw Mother \_\_\_ at me. (to look)
- I saw Mother \_\_\_ at me and \_\_\_ away. (to look, to turn)
- Now I was over-confident. I expected things \_\_\_ my way. (to go)
- James proved himself \_\_\_ a man of his word. (to be)
- If you go on talking like this you'll have me \_\_\_. (to cry)
- They watched me \_\_\_ away, wiping my nose on my arm. (to walk)
- He was content just to watch her \_\_\_. (to think)
- I watched him \_\_\_ down the path toward other men. (to hurry)
- It was the only word I heard him \_\_\_ that day. (to say)
- He knew that for the moment they must not hear him \_\_\_ in the night. (to sob)
- Who was the man I saw you \_\_\_ with yesterday? (to chat)
- The whole village turned out to see them \_\_\_. (to leave)
- I saw him \_\_\_ up, \_\_\_ to another man and \_\_\_ out. (to get, to whisper, to stroll)
- I didn't expect her \_\_\_ especially concerned. (to be)



## Task 5. Translate the following into English using infinitives or participles:

1. Он наблюдал, как люди торопились к поездам.
2. Он нашел, что братья были очень знающими (competent) деловыми людьми.
3. Джон не мог заставить себя вернуться в Лондон.
4. Было легко представить себе сидящую молча Кэт.
5. Позже она услышала, как вверх по лестнице носили багаж.
6. Я помню, как он вслух читал свои стихи.
7. Его жена была в душе. Он слышал, как течет вода.
8. Он заставил меня пообещать навестить его.
9. Насколько я знаю, он никогда не терял вещи.
10. Затем он увидел, как Морис вошел в бар.
11. Он видел, что я рассматриваю фотографию.
12. Твое письмо вынудило меня написать, что я чувствую.
13. Я увидел, что подходит мой автобус, и пошел, чтобы успеть сесть на него.
14. Джек удивился, почувствовав, что у него дрожат руки.
15. Я ожидал, что отец встретит меня на станции.
16. Я видел, как Терри дошел до угла.
17. Он видел, как Джон наливал себе чашку кофе.
18. Он видел, как Джон налил себе чашку кофе.
19. Я не люблю, когда люди приходят в аэропорт провожать меня.
20. Он сделал все возможное, чтобы заставить сына переменить свое решение.



## Task 6. Use the appropriate verb forms in the sentences with adverbial clauses of time, all of which have a future time reference:

1. I (be) ready to join you the moment I (water) the plants.
2. You (get) used to our methods when you (work) here a bit longer.
3. After he (give) some instructions his chances (improve).
4. The participants (not find) out their score until the results (print) out.
5. The builders (start) construction work as soon as the plans (approve).
6. I (let) you know my opinion as soon as I (review) the article.
7. Once he (let) out his feelings he (feel) better.
8. (Not announce) your decision until you (give) the matter some thought.
9. As soon as we (discuss) the matter of Mr. Green's appointment, he (be able) to proceed.
10. He (make) an excellent squash player when he (have) a little more competitive experience.
11. (Not start) on Part Two until you (complete) all the questions in Paper One.
12. He (be) unlikely to leave before he (remind) how late it is.



## Writing

An International Theoretical and Practical Conference "The Fortunes of Nations in the Process of Globalization" will be held next month. Make a list of the conference facilities and write an advertisement of some hotel to attract visitors and organizers for a conference. Make up and write a passage of a cultural programme for conference participants.

Use the following words and expressions:

*to exchange information;*

*extensive facilities;*

*a large auditorium or hall;*

*workshops and seminars;*

*profitable;*

*restaurant;*

*pleasure;*

*routine;*

*negotiations;*

*coordinate;*

*requirement;*

*maintenance;*

*excursions round the city;*

*the Kremlin; Hall of Facets*

*(Грановитая палата);*

*the Armoury (Оружейная*

*палата);*

*the Diamond Fund;*

*the Pushkin Museum of Fine Arts;*

*the Tretyakov Gallery;*

*the Bolshoi Theatre;*

*tourist programme "The Golden Ring";*

*Russian Venice/the Venice of the*

*North – St. Petersburg*



## Let's Discuss



## DO WE REALLY NEED POETRY?

English is the international language for air and sea navigation. Because of its precision it is used for diplomacy and transnational commercial legal contracts. But it is also the poetic language used by Shakespeare, Milton, Blake and Wordsworth because of its capacity to express subtle nuances.

At weddings and funerals verses are often read. These are times when emotions need to be expressed. In fact people who say they are indifferent to poetry may be surprised at how much they know by heart. The songs of Bob Dylan are now treated as serious verse. The words of Paul McCartney's Mull of Kintyre are popular. The phenomenon of Street Rap shows the need to feel the pulse of life in language. Infants learn the rhythms of language through nursery rhymes. Children's playground games often have chanted verses. But at times of heightened emotions, people often seek poems that express feelings they can't put into words.

If poetry had to be defined we could say **Poetry is the verbal expression of heightened senses.**

As tragedy and beauty, ugliness, love and insight are all part of our lives, then poetry has a place. The internet has helped popularise verse.

The borrowing patterns of public libraries show that books by W.H. Auden, Stevie Smith, W.B. Yeats, Sylvia Plath, Ted Hughes, Seamus Heaney, Carol Ann Duffy, e e cummings and Allen Ginsberg, and many many others, still speak to us and not only satisfy deep needs, but take us far into unknown psychological realms. And make more vivid our experience of the world.

**Task.** Express your own opinion on the subject. Speak about your ideas on poetry in modern life. Here are some phrases to help:

That's right.

Exactly.

I couldn't agree more.

I'm afraid I can't agree with that.

It's obvious that...

Don't you think... ?

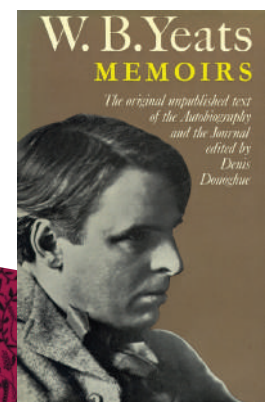
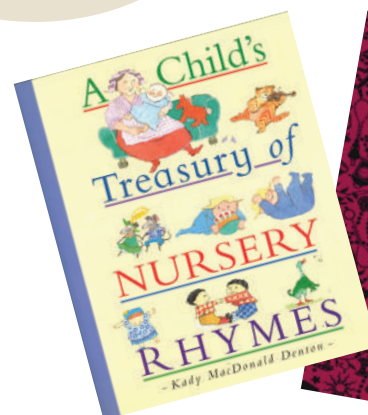
I'm not sure...

Just the opposite.

I suppose it's too much to say that...

Quite the contrary, ...

I doubt that.





## At the theatre

(an extract from “Shannon’s Way” after A.J. Cronin)



Read the text “At the Theatre” and say what impression the play produced on Miss Jean.

When I met Miss Jean at the theatre her expression was eager. Her dark eyes were sparkling with excitement.

“I’ve been looking at the posters,” she said as we entered the foyer, “I can see nothing wrong in them whatever.”

Our seats, although inexpensive, were reasonably good - two pit stalls in the third row, and as we occupied them, the orchestra began tuning up.

My companion gave me a grateful glance and began looking through the program which I handed her.

Presently the lights went down, and then, after a short overture, the curtain rose upon a scene of 18th century Paris. The play was “A Tale of Two Cities”. At first my companion seemed to reserve her judgment, then gradually she sat up straight, her clear eyes full of interest and delight.

“What a lovely scene!” she said. Then she yielded herself to the charm of Sydney Carton and Lucie Manette. At the first interval she relaxed slowly. ‘It’s splendid, Mr. Shannon. So different from what I expected. I can’t tell you what a treat it is for me.’

“Would you like an ice?”

“Oh, no, after what we’ve seen, how could I dream of it!”

“Of course, it’s not a really first-rate play.” “Oh, it is, it is” she insisted. “It’s lovely. I feel so sorry for poor Sydney Carton. He’s so much in love with Lucie and she ... . Oh, it must be a frightful thing, Mr. Shannon, to be terribly in love with someone and not to be loved in return.”

“Quite,” I agreed bravely. “Of course, they’re extremely good friends. And friendship’ is a wonderful thing.”

She consulted her program to conceal her blush. “I like them all,” she said. “The girl who does Lucie is very sweet, she has lovely long blond hair. Miss N. de Silva is her name.”

“She,” I answered, “in real life, is Martin Harvey’s wife.”

“No,” she exclaimed. “How interesting!”

“She is probably 45 years of age and that blond hair is a wig.”

“Please don’t, Mr. Shannon. How can you joke about such things? I’m loving every minute of it. Hush! The curtain is going up.”

The second act began with green lights and soft, sad music. And more and more the sensitive features of my companion reflected the emotions awakened in her. At the interval, deeply affected, she hardly spoke at all. While we were watching the last scene, her hand, small and hot,

touched mine and thus we sat hand in hand as though to support each other while the drama of Carton’s death worked to its end.

When at last the curtain went down, there was a storm of applause. But Jean was too impressed to applaud. When we were out in the street she turned to me:

“Oh, Robert,” she whispered.

“You can’t believe how much I enjoyed that wonderful play! I’m so glad you made me come ... “

We walked on in silence ...



**Task 1. Answer the questions.**

1. Where did Robert Shannon meet Miss Jean?
2. Did she want to visit the theater?
3. What made Miss Jean's eyes sparkle with excitement?
4. Where were their seats?
5. What play were they going to watch?
6. Who played the leading roles?
7. How did Miss Jean express her delight during the interval?
8. Do you think she had a high opinion of the actors? Why do you think so?
9. What emotions were awakened in Miss Jean while they were watching the play?

**Task 2.**

1. Dramatize the dialogue between Robert and Jean during the interval.
2. Reproduce their talk in reported speech. Describe Miss Jean's feelings during the performance.
3. Retell the story from the point of view of:
  - a) Robert Shannon; b) Miss Jean.

**Task 3. Discuss the following:**

1. There are a lot of young people who are fond of theatre. Are you fond of it? Explain your interest in the theatre (or your indifference to it). (To raise serious interesting problems in our life; to bring up; to awaken different feelings; heroic characters on the stage; plays about (for) young people).
2. Is dramatic art important in a person's life?
3. What does drama teach people?
4. Speak about the role of theatre in your education.
5. Say what theatrical works have impressed you greatly.

Talk about your favorite:

- a) theatre; b) actor (actress); c) play.







## Task 1. Supply where necessary the particle *to* before the infinitive:

1. He was making every effort to induce his father \_\_\_ change his mind.
2. But I got him \_\_\_ talk.
3. Nevertheless, on those mornings he could not make himself \_\_\_ read the political correspondents' gossip columns.
4. I knew that he would never encourage his daughter \_\_\_ marry a fortune.
5. As he answered her question, I noticed her \_\_\_ look surprised.
6. I could feel the blood \_\_\_ leave my face in a rush.
7. Understand once and for all, I won't have you \_\_\_ say this sort of thing.
8. The doctor had forbidden him \_\_\_ talk.
9. He didn't hear the car \_\_\_ arrive.
10. He had never known his uncle \_\_\_ express any sort of feeling.
11. I wasn't prepared to let him \_\_\_ go out alone.
12. He was not only giving them the chance, he was pressing them \_\_\_ do so.
13. I'll try to make the thing \_\_\_ work.
14. They watched Esther \_\_\_ return after a time.
15. He drew out a stiff, plain pocket-book I had often seen him \_\_\_ use in meetings and began to write down numbers.

## Task 2. Translate into English.

1. Я часто слышу, как вы выступаете на студенческих диспутах.
2. Вы сами слышали, как он это сказал.
3. Он знал, что его присутствие обязательно, но не мог заставить себя войти.
4. Слышали, как она сказала, что никому из них нельзя доверять?
5. Она не любит, когда дверь ее комнаты закрыта.
6. Говорят, видели, что он вошел в дом, но никто не видел, чтобы он вышел.
7. Мы не ожидали, что он сам это сделает.
8. Она слышала, как ее отец ходит взад и вперед по террасе.
9. Том увидел, что в воде что-то быстро движется.
10. Он заметил, что за ним кто-то следит и, поняв это, решил изменить свой путь.
11. Было слышно, как где-то вдалеке играла музыка.
12. Дойдя до середины, я почувствовала, что мост дрожит.
13. Было слышно, как больной стонет от боли.
14. Выйдя в сад, я увидела, что дети мирно играют.
15. Я наблюдала, как внимательно он читал письмо.

## Task 3. Paraphrase the following sentences.

### Example:

He did it. They saw it. -  
They saw him do it.

1. She said that. Everybody heard it.
2. The burglar got into the house. The neighbours noticed it.
3. The car disappeared in the tunnel. The policeman saw it.
4. The poet read some more of his poetry. The public made him do it.
5. Don't worry! You will go to the party. We'll let it.
6. Bill apologized. His father told him to do it.
7. He is an expert in his field. They think so.
8. You will become my friend one day. I expect so.
9. He really said it. Mike heard it.
10. We shall go to the party together. I would like that.
11. The car disappeared round the corner. The boys saw it.
12. Mary is the best girl in the world. Ted believes it.
13. Your kids often watch horror films before going to bed. You shouldn't let that.
14. It is a misunderstanding. I believe it.
15. You must tell me the truth. I want it.

**Task 4.** Use a particle where necessary.

1. We expect everybody ... join us and ... have fun.
2. You can't make me ... do such things.
3. It would be foolish to let the child ... have his way.
4. We heard the postman ... come up to the front door and then we saw him ... slip a thick envelope into the box.
5. He got them ... rebuild the house.
6. The neighbour saw a stranger ... enter the house through the back door.
7. - What made you ... terrorize me? - I was made ... do it.
8. Why can't you let your son ... decide his future?
9. We don't want anyone ... interfere.
10. He noticed her suddenly ... turn pale.
11. Tracey had never expected Alan ... betray her.
12. I think this painting ... be a masterpiece.
13. Let him ... rest till he feels better.
14. She felt her shoes ... pinch.
15. I won't have you ... say it behind my back.
16. We suppose her ... be in her late fifties.
17. I have never seen anyone ... enjoy food so much.

**Task 5.** Open an brackets using the Infinitive or Participle I.

1. I watched the guests (leave), one by one.
2. She looked out of the window and saw the rain (pour) down on the leafless garden.
3. Suddenly they heard a key (turn) in the lock. They waited for somebody (appear).
4. After a short rest I felt strength (come) back to me.
5. Alexis looked back and saw a stranger (follow) her slowly.
6. I saw the glass (slip) from her hand and (fall) to the floor.
7. We felt it (come) for quite a long time.
8. When Helen returned to the hostel, she found her roommates (have) a surprise party.
9. The police saw the detective (stop) and (take) a few shots.
10. The parents watched their children (laugh, talk and enjoy) themselves on the beach.
11. I saw the unhappy young man (sit) on the bench with a miserable expression.
12. Everybody noticed the lawyer (give) a start and (turn) pale.
13. I felt as if I could feel her heart (beat). And then, suddenly, I heard her heart (stop) beating.
14. I can smell something (burn).
15. People saw robbers (wait) behind the bank.

**Task 6.** Translate the sentences.

1. Я хочу, чтобы ты приготовила мне чашечку крепкого кофе.
2. Кто-нибудь хочет, чтобы я сделала бутерброды?
3. Инспектор хотел бы, чтобы вы всё ему объяснили.
4. Родители обычно предполагают, что их дети будут послушными.
5. Терпеть не могу, когда ты вмешиваешься в мою жизнь.
6. Я хочу, чтобы ты помог мне сделать эту работу.
7. Они предполагают, что Ольга присоединится к ним.
8. Она заметила, что он передал записку на сцену.
9. Прохожий услышал, как кто-то позвал его.
10. Мы полагаем, что это лучший выход из данной ситуации.
11. Родители Чарльза не позволяют ему смотреть телевизор позднее девяти часов.
12. - А что заставляет вас так думать? - Мой жизненный опыт.
13. Дайте мне знать о ваших планах.
14. Никто не смог заставить ребенка выпить лекарство.
15. Пожалуйста, не заставляйте меня ждать. У меня мало времени.

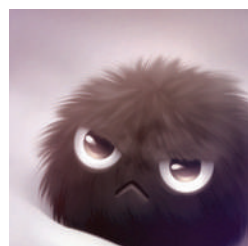
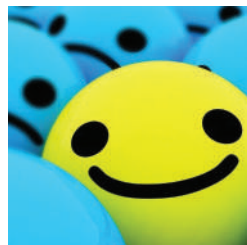


# Home Assignment



## Task 7. Shaping the Language.

If the command 'Eyes Right!' is given to soldiers parading past politicians or generals, how could it be used in the work place? In what circumstances would you use:



- 1 turn a blind eye
- 2 getting the glad eye
- 3 the evil eye
- 4 a nod is as good as a wink
- 5 have a twinkle in her eye
- 6 sparkling eyes
- 7 have an eye for a bargain
- 8 eye for the main chance
- 9 eye them up and down
- 10 cast a critical eye
- 11 Four eyes see more than two.
- 12 see through rose-tinted spectacles
- 13 see the world with fresh eyes
- 14 Don't fire until you see the white of their eyes.



### Can Do

After studying Unit 6 I can:

- › Understand texts relating to the topic "The Arts"
- › Use a variety of expressions and sentence structures to provide factual information, express opinions, contribute to discussions, exchange information relating to the sphere of Arts
- › Select relevant details from discussion about art
- › Write ads to attract visitors and organizers to a hotel
- › Make up a cultural programme for the participants of some event

## WARMING UP:



“Man is born for happiness as a bird is born for flying.”

Do you agree with this statement? Do you think that one's happiness depends just on oneself?

Do you agree with one more statement:

“The only person worthy of happiness and freedom is the one who struggles for them every day?”

What other things must people struggle for? What are you ready to struggle for?

What are the enemies of man's happiness and how to fight them?

## GR Verbs

По своему значению и выполняемой функции в предложении глаголы делятся на смысловые (Notional Verbs), вспомогательные (Auxiliary Verbs) и глаголы-связки (Link Verbs).

К вспомогательным глаголам относятся модальные глаголы (Modal Verbs).

## Модальные глаголы (Modal Verbs):

обозначают необходимость, желательность, вероятность или возможность совершить действие.

Модальные глаголы не употребляются самостоятельно, а только в сочетании с инфинитивом смыслового глагола.

(Инфинитив смыслового глагола в составе такого составного глагольного сказуемого не имеет частицы *to*, за исключением *have to* и *ought to*).

## Positive Forms (утвердительные предложения):

Значения: от “необходимости” до “возможности”

*must* –                            *ought to/ should* –                            *may* –                            *can/ be able to*

*have to*

***must*** – duty, order (“должен”)

***ought to*** – moral obligation (“следует”: норма, правило)

***should*** – advice (“следует”, “следовало бы”: совет)

***may*** – permission, request (“можешь”)

***can/ be able to*** – permission, ability (“могу”)

***have to*** – necessity (“необходимость в силу обстоятельств”)



## Negative Forms (отрицательные формы):

Значения: от “запрета” до “отсутствия необходимости в действии”

*mustn't* –                            *oughtn't to/ shouldn't* –                            *can't* –                            *needn't/ don't have to*

***mustn't*** – prohibition (“нельзя”)

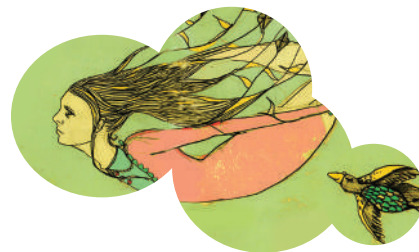
***may not*** – prohibition (“нельзя”)

***oughtn't*** – moral obligation (“не следует”: норма, правило)

***shouldn't*** – advice (“не следует”, “не следовало бы”: совет)

***can't*** – lack of ability (“не могу”)

***don't have to, needn't*** – absence of necessity (“нет необходимости”)



## Link Verbs (глаголы-связки):

Глаголы-связки служат для образования составного именного сказуемого.

К ним относятся глаголы: *to be*, *to look*, *to sound*, *to become*, *to grow*, *to get*, *to turn*, *to grow*, *to remain* и другие:

*He became a doctor.*

*You look happy.*

*She sounds concerned.*

*It grew dark in the room.*

NB! После глагола-связки (в именной части сказуемого) употребляется прилагательное, а не наречие:

*He looks intelligent.* (Сравните: *He speaks intelligently.*)

*It smells very good.* (Сравните: *They speak very well of her.*)



## What is well-being?

Different people have different opinions on what gives them a sense of well-being and what makes them happy. Some would say it is getting a pay rise, others would say it is having a wonderful and meaningful life. There are quite a few whose answers more concern their personal life because their well-being fully depends on it.

All of these answers hit home, of course. However, while everyone has their own opinion, some universal things like the ones below might be considered as to what makes people happy:

### Family and friends.

One of the things that makes people happy is the company of family and friends. The emotional support which these people give you is priceless.

You probably don't enjoy being smothered by your mother or your father, but attending family reunions or getting together for a barbecue once in a while pumps up your happiness level. Having people around you that you love, trust and care for makes you feel that you are not alone.

### Giving back.

Helping others, whether in small or big ways, uplifts a person's spirit like nothing else. Doing something for nothing might be completely the opposite of what you have been taught, but acts of generosity always leave you with a warm and positive feeling.

Sharing your wealth or time with others puts you in the position to receive the same positive energy back from others. Besides, making a difference in somebody else's life has a way of coming back to you.

### Meaningful work.

A job with a corresponding high salary isn't always what makes people happy. In fact, these jobs often make people miserable (unless your heart is in what you do). Unfortunately, not everyone can afford to pursue their dream job. And not everyone finds meaning in their work.

### Freedom.

It's impossible to become truly happy when you don't have even an ounce of freedom in your life. Whether it is being able to express yourself creatively or being able to make a choice for yourself, personal freedom is important. Suppressing yourself only brings forth a lot of negative emotions and discontent.

### Success.

Who doesn't want to succeed? People who have achieved personal or professional success in their life are more inclined to pursue other goals and try new experiences.

They become more content with the direction their life is taking and are generally happier in the long run.

These are just some ideas about what makes people happy. Not everything is about materialism. There's happiness to be found even in the simplest, intangible things.



### DISCUSSION:

1. Why are there so different opinions on what makes people happy?
2. Do you agree that all these answers hit home?
3. If you become rich and famous, do you think you will be happy?
4. What factors can contribute to your well-being?

## Vocabulary

**to concern**

to relate to, to be about –

затрагивать, касаться; иметь отношение к:

*This research concerns people's expectations of marriage.*

**to smother**

1. to give someone so much love and attention that they feel they are not free –

подавлять, ограничивать свободу:

*to smother a child with too much care;*

2. to keep from growing, to keep down –

сдерживать, гасить:

*They smothered all opposition.*

**to pump (up) (inform)**

to increase the value, amount or level of smth –

увеличить:

*The US was able to pump up exports.*

**generosity**

willingness to give one's money, time, etc. in order to help people –

щедрость, благородство:

*to demonstrate/show generosity*

**miserable**

unhappy, pitiful –

жалкий, несчастный:

*I spent the weekend feeling miserable.*

**to afford**

to have enough money to pay/time to do smth. –

быть в состоянии сделать что-то, позволить себе что-то:

*I can't afford it.*

*I can't afford the time.*

**to pursue**

1. try to achieve smth over a long period of time –

добиваться:

*She plans to pursue a career in politics.*

2. преследовать цель, следовать намеченному курсу:

*He is ruthless in pursuing her goals.*

**to volunteer**

to offer one's services without being requested to, or without obligation –

предлагать свою помощь, услуги; добровольно взять на

себя обязанности:

*Young men from distant New Zealand in the World War II volunteered for the army.*

**to feel fulfilled**

to be satisfied or happy because of fully developing one's abilities or character –

чувствовать себя реализовавшимся

**to bring forth**

to produce –

производить, порождать:

*The mountain has brought forth a mouse.*

**discontent**

a feeling of being unhappy and not satisfied with the situation –

недовольство, неудовольствие:

*She sensed my growing discontent.*

*widespread discontent* – широкое недовольство,

**to cause discontent**

вызывать недовольство

**content with**

happy and satisfied with smth –

довольный чем-либо:

*We'll be content with more flexible working hours.*

**intangible**

something that has value, but does not exist physically –

нематериальный:

*Intangible property such as information, image and people are the main drivers of business today.*

(*ср.*) intangibles – нематериальные

ценности



## WORD COMBINATIONS

**to hit home** – попасть в цель (*перен. значение*)

**to attend family reunions** – посещать семейные сборы, торжества

**to uplift a person's spirit** – поднять настроение

**make a difference** – изменить ситуацию к лучшему

**to be inclined to do smth** – быть склонным сделать что-то

**in the long run** – в конечном итоге



## Vocabulary Exercises

**Task 1.** Complete the sentences with the appropriate word from the list:

*concern, smother, generosity, pump (up), miserable, afford, pursue, volunteer, fulfill oneself, bring forth, discontent, intangible.*

Each word can be used only once.

1. It was a .... grey day.
2. Students should ... their own interests as well as do their schoolwork.
3. She could not ... to pay.
4. I don't want to abuse your ... and stay at your house for another week.
5. She succeeded in... both as a professional and as a mother.
6. Their tragic love affair has ... a lot of pain.
7. The City Council ... a great amount of money into the construction of a new ring road.
8. This book which ... global ecology issues has great educational value.
9. The company's reputation has great value and becomes its ... assets.
10. She tried to ... the conflict between her sister and brother.
11. Can somebody ... to help me to clean up the class-room?
12. There is a widespread ... with the quality of public transport in big cities.



**Task 2.** Translate from Russian into English using the active vocabulary of the unit (given in CAPITAL letters):

1. Получасовое занятие аквааэробикой прекрасно ПОДНИМАЕТ НАСТРОЕНИЕ на весь день.
2. Руководство предприятия ВКЛАДЫВАЕТ значительные средства в профессиональное обучение своего персонала.
3. Мы не можем ПОЗВОЛИТЬ себе потерять нашего лучшего работника. Такие люди – ДОСТОЯНИЕ компании.
4. Он ВЫЗВАЛСЯ помочь нам в этом запутанном вопросе.
5. ПОИСК СЧАСТЬЯ стал одной из самых обсуждаемых тем в современном мире.
6. В КОНЕЧНОМ ИТОГЕ нет прямой зависимости между изменением финансового положения человека и его ощущением счастья.
7. Отсутствие доступа к информации во время кризисных ситуаций только ПОРОЖДАЕТ слухи и приводит к растущему НЕДОВОЛЬСТВУ.
8. Все его едкие замечания ПОПАДАЛИ В ЦЕЛЬ. И обстановка на переговорах накалялась.
9. Он БЫЛ БОЛЕЕ СКЛОНЕН тратить деньги на увлечения, чем вкладывать их в развитие своего бизнеса.
10. Какие качества необходимы людям, работающим ДОБРОВОЛЬЦАМИ в районах стихийных бедствий?

**Task 3.** Discuss or write the answer to this question:

How do the items below affect your mood and contribute to or threaten your well-being:

1. the weather and temperature
2. your health
3. work
4. the world situation
5. your relationship with your friends.

Make use of the following key vocabulary:  
*miserable, frustrated, edgy, discontented, irritable, insecure;*  
*can't stand, to be fed up with, to feel a bit uneasy about smth/smb, to resent;*  
*cheerful, optimistic, confident, on top of the world, on cloud nine, over the moon;*  
*to pump up smb.'s mood, to be inclined to do smth., to uplift a person's spirit, to make a difference.*

## Grammar Practice

**Task 1.** The sentences below contain modal verbs. Explain their meaning/function and then comment on the statement or answer the question.

(What do you think? Do you agree or disagree?)

1. Women must play a more active role in the political life of the country.
2. A major purpose of schools must be to teach young people about the main secrets of happiness.
3. Tobacco must not be advertised in the media.
4. You don't have to be rich in order to be happy, do you?
5. Can you stay happy for long if you really try?
6. Some psychologists claim that colour can affect our moods and personalities.
7. Hospitals and waiting rooms should be painted in soft colours.
8. You should train at least an hour a day to stay fit.
9. In the first place, parents ought to teach children how to take right decisions.
10. How far should we protect our children from the hardships of life?



Angela Merkel



Carla Bruni



Sarah Palin



Gloria Macapagal

**Task 2.** Fill in the gaps with the correct form of *have to* or *must*.

1. Most students in Britain have to pay at least part of their university fees.
2. Ann ..... get up early on Wednesdays as she has lectures in the morning.
3. You .....speak loudly on the mobile phone because people around may get annoyed.
4. Michael .....drive to work because the bus gets there too late.
5. You .....borrow this DVD – you will enjoy watching it.
6. ....(you) work at the weekends in your new job?
7. Non-swimmers.....go into the deep end of the pool.
8. Now that oil resources are becoming depleted, more attention ..... be focused on alternative forms of energy.
9. When I was a child, I .....change schools seven times because my parents moved house a lot.
10. We....ban all cars from city centre in order to solve the urban traffic problem.
11. I .....stop eating so much chocolate or none of my clothes will fit.
12. They've promised to lend me a snowboard so I .....take mine to Sarachany and can travel light.

**Task 3.** Complete the sentences using *must* *not/mustn't* or *do not have to*.

1. Residents.....play music after 10 p.m.
2. Children in their late teens .....ask their parents' permission to stay out after midnight.
3. Cars.....be parked in most of Moscow central streets.
4. We.....stop economic development in order to avoid environmental disaster.
5. British citizens.....get visas to travel in Western Europe.
6. Passengers.....lean out of the windows.
7. You.....pay for your tickets now.
8. It has rained a lot, so we .....water the garden.
9. You .....disturb your sister while she's working.
10. You .....knock before you come into my office.

**Task 4.** Match the beginnings and the endings of these sentences.

- |                       |   |
|-----------------------|---|
| 1. I shouldn't.....   | a) wear a helmet when he's cycling on a busy road.            |
| 2. Need I.....        | b) to take any money or is it free?                           |
| 3. We don't have..... | c) to ask his boss before he leaves the office.               |
| 4. They needn't.....  | d) take sandwiches with them because Alice's cooking lunch.   |
| 5. He should.....     | e) to send them our new address because they already have it. |
| 6. Should you.....    | f) fill in my application form now?                           |
| 7. He needs.....      | g) spend so much time playing computer games.                 |
| 8. Do they need.....  | h) carry that suitcase with your bad back?                    |





## Task 5. Which do you think is better: *must* or *should*?

1. You know, I think you.....take a holiday.
2. Tell Sam he .....tidy his room at once.
3. Visitors are reminded that they.....keep their bags with them at all times.
4. I'm sorry, but you.....go. We don't want you here.
5. I really.....go on diet. I'll start today!
6. I suppose I.....write to Aunt Rachel one of these days.
7. All offices.....report to the Commanding Officer by midday.
8. You.....have your hair cut at least once a week.
9. I think men.....wear jackets and ties in restaurants.

## Task 6. Fill in the gaps with the correct form of (not) have to, ought to or must (n't) and the verbs in brackets.

**Teacher:** Do you think it's a good thing for young people to travel to different countries before settling down?

**Student:** Yes, I think it's a really exciting and interesting thing to do.

**Teacher:** What **1** do you have to think (you/think) about if you're going to go travelling?

**Student:** Well, you **2**.....(consider) lots of things first. For example, you **3**.....(have) enough money in the first place, so you **4**.....(work) a bit first to save some money. Then another important thing to consider is who to go with. You **5**.....(travel) with a friend, but it's probably safer and less lonely if you do. Also, you **6**.....(learn) at least something about the countries before you go. It's a good idea to research cultural issues, so that you don't offend people by your behaviour. If you go to Nepal, for example, you **7**.....(shout) or raise your voice in public, and you **8**.....(always/walk) around a Buddhist temple in a clockwise direction. You **9**.....(find out) these things before you go.

**Teacher:** What things **10**.....(you/arrange) before you travel?

**Student:** Well, to visit some countries you **11**.....(have) a visa, so you **12**.....(organize) that before you go.



## Task 7. Fill in the gaps in these sentences:

1. Can I change traveler's cheques here?
2. I'm sorry to bother you. ....I look at your timetable, please?
3. ....cycling to town today for a change? It will be good for us.
4. We.....ask Paula if she'd like to come riding with us. What do you think? I know she'll enjoy it.
5. ....you get that tin down from the shelf for me, Dad? I can't quite reach.
6. I..... post your parcel on my way to work if you want.
7. We haven't got any plans this weekend so.....we go sailing? The weather's is going to be fine.
8. Excuse me, .....you tell me where the nearest tube station is?
9. A: '.....I take this bag onto the plane?'  
B: 'No, I'm afraid not.'
10. ....you turn that television down? I need to use the phone.

## Task 8. Study the following verb-patterns and make up sentences with them:

- a) Link verbs of being and seeming: *be good (at), seem happy, look miserable, feel comfortable, sound contented*
- b) Link-verbs of becoming: *become sad, get worried, turn pale, run wild, fall silent, grow old*
- c) Link-verbs of remaining: *remain unmoved, keep calm, stay warm*

## Task 9. Translate sentences into English using different link verbs:

- 1** Неожиданно в дверь постучали, и в комнате воцарилось молчание.
- 2** Когда ты приобретаешь опыт, работа становится все более интересной.
- 3** Он только кажется безобидным, на самом деле он не прощает ошибок.
- 4** В этом новом платье ты выглядишь великолепно.
- 5** Тебе удобно в туфлях на таких высоких каблуках?
- 6** Грустно наблюдать, как в сентябре начинают желтеть листья.
- 7** Её голос звучал обиженно.
- 8** Если дети оставались на даче под присмотром бабушки, они становились неуправляемыми.
- 9** Получив такое тревожное известие, она очень разволновалась.
- 10** Дерево за окном выросло очень высоким и заслоняет весь вид.



## Writing



There are a lot of discussions nowadays about healthy lifestyles and how to lead a healthy lifestyle. Read the two letters to a newspaper on this topic and answer the questions below:

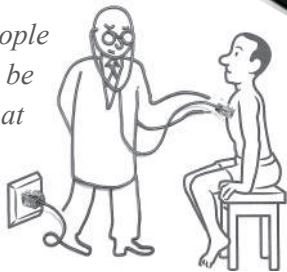
Dear Doctor,

I read your newspaper column every week and this time I can't see eye to eye with you. It's not being healthy that makes us happy, it's the other way round. If someone is happy and enjoying himself and taking pleasure out of his life, then he is going to be healthy. A lot of research shows that people who are happy with their lifestyle have fewer heart problems and fall ill less often. In other words, it's not what we do but how we feel about it.

As a result, I think you should stop telling people what is bad for them, what they shouldn't eat and where they're going wrong with their lives.

You should be encouraging people to feel good about themselves, be positive, worry less and do what they want.

Nick D



Dear Doctor,

I always find your column very interesting. Over the years you have given your readers very useful advice about how to live a healthy life.

However, sometimes I worry that not many people follow your advice. There are a lot of people who smoke and drink too much, who eat too much sugar and salt and fat, and who generally have a very unhealthy lifestyle.

Surely the government can do something about these people because they cost our health service large amounts of money. If they looked after themselves properly, if they adopted a healthier lifestyle, they wouldn't need so much medical treatment.

Carry L



### Task 1. Discuss these questions in pairs or small groups:

1. Who do you agree with most: Nick or Carry? Neither of them?
2. What are the most important points that they make?
3. To what extent do you "look after yourself properly"?
4. Do you consider yourself to be healthy?
5. Do you consider yourself to be happy?
6. Do you agree with Nick that there is a connection between health and happiness?

**Task 2.** Now write your own letter to the newspaper supporting the point of view that you agree with. Write a letter of 120 -180 words. (Before you write consult the sample of the formal letter in Unit 2.)

# Let's Discuss



**Task 1.** What do you think is the happiest time of a person's life: when he is a child or an adult?



**Task 2.** In 2011 the Office for the National Statistics ( UK) carried out a survey to find out how happy the UK is as a country. 200 000 people were interviewed. Here are the results of the survey.

## How happy are you?



According to the chart the British are quite satisfied with their lives – with 71% saying they were happy yesterday. However, that is almost matched by the number who say they were anxious yesterday: 60%. (По материалам газеты “The Guardian” 12 November 2012).

**And what about you? What would your answer be?**



## Home Assignment

**Task 1. Read the text and answer the questions:**

### Happiness can't wait.

When researchers at the University of Chicago measured how Americans are satisfied with their life, they found that about half the people in their late 80s feel happy, while barely a third of 18-year-olds do.

Greater self-esteem and broader access to healthcare may account for the reason that the feeling of happiness grows with age. However, there is good news for those who don't want to wait until they are 80. Between 40% and 50% of our capacity for happiness is genetic, meaning we can control the lion's share of how we feel about life.

We should also remember that maintaining a favourable outlook provides great health benefits, including protection against heart disease, better resistance against other illnesses and a longer life. There are 6 proven strategies which can boost our sense of well-being :

### Take control of your expenses

Money is a health issue. With a raging recession and gas at \$11 to \$12 a gallon, financial worries are driving up stress faster than oil companies are piling up profits. Forty percent of all serious stresses are due to money. Get in control of your finances by saving up (putting aside) 10 % every month. It will create a safety net and will give you independence. So start living below your means today. Yes, it is tough, but we know no better way to achieve long-term happiness, and you won't have to find storage space for all that stuff you bought but didn't need.



### Take a hike in the park – or just around your office building

Doing physical activity for a period of time (30 minutes will do) swells the mood-controlling regions of your brain with endorphins. So a brisk half-hour walk every day will boost your spirits AND your health.

### Be social

Friendship is powerful mental medicine. People with strong social skills rank in the highest levels of happiness, while social isolation torpedoes well-being. Going out with friends is not a luxury, it is an investment in your health.

### Watch your lifestyle

Stress is easier to handle when your mind and body are in tip-top shape. Start by pampering your health with a balanced diet, regular checkups, and 7 to 8 hours of sleep per night (less

sleep increases stress hormones and diminishes growth hormone). When you find yourself tensing up over the things you can't control, you must try this simple antidote : switch your focus to the things you usually ignore, like your breathing. A deep breath can help you regain your self-control.

### Love what you do!

If you make a pie chart of how much of your time goes to what, will the things that give meaning to your life have a large share of the pie? How you rate your own well-being is based on how much fulfillment you get from everyday things. They may be raising kids or working on a project you love, or doing voluntary work. Make time for what you truly value.

### Know what happiness is

It isn't wearing designer clothes or having dinner with George Clooney or Angelina Jolie. These just give you fun, a momentary thrill. True happiness is using your strengths to grow and meet your potential.

### Questions to the text.

#### Discuss them in pairs/groups:

1. What fact was revealed by research at the University of Chicago? Do you find it surprising? How does it compare with your own experience?
2. What explanation is given in the text to this surprising fact?
3. What is correct according to the text:
  - a) people are born with a positive outlook.
  - b) you can find happiness.
4. What are the benefits of a positive outlook?
5. How can managing your own finances help you to be happy?
6. What is a "safety net"? How can we make it?
7. How can physical activity improve your quality of life? What is "endorphine"? What is it responsible for?
8. Why do they say that friendship is a "mental medicine"? What is more important for you: socializing with friends or creating your own personal space?
9. What is recommended to fight stress? Is it easier said than done? Have you ever tried breathing exercises to regain your own self-control?
10. What does "make time for what you truly value" mean?
11. What definition of true happiness is given in the last paragraph? Do you agree with it? What is true happiness for you?





**Task 2.** Read the text below. What do you think about the findings of the research?

## TEN INDICATORS OF A HAPPY SOCIETY

Just about everyone seems to be writing about happiness these days – even investment bankers. Deutsche Bank economist Stefan Bergheim analyses 22 rich countries, and comes up with four varieties of capitalism: the happy variety (Denmark, Sweden, Norway, the Netherlands, Canada, the UK, the US, Australia, Switzerland, Germany, Spain, France, Belgium and Austria), the unhappy variety (Portugal, Italy and Greece), and the Far Eastern variety (Japan and Korea). So which countries benefit from happy capitalism? It's the usual suspects – the Scandinavians and the Anglo-Saxons.

'The happy variety of capitalism' have organized their society and institutions in such a way that they provide conditions important for human happiness.

In fact, over the last ten years it has been the Irish, the Spanish and the Scandinavians who have succeeded in implementing considerable happiness-enhancing changes.

Bergheim's paper, "The happy variety of capitalism" identifies ten indicators for a happy society:

1. High degree of trust in fellow citizens
2. Low level of corruption
3. Low unemployment
4. High level of education
5. High income
6. High employment rate of older people
7. Small shadow economy
8. Extensive economic freedom
9. High employment protection
10. High birth rate



The key lesson of much recent cross-national happiness research, and the recent debates about social Europe, is that there is more than one path to economic prosperity and to high levels of well-being. One is the Scandinavian model of social democratic capitalism. The other is the Anglo-Saxon model of liberal capitalism – the so-called 'Anglosphere'. They each have their pros and cons, but both are associated with low unemployment, robust economic growth, and above average levels of happiness and life satisfaction.



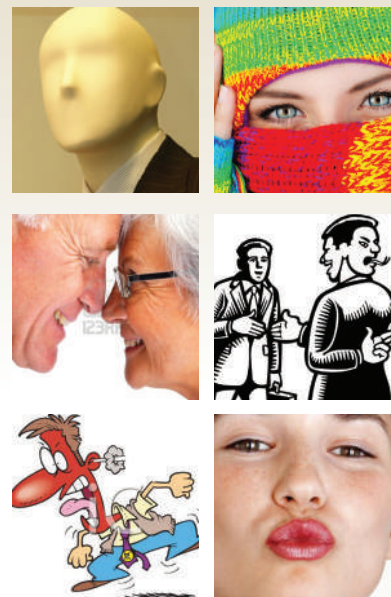
## Task 3. Speaking/Writing task:

Prepare a mini-presentation on the quality of life and 'indicators for a happy society' in one of the countries featured in the research. (You will have to conduct your own research into the country you have chosen. Do not only use Google or Wikipedia. Provide evidence of the sources you used.) Consult the Guidelines for presenting information at the end of this Unit.

## Task 4. Shaping the Language.

If *taking someone or something at face value* means accepting someone or something just as it appears; to believe that the way things appear is the way they really are, what do the following idioms imply:

1 face the facts	8 a faceless authority
2 Let's face it!	9 Get your lipstick and put your face on.
3 put on a bold face	10 be blue faced with cold
4 have high profile	11 a cold faced liar
5 keep a low profile	12 full face
6 do an about-face	13 put a face to the name
7 red faced	14 the New Look



## Can Do

After studying Unit 7 I can:

- › Understand the overall meaning of an authentic text within the topic area 'wellbeing and happiness'.
- › Write a formal letter expressing my point of view on a particular topic (a Healthy Lifestyle).
- › Deal with questions, participate in discussion, express my opinion, and present arguments on the topics of the unit.
- › Use modal verbs and link-verbs correctly in my writing and speech.

## GR

## Grammar Reference

## Modal Verbs

## Формы модальных глаголов

Модальные глаголы не имеют всех форм, которые имеют другие глаголы. Модальные глаголы не имеют неличных форм – инфинитива, причастия и герундия. В 3-м лице единственного числа

настоящего времени модальные глаголы

не имеют окончания –s:

*He can be happy even without money.*

*She must be very thrifty, she has a big household.*

Инфинитив, следующий за модальным глаголом, не

имеет частицы **to**. Исключение составляют глаголы **ought to** и **have to**:

*You ought to help your parents.*

*I have to go.*

Вопросительная форма образуется без вспомогательного глагола, модальный глагол ставится перед подлежащим:

*May I come in?*

Отрицательная форма образуется при помощи частицы **not**, которая ставится непосредственно после модального глагола. В настоящем времени глагол **can** пишется слитно с **not**:

*She cannot do it.*

Глаголы **can** и **may** имеют форму настоящего времени и форму прошедшего времени: **can – could, may –**



**might.** (Форма **might**, как правило, используется для выражения предположения, а не разрешения: *It might rain this afternoon. He might have done it.*)

Глаголы **must**, **ought to** и **need** имеют только форму настоящего времени. Для выражения долженствования в прошедшем и будущем вместо **must** употребляется глагол **have to** в соответствующей форме:

*I had to go there at once.*

*I will have to revise before the exams.*

Глаголы **should** и **ought to** употребляются для выражения морального долга и рекомендаций, относящихся к настоящему и будущему:

*People should drive more carefully.*

*We ought to help our friends.*

Эти глаголы близки по значению и часто взаимозаменяемы. **Should** и **ought to** в сочетании с Perfect Infinitive употребляются по отношению к прошедшему и выражают порицание или упрек:

*I should have phoned Nick this morning, but I forgot.*

*He ought to have found a job long ago.*

**Should** + Perfect Infinitive также обозначает, что

действие могло произойти в прошлом:

*Ten o'clock: she should have arrived in the office by now.*

Глагол **need** употребляется в форме Present Simple в вопросительных и отрицательных предложениях:

*Need she talk to you?*

*You needn't come so early.*

**Needn't** в сочетании с Perfect Infinitive употребляется по отношению к прошедшему и выражает отсутствие необходимости совершать то действие, которое было совершено:

*You needn't have worried about the results so much. (But you did!)*

## Модальные глаголы в косвенной речи

При переводе прямой речи в косвенную модальные глаголы **must**, **needn't**, **should**, **ought to**, **could** и **might**, как правило, остаются без изменений:

*"It is pretty late. I really must go."* – *She said it was pretty late and she really must go.*

*"You needn't pretend to be sorry."* – *I said he needn't pretend to be sorry.*



## Writing Reference to the Unit

### Guidelines for presenting information:

These expressions are used for each of the stage, involved in presenting information:

#### 1. Introducing

The subject of my presentation is...

I would like to give a brief overview of...

#### 2. Structuring

My presentation will be in three (four) parts...

First of all/ Firstly/ Secondly/ Thirdly/ Finally

#### 3. Referring to visuals

As you can see from the graph/pie chart/ pictogram...

#### 4. Moving on to a new point

Now I would like to describe...

Turning now to...

#### 5. Summarising and concluding

To sum up...

So, to go over the main points...

I'd like to conclude by saying...

#### 6. Ending a presentation

Thank you for listening to me.

If you have any questions, I would be pleased to answer them.

(Based on the materials of *Market Leader* by P. Strutt, Longman)





## WARMING UP:

- What do you think stress is?
- What do you do to relieve stress?
- Can a big city with its noise cause stress?
- What are the advantages of living in a megapolis?
- Can you name the disadvantages of living in a big city?



## GR

### Passive: Indefinite (Simple) Tense forms

#### BE DONE (BE+V<sub>3</sub>)



My grandfather was a writer.  
He wrote this novel in 1950.

This novel was written in 1950.

Was } + Participle II  
Were }



Friends often invite me to parties.

I am often invited to parties.

Am } + Participle II  
Is }  
Are }



They will sell this TV-set tomorrow.

This TV-set will be sold tomorrow.

Shall be } + Participle II  
Will be }

#### Active

#### Passive

#### Forms

Сказуемое в форме **Indefinite** (Simple) страдательного залога образуется при помощи вспомогательного глагола **to be** в соответствующем времени и лице плюс **Participle II** смыслового глагола.

#### Use:

- When it is not necessary to mention the doer of the action because it is **obvious** who they are or they are **people in general**:

*Rooms in our hotel are cleaned daily.*

*Your tests will be checked today.*

*He is suspected of taking bribes.*

*She is said to be very generous.*

- When we want to talk about **an action** but are not interested in saying who or what does or did it:

*The results were not analysed in time.*

*A new public library is being built by our local council.*

- When we **don't know** who did the action:

*You'll be met at the airport.*





You will read an article about stress and the means of coping with it. Choose the most suitable heading from the list A-E for each part (1-4) of the article. There is one extra heading you don't need to use.

- A. Organise and Manage Your Time.
- B. Think of Better Transport Means.
- C. Find Personal Space.
- D. Find a Quiet Oasis in the City.
- E. Switch off Technology.



## How to cope with urban stress?



Urban stress is the stress of living in a big city. All those people who live in big cities have to coexist with situations that consistently produce undesirable stress. This stress could eventually lead to anxiety, depression and other diseases. Doing things in a rush, the pressure of having a million things to do, traffic jams, hectic schedules, deadlines, too many people in too little space, noise, pollution, etc. can turn our lives into a state of absolute chaos. So, how can we prevent this from happening? Here is a series of tips to manage and reduce the daily levels of stress.

1. We have to organize our time to boost productivity and to relieve stress. Psychologists suggest creating a to do list by writing down deadlines for accomplishing certain tasks, which will help you avoid the 'last minute' hurry and give you more time to spare. By waking up half an hour earlier than usual you could create some personal time to relax and plan your day. Walking around calmly and quietly is another tip: arrive at places where your presence is required (university, date, job, etc.) with enough time, breathe and enjoy your morning or afternoon walk!

2. You have to analyze what is advisable for you. Maybe you should use public transport, or perhaps it's better for you to use your car or motorbike. Depending on the distance and the travelling expenses, public transport could be a good choice. Besides, when you use public transport you don't have to do anything but sit back and relax. The driver will take you to your destination while you are reading a good book or

listening to your favourite music on your iPod.

3. It is also advisable to have a place where you feel comfortable and calm, which helps you relax, both in your home and at your job. It is convenient if the place is quiet and silent because it will be easier for you to distract your mind from the daily routine. In a nutshell, find a refuge where you can have some time on your own, with no people around to bother you. When you are stressed you could always go there and take some minutes to relax, recharge your batteries and energize your body and mind. By relieving your stress you will be more productive, efficient, creative and happy. This is no difficult task, for big cities are full of magical wonderful places where you can go. Enjoy the city. Go out for a walk, go to its green parks, sit back on a bench and admire the blue sky. For some going to a bar might seem more preferable than sitting in a quiet spot and watching the world go by. As you can see, a big city gives you a lot of options. You only have to choose your special places and enjoy them.

4. How many of us, due to our job or our hobbies or both, are for a large part of the day in front of a screen (PC, TV, cell phone, etc.)? What if you switch off all electronic devices when you arrive home, or at least for two hours a day - so no surfing, watching or playing with a screen? You will have more spare time to do those activities you enjoy like painting, drawing, reading, writing, who knows, whatever thing you like to do as long as it does not imply using a screen. Give it a try, you won't regret it!

The thing you should always keep in mind is that all the time you spend relaxing and feeling comfortable is time well invested.

## Vocabulary

**to cope with sth**  
to deal effectively with something difficult – справиться, выдержать, совладать:  
*I'm sure you can cope with such workload.*

**urban**  
in, relating to, or characteristic of a town or city – городской:  
*the urban population*

**to coexist with smb/sth**  
1) to exist at the same time or in the same place:  
*Traditional and modern values coexist in New Zealand.*

2) (of nations or peoples) to exist in mutual tolerance despite different ideologies or interests – сосуществовать с кем-либо/чем-либо:  
*The task of diplomacy is to help different states to exist.*

**eventually**  
in the end, especially after a long delay, or series of problems – в конечном счете, в конце концов, в итоге

**anxiety**  
a feeling of worry, nervousness, or unease about something with an uncertain outcome – беспокойство, тревога:  
*There is a deep/grave/great/high anxiety about the possible consequences.*

**disease**  
a disorder of structure or function in a human, animal, or plant, especially one that produces specific symptoms – болезнь:

*The boy came down with an unknown disease.*

**rush**  
1. hasty activity – спешка, поспешность:  
*Why are you always doing your work in a rush?*  
2. **vb.**  
to move with urgent haste

– спешить, мчаться, поспешно делать что-то:  
*She rushed to catch the train. The librarian only rushed through a book and handed it back.*

**hectic**  
full of frantic activity – лихорадочный; беспокойный, активный:  
*Those hectic days before Christmas! Most businessmen have a hectic lifestyle.*

**deadline**  
the latest time or date by which something should be completed – срок окончания работы, завершения проекта, конечный срок:  
*I'll be fired if my team doesn't meet the deadline!*

**to prevent**  
1. to stop someone from doing something – предотвращать, предупреждать:  
*The local authorities did their best to prevent the spread of disease.*  
2. to keep something from happening – мешать, препятствовать:  
*Nothing could prevent them from winning the competition.*

**preventive**  
designed to keep something undesirable such

as illness or harm from occurring – предупредительный, превентивный:  
*Preventive measures must be taken at once!*

**series (pl. series)**  
a number of events, objects, or people of a similar or related kind coming one after another – ряд, последовательность:  
*a series of events*

**to boost**  
to help or encourage something to increase or improve – поддерживать, повышать (цену, репутацию):  
*The prize she won boosted her confidence.*

**to relieve**  
to cause pain, distress or difficulty to become less severe or serious – облегчать, ослаблять, уменьшать:  
*These pills will help relieve the pain. You could tell him a funny story to relieve his anxiety.*

**to depend**  
to be controlled or determined by – зависеть, находиться в зависимости от чего-либо/кого-либо:  
*He's unemployed and still depends on his parents for money. Our picnic depends on the weather.*

**expense**  
the cost incurred in or required for something – расходы, издержки:  
*His travelling expenses were so great that he had*

*to borrow money from friends.*

**to distract**  
to prevent someone from concentrating on something – отвлекать, уводить в сторону:  
*A flying bird distracted the child's attention from what the teacher was telling him.*

**refuge**  
a place or situation providing safety or shelter – убежище, прибежище:  
*The ship crew took refuge from the storm in a little harbour.*

**efficient** –  
1. (of a system or machine) achieving maximum productivity with minimum wasted effort or expense – действенный, результативный, эффективный:  
*He proved efficient in reducing the company's expenses.*  
2. (of a person) working in a well-organised and competent way – знающий свое дело, компетентный:  
*She's a very efficient lawyer.*

**to regret**  
to feel sad or disappointed over something that one has done or failed to do – сожалеть, испытывать сожаление:  
*Everyone regretted his leaving so early.*



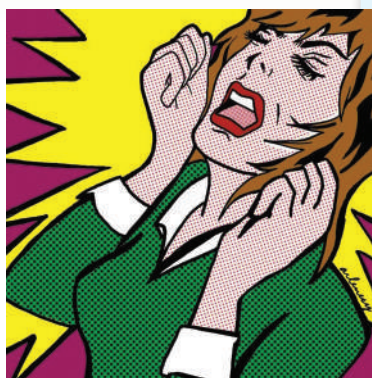
## Vocabulary Exercises

**Task 1.** Paraphrase the following key word combinations used in the text:

in a nutshell  
to recharge one's batteries  
to give it a try  
to distract your mind from  
to surf the net  
time well invested

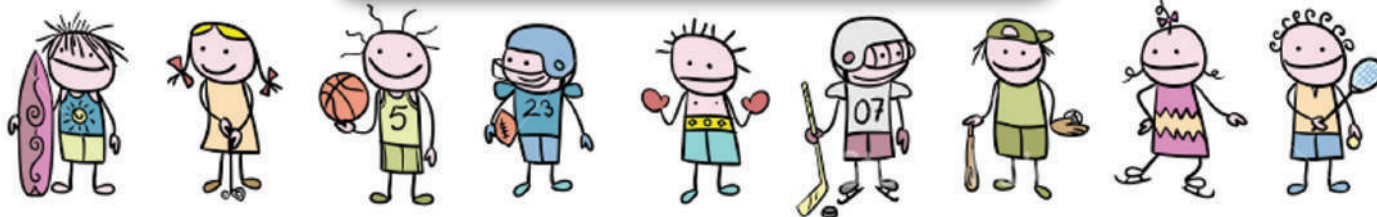
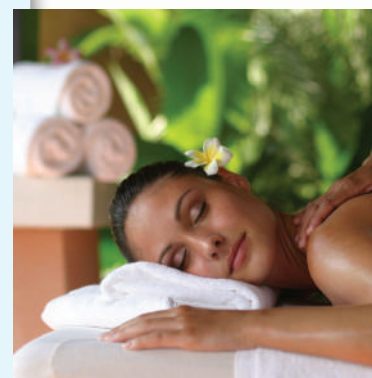
**Task 2.** Preposition task: make up a gapped dialogue.

to depend on  
at one's expense/ at the expense of  
at first try  
in a rush  
to cope with  
to prevent from  
to coexist with



**Task 3.** Use your dictionary to find synonyms and/or antonyms for the following words of the active vocabulary:

eventually  
disease  
anxiety  
relieve  
imply  
try  
regret  
boost



**Task 4.** Translate into English using active vocabulary.

1. Нельзя делать эту работу в спешке. 2. Необходимо сделать всё возможное, чтобы предупредить экологическую катастрофу. 3. Я сожалею о зря потраченном времени. 4. Принятие решения зависит от многих причин. 5. У многих людей, работающих в этом офисе, беспокойная жизнь. 6. На его мнение можно положиться: он очень компетентный доктор. 7. Наши расходы на электричество сильно возросли в этом месяце. 8. Прогулка на свежем воздухе поможет ослабить стресс. 9. Мы смогли найти убежище во время грозы. 10. Не пытайся отвлечь моё внимание от этой важной проблемы: я должен найти решение как можно быстрее.



## Grammar Practice

**Task 1.** Make sentences in the Passive Voice using the verbs given. Mind the verbs taking prepositional objects. Not all of them retain this preposition in Russian:

to agree to/with – соглашаться с  
 to call for – зайти за  
 to deal with – иметь дело с  
 to insist on – настаивать на  
 to laugh at – смеяться над  
 to look after – ухаживать за  
 to rely on/upon – полагаться на  
 to send for – посылать за  
 to speak about – говорить о  
 to pay attention to – обращать внимание на  
 to take care of – заботиться о  
 to account for – объяснять  
 to listen to – слушать  
 to operate on – оперировать  
 to make use of – использовать  
 to take (no) notice of – (не) замечать

*The baby should be taken care of.  
 О ребёнке следует позаботиться.*

*His lectures are always listened to with great interest.  
 Его лекции всегда слушают с большим интересом*

**Task 2.** Change the sentences according to the following pattern:

*A telephone call woke me up. – I was woken up by a telephone call.*

1. Don't worry; we shall settle your problems.
2. My father built this cottage seven years ago.
3. Beginners seldom use this computer.
4. John talked me into buying a motorbike.
5. Polluted urban air causes respiratory distress.
6. They don't allow their children to go far from home because of the crime rate in their city.
7. The earthquake ruined this building.
8. We can rely on them.
9. We'll send for the doctor if necessary.
10. Why did they laugh at him?



**Task 3.** Put the verb in brackets into the correct passive form according to the model:

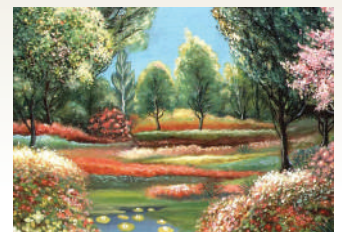
*When we were on holiday our camera (to steal) from our hotel room. -  
 When we were on holiday our camera was stolen from our hotel room.*

1. Baseball (to play) by two teams of nine players.
2. Your group (to teach) by Mrs. Nail on Monday next week.
3. Five hundred years ago, Latin (to speak) by people all over Europe.
4. The melting of the North Pole (to discover) by James McCarthy.
5. Many social disasters (to bring about) by the shrinking of the Aral Sea.
6. The number of gorillas living in Africa today (not to know).
7. A national poetry prize (to win) by Alice last year.
8. Dictionaries may (to not use) by candidates.
9. People should (not to allow) to park here.
10. Dogs must (to keep) on leads in the park.



## Task 4. Translate the sentences into English using the Passive Voice:

1. Читальный зал, как вы знаете, проветривается несколько раз в день.
2. Все цветы и деревья в этом саду посажены мной.
3. Результаты контрольной работы будут объявлены через 2 дня.
4. Мне предложили пожить за городом, чтобы избавиться от стресса.
5. Вся мебель в моём доме сделана из натурального дерева.
6. Вас предупреждали, что это небезопасно.
7. Больного не будут оперировать без его согласия.
8. Не беспокойтесь, о вашем багаже позаботятся, и он будет доставлен в номер.
9. Боюсь, этот холодильник нельзя починить.
10. В прошлом месяце, наконец, была опубликована книга, которую долго ждали.
11. Нам постоянно говорят об опасности загрязнения окружающей среды.
12. Я уверен, за ним последуют многие.



## Task 5. Put the verbs into the passive voice. Do not mention the agent unless it seems necessary.

1. We can't repair your phone.
2. A machine could do this much more easily.
3. An earthquake has almost destroyed the city.
4. She didn't introduce him to her mother.
5. They haven't stamped the postcard.
6. Has someone posted my letter?
7. We invited Joanna but didn't invite Paul.
8. They were repairing my car at that moment.
9. The court tried the man, found him guilty and sent him to prison.
10. The guests ate all the cakes and drank all the lemonade. They left nothing.



## Writing

Write an essay on one of the topics suggested using vocabulary of the unit.

ESSAY TOPICS:

1. We should try to get rid of any stress in our life.
2. Noise pollution in big cities is one of the reasons for headache and stress.
3. Stress can be reduced by playing sport.

**Suggested framework of the essay:**

**Paragraph 1 (Introduction):**

Clearly introduce the subject you are writing about. Don't copy the words of the task, use your own words.

Consider your position on the subject. Don't write more than 2-3 sentences.

**Paragraph 2 (Arguments for your position):**

Select two or three of the best arguments supporting your position.

Give reasons for them, give examples from your experience.



**Paragraph 3 (Arguments against your position):**

Present arguments which people who think differently may have (to keep a balanced approach to the topic).

**Paragraph 4 (Conclusion):**

Summarize your position and give your answer a sense of finality - leave no doubt in the mind of your reader why you have taken your position.



## Let's Discuss

**Discuss the following questions with your partner:**

1. What is urban stress caused by? Can you think of any other reasons?
2. How can time management help relieve stress?
3. Do you agree that using public transport may help you get relaxed?
4. Can our pets help us to get rid of stress and in what ways?
5. Overpopulation in big cities can lead to environmental problems. Comment on the possible problems of overpopulation.
6. Is modern technology a source of stress and why?
7. What is your attitude towards listening to good music to get rid of stress?

**Think of some more tips to reduce stress in the city and share them with the group.**





**Read the text about the disadvantages of modern city life and complete the tasks below.**

Pollution is the greatest drawback of city life today. Polluted air is hanging like a brown cloud over cities. Dirt and smoke are pouring from the buildings of cities and factories. Polluted urban air causes respiratory distress, particularly in children and elderly people.

The increased number of motor vehicles not only jams the city streets, but pollutes the city air as well. Cars emit a plethora of pollutants. In bright, calm weather, sunlight turns the chemicals into poisonous smog. All big cities have problems with air pollution. Yet, there has still been nothing anywhere like the “killer-smog” which caused some 3,000-4,000 deaths in London in December, 1952. Mexico City’s air is famously filthy, as is that of many Indian, Chinese, and East European cities. The excessive output of industries and urban communities is harmful to a city’s water systems.

The result is foul-smelling water for baths or dish washing. Noise pollution is a problem of big cities too. Urban waste - like food, paper,

and cans – on the ground or in the street is one more problem of cities. People don’t always put rubbish in the litter bin. Urban waste is ugly. It makes a city look dirty, and it spoils the view. There are lots of other shortcomings to living in a big city. Today’s cities are ballooning. Way back in the 60s, Bombay was already a jam-packed city of 4m people. Now Mexico City holds around 18m people. “The rush-hour” with crowded streets, packed trains, full buses happens twice a day.

The cost of living is very high in cities. In addition, people live under constant threat; life is not quiet in the cities, and this causes stresses and heart diseases. In the city, people lose touch with the land and the rhythms of nature. Everyone who cares about their health would try to move out from the city. Cities are not fit to live in, men are born for the countryside. Most people in Europe and America try to live in non-industrial areas which are set down near big cities and not so threatened by pollution and traffic.



**Task 1.** Discuss the following statements with your group-mates making use of the expressions below. Expand on the statements.

From my point of view...

As I see it...

Personally, I think it's a well-known fact...

That goes without saying...

It's absolutely true that...

I have no doubt that...

I'm afraid it's false...

1. Polluted urban air causes respiratory distress.
2. Urban litter spoils the view.
3. Cost of living is very high in big cities.
4. Men are born for the countryside.
5. If you care about your health, move out of the city.



**Task 2.** Make up questions to the following answers using information from the text:

1. \_\_\_\_\_

The main disadvantages of big city life are air and noise pollution.

2. \_\_\_\_\_

It caused 3,000-4,000 deaths in London.

3. \_\_\_\_\_

Around 18 million people.

4. \_\_\_\_\_

It happens twice a day in big cities.

5. \_\_\_\_\_

They try to live in non-industrial cities.

6. \_\_\_\_\_

It makes a city look dirty.

**Task 3.** Translate the following sentences into English:

1. Помимо преимуществ, жизнь в большом городе имеет много недостатков.
2. Смерть нескольких тысяч людей в Лондоне в 1952 году была вызвана смогом.
3. Вчера я опоздал на занятия, так как два часа простоял в «пробке».
4. Мне нравится жить за городом: там свежий воздух, чистая вода и нет шума.
5. Многие люди выбрасывают мусор на улицу и загрязняют природу.
6. Я думаю, моя головная боль вызвана постоянным шумом на улице.
7. Чтобы справиться со стрессом, нужно чаще бывать за городом и заниматься физическими упражнениями.

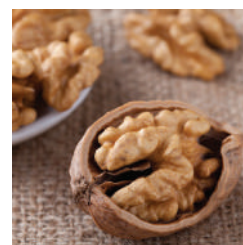
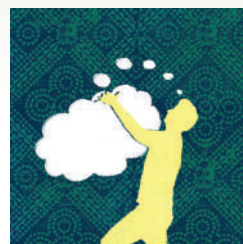
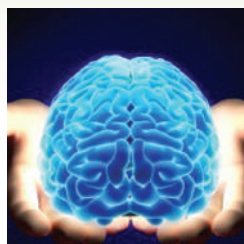




## Task 4. Shaping the Language

If *being all brawn and no brains* means to be physically strong but not very intelligent, what could these imply?

- 1 beat someone's brains out
- 2 blow someone's brains out
- 3 have one's brain on a leash
- 4 an idle brain is the devil's workshop
- 5 a bird-brain
- 6 a brain box
- 7 a brain drain
- 8 out of your mind
- 9 be the brains behind something
- 10 get your brain into gear
- 11 have something on the brain
- 12 pick somebody's brains



### Can Do

After studying Unit 8 I can:

- › Understand the overall meaning of an authentic text on the topic Stress in a big city.
- › Write an essay on a particular topic.
- › Deal with questions and participate in a discussion, express my opinion and present arguments on the topic of the unit.
- › Use the Passive Voice in my writing and speech.

**WARMING UP:**

What does the Internet mean to you? How much of your time does it take?

What are the opportunities of the Internet? For example, how do you think doctors or writers or students might use it?

Have you heard about Virtual Reality? What are its possible merits and demerits?

Do you think Virtual World can be an escape from the realities of everyday life?

**GR**

### The Passive Voice (Perfect Tense Forms, Continuous Tense Forms)



Времена страдательного залога группы Perfect и группы Continuous употребляются согласно тем же правилам, что и соответствующие им формы действительного залога. Форма Future Continuous в страдательном залоге не употребляется, вместо нее используется Future Simple. Вместо Present Perfect Continuous и Past Perfect Continuous, которые также отсутствуют в страдательном залоге, употребляются, соответственно, Present Perfect и Past Perfect.

Examples:

#### Perfect Tense Forms

1. *The e-mail has just been sent. (Present Perfect Passive)*
2. *The Internet had been invented by the year I was born. (Past Perfect Passive)*
3. *The new site will have been launched by next week. (Future Perfect Passive)*

#### Continuous Tense Forms

1. *My PC is being repaired now. (Present Continuous Passive)*
2. *The data was being searched for when the computer broke down. (Past Continuous Passive)*





## Internet and Modern Life: Welcome to the Virtual World!

The Internet has already entered our daily life. Everybody knows that the Internet is a global computer network, which connects hundreds of millions of users all over the world and helps us to communicate with each other. Search engines surf the web connecting topic-related data for clients to download.

The history of the Internet began in the United States in 1969. It was a military experiment designed to aid survival during a nuclear war, when everything around might be polluted by radiation and it would be dangerous for any living being to leave its shelter to get information. Information sent over the Internet takes the shortest and safest path available from one computer to another. Because of this, any two computers on the net will be able to stay in touch with each other as long as there is a single route between them. The Public Internet began in the late 70's. The invention of modems, (special devices allowing your computer to send the information through the telephone line), has made the Internet available to millions of people.

As we know there are many legends about the Internet's capacities, and some of these legends are thoroughly justified. The Internet has deeply changed all notions of information: storage, search, extraction, transfer and creates new opportunities. You will not surprise anybody anymore speaking about electronic mail, electronic libraries, or distance education via the Internet. As information transferral it ranks with mail, phone, telegraph, television, and the radio. It combines all their capabilities and at the same time complements them with its specific, unique features. Some people say that the Internet "annihilates" space, because all of its users – journalists, teachers and students, businessmen and others - are like neighbours, able to communicate online in a real-time mode without having to travel to meet.

Nowadays one of the most popular Internet service is e-mail. People may send or receive e-mail messages either at home or in internet clubs or at work. Other popular services include reading news available on some dedicated news servers, FTP servers (used for moving computer files from one computer to another), etc. In many countries, the Internet is inexpensive and can be used instead of unreliable telecommunications systems,

as is its own independent system of communication. Commercial users can communicate cheaply over the Internet with the rest of the world. When they send e-mail messages, they only have to pay for phone calls to their local service providers, not for expensive international calls. But saving money is only the first step. The commercial use of this network is increasing. Now you can work, play and gamble through the Internet.

However, there are some problems, including information security. When you send an e-mail, your message can travel through many different networks and computers. It is possible to get into any of the computers along the route, intercept and even change the data being sent over the Internet. There are many encoding programs available, but they are not perfect and can easily be cracked. In this way military and governmental information has been published.

Another serious problem of the net is control. Yes, there is no effective control over Internet content, because a huge amount of information circulates through the net. It is a tremendous library and market together, and there are no limits. For instance, porno productions are accessible both to adults and children, and some information may be used by potential terrorists. So, the main thing about the Internet is to use it correctly with care. In the future the situation might change, but now it can be a nihilist's dream.

For all its advantages the drawbacks are enormous. Professors complain that students no longer research material in libraries when Google and Yandex do a superficial job quickly without effort. One American military study suggested that schoolyard killers, without rifle range experience, achieved more difficult headshots than trained marines. This was attributed to hours of hypnotically 'playing' computer games. Children (and adults) who spend hours in front of screens may lose the crucial ability to read the nuances of facial expression in conversation, and so have relationship difficulties. But the greatest disadvantage of computer communication is the stimulus-response nature of instant replies. Deep thought and wisdom have little place in cyber space.

## Vocabulary

**virtual**

not physically existing as such but made by software to appear to do so – виртуальный, существующий только в компьютере

**network**

an arrangement of intersecting horizontal and vertical lines –

сеть:

*a motorway network;*

*a mobile phone network;*

*a network of financial advisors, etc.*

**data**

facts and statistics collected together for reference or analysis –

данные; факты, информация:

*The report was based on data*

*collected in the Internet.*

**survival**

the state or fact of continuing to live or exist, typically in spite of an accident, or difficult circumstances – выживание

**nuclear**

relating to the nucleus of an atom – атомный, ядерный;

*nuclear energy* – ядерная энергия;

*nuclear weapon* – ядерное оружие

**to pollute**

to contaminate with harmful or poisonous substances –

загрязнять

**pollution n.** – загрязнение

**air (water) pollution** –

загрязнение воздуха (воды)

**path**

a way or track laid down for walking; a course of action or way of achieving something –

1. тропа, тропинка,

дорожка:

*a mountain path*

2. путь, стезя:

*The company is on the path to prosperity.*

**route**

a way or course taken in getting from a starting point to a destination –

маршрут; курс, путь:

*to take/follow a route: выбирать*

*маршрут:*

*The tunnel is the route taken by most drivers.*

главное шоссе (в США):

*We turned off Route 66 onto a remote road.*

**device**

a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment –

1. приспособление, механизм,

устройство, прибор

2. план, схема:

*to leave sb. to his own devices* –

*предоставить кого-л. самому себе*

**capability**

the power or ability to do something –

1. способность; одаренность:

*He has the capability of becoming an excellent programmer*

2. pl. (неиспользованные)

возможности

**capable** –

способный; одаренный; знающий, толковый:

*capable student (doctor)*

**capable of doing sth.** –

способный на что-л.:

*He is capable of anything if it helps realize his ambition.*

**to justify**

to show or prove to be right or reasonable –

–

оправдывать, находить оправдание,

объяснять

**justified** –

обоснованный, оправданный

**store**

a quantity or supply of something kept for use as needed –

1. запас. резерв:

*Phr. in store наготове, про запас*

2. склад,

3. (Amer.) магазин, лавка

**vt** – 1. снабжать 2. хранить на складе

**storage** –

1. хранение 2. склад,

хранилище

**storehouse** –

склад, амбар; кладовая

**search** –

1. поиски

*I am in search of a house.*

2. обыск;

3. исследование, изыскание;

4. досмотр (таможенный).

**vt** – 1. обыскивать; 2. исследовать;

3. искать (тж. *search after; search for*);

4. производить досмотр:

*Luggage is searched at the customs.*

**extraction** – извлечение

**to extract** – извлекать

**transfer** – 1. перемещение,

перевод;

2. пересадка (на жел.дор.),

пересадочный билет;

**vt** 1. перемещать, переводить

(from, to):

*to transfer money from one bank to another;*

*Our tour group was transferred to the hotel by bus.*

2. передавать (имущество, право и т.д.)

3. пересаживаться (на жел.дор.,

трамвае и т.д.)

**via prep** – через, посредством чего-л.

*They flew from New York to New Delhi via Frankfurt.*

*He spoke via satellite from San Diego.*

**to complement**

to contribute extra features to (someone or something) in such a way as to improve or

emphasise their qualities –

дополнять

**n. дополнение**

a complement (good) товар–

дополнение

**feature**

a distinctive attribute or aspect of something –

1. особенность, характерная черта,

свойство 2. (обыкн. pl.) черты лица

3. статья, очерк, постоянный раздел

(в газете, журнале);

**vt** – 1. быть характерной (важной)

чертой;

2. показывать (на экране), помещать

в газете (на первых полосах):

*This month's magazine features the*

*new James Bond on the front cover.*

**to annihilate**

to destroy utterly –



уничтожать, истреблять

## online

controlled by or connected to a computer

–  
подключенный или доступный  
через Интернет:

*to be/go online; online ordering  
services*

**to dedicate** (time, life, etc. to sb/sth)

to devote time or effort to a particular task  
or purpose –  
посвящать

**dedicated** – посвященный;  
специально предназначенный

## to provide

to make available for use –

обеспечивать,  
предоставлять:

*provide sb with sth; provide sth for sb:*

*The hotel provides a playroom for  
children.*

*We provide legal advice to our clients.*

## provider

провайдер:

*an Internet service provider*

## drastically

чрезвычайно (сильно, быстро и т.д.)

## drastic

решительный, крутой (о мерах,  
средствах и т.д.)

*The company will be taking drastic  
measures to reduce its debt.*

## to gamble

to play games of chance for money; bet –

1. играть в азартные игры,  
2. спекулировать (на бирже);

## gambler

1. азартный игрок,  
2. рискованный человек

*In business, he was a gambler.*

## to circulate

to move continuously or freely through a  
closed system or area –

циркулировать; распространять(ся);  
обращаться (о деньгах)

**circulation** – круговорот;  
обращение

*circulation of money –  
денежное обращение*

## tremendous

very great in amount, scale or intensity –

1. страшный,  
ужасный:

*tremendous earthquake*

2. громадный, потрясающий:  
*tremendous success*

## accessible (to sb)

able to be reached or entered –  
доступный

## access

– доступ:  
*to have/gain access to sth –  
иметь/получить доступ к чему-л.*

## drawback

an aspect of something or someone that  
makes them less acceptable than they  
would otherwise be –

недостаток, отрицательная сторона;  
помеха, преграда

## rifle range

a place for practicing shooting with rifles

–  
полигон, стрельбище, тир

## marine

a member of a body of troops trained to  
serve on land or sea –

солдат морской пехоты:

*the marines – морская пехота*

## WORD COMBINATIONS

**to surf the web** – путешествовать по сети

**to download data (information)** – загружать  
(скачивать) информацию с компьютера или  
интернета

**to stay in touch with** – поддерживать связь, быть  
в контакте с кем-либо

**to be aware of sth** – осознавать, отдавать себе отчет

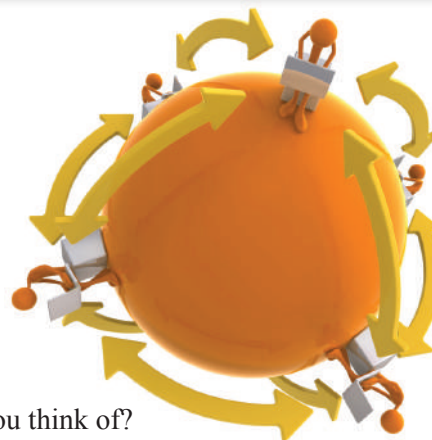
**to rank with sth; sb** – находиться в одном ряду  
с чем-либо, кем-либо

**a good deal of sth** – в конечном итоге

## Vocabulary Exercises

### Task 1. Answer the following questions:

1. What is the Internet? What are servers? What is a modem?
2. How did the history of the Internet begin? Why was it designed?
3. What are some of the capabilities of the Internet?
4. Which services available on the Internet today are the most popular?
5. What are the main problems of the Internet?
6. Would you like to change anything about the Internet? What other uses can you think of?



## Vocabulary Exercises

### Task 2. Give the English equivalents:

Глобальная компьютерная сеть, связывать сотни миллионов пользователей, делиться информацией (данными), путешествовать по сети, скачивать информацию, выжить в ядерной войне, быть зараженным радиацией, публичное использование Интернета, находиться в одном ряду с чем-либо, общаться в сети в режиме реального времени, предоставить реальную альтернативу, развиваться (увеличиваться) быстрыми темпами, кодирующие программы, могут быть легко взломаны, циркулировать по сети

### Task 3. Comment on the author's statements. Do you agree or disagree with them? Why?

- 'The Internet "annihilates" space.'
- 'It can be an anarchist's dream.'



### Task 4. Fill in the blanks. The first and the last letters of the missing words are given.

#### COMPUTER REVOLUTION

Some 50 or 60 years ago, people hadn't even heard of c\_\_\_\_s, and today we cannot imagine our life without them. Computer t\_\_\_\_y is the fastest-growing i\_\_\_\_y in the world. The first computer was the size of a minibus and w\_\_\_\_d a ton. Today, its job can be done by a chip the size of a pinhead. And the revolution is still g\_\_\_\_g on. Very soon we'll have computers that we'll wear on our wrists or even in our glasses and earrings. Such wearable computers are being d\_\_\_\_d in the USA. People are already using their phones to check the news headlines, follow the stock m\_\_\_\_t and download the latest jokes. The next g\_\_\_\_n of computers will be able to talk and even think for themselves. They will contain e\_\_\_\_c 'neural networks'. Of course, they'll be still a lot simpler than h\_\_\_\_n brains, but it will be a great step forward. Such computers will help to diagnose i\_\_\_\_s, find minerals, understand and control the w\_\_\_\_d's money markets, identify criminals and control space travel. Computer r\_\_\_\_n is changing our life and our language, too. We are constantly making up new words or giving new m\_\_\_\_s to old ones. Most of computer t\_\_\_\_s are born in Silicon Valley, the world's top computer-science c\_\_\_\_e.

### Task 5. Are you part of computer revolution? Do the following tasks and find out.

#### 1. Choose an answer – a or b.

1. <b>A mouse</b> is a) a small furry animal with a long tail b) a small box used to operate a computer	5. <b>To boot</b> is a) to kick b) to start a computer	
2. <b>To surf</b> is a) to ride on board on the waves of the sea b) to move around the Internet	6. <b>A geek</b> [gi:k] is a) someone who bites the heads off alive chickens as part of a show b) a person who knows everything about computers	
3. <b>A bug</b> is a) a small insect b) an error in a computer program	7. <b>Spam</b> is a) a type of tinned meat b) unwanted e-mails (from advertisers and the like)	
4. <b>A flame</b> is a) a red or yellow burning gas seen when something is on fire b) an unfriendly or rude e-mail	8. <b>A cookie</b> is a) a biscuit b) a small text file that is sent to your computer when you visit some websites. It's used to store information about you for the next time you visit that site – like where you went on the site and what you did	



2. Complete the sentences using the words below.

### INTERNET TV

Is it possible to have a TV set, a (1) \_\_\_\_\_ and the Internet all in one? With the advent of Internet TV it has become a reality. Imagine watching a film on TV and getting (2) \_\_\_\_\_ on the actors in the film at the same time!

To enter (3) \_\_\_\_\_ addresses and write (4) \_\_\_\_\_ you use a remote control and an (5) \_\_\_\_\_ keyboard or an optional wireless keyboard. By clicking a button, you can also read adverts, (6) ' \_\_\_\_\_ ' with a friend, plan your holiday and play your favourite (7) \_\_\_\_\_ games.

In the future you'll be able to change the plot of the film you're watching and meddle in the private lives of the characters. The next (8) \_\_\_\_\_ of Internet TVs will also have a smart-card for shopping, banking and other (9) \_\_\_\_\_ activities.

*Web, information, interactive, e-mail, on-screen, chat, PC, generation, video*

### Task 6. Fill in the gaps with prepositions or adverbs where necessary.

Everyone should have the Internet because \_\_\_\_\_ its near instantaneous communication and huge wealth \_\_\_\_\_ knowledge. But how to go on the Internet and do a search \_\_\_\_\_ information we need? There are two ways to do it.

The first is when you know an internet address \_\_\_\_\_ data you need and the second is when you try to find information you need \_\_\_\_\_ using a search program, or search engine. \_\_\_\_\_ the beginning we have got to enter any browser you like. It could be \_\_\_\_\_ Internet Explorer, Netscape Navigator or Opera, etc. If we have a broadband connection, we connect to the Internet \_\_\_\_\_ once. If not, we have to set up and connect \_\_\_\_\_ our dial-up service. Finally, if we want to find some information \_\_\_\_\_ the Internet, we are to type an address \_\_\_\_\_ this data \_\_\_\_\_ the browser we use or simply use \_\_\_\_\_ the existing search programs, such \_\_\_\_\_ the google, rambler, yandex or yahoo search programs. They are very simple and popular networks \_\_\_\_\_ sites. \_\_\_\_\_ these programs we can just type the word or name \_\_\_\_\_ thing we would like to find and then press Enter. We get our results \_\_\_\_\_ the same window. \_\_\_\_\_ we get our results, we simply choose whatever site best matches our query or keep searching.

Notes: instantaneous - мгновенный; browser - браузер, окно (программа) просмотра; broadband connection - выделенное подключение; dial-up - удаленный доступ к сети; query - запрос, вопрос

### Task 7. Fill the gaps in these sentences with the words in the list:

*online, virtual, surf, shut down, key in, modem, download*

1. You must \_\_\_\_\_ your password before the program will start. 2. I spent two hours \_\_\_\_\_ searching for that information. 3. You find some incredible things when you are \_\_\_\_\_ ing. 4. I have trouble with the Net because my \_\_\_\_\_ is not fast enough. 5. If you \_\_\_\_\_ games, you can get a virus in your computer. 6. They had a \_\_\_\_\_ love affair. They never actually met. 7. Remember to save all your work before you \_\_\_\_\_ the computer.

## Grammar Practice



### Task 1. Use the Passive Voice (Perfect Forms) according to the model:

**Model : The director has just signed the letter. → The letter has just been signed.**

1. I have taken my PC to the service centre. 2. She hadn't downloaded all the necessary data from the net when we came in. 3. My boss has just transferred me to another job. 4. They will have searched our luggage at the customs by noon. 5. They had been building the house for years when it collapsed. 6. Who have they dedicated this site to?

### Task 2. Open the brackets, using the Passive Voice (Perfect Forms):

1. Now that he (leave) to his own devices, he'll just be wasting his time and money. 2. When my parents were born, computers (not invent) yet. 3. When we arrived at the place, we found out that the water (pollute) by chemical waste from the nearby factory. 4. I hope a new route to this remote village (find) by next summer. 5. I didn't know that the program (crack). 6. I never (speak) to like that before.

## Grammar Practice

**Task 3.** Paraphrase the sentences using the Passive Voice (Continuous Forms) according to the model:  
**Model:** They are building a new ring road round the city. → A new ring road is being built round the city.

1. Somebody is using the computer at the moment. 2. I didn't realize that somebody was recording our conversation. 3. Russian scientists are making wonderful discoveries. 4. When he entered the room, the legal adviser was checking the contract. 5. He felt they were watching him. 6. What are you doing to improve the situation?

**Task 4.** Open the brackets, using the Passive Voice (Continuous Forms):

1. Hurry up! Dinner (serve). 2. I wasn't surprised that he (listen to) with such interest. 3. There's somebody behind us. I think we (follow). 4. Ramadan (celebrate) by Muslims these days. 5. Were you aware of the fact that you (laugh at)? 6. She broke into tears when her favourite record (play).

**Task 5.** Complete this e-mail with the correct passive forms (Indefinite, Perfect, Continuous) following the example:

To   
 CC  
 Subject



Dear Mr. Fredriksson,

I am writing to inform you about the progress of our latest project.

Currently, a new wing of the school is being built (build). The walls \_\_\_\_\_ (paint). Some trees \_\_\_\_\_ (plant). The roof \_\_\_\_\_ (repair). The school \_\_\_\_\_ (change) from a primary school to a secondary school. A library \_\_\_\_\_ (open) by next week. Computers \_\_\_\_\_ (deliver) at the moment. New desks \_\_\_\_\_ (already/buy). The project \_\_\_\_\_ (complete) by the end of the second quarter.

Yours sincerely,  
 John Rogers

**Task 6.** Do you believe in ghosts? Have you ever seen one? Has it seen you? Fill in the correct passive forms.

#### A HAUNTED CASTLE

There is an old castle in Norwich which *is believed* (believe) to \_\_\_\_\_ (haunt). It \_\_\_\_\_ (call) North Castle and it \_\_\_\_\_ (say) that ghosts can \_\_\_\_\_ (see) there at night. The castle \_\_\_\_\_ (build) 400 years ago and \_\_\_\_\_ (own) by two old ladies who \_\_\_\_\_ (believe) to be witches. One day, long ago, they both disappeared and they \_\_\_\_\_ (never/see) again. In 1985 the castle \_\_\_\_\_ (buy) by a businessman and \_\_\_\_\_ (convert) into a luxurious hotel. The castle \_\_\_\_\_ (visit) by quite a few guests every year and special groups \_\_\_\_\_ (organize) to watch for ghosts. It has been a long time since any ghosts \_\_\_\_\_ (see), but one night a trick \_\_\_\_\_ (play) on some visitors by a local couple, who dressed up as the two "witches". They \_\_\_\_\_ (see) by a guest, who said she \_\_\_\_\_ (frighten) almost to death. The couple apologized the next day, and \_\_\_\_\_ (tell) never to visit the castle again, certainly not in the middle of the night dressed up as witches.

*Note:* haunted – населенный призраками, to haunt – часто появляться; являться (о призраке)

**Task 7.** Supply the correct passive or active forms.

#### THE LOCH NESS MONSTER



The story of the Loch Ness monster, or Nessie, as it \_\_\_\_\_ (call), begins in 1933 when it \_\_\_\_\_ (see) for the first time. Since then it \_\_\_\_\_ (see) at least once every year \_\_\_\_\_ (photograph) many times. The first photo \_\_\_\_\_ (take) by a local man in November, 1933. On the occasion, large brown eyes \_\_\_\_\_ (see) and horns \_\_\_\_\_ (report) several times. Ears \_\_\_\_\_ (not mention) yet. The monster, however, \_\_\_\_\_ (not forget) and probably never \_\_\_\_\_ (forget). It \_\_\_\_\_ (know) that it sometimes \_\_\_\_\_ (leave) the loch and a few years ago it \_\_\_\_\_ (see) running along the main road not far from a café. Occasionally two monsters \_\_\_\_\_ (see) at the same time. It \_\_\_\_\_ (not know) whether they \_\_\_\_\_ (be) father and son, husband and wife, or perhaps monster and girlfriend. But the monster and its activities \_\_\_\_\_ (consider) still a mystery.

*Do you believe in the Loch Ness Monster? Why/why not?*

### Task 8. Translate the sentences using the Passive Voice where necessary.

1. Новый стадион был недавно построен в Лондоне. 2. Вопрос все еще рассматривается. 3. Многие опасаются, что к середине XXI столетия все реки и озера в мире будут загрязнены. 4. Что вы делали, пока ваш багаж досматривался на таможне? 5. Когда он вернулся домой, он понял, что его компьютер взломали. 6. Я две недели не имел доступа к этим данным, поскольку мой компьютер был в ремонте (= ремонтировался). 7. В этом доме не жили в течение трех лет. 8. Сейчас нашу группу из аэропорта перевозят в отель на автобусе, а на следующее утро мы будем горными тропами добираться до деревушки.

### Task 9. Talk about how you (or your friends) spend your time on the Internet using the words and expressions given below. Use the Passive Voice where possible.

*to surf the web, to be left to one's own devices, to dedicate, capabilities, capable (of sth), to download, to search, via, to extract, to stay in touch, feature, to provide, to be aware of sth, to have/gain access to sth, accessible, a good deal of sth.*

### Task 10. Grammar Revision. Retell the joke in Reported Speech.

#### *Shakespeare and Computers*

**Two tourists are visiting the exhibition at the Globe Theatre.**

**WOMAN:** Look at all these things from the theatre in Shakespeare's time!

**MAN:** Yes, isn't it exciting? There's Shakespeare's computer!

**WOMAN:** No, that's impossible, Shakespeare didn't use a computer!

**MAN:** Didn't he?

**WOMAN:** No, they didn't have computers in those days. He used a typewriter!

**MAN:** Oh, yes, of course.

**WOMAN:** Do you think that's Shakespeare's TV over there? It's very old.

**MAN:** No, Shakespeare didn't have a TV.

**WOMAN:** Why not?

**MAN:** Because he went to the theatre every night.

He didn't have time to sit at home and watch TV.

Oh, look at these! Cassettes of all Shakespeare's plays!

**WOMAN:** Did he have a cassette recorder?

**MAN:** Yes, I'm sure he did.

I expect he recorded all his plays at the Globe Theatre.

**WOMAN:** Oh, and here's an old telephone!

**MAN:** Hey, why don't we call Shakespeare!

**WOMAN:** Don't be silly! We can't call him.

**MAN:** Why not?

**WOMAN:** Because we don't know his phone number!



<b>PRESENT PERFECT PASSIVE</b>
Sth. has (have) been done
<b>PAST PERFECT PASSIVE</b>
Sth. had been done
<b>FUTURE PERFECT PASSIVE</b>
Sth. will have been done
<b>PRESENT CONTINUOUS PASSIVE</b>
Sth. is (are) being done
<b>PAST CONTINUOUS PASSIVE</b>
Sth. was (were) being done

*Note: typewriter – пишущая машинка*

## Writing

**Task 1.** Below you will see parts of two letters concerned with booking hotel rooms for a company. Put the correct word or phrase from the following list in each blank. Use each item once only.

available	meet	reasonable rates	suitable
brochure	pleasure	require	training sessions
full board	provide	requirements	urge
hesitate	quotation	single	without delay

**A.** We intend to hold \_\_\_\_\_ for our sales representatives at the end of May next year and are looking for a hotel which provides \_\_\_\_\_ facilities. Our \_\_\_\_\_ are as follows:

1 room for lectures capable of seating approximately 50 people; 5 smaller rooms for seminars capable of seating 10-12 people; 50-60 \_\_\_\_\_ rooms with bath. If you can \_\_\_\_\_ these facilities, we would be pleased to receive your \_\_\_\_\_ for 3 nights \_\_\_\_\_ starting with dinner on Tuesday and finishing with lunch on Friday.

We look forward to hearing from you.

**B.** Thank you for your letter of 6th September, inquiring about our conference facilities.

I have enclosed our \_\_\_\_\_ and price list. As you will see, we should be able to \_\_\_\_\_ your requirements at what we consider to be very \_\_\_\_\_. At the moment our rooms are still \_\_\_\_\_ for the end of May, but I would \_\_\_\_\_ you to make your reservation \_\_\_\_\_ as this is the popular time of the year with many companies.

If you \_\_\_\_\_ any further information, please do not \_\_\_\_\_ to contact me.

I hope that we shall have the \_\_\_\_\_ of welcoming you to our hotel.

**Task 2.** You are a) organizing a conference/seminar/business meeting; b) planning a family holiday at the seaside. Write a letter/an e-mail to the hotel manager and book hotel rooms. Specify the facilities you need and the dates.



**Task 3.** You work for a company that provides hardware (computer equipment; software computer programs) to other companies and you have received the following letter. The customer has had problems with the printer on his word processor and this is his letter of complaint. Write a reply making use of some of the expressions below or from Task 1. Keep in mind you don't want to lose your customer!

**Task 4.** How many hours a day do you spend on the Internet? Do you think it is too much? Do you think you might get addicted to the 'virtual world'? Do any of your friends have this kind of problem? Read the text on the opposite page and find out what problems might arise.



## NET ADDICTS LEAD SAD VIRTUAL LIVES

by Joe Mathews in Baltimore

Last fall, Lisa Bowes decided to give up her computer. As an undergraduate in California she'd spent so much time chatting with strangers on the Internet that she eventually made close friends in places as far away as Sweden and Germany. And a man from Pennsylvania she met online came to visit her, with romantic intentions.

Nearly all of her free time – up to seven hours a day – was spent with the computer.

Enough was enough. "I was definitely an addict", said Ms Bowes, 27. "I met a lot of people, but I didn't actually know them. When I decided to give my computer back to my parents, that was really good."

As university students everywhere make greater use of the Internet, some of their lecturers are beginning to worry. Even though the Internet allows for conversations, some students say time on the Net can exaggerate anti-social tendencies and interfere with healthier, face-to-face contact.

One psychologist said he talked with a male college student who, face-to-face, could not ask a woman out. But he had no difficulty doing so over the computer. Two psychologists at the University of Maryland are even trying to start a support group, Caught In The Net, for those who "find themselves spending too much time on their computers".

But, while some students acknowledge spending up to half of each day on the Net, few believe that heavy use is dangerous.

*The Guardian/Baltimore Sun*



*Notes:* addict = someone who can't stop (e.g. a drug addict); fall (AmE) = autumn; undergraduate = university student; exaggerate = make bigger/worse; interfere with = damage, make less time for; acknowledge = admit, confess

### 1. Write T (true) or F (false) next to each of these statements, correct the false ones.

- Lisa gave up her computer because she got bored with it. \_\_\_\_\_
- She made a lot of good friends on the Internet. \_\_\_\_\_
- She feels happier without the Internet now. \_\_\_\_\_
- Some lecturers worry that their students prefer the Internet to studying. \_\_\_\_\_
- Some people find the virtual world easier than real life. \_\_\_\_\_
- Many students agree they should spend less time on the Net. \_\_\_\_\_

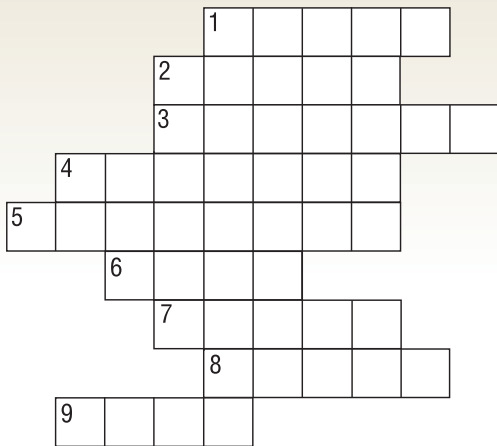


### 2. Give your comments:

- According to the article, who is happy about the Internet, and who is 'sad' and why? What problems can be caused by heavy use of the Internet? Why do some people 'get lost', or 'get caught', in the Net? Are you (not) one of them?
- What else, apart from chatting, can people get addicted to on a computer and on the Internet? Why?
- You can always find groups of people – somewhere in the world – with the same interest or hobby on the Internet. What special interest groups would you like to check out on the Net, and why?
- Do you think there should be some censorship (цензура) or control of the Internet? How could it be done?

## Home Assignment

**Task 1.** Have you now become a real geek? Find it out by doing this puzzle and you will read the name of one of the most successful computer companies.



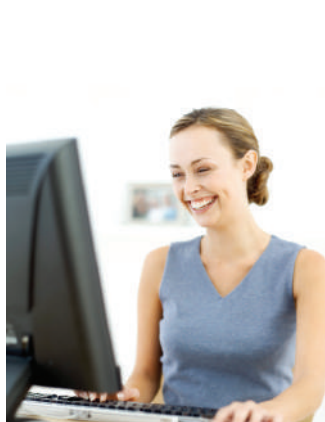
1. This small box is used to operate a computer.
2. A document on your computer.
3. A device which is used to transfer photos and texts to your computer.
4. To make a computer better or able to do more things.
5. This looks like a typewriter and has the keys you need to press.
6. It can be hard. It can be floppy.
7. A device which allows your computer to send messages along a telephone line.
8. An unfriendly or rude e-mail.
9. To start a computer.



**Task 2.** Read the text on the opposite page and discuss the questions below.

You wouldn't walk up to a complete stranger in the street and start talking about your personal things, would you? Yet each day, thousands of young people go online and give complete strangers detailed personal information. Most teens say they aren't worried about stranger danger. Do you think they should? Read the following text and answer the questions.

1. Why did some online 'friends' not want to disclose their real identity?
2. What psychological problems can people have after meeting or 'dating' such complete strangers?
3. Which tips the author gives do you think are really helpful and which are not?
4. Are you a safe surfer? Have you or any of your friends or people you know ever had such a date or meeting?  
What happened?
5. What tips would you give to avoid possible problems in situations like these?





## STRANGER DANGER IN THE NET



Georgie was 13 years old when she fell in love with someone she “met” on the Internet. He said that he was 15 and his name was Johnny. “We talked about everything – pop

groups, TV programs, boy-girl stuff. That’s how it started,” Georgie remembers.

They exchanged photographs: he sent her a photo that showed the top part of his head, and a little bit of his eyes. He told her it was like that because he had a problem with his computer. They ended up talking on the phone and very soon he asked her out on a date. Luckily, Georgie’s mother insisted on going with her. She hid behind a big poster and watched what happened. Young Johnny turned out to be a 47-year-old man.

“When I saw him, I didn’t know what to think, because I was shocked,” Georgie says. “I thought it was maybe his dad or something. I was scared as well. Then my mum came over and spoke to him. She told him to go.”

It took Georgie a few weeks to get over the shock. It was her first love, and no first love should be like this.



14-year-old Linda T. from California wasn’t so lucky. Her online friend, who claimed to be 16, turned out to be a bald 49-year-old man with a criminal record. He lured her to his flat and kept her there for a week. “It was hell,” Linda says.



The man was arrested and jailed, but Linda’s saga didn’t end there. In the following years, she learned who her friends

really were and fought her way back from severe depression and bouts of shame and guilt. She hardly goes to chat rooms at all now: “There’s one friend I talk to on-line, but mostly I just use e-mails. And I wouldn’t arrange to meet anybody, ever. You don’t have to go on the Internet to meet people.”



On March 18th, 2002, Angela M., 19, left her house wearing her best suit and trendy shoes. She had told her friends and co-workers she was meeting her on-line friend for the first time, and that was the last anyone saw of her.

Angela had been missing for two weeks when the police found her body in the woods. The police had to study her home computer for clues that could lead to her on-line friend – and murderer.

## Home Assignment



### How not to have this happen to you

- Most chat users are normal, friendly people, but they are still strangers. People can pretend and they do pretend. Sometimes a grown-up might pretend to be a kid. So always remember Stranger Danger and be careful.
- Take everything said in chat rooms lightly. After all, you never know if what is being said is the truth or not.
- Many people mistakenly think they are completely anonymous while they are surfing the Net. They don't realize just how easy it is to link someone's address or online identity with a real person in the real world. So don't give out your surname, phone number, home address or college (university) and any other personal information that can be used to track you down.
- If you are asked for a screen name or need to use a name to play a game, use a nickname, never use your real name.
- Passwords are secret and should stay that way. Never tell anyone what it is. Try not to use names of family or pets as they are easy to guess. A mix of numbers and letters is best.
- Beware of people who change their details many times. If they can't make up their minds who they are, how can they be trusted?

Meeting people you have chatted to over the Internet is extremely risky. Even when the date is arranged in a public place or with friends accompanying, it can still be dangerous.

**Task 3.** Read the text consulting your dictionary. Insert articles where necessary. Answer the questions below.

## VIRTUAL REALITY

Not long ago computers were considered \_\_\_ amazing invention. Today they form part of our everyday life. \_\_\_ latest thing today is Virtual Reality. A Virtual Reality system can transport the user to exotic locations such as \_\_\_ beach in Hawaii or the inside of the human body. The Virtual Reality system is still in \_\_\_ early stages of its development. At \_\_\_ moment it is necessary to put \_\_\_ large helmet on your head to see the simulated world and you have to wear \_\_\_ special glove on your hand in order to manipulate the objects you see there. Lenses and two miniature display screens inside \_\_\_ helmet create the illusion that the screen surrounds you on every side. You can "look behind" computer-generated objects, pick them up and examine them, walk around and see things from \_\_\_ different angle.

Already today Virtual Reality is used in \_\_\_ medicine. In \_\_\_ hospitals, surgeons could plan operations by \_\_\_ first "travelling" through the brain, heart or lungs without damaging the body. It is also used in police training schools. In schools pupils could explore \_\_\_ Great Pyramid or study molecules from \_\_\_ inside. Developers of Virtual Reality say its potential is \_\_\_ powerful. The word which comes closest to describing Virtual Reality is "simulator". Virtual Reality technology resembles the flight simulators that are used to train \_\_\_ pilots. But of course there are \_\_\_ dangers as well as \_\_\_ benefits. In \_\_\_ wrong hands Virtual Reality can be used for power fantasies and pornography.

- 1 What is Virtual Reality?
- 2 Why do you need to wear a helmet and special gloves?
- 3 What are the possible uses of Virtual Reality?
- 4 What are some of the disadvantages of Virtual Reality?
- 5 Do you think Virtual Reality is an important invention?
- 6 How about movies where many of the characters and 'actors' are computer-generated? Is it real art?



# Home Assignment



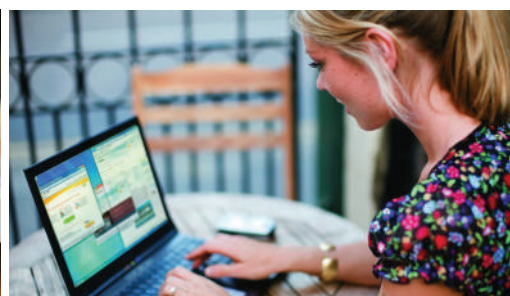
## Task 4. Use the correct Active and Passive tense forms.

You ever (wonder) what your old school-mates (do) now? Well, plenty of people in Britain do. One of the most successful Internet ventures in Britain (show) how popular, and how profitable, nostalgia can be. The website Friends Reunited (start) for fun in 1999 by a couple who (interest) to know what their old school friends (do). The project (snowball) and by 2005, the site (join) by 12 million members. One extraordinary fact is that Friends Reunited never (advertise), its success is entirely due to word-of-mouth. You can (search) for a school, college or university and find a list of the members who (be) there in any year. You can also post a personal profile [=publish information] showing what you (do) now, and read other people's details.

Steve Pankhurst, one of the founders of the site, (think) that one of the reasons for its success is that some people (like) (be) anonymous. On Friends Reunited, you can snoop on other people's lives without giving away anything about yourself if you (not want) to. It's also an opportunity to bolster your self-esteem by showing off to everyone just how successful and happy you (be) now, even if you (not be) while you were at school.

Friends Reunited also (lead) to many successful school reunions, and people meeting up with each other after many years. People (use) this site to look up their childhood sweethearts and many couples actually (renew) relationships after contacting each other through the site. There even (be) Friends Reunited weddings and babies, and Friends Reunited now has a new site called Friends Reunited Dating especially for people who (look) for love. Other sites also (launch), such as Genes Reunited, which helps people to find long-lost relatives and build their family tree online.

*Are there sites like these in Russia? Have you (your friends, parents) ever visited them? Can you share any interesting stories?*



## Task 5. Translate using the Passive Voice where necessary. Use the vocabulary of the unit.

1. Все данные уже загружены из Интернета, нет необходимости что-либо искать. 2. Речь президента в данный момент передается через спутник по всем телеканалам. 3. Он не отдавал себе отчет в том, что ценная информация уже была перехвачена конкурентами. 4. Профессор рассердился за то, что 1 апреля над ним подшутили. Отсутствие чувства юмора сложно оправдать! 5. Надеюсь, что на мое электронное письмо ответят до завтрашнего утра. 6. Лохнесское чудовище видели и сфотографировали много раз с тех пор, как его впервые увидели в 1933 году. 7. Вода и воздух постоянно загрязняются фабриками и заводами, что находится в одном ряду с авариями на атомных электростанциях (nuclear power plants). 8. Нам предоставят все компьютерные программы к концу недели, и мы получим доступ к большому количеству информации. 9. Материал о возможностях недавно изобретенного прибора помещен на первых полосах многих газет и журналов.

## Task 6.

THE LANGUAGE OF COMPUTERS. WAN 2 TLK?  
SO WOT R U W8TING 4?

Text messaging is the smart way to communicate in the 21st century. Everyone uses it – men and women, young and old. Why? Because it's fun, it's simple... and it's so addictive.

The biggest text maniacs are the young – teenagers and twenty-somethings. They send text messages to finalize their plans, to make a date, to share a joke and ... to flirt. And they do it under the noses of their mums, dads and even teachers.

Text friends have created a whole new language of their own. Wd u... oops... would you like to learn this language? Here's how to do it.

## Basic rules:

## The rules (if there are any) are:

1. Make words as short as you can, e.g. wd = would.
2. Use a letter instead of a whole word where possible, e.g. u = you.
3. Use numbers instead of letters where possible: gr8 = great, w8 = wait, 2 = to, too, 4 = four, for...
4. Use symbols – they look so beautiful in the middle of a word! For example, sk%l = school, c%l = cool.  
A dollar sign (\$) can be used instead of double s.
5. Use abbreviations for longer phrases, e.g. LOL = Laughing Out Loud, ROFLMYHO = Rolling on the floor laughing my head off.
6. If in doubt, write as you please, ignoring all the rules of grammar and spelling.

## Cunning plans

Got somewhere to go and someone to tell? Here's how to text those important details:



2day	Today
2moro	Tomorrow
ATM	At the moment
ASAP	As soon as possible
B4	Before

(Speak Out)





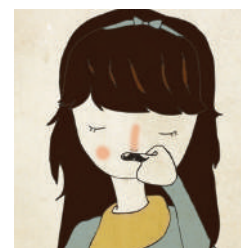
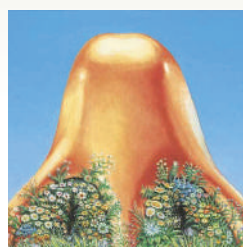
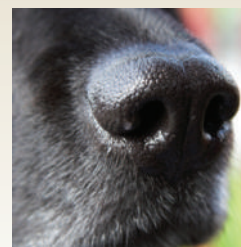
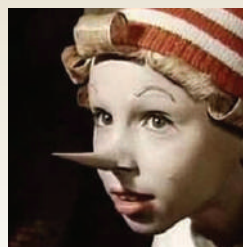
# Home Assignment



## Task 7. Shaping the Language

A hard-nosed person is someone stern and unforgiving. Let's guess the meaning of these idioms:

- 1 win by a nose
- 2 Nosey Parker
- 3 stick your nose in somebody's business
- 4 with your nose in the air
- 5 nose to tail
- 6 on the nose
- 7 as plain as the nose on your face
- 8 a sharp nose for facts
- 9 the wine has a good nose
- 10 keep your nose to the grindstone
- 11 sniff out the facts
- 12 see no further than the end of your nose
- 13 toffee-nosed
- 14 under your nose



## Can Do

After studying Unit 9 I can:

- › Speak freely on any topic related to computers, the Internet, and the Virtual Reality.
- › Book hotel rooms for a business meeting or holiday.
- › Write and answer a letter of complaint.
- › Use the Passive Perfect and Continuous Tense forms.

## WARMING UP:

## Fashion Survey (fashion questionnaire)



- 1 Where do you usually buy your clothes?  
 A) a department store  
 B) a small boutique C) a high street fashion chain D) a big shopping centre E) a shopping mall or village F) from a catalogue by mail order G) other

- 2 Do you wear all the clothes you own?  
 A) yes B) no C) most of them and I'm going to get rid of the rest

- 3 What you wear is dictated by (put influences from the most to the least important)  
 A) your figure and body shape rather than what the catwalks dictate B) fashion only C) your lifestyle and your work D) your friends' taste E) other

- 4 What is your favourite fashion decade?  
 A) 20s B) 30s C) 40s D) 50s E) 60s F) 70s G) 80s H) 90s I) fashion today is relevant to your life

- 5 What are the most popular colours in your wardrobe?  
 A) black, grey and indigo followed by brown and creme/beige B) pure and light pastels and whites C) natural blues and greens followed by deep warm reds, brownish and yellowish colours D) bright and clear red, orange, lemon with dark backgrounds worn usually as bottoms E) artificial neon [ˈni:ɒn] colours, silver, gold and glimmer

- 6 Can you define your style  
 A) comfy, relaxed and casual B) smart and structured C) glamour and grace D) seductive E) traditional and classic cuts F) other

- 7 Have you ever changed your style in clothing?  
 A) in the past 5 years B) in the past 2 years C) almost every season D) never E) I've made my attempt once F) I'm in a constant process

- 8 How often do you add to your wardrobe?  
 A) every month B) every week C) every season D) twice a season E) twice a month

- 9 How do you pick out the latest fashion trends?  
 A) through the pages of magazines B) on the special pages of newspapers C) from fashion programmes on TV D) studying the assortment in the shops and paying attention to looks in the street E) I trust my own sense F) other

- 10 I'd be more fashionable if  
 A) I had a greater choice of high street clothes for all ages B) I had limitless cash C) I were a little more confident about my style and could take risks D) designers paid more attention to all figure problems of real people E) other





GRAMMAR	Simple	Continuous	Perfect	Perfect Continuous
<b>Present</b>	I do it. She promotes our products.	I am doing it. She is promoting our products.	I have done it. She has promoted our products.	I have been doing it. She has been promoting our products.
<b>Past</b>	I did it. She promoted our products.	I was doing it. She was promoting our products.	I had done it. She had promoted products.	I had been doing it. She had been promoting products.
<b>Future</b>	I shall/will do it. She will promote our products.	I shall/will be doing it. She will be promoting our products.	I shall/will have done it. She will have promoted our products.	I shall/will have been doing it. She will have been promoting our products.
<b>Future-in-the-Past</b>	I should/would do it. She would promote our products.	I should/would be doing it. She would be promoting our products.	I should/would have done it. She would have promoted our products.	I should/would have been doing it. She would have been promoting our products.

### The Passive Voice Revise the formation of tenses in the passive voice.

GRAMMAR	Simple	Continuous	Perfect
<b>Present</b>	It is done. I am invited. Our products are promoted.	It is being done. I am being invited. Our products are being promoted.	It has been done. I have been invited. Our products have been promoted.
<b>Past</b>	It was done. I was invited. Our products were promoted.	It was being done. I was being invited. Our products were being promoted.	It had been done. I had been invited. Our products had been promoted.
<b>Future</b>	It will be done. I shall be invited. Our products will be promoted.		It will have been done. I shall have been invited. Our products will have been promoted.
<b>Future-in-the-Past</b>	It would be done. I should be invited. Our products would be promoted.		It would have been done. I should have been invited. Our products would have been promoted.



## Reading

### Innovative developments in fabrics

(Kathryn McKelvey & Janine Munslow, 'Fashion Design', Blackwell Science, 2003)

- Fabrics are becoming 'smarter' and performance characteristics are being embedded into textiles during construction, making the development of fibre and fabric as significant as the cut and shape of the garment itself.
- Basic principles can produce stunning results such as the thermoplastic qualities of synthetic fabrics – creases and pleats and other shapes can be permanently 'set' by subjecting the fabric to heat. Once the shape is 'locked' in it will remain for the life of the garment.
- There are new terms used with regard to textile development such as 'performance', 'high performance', 'technical', 'intelligent' and 'smart'. They are used on a regular basis to describe fabrics that possess certain characteristics, such as breathability, anti-bacterial or ultra-violet (UV) ray protection.
- Protection is important in textile development and bullet-proof fabrics offer this. There is a fabric called 'No Violence™', which is said to be five times stronger than steel and is impervious to knives and bullets, yet it looks and feels like cashmere. Many new developments can be sourced from NASA and the Ministry of Defence, the latter having discovered 'plasma processing', a technique by which garments can be kept stain and dirt resistant. It is predicted that we will be using self-mending and self-cleaning fabrics with those that protect us from electromagnetic waves.
- There are crossovers between what is performance and what is smart. Fabrics that change colour in response to heat and light correspond with the abilities that we associate with smart materials; they begin to protect us and even make decisions for us. Smart materials have the ability to be programmed to adapt to various conditions and react to the environment. They are responsive and customizing to our form each time they are worn.
- Recent research offers fabrics with responsive films and gels which alter their fluid characteristics and become rigid in the event of a fall. Further military developments from the US government have led to tests on garments which track soldiers so that command centre recognises when a soldier is injured, even determining the severity of the injury. These techniques could be invaluable if applied to children's clothes.
- Textiles can respond to the environment; some can sense when it is raining and the holes between the fibres and stitches will close up and protect the wearer from the rain.
- Perhaps the smartest fabrics could include the use of microchip and semi-conductor technology implanted into fibres which act as 24-hour monitors. Information could be stored or transferred between individuals through the use of microchips in garments or footwear.
- Research presently being carried out using electro-textiles, these being conductive textiles which perform a range of basic electronic functions, has resulted in an 'intelligent' waistcoat that could give disabled children the power of 'speech' when linked to a speech synthesizer.
- Wearable mechanisms are now being developed which allow us to protect ourselves and adapt to changes in the environment. Daniel Cooper has designed a 'chameleon jacket' that monitors and protects wearers from pollution. The jacket can be worn in a 'passive' or an 'aggressive' state depending upon pollution levels. Built-in detectors change from blue where there is little or no pollution to orange for serious pollution levels.
- A revolutionary new hi-tech, light-reflecting fabric from swimwear manufacturers, Speedo, is claimed to make white swimsuits stay opaque when wet. Water repellent or 'hydrophobic' fabric may be used to make the thinnest, strongest, most waterproof coats ever. There is a ski jacket which has a 'Help!' button and a microphone to enable contact with other skiers.
- Kevlar™ can be made into a convincing leather-look fabric called Keprotect™, which is windproof, waterproof, breathable, bulletproof and almost indestructible even when set on fire.
- Fibre optics are widely used in fine art installations. Garments made using the integration of fibre optics and regular fibres means that television waves can be received at leisure, allowing the wearer to watch television programmes from their garments.
- Medicines and vitamins are promoted in well-being products selling alongside sportswear products. Micro-encapsulation processes enable substances to be encapsulated into fibres and be slowly released to provide health benefits and promote healing.



Some companies involved in production or availability of new fabric developments:

Acordis, AkzoNobel, Alma, Carrington Performance, Cloth House, Cordura, DuPont, Dyneema, Ecospun, Enka Sun, Four D, Giovanni Crespi, Knitmesh, Konrad Hornschuch, Milior, Novaceta, Panotex, Pertex, Rhoyl'eco, Schoeller, Whaley's





## to embed

to fix something firmly into a substance –  
вставля́ть, вреза́ть, вде́лывать

## embedded

1. fixed into the surface of something –  
вставле́нный, вделанны́й, встро́енный:  
*The thorn was embedded in her thumb.*

2. If an emotion, opinion, etc. is embedded in someone or something, it is a very strong or important part of them – запечатле́нный:

*A sense of guilt was deeply embedded in my conscience.*

## garment

piece of clothing

(used especially in contexts where you are talking about the manufacture or sale of clothes) –

одежда, предмет одежды:

*Many of the garments have the customers' name tags sewn into the linings.*

## crease

a line that is made in cloth or paper when it is crushed or folded –

складка, загиб:

*She stood up, frowning at the creases in her silk dress.*

## to crease

If cloth or paper creases or if you crease it, lines form in it when it is crushed or folded –

мя́ться, морщи́ться:

*Most outfits crease a bit when you are travelling.*

## pleat

1. a double or multiple fold in a garment or other item made of cloth, held by stitching the top or side –

складка (на платье или драпировке)

2. (V) to fold into pleats:

*(pleated) a short pleated skirt*

## impervious

1. *specialized* not allowing liquid to go through –

непроницае́мый, не пропуска́ющий (влагу, воздух):

*How does glue bond with impervious substances like glass and metal?*

2. describes a person who is not influenced or affected by something – невосприимчивый, глухой:

*He is impervious to criticism and*

*rational argument.*

## stain

1. A stain is a mark on something that is difficult to remove –

пятно:

*a black stain*

2. to stain

If a liquid stains something, the thing becomes coloured or marked by the liquid –

оставля́ть пятна́:

*Some foods can stain the teeth, as of course can smoking.*

*stubborn stain – пятно, которое*

*трудно удалить*

*to leave a stain – посадить, оставить пятно*

*to remove a stain – удалить пятно*

2. позор, пятно

*without a stain – безупречный*

Syn: shame, disgrace, stigma

## to stitch

1. If you stitch cloth, you use a needle and thread to join two pieces together or to make a decoration –

шить, пришивать, стегать:

*Fold the fabric and stitch the two layers together...*

*...those patient ladies who stitched the magnificent medieval tapestries.*

Syn: to sew

2. Stitches are the short pieces of thread that have been sewn in a piece of cloth – стежок:

*...a row of straight stitches...*

*You can use embroidery stitches for further decoration.*

## opaque

1. If an object or substance is opaque, you cannot see through it –

непроницае́мый, тусклый, матовый:

*You can always use opaque glass if you need to block a street view.*

Ant: transparent

## to promote

1. If people promote something, they help or encourage it to happen, increase, or spread –

способствоватъ, содействоватъ,

поддерживатъ, поощря́ть:

*You don't have to sacrifice environmental protection to promote economic growth.*

*In many ways, our society actively*

*promotes alcoholism.*

Syn: encourage

Ant: discourage

## WORD COMBINATIONS

to use on a regular basis

to produce stunning results

to be responsive to one's needs

## ANSWER THE QUESTIONS:

1. What terms do we use to describe new textile developments?
2. What sort of protection can innovative fabrics offer?
3. What makes a 'No Violence™' fabric unique? What fabric has similar characteristics?
4. What is a 'plasma processing' technique?
5. What garments are called 'chameleon'?
6. What can you say of electro-textiles and fibre optics?
7. Can you describe the most innovative skiwear and swimwear? Where else could be used such items?
8. What techniques could be useful
  - a) if applied to childrenswear?
  - b) to help disabled people?
  - c) in army?
  - d) in medicine?
  - e) in art performances?
  - f) in sport?
 Which of them do you find indispensable and the most appealing?
9. What characteristics of textiles, aesthetic or technological, do you find more prospective? more useful? Why?
10. What garments would you buy if you were given the opportunity? Comment on your choice.

## Vocabulary Exercises

## Task 1. Choose the appropriate word:

1. A attempts; B strives; C endeavours; D seeks
2. A eternal; B perpetual; C enduring; D continuing
3. A abundance; B overload; C excess; D crop
4. A whereas; B whereupon; C whereabouts; D whereby
5. A prompt; B rapid; C fast; D brisk
6. A naked; B raw; C commonplace; D natural



“British fashion is selfconfident and... refuses to bow to commerce, thus generating a constant flow of new ideas whilst drawing on British heritage.”

Alexander McQueen

Fashion may be said to encompass any of four forms. First, there is a conscious manipulation of dress that (1) \_\_\_\_\_ for effect, a ‘fashion statement’ or ‘fad’. Second, fashion may designate innovations in dress that are more (2) \_\_\_\_\_ than simple fads. Some of these changes occur abruptly, whether due to economic fluctuations, or even the sudden (3) \_\_\_\_\_ of certain materials; other innovations may develop more deliberately. Third is the phenomenon (4) \_\_\_\_\_ styles in a particular area of dress change swiftly and repeatedly, with the new ones replacing the old in (5) \_\_\_\_\_ succession.

Finally, fashion may refer specifically to the use of such adornments as cosmetics, fragrance and jewellery, whose primary purpose is to enhance a wearer’s (6) \_\_\_\_\_ features.

## Task 2. Give synonyms to the words:

set; changes; intentional; improve; decorative items

Identify the adverbs in the text. Can you think of their synonyms?

## Task 3. Translate using active vocabulary.

1. Это событие запечатлелось в моей памяти.
2. Он не поддавался ее чарам.
3. Его рубашка была испачкана в крови.



4. Она посадила пятно на новое платье.
5. Это чистящее средство удаляет даже стойкие пятна.
6. День был холодным и туманным, солнца не было видно, поэтому море выглядело темным и непрозрачным.
7. Она перемеряла шесть пар туфель и решила, что первая пара ей нравится больше, хотя к платью больше подходит третья.
8. Рекламные компании всегда должны изобретать новые способы продвижения товаров.
9. Шов на юбке был ровным, а стежки маленькими и равномерными.
10. Изделия из нашей ткани отвечают самым строгим гигиеническим требованиям.





## Grammar Practice

**Task 1.** Choose the correct tense for each of these sentences using the verbs in brackets:

WHAT COLOUR IS THE BEST CHOICE FOR YOUR CAR?

*Shy? Introverted? Suffering from depression? Now there is a simple cure – change the colour of your car:*

Psychologists ... character traits associated with the colour of cars people own (determine). There is significant statistical evidence that owners of pastel-coloured cars ... from depression much more often than people driving blue or silver cars (suffer). “Choice of car colour ... more about someone’s personality than the clothes they ... or the house they... in,” said Conrad King, consultant psychologist for the association for drivers in Britain (say, wear, live). They ... the survey of 1000 people and the results ... quite impressive (conduct, be).

Colour preferences ... a definite “pecking order” on the roads (indicate). For example, it ... that the owners of black and red cars ... for the dominant position (be revealed, struggle). We ... totally surprised (be). We ... under the impression that colour ... just a random choice (be, be). But as our society... this change is reflected by the colour of the cars people... (change, drive). For example, silver cars ... in popularity and ... now... as the most fashionable (grow, be seen).



**Task 2.** Put these statements into Passive Voice:

1. People wear bright colours this season.  
Bright colours .....
2. She designed her wedding-dress herself.  
Her wedding-dress.....
3. I will change the look of my clothes when I start working.  
The look of my clothes.....
4. I know it is a great shame but they have cancelled the summer fashion show.  
Unfortunately, .....
5. There haven't been enough people showing an interest in the event.  
Not enoug interest.....
6. Christian Dior revamped the fashion of the 50s, his models presented a classy, sophisticated image.  
.....

7. During the meeting with the investors the companies presented their product concepts to a panel of judges.  
.....
8. I turned out later that none of the companies made a commercial success of their innovations.  
.....
9. When you make your own clothes you must tailor them very carefully, otherwise your dress will be a complete disaster. ....
10. A lot of experts believe that new names in Russian fashion have a very good chance of winning world recognition. ....



**Task 3.** Put the verbs in brackets into the correct tense.

- I (go) to London next Friday.  
You (come back) on Sunday?  
No. I (have) to stay a week there.
- What all those men (do) in the middle of the street? And why they (dress) in such unusual clothes?  
They (make) a film. Most of them are locals who (work) as extras.
- I just (open) the letter when the wind (blow) it out of my hand.
- James normally (have) lunch at 12 pm. Yesterday Regina (meet) James at 12.30 pm and (offer) him an orange.  
“No, thanks,” (say) James. “I just (have) lunch.”
- Take an umbrella. It (rain).
- I wonder if Ann (know) that the time of the party (change).  
Perhaps not. I (phone) her now.
- I hope they (complete) the renovations by the time we (come back) home.
- I (share) an apartment with one of my group-mates. He always (complain) about my musical lessons.
- I wonder what I (do) this time next year.  
I believe you still (study) at the institute.
- When I first (come) to this town it (be) a very quiet place. But since then a few housing estates (build) and it (become) too noisy and crowded for me.

**Task 4.** Put the verbs into the passive voice. Mention the agent if necessary.

- They handed round milk tea and home-made cakes.
- A car knocked down a poor possum.
- I threw away the rubbish.
- She warned him.
- I should have taken these books back to the library weeks ago.
- They didn't pay anyone.
- A Japanese company manufactures these cars.
- They brought up children in Kent.
- The secretary shouldn't leave the papers on her desk.
- Why did no one tell me of the change of plans for the weekend?

**Task 5.** Put the phrasal verbs into the passive voice (keep the preposition or the adverb).  
Mention agent if necessary. Follow the example:

*People must hand in their application forms on time. → Application forms must be handed in on time.*

- The taxi driver dropped us off by the metro.
- Burglars broke into the house in the broad daylight.
- No one has switched off the light.
- People often take her for her younger sister.
- The heavy downpour held up the trains.
- The jazz singer had just brought out a new album.
- They called in the fire brigade.
- Everyone looked at her as she was wearing her new French coat and a beautiful fascinator.
- The investigators were carrying out tests on the pieces of helicopter.
- He will draw up the draft next week.







1. Who do you rate as the best-dressed women?

Who do you rate as the best-dressed men? Why?

2. What do you do with your unwanted clothes?

A) give to charity B) throw away C) keep every item for being on the safe side  
D) keep only highly expensive, lovable and designer clothes D) give to my sister /  
aunts and cousins / friends E) give to secondhand shops F) other

3. What is the most important thing you think about when shopping?

A) to find clothes that fit well B) to find highly fashionable outfit your friends  
would die for C) to find a necessary thing of high quality D) to find a well-made  
thing at a reasonable price E) other

4. What is the most difficult item to get right?

A) footwear B) a simply-styled and versatile basic item C) special-  
occasion outfit D) well-fitting trousers E) accessories F) well-cut dresses are of  
poor range G) warm-wear H) a chic evening gown [au] I) other

5. Have you ever tried buying things by mail-order?

A) never and I'm not going to B) yes, I do it quite regularly C) I've tried once  
and it was a mistake of my life D) only those items that do not go in sizes, such as  
bijouterie

6. What don't you like about fashion?

A) its unwearable, unflattering, impractical unrealistic things B) constantly-  
changing character C) skinny racks of models that represent clothes on catwalks  
D) other





## Writing

Write a rendering of the given information using **Extended Vocabulary** on the following pages, then make use of the material to prepare a presentation on the topic *Evolution of Fashion in the 20<sup>th</sup> Century*.

**1910**

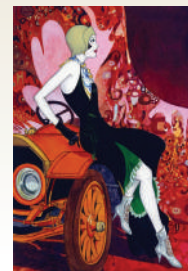
Самый модный наряд – платье «песочные часы». Обязательно подчеркивалась тонкая талия, выгодно смотрелось глубокое декольте.



1910

**1920**

Увлечение театральной модой – узкий силуэт, длина до колен, много перьев и украшений. «Арт-деко».



1920

**1940**

Нехватка тканей в военное время спровоцировала моду на узкие и довольно короткие вечерние платья. Жесткий крой. Одежда милитари.



1930

**1930**

Облегающие, струящиеся по фигуре шелковые платья до пола, голая спина и нитка жемчуга на шее. Расцвет Голливуда.



1940

**1960**

Шляпки; темные очки; небольшие сумочки жесткой формы; светлая губная помада, тени пастельных тонов, накладные ресницы; аккуратные, волосок к волоску, прически; тщательно выполненные стрижки; колготки должны быть невидимы на ноге; плавные линии плеч, шеи, груди; перчатки; маленькие компактные формы, мини: платья без рукавов, платья-рубашки, летние пальто, лаконичные костюмы с трапециевидными или прямыми узкими юбками, рукава 3/4, платья силуэта ампир; облегченные туфли, туфли на толстой подошве.



1950

**1950**

Возврат к женственности. Шелест нижних юбок, широкий пояс, пуританский закрытый верх, целомудренный низ. Кристиан Диор и его «новый взгляд».



1960

**1980**

Десятилетие роскоши и богатства. Днем широкоплечие жакеты, клетчатые юбки в складку, шелковые блузки с бантом. А вечером все сверкает и переливается золотом и серебром. Вульгарная роскошь – крупные клипсы, кольцо из золота и фальшивых камней. Золотые и серебряные ткани. Пышные юбки, глубокие декольте, яркие цвета, высокие каблуки. Натуральная кожа, пушистые меха, блестящие атласные шелка, огромные банты, пышные прически. Экстремизм (мини - макси); экстравагантность, эпатаж; экспрессивность.



1970

**1970**

Экстравагантность во всем, вечеринки напоминают пестрый карнавал. Светомузыка, атласные облегающие брючки, зеркальные дискотечные шары, блестящая бижутерия. Романтика, хиппи-шик, бунтарский дух детей цветов. Джинсы с вышивкой и бахромой, мексиканские пончо, цыганские юбки, вышитые афганские дубленки, эскимосские унты.



1980

1990

**1990**

Совмещение всех стилей и направлений.



Много кожи, замши, ручной вышивки и ручного вязания. Лоскутная техника, аппликации, вязаный крючком трикотаж. Разноцветные платки и шали, сумочки-кошельки, этнические украшения и аксессуары, обилие объемных браслетов, бусы, бисер. Стиль диско. Опущенные на бедра брючки-клевш, узкие брючные костюмы с приталенными жакетами, босоножки – «вермишельки» на высоких каблуках, романтические оборки и воланы. Атласные ткани, узкие юбки до колена, блески, крошечные джемпера.





## Vocabulary

to produce a favourable effect; to accentuate; an hourglass; low-necked dress; decollete[dei`koltei]

**(adj):** a decollete dress silhouette [silu`et]

**floor-length – (adj)** [only before noun] long enough to reach the floor: floor-length curtains  
knee length

**slinky (adj)** 1– a slinky dress, skirt etc is smooth and tight and shows the shape of a woman's body in a way that looks sexually attractive; 2) slinky movements, music, or voices are slow in a way that is sexually attractive: a song with slinky bass lines

**Word choice:** **clingy / clinging:** + to stick to, to hold, to stay close; **flimsy:** + weak, light, thin (flimsy sheets); floating/floaty, flowing, streaming; **skimpy:** + not enough; **tacky;** hugging structured and plain (simple / strict / sharp) cut

**chaste** – simple and plain in style: a chaste nightgown; chastely – целомудренный низ – a pure / chaste bottom; puritan [ˈpjʊərɪtən]; puritanical > pure (bottom)

small hard-bottomed firm bags

**crop top** – (n) [countable] - a type of women's shirt that does not cover the stomach

**applique** (n) [uncountable and countable] the process of sewing pieces of material onto a piece of clothing for decoration, or the pieces themselves

to applique (v)[transitive]; patchwork



## Extended Vocabulary

### LOOKS AND STYLES

**to dress up smth / smb** – наряжаться (for a party)

**to dress for dinner** – переодеваться к обеду

must haves for spring/summer: This season's must-have is...; a must-have (shirt)

### **to be indispensable:**

What are the indispensables in your wardrobe?; to be indispensable for travelling; essential, essentials; to be the big story for ...:

Pastels are the big story for this summer.

**casual separates** – отдельные предметы; summer separates; summer essentials; all-rounder(s): This suit is a perfect all-rounder.

This shirt will go with all these separates. The top has firmly established itself as this summer's essential.

**smart corporate image** – (for a more) sophisticated evening look; vamp look; (in one's) casuals; dazzling and bold [ou]; boldness in clothing; sailor styling; very feminine; manly style; classic/

contemporary (designs); relaxed and easy to wear, comfortable (comfy) outfit; luxurious; timeless

complete and total lack of fashion sense; ghastly lapses in taste; to establish your own style; to retain one's individuality; to mix the glamorous with the functional; boundary-breaking and avante-garde styling; strong looks – not for the faint-hearted; own range clothes; to maximize one's style; to be in swing; to set one's own style; to be inspired by: Her style is inspired by the sixties.; fifties-inspired (handbag, look); a fifties-style item; the 50s look; to be very 50s; to translate current fashion trends into wearable styles; to update last season's clothes with ...; clever mixing and matching; to form an ultimate mix and match selection; (as colours and styles complement each other perfectly); combining elements of certain decades

incredibly flattering and skimming; to skim the figure: this skirt skims the figure effortlessly; body-skimming; to slim to create a sharper, fitted look; to be (too)

body-conscious; to be ill-fitting; to be a misfit / a perfect fit

### **to suit / to become:**

This dress doesn't become you. It spoils you.

It suits you, but it doesn't quite fit you – it's a bit loose.

The hat becomes you, but it doesn't suit you. It makes you look older.

**to flatter** (big sizes, one's bust) – hip flatterers; to clutter smb. up; clutter [Λ]: (беспорядок, суматоха, хаос)

**to lengthen** (a figure, a silhouette); to elongate

**to enhance** – повышать, усиливать; figure-enhancing (underwear)

**to wear smth** – over smth as a cover-up; to wear under smth; underneath; to be worn out; worn out (shoes)

loose layers; be worn layered / alone; layered over; to be worn as a wrap to wear tucked in to (trousers, skirt); a blouse worn tucked in to trousers; to wear

(a shirt) untucked; to wear round one's waist / neck; lengthways (по длине); beneath (an armhole) / below

to match / to go with / to harmonize in (colour, etc.): Red nails don't go well with rosy lips.

new developments in; in / out of fashion; news from the catwalk; on fashion shoots; (from) the couture house (Chanel); ad campaign; to revive (a retro style); to be in abundance on the catwalk; to be back in vogue: It's all the vogue (последний крик/писк); hottest young designers; to be cloned from designers' offerings; to be designed for a well-proportioned fit; to regain popularity; to be very now; after latest / hottest fashion

**suit** –

trouser suit (pantsuit); skirt suit; (a) two-piece (a part of two-piece), a two-piece suit; twinset (this cardigan is a part of twinset); pyjama-style (trouser suit, trousers, tunic), high-buttoned (suit, shirt); catsuit (комбинезон); lounge suit; sport (training) suit

**jacket:** –

fitted (jacket, suit, blouse); stretch (jacket, miniskirt); tailored jacket; softly-tailored (jacket); loose and flowing; unlined (jacket); long/short-line (jacket); multi-pocketed, loosely belted (jacket, dress); tie-belt (jacket) (с поясом, который завязывается); central-buttoning (jacket); bomber jacket; blouson jacket; one-button (jacket); (a jacket) nipped in at the waist; single- (double-) breasted jacket (a jacket which overlaps in front with two rows of buttons); zip front (jacket); blazer

**shirt** – short-sleeve / short-sleeved, long-sleeve (blouse, tunic); sleeveless (shirt, top); elongated shirt; polo shirt; 'fun' Hawaiian shirt; crinkle shirt; crisp shirt; tunic-style (shirt); with rolled up sleeves; to wear a shirt half open; lace(ed)-front shirt; sheer shirt; open neckline

**dress** – knee-length (dress); button-through (dress); (dress) with a high/low waistline; bias-cut (dress) [bais]: on the bias – on the cross, diagonally; to be cut on the bias; bias binding – a narrow band for use when sewing curved edges or corners; (a dress) with cross-back trim; slip-on dress (slip dress); over-dress; (a dress/waistcoat/shirt) that laces up the

back (for a flattering fit); a double-layer / multi-layer (dress);

**summer frock;** a belted shift = a **shift dress**, a short sharp shift dress ('Jackie O' shift dresses); A-line (dress, skirt) that flares from the hip/waist (trapeze-shaped); **wrap dress** (с запахом); a **shell dress** / top; shirt dress; a square / round / deep neckline; hipster dress; (white) **sundress** (летний сарафан) (No summer wardrobe would be complete without a white sundress); a **ball / wedding gown**; an Empire line; bell-shaped (dress; skirt); shirt-waister / **shirtwaist** (a woman's dress in the style of a man's shirt); (splendid, magnificent, luxuriant) train (шлейф) (of) 4 feet long; puffed sleeve (пышный); three-quarter-length sleeve; bell sleeve; (little) cap sleeve

**skirt** – floaty (skirt); high-waisted / low-waisted (skirt, trousers); puffball skirt; a skirt finishing on knees / above knees; pleated skirt (в складку); hip-hugging skirt (fashion); a skirt resting on the hips; long, slinky skirt; a streamline skirt; (full) flared skirt (to flare [eə] – to open outwards, esp. to widen gradually towards the bottom; a flare); a pencil skirt / a pencil (A pencil skirt looks totally unflattering unless you look like a pencil.); pleated / folded skirt

**trousers** – keep-the-crease comfy slacks; wide trousers; wide-leg trousers; pyjama trousers(pants); stretch trousers; flat-front / flat-fronted trousers; drawstring (trousers, pants (штаны)); (slim 50s-style) capri trousers; slim trousers; leggings; hipster trousers / hipsters (hiphuggers Am. E.; hip-hugging fashion) – trousers that fit up to the hips not to the waist; pleats / pleated trousers; creases in trousers (стрелки); straight-leg trousers; taper[ei]-leg trousers; bell-bottomed trousers (клеш); flared trousers / trousers with wide flares

**knitwear** – (V)-neck sweater; roll-neck; scoop-neck T-shirt; a slash-neck top; halter (top); a halter-neck; square-neck (jumper); boat-neck (top); polo-neck (shirt, top); crew-neck (top) / a crew-neck; turtle-neck; rib button-up / zip-up (cardigan); skinny rib (that meets hipsters at the waist); ribbed jumper; slinky, body-hugging (обтягивающий), fitted (jumper, knitwear); oversize (jumper); (a) button-through / zip-front top; tank rib top (с

глухим вырезом, под горло)

**footwear** – linen; tongue; lace; toe; inner sole (стелька); sole (подошва); leather (rubber)-soled shoes; heel (high, low, medium, flat); instep (подъем); seam (пятка); eyelet (дырка для шнурка)

brogue /broug/ - a strong thick shoe, esp. a leather one; a pair of black brogues

**strap** (double-strap; three-strap) shoes – туфли с застежкой на ремешке; bar shoes (с застежкой на широком ремешке); two-bar (sandals)

strappy heels; sling-backs; freelance strappy high heels; strappy flat sandals high-heel (shoes, sandals); court shoes; platform (shoes); kitten heels; flat (shoes) / flats; square heels; wedge heel (shoes)

T-bar shoes; peep-toe (high heels, shoes); square-toe(d) (shoes); chiselled (chisel [t izl – долото, стамеска]; high-fronted / pointed (shoes); with long pointed toes: *High-pointed shoes elongate the foot.*

slip-ons; a pair of slip-ons; slip-on shoes – shoes that can be put on without fastenings; slip-on mules; flip-flops (шлепанцы); (strappy) thong(s) (Am.E.) slippers (carpet slippers) (тапочки)

loafer(s)

boot(s); Wellington boot(s) / rubber boot(s) (Am.E.); zip-up (high) boots; lace-up boots

patent [peɪnt] leather (лакированная кожа, лак; лакированный); patent (shoes, belt)



# Home Assignment



## Shaping the Language

If *with the naked eye* means with eyes that are not aided by telescopes, microscopes, or binoculars, what could the following idioms mean?

1 beauty is in the eye of the beholder

2 in the blink of an eye

3 seeing is believing

4 look before you leap

5 seeing it my way

6 at first glance

7 far-sighted

8 see the whole picture

9 not see the wood for the trees

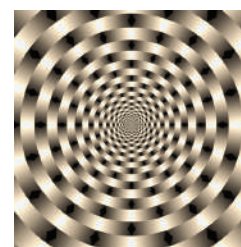
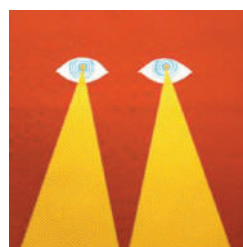
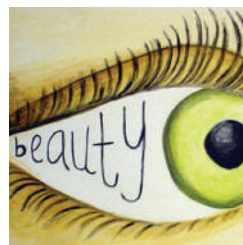
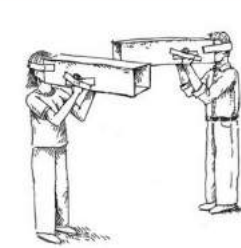
10 see beyond your own nose

11 out of sight, out of mind

12 tunnel vision

13 children should be seen but not heard

14 x-ray eyes



*Can Do*

After studying Unit 10 I can:

- › Understand overall meaning of the authentic text on the topic Fashion Matters.
- › Write a rendering on a particular topic.
- › Deal with questions and participate in the discussion, express my opinion and present arguments on the topic of the unit.
- › Use active and passive voice in my writing and speech.

## WARMING UP: TEENAGERS



What is a teenager?  
 Are teenagers a problem?  
 Do teenagers have problems?

You might as well ask 'Do hens lay eggs?'. Teenagers are human, so of course they have problems. And the problems aren't very different from anyone else's:

What's going to happen at work/school tomorrow?  
 Why does Dad like my sister better than me?  
 Am I too fat/skinny/tall/short etc.?  
 Does my boyfriend/girlfriend really like me?  
 Am I stupid?



## GR Infinitive

Инфинитив (The Infinitive) – это неличная форма глагола, которая называет действие. Инфинитив является основной (или первой) формой глагола и представляет глагол в словаре. Признаком инфинитива обычно является частица *to*.

В современном английском языке инфинитив имеет следующие формы:

	Active	Passive
Simple	<i>to do</i>	<i>to be done</i>
Continuous	<i>to be doing</i>	<i>to be being done</i>
Perfect	<i>to have done</i>	<i>to have been done</i>
Perfect Continuous	<i>to have been done</i>	

Инфинитив в форме действительного залога обозначает действие, произведённое лицом, выраженным в предложении подлежащим, а в страдательном залоге - действие, направленное на это лицо:

*I like to help.* Я люблю помогать.

*I like to be helped.* Я люблю, когда мне помогают.

Инфинитив в Simple Active обозначает действие, не уточняя характер его протекания. Инфинитив в Continuous Active подчёркивает длительность действия:

*She likes to write letters.* Ей нравится писать письма.

*She must be still writing.* Она, должно быть, всё ещё пишет.

Неперфектный инфинитив выражает действие, одновременное с действием глагола-сказуемого (или следующее за ним):

*I am glad to study at university.* Я рад, что учусь в университете.

Перфектный инфинитив выражает действие, предшествующее действию, выраженному глаголом-сказуемым:

*I am glad to have studied at university.* Я рад, что учился в университете.

Инфинитив употребляется без частицы *to* в следующих случаях:

1. После глаголов **shall, will**:

*He will write to his parents tomorrow.* Завтра он напишет своим родителям.

2. После модальных глаголов (кроме **ought to, have to, be to**):

*She can ski and skate.* Она умеет кататься на коньках и на лыжах.

3. После глаголов чувственного восприятия **feel, see, hear, watch** и др.:

*We saw him leave the room.* Мы видели, как он вышел из комнаты.

4. После глаголов **let, have, make**:

*What makes you think so?* Что заставляет тебя так думать?

*Let me take this book, please.* Пожалуйста, разрешите мне взять эту книгу.

5. После выражений **had better / would rather**:

*You had better be careful.* Будь осторожнее.

*I would rather have coffee.* Я лучше выпью кофе.



## Функции инфинитива

В предложении инфинитив может быть:

- **подлежащим:**

*To walk in the garden was very pleasant.* Гулять в саду было очень приятно.

*To read a lot is to know much.* Много читать - много знать.

- **обстоятельством цели:**

*I went to the library to read the book.* Чтобы прочесть эту книгу, я пошёл в библиотеку.

- **определением:**

Инфинитив в функции определения переводится на русский язык тремя способами:

1. **Придаточным определительным предложением** с модальным сказуемым:

*He is going to take part in the conference to be held*

*in Moscow.* Он собирается принять участие в конференции, которая должна состояться в Москве.

2. **Неопределённой формой глагола:**

*I have nothing to say.* Мне нечего сказать.

3. **Личной формой глагола**, если определение относится к порядковому числительному:

*She was the first to come.* Она пришла первой.

- **дополнением:**

*He was glad to have been given a new job.* Он был рад, что ему дали новую работу.

- **частью сказуемого** (часто модального):

*You may come in.* Вы можете войти.

*We ought to leave early in the morning.* Мы должны уехать рано утром.

*My wish is to read a lot.* Моё желание - много читать.

## American Youth in the 21st Century By Henry A. Giroux

Punishment and fear have replaced compassion and social responsibility as the most important modalities which mediate the relationship of youth to the larger social order. Youth within the last two decades have become a source of trouble rather than as a resource for investing in the future. In the case of poor black and Hispanic youth they are increasingly treated as either a disposable population, cannon fodder for barbaric wars abroad, or the source of most of society's problems. Hence, young people now constitute a crisis that has less to do with improving the future than with denying it. As Larry Grossberg points out, "It has become common to think of kids as a threat to the existing social order and for kids to be blamed for the problems they experience. We slide from kids in trouble, "kids have problems", and "kids are threatened", to kids as trouble, kids as problems, and kids as threatening. "This was exemplified when the columnist Bob Herbert reported in the New York Times that "parts of New York City are like a police state for young men, women, and children who happen to be black or Hispanic". No longer "viewed as a privileged sign and embodiment of the future", youth are now increasingly demonized by the popular media and derided by politicians. So, how youth are represented, talked about, and treated has changed dramatically in the last two decades.

Under the reign of neoliberal politics with its hyped-up social Darwinism and theatre of cruelty, the popular demonization and "endangerment" of the young now justifies responses to youth that were unthinkable 20 years ago, including criminalization and imprisonment, the prescription of psychotropic drugs, psychiatric confinement, and zero tolerance policies that model schools after prisons. School has become a model for a punishing society in which children who

commit a rule violation as minor as a dress code infraction or slightly act up in class can be handcuffed, booked, and put in a jail cell. Racism, inequality, and poverty are on full display in the growing resegregation of public schools in the United States. Now more than ever, many schools either simply warehouse young black males or put them on the fast track to prison incarceration of a future of control under the criminal justice system. All across America, black and brown youth are being suspended or expelled at rates much higher than their white counterparts who commit similar crimes. For example, as Howard Witt writes in the Chicago Tribune, "In the average New Jersey public school, African-American students are almost 60 times as likely as white students to be expelled for serious disciplinary infractions. In Minnesota, black students are suspended 6 times as often as whites, in Iowa, blacks make up just 5 percent of the statewide public school enrollment but account for 22 percent of the students who get suspended... And on average across the nation, black students are suspended and expelled at nearly three times the rate of white students. "As schools become increasingly militarized, drug-sniffing dogs, metal detectors, and cameras have become common features in schools, and administrators appear "to criminalize many school infractions, saddling tens of thousands of students with misdemeanor criminal records for offenses such as swearing, disrupting class, or pushing another student". Trust and respect now give way to fear, disdain, and suspicion, creating an environment in which critical pedagogical practices wither, while pedagogies of surveillance and testing flourish. If young people were once defined as part of the vocabulary of innocence and compassion, they are now largely understood through the discourse of fear, guilt, and punishment.

## Vocabulary

**punishment**

the infliction or imposition of a penalty as retribution for an offence – наказание, расправа, суровое обращение:  
*She was guilty and received punishment.*

**compassion**

sympathetic pity and concern for the sufferings or misfortunes of others – сочувствие, сострадание:  
*Every person who is ill deserves compassion from his relatives and friends.*

**to mediate**

to intervene in a dispute in order to bring about an agreement or reconciliation – быть посредником, связывать:  
*She mediated him in this case.*

**hispanic**

relating to Spain or Spanish-speaking countries, especially those of Central and South America – латиноамериканец:  
*In their tourist group there were lots of Hispanics.*

**disposable population**

«ненужное» население:  
*Many immigrants feel they are a disposable population.*

**cannon fodder**

soldiers regarded merely as material to be expended in war – неопытные новобранцы, пушечное мясо:  
*Only cannon fodder took part in that military operation.*

**barbaric**

savagely cruel – варварский:  
*It was a barbaric act.*

**hence**

следовательно, отсюда:  
*My friend was ill hence he*

*did not come to the lesson yesterday.*

**to blame**

to feel or declare that someone or something is responsible for a fault or wrong – обвинять:  
*She blamed her friend for saying rude words.*

**to deride**

to express contempt for, to ridicule – издеваться, насмехаться:  
*The child was derided by his classmates.*

**to experience**

to feel an emotion or sensation – испытывать, подвергаться:  
*Henry experienced great joy.*

**columnist**

a journalist contributing regularly to a newspaper or magazine – комментатор:  
*Paul is working as a columnist in this newspaper.*

**to hype up**

to deliberately make someone very excited about something – искусственно раздувать:  
*The media has hyped up the problem of youth.*

**theater of cruelty**

поле действий для жестокости:  
*In many countries public schools appear to be a theater of cruelty.*

**criminalization**

вовлечение в преступную деятельность:  
*This group of young people were drawn to criminalization.*

**imprisonment**

the state of being imprisoned –

тюремное заключение:

*She got five years of imprisonment.*

**to handcuff**

to put handcuffs on someone – надевать наручники:  
*The policeman handcuffed the criminal.*

**jail cell**

камера:  
*Mortimer spent half of his adult life in a jail cell.*

**to suspend**

to temporarily prevent from continuing or being in force or effect – временно исключать, отстранять:  
*She has been suspended from the team.*

**to expel**

to officially make someone leave a school or other organization – исключать, отчислять из учебного заведения:  
*If I catch you smoking in the school grounds again, you will be expelled.*

**counterpart**

зд. сверстник:  
*She likes to spend her weekends with her counterparts.*

**to treat**

to behave towards or deal with in a certain way – обращаться (с кем-либо):  
*The patient was treated with great compassion and care.*

**psychiatric confinement**

психиатрическое заключение:  
*The court demanded psychiatric confinement for the criminal.*

**average**

the result obtained by adding together several amounts and then dividing this total by the number of amounts –

средний:

*The average age of Russian students is 20.*

**misdemeanor**

правонарушение:  
*This policeman tries to prevent any misdemeanor in his region.*

**to disdain**

to consider to be unworthy of one's consideration – презирать:  
*She disdained her father being a drunkard.*

**to wither**

to fall into decay or decline – снизиться, пойти на убыль:  
*Everybody is waiting for the temperature to wither soon.*

**surveillance**

слежка, надзор:  
*Every shop is trying to install the surveillance cameras at its entrance.*

**prison incarceration**

лишение свободы:  
*Young people often appear to have prison incarceration for their bad behavior and violence.*

**innocence**

the state, quality, or fact of being innocent of a crime or offence – невиновность:  
*The solicitor did his best to prove his innocence.*







## Vocabulary Exercises

**Task 1.** Answer the questions. There can be several correct answers to each one.

**1. What can modern Americans youth be associated with?**

- a) responsibility
- b) danger
- c) racism
- d) compassion
- e) violence

**2. What protective features do modern American schools have?**

- a) metal detectors
- b) robots
- c) armed teachers
- d) drug-sniffing dogs
- e) punishment cells

**3. What traits of character should be more developed in modern youth?**

- a) hard-heartedness
- b) compassion
- c) pride
- d) will to live
- e) social responsibility

**4. What spheres of life need investments?**

- a) health care
- b) entertainment
- c) sport
- d) containment
- e) education

**5. What will investments in youth bring to society?**

- a) security of democratic future
- b) poverty
- c) keeping imagination and culture
- d) more severe penalties
- e) ending of immigration



**Task 2.** Say whether these statements are true or false:

1. This “theatre of woe” is not connected with American youth.
2. If there are more punishments in schools, the democratic future will be saved.
3. Racism is one of the most principal problems of American youth.
4. Health-care doesn’t need investments, it is developed enough.
5. Some parts of New York City can be associated with a police state for young men.



### Task 3.

Read the phrases in Column A. Which words or phrases from Column B match the phrases in Column A? You should write out the words or phrases from Column B and then choose suitable explanations from Column A.

#### Column A

#### Column B

a) to leave a place suddenly	1) grab
b) to get rid of someone or something and put a new person or thing in their place	2) threaten
c) to take hold of something in a rough or rude way	3) hesitate
d) to pause before doing something	4) run into trouble
e) to become friends with someone again after a disagreement	5) take off
f) to ask people for money or food	6) patch things up
g) to start to have problems	7) replace
h) to tell someone that you might or you will cause them harm	8) take advantage of
i) to find someone or something that you are looking for	9) beg
j) to use something for some aims	10) trace

**Task 4.** Find the synonyms in the text for the following words and word combinations:

fugitive  
 shortage  
 to endure  
 care  
 to search  
 running sand  
 inescapably



**Task 5.** Find and write down all the synonyms from the text for the words below:

the young  
 social ills  
 demonized

Write down a number of words you associate with each of the synonyms.

## Grammar Practice

**Task 1.** These verbs are followed by an object, then an infinitive.  
(I taught my son to drive.) Complete the jokes with the correct form of these verbs:

remind	order	ask
require	expect	teach
persuade	encourage	allow



- 1 "I . . . . . my dog to play chess."  
"That's amazing! It must be very clever."  
"Not really. It's only beaten me once so far."
- 2 An insurance salesman was trying to . . . . . Mr. Jones to buy a new policy:  
"Last week I sold a policy to a man in the next street. Two days later he was run over by a bus and lost both legs. We paid him £50,000. Just think, you might be just as lucky!"
- 3 "In my hotel I do not . . . . . guests to make a noise. Do you have any children?"  
"No."  
"Do you have any pets?"  
"No."  
"Any musical instruments?"  
"No, but my pen does scratch a little when I write!"
- 4 "You . . . . . a fishing permit to fish here."  
"Thanks, officer. But I'm doing all right with worms."
- 5 A customs officer stopped Patrick at the airport and . . . . . him to open his suitcase.  
"What's in that bottle?" asked the officer.  
"Holy water from the city of Jerusalem."  
(The officer opened the bottle and tasted it.)  
"This isn't water," shouted the officer. "It's wine!"  
"Praise the Lord! Another miracle!" replied Patrick.
- 6 "You're not supposed to cut with your knife."  
"I know, but how do you . . . . . me to eat with a fork when it leaks?"
- 7 "My Aunt Maureen was very embarrassed last night."  
"What happened?"  
"She was at a fancy dress party and a man . . . . . her to remove her mask."  
"What's embarrassing about that?"  
"She wasn't wearing one!"
- 8 "My father is . . . . . me to become a magician and to saw people in half."  
"Do you have any brothers and sisters?"  
"No, but I have three half-sisters and two half-brothers!"
- 9 "The doctor has just . . . . . me to take your temperature."  
"Why, nurse? Doesn't he have one of his own?"



### Task 2.

My parents never *allowed* me to stay out late at night. What about your parents?  
*My parents never allowed me to ...*

If you yourself are a parent, you can start:  
*I never allow my children to ...*

If you are not yet a parent, you can start:  
*I'd never allow my children to ...*

**Task 3.** All the following verbs can be followed by the infinitive. Complete the jokes using the correct form of the verbs:

hope            learn            try            want            forget            plan  
decide        need            wish        refuse        promise        fail

- 1 "Why is James sticking his tongue out?"  
"I guess the doctor . . . . . to tell him to put it back in."
- 2 "Your school report is very disappointing. I . . . . . to buy you a bicycle if you passed your exams. What have you been doing with your time?"  
". . . . . to ride a bicycle!"
- 3 Mrs. Merton was 45. She was a very vain person and talked a lot about getting old and losing her good looks. At a party, she approached a stranger and said:  
"I . . . . . to think of my fiftieth birthday."  
"Why?" replied the stranger. "What happened?"
- 4 "Officer, I . . . . . to report a burglary. I'm trapped in an old lady's bedroom."  
"Who's calling?" asked the policeman.  
"The burglar."
- 5 "How can I help you, sir?"  
"Tomorrow I . . . . . to catch a late train to London."  
"Take the 4.30. It's nearly always thirty minutes late."
- 6 "Why did the busy little boy put the calendar in his piggy bank?"  
"He was . . . . . to save time!"
- 7 "I . . . . . to return this tennis racket."  
"Why? What's wrong with it?"  
"I've . . . . . to win a single game since I bought it!"
- 8 A man stood at the bar in a pub and said in a loud voice:  
"I was born an Englishman. I live as an Englishman and I . . . . . to die an Englishman."  
"Have you no ambition?" said a Scotsman sitting in the corner.
- 9 David was madly in love with June and wanted to marry her. However, he was too shy to ask her face to face so he . . . . . to phone her.  
"Darling," he said. "Will you marry me?"  
"Of course, I will," she replied. "Who is speaking?"
- 10 "I'm . . . . . to become a great actor and to see my name up in lights."  
"Then can I suggest you change your name to *Toilets*?"

**Task 4.** Translate the sentences into Russian:

- I hope to become the best footballer in the world.*
- I plan to sail round the world single-handed.*
- I'm trying to master kung-fu.*
- I refuse to get involved in other people's problems.*
- I promised never to make a speech again.*
- I've decided to give up sugar.*

Now think of some more sentences about your hopes using this pattern:  
*I hope to . . . .*



### Task 5. Verbal idioms

#### A Complete the sentences with the correct idioms in the correct form:

*break the ice*  
*break the bank*  
*break the news*  
*bring home the bacon*  
*break fresh ground*  
*bring something to light*  
*bring someone to book*  
*bring home to someone*  
*break even*

Old Mr Johnson's dog has been knocked down by a lorry but he doesn't know about it yet. His neighbour's going to \_\_\_\_\_ to him.

#### break the news

1. 'How was Sarah's party?' 'Oh, it was boring, until Mark managed to \_\_\_\_\_ by talking about a film that everyone had seen.'
2. That's the last time that I shall go to a casino. I didn't expect to \_\_\_\_\_, but I did expect to win a pound or two.
3. Professor Hart is a prominent biochemist. He's working on a project that is expected to \_\_\_\_\_ in genetics.
4. I wish Julia would do her work more carefully. This invoice is wrong again. I'll have to \_\_\_\_\_.
5. Joseph has been out of work for months. It's his wife who \_\_\_\_\_.
6. The police say that some new facts have been \_\_\_\_\_ in the Lord Beacon affair. On the night of the murder he made a strange phone call to Athens.
7. 'Is Jane's new fashion boutique doing well?' 'Well, so far she has spent more money than she has earned, but she hopes to \_\_\_\_\_ by the end of next year.'
8. John was very lazy in school, but a serious talk with the careers master really \_\_\_\_\_ the importance of passing his school-leaving examination.

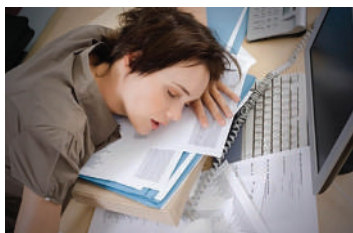
#### B Substitute for the phrases in italics the idioms from the list with the same meaning:

*come down to earth*  
*come in handy*  
*come to grips with something*  
*come off second best*  
*come unstuck*  
*come clean*

In Frank's situation, it's best to *admit the truth and tell the police everything*.

#### come clean

1. I knew these old boxes would *prove their use* sooner or later. I need them now.
2. Penny is still dreaming about becoming a famous actress. It's time she *returned to reality* and worked harder at her job in the bank.
3. Janice wanted to open up a language school near Brighton, but for some unknown reason her plans *didn't materialize*.
4. You will have to *take control of* your problem. Why not join a discussion group? It may help to talk to people with the same difficulties.
5. I can understand Jim's disappointment. After all, who likes to *lose a competition*? Nobody!



**C** Substitute for the phrases in italics the idioms from the list with the same meaning.

go the whole hog  
go down well  
go spare  
go downhill  
go phut  
go by the board



Margaret was delighted that her new television play *was received favourably*. The reviews were excellent.  
**went down well**

1. When your father sees what you've done to his car, he'll *become excessively angry*.
2. When we moved into the new house, we didn't intend to buy new furniture. But Elizabeth said we ought to *make a thorough job* of it, so we did – and now we're in debt.
3. 'What's wrong with the toaster?' 'It just *stopped working*'.
4. The food at this restaurant *has been deteriorating in quality* for some time now. I don't think I'll come here again.
5. When Jim broke his ankle the arrangements for our skiing holiday *were abandoned*.

**D** Complete the sentences with the correct idiom in the correct form:

have a say  
have a crack at something  
not have got a clue  
have got a nerve  
have got first refusal  
have one's wits about one



I've never made a Christmas pudding myself before, but I'm going to \_\_\_\_\_ it this year.

**have a crack at**

1. If Jack decides to sell his Volvo, I \_\_\_\_\_, so don't expect him to offer in you.
2. My parents ought to \_\_\_\_\_ in the matter too, since it concerns them. So please ask them as well.
3. 'Who was the man who wanted to speak to me?' 'I'm sorry but I \_\_\_\_\_. He wouldn't give his name.'
4. Go to bed early so that you won't be tired tomorrow. You will have to \_\_\_\_\_ at the oral exam.
5. Just imagine! Jeremy has told his friends that they are all invited to our party. I don't even know them. He \_\_\_\_\_!



## Writing



Imagine that you ran away about ten days ago and you understand that your friends and parents are worrying about you. Write a letter to them.

**Plan:**

- Give reasons of your flight.
- Write about the state of your health.
- Write about your future plans.



## Let`s Discuss

1. Young people face the pressure of looking ‘cool’. If you’re not wearing the right gear, you can be classed as an outcast.
2. Talk about the connection between the young generation and political regimes. How do you feel as a young person? What do you know about your parents’ youth? Did it greatly differ from yours?
3. Racism is a social disease. What causes international hostility?
4. My mum is a single parent. She has two jobs and can’t afford to give us much money. I know I’m lucky to have a roof over my head and a family who loves me, but sometimes I feel so sad. I’m the only one in my class without a mobile phone. And I wish I had some pocket money too.
5. Our future depends on the young. What might have happened if the problem wasn’t solved?



## Home Assignment

**Task 1. Read and summarize the text using the infinitive.**  
Consult the dictionary if necessary.

Teenagers are to be treasured. They question the basis of political power and family structures and in doing so may be irreverent and disrespectful. But all institutions need to be re-examined and people already in the system may not feel able to point out faults. Of course adults can be shocked by what appears to be bad behaviour, but wise parents are glad when their children individualize. A teenager may express strong opinions one day, and then totally contradict themselves the next. Their passion to find the truth could frighten those who are insecure, but the passion itself is expressive of the earnestness of the quest. Teenagers should be encouraged to argue because in doing so they find their real beliefs and define who they truly are.

Teenagers are inbetweeners. They can’t be controlled like little kids as that would be unfair, but they still need strong authority because they are vulnerable and need protection. They look up to idealistic role models. They are dependent on parents for money and it will always seem unjust that punishments may be in the form of withholding pocket money or “grounding”, (keeping one home when there is a special event). It is a period of uncertainty.

Terrible and frightening physiological changes occur. Sexual hormones change the teenager’s shape in unexpected ways. There are uncontrollable emotions and mood swings that can only be attributed to hormones. These temperamental expressions alienate parents at precisely the time when generosity is needed. Clothes are quickly outgrown and new ones need to be bought. Parenthood has in its instinctive protective make up, - and the need to provide practical durable protection from the weather. Their choices of clothing are per se unfashionable and distinctly uncool. It is strange that in a time of intense individuation teenagers want to conform with their peer group and wear vogue brand names. It is easy to imagine that in arguments all over a city at the same time, teenagers are claiming ‘all my friends have them!’



Part of the flush of hormones is the instant attraction males and females have for each other. Parents rarely accept these choices because they could think that these relationships are for life. In reality, the young people want to have someone who likes them, and someone to go out with. The fumbling attempts at a whole range of sexual behaviour are just experimental, to find out about themselves in different situations. Adults only view this as threatening as they, from their own experience, too well know the dangers involved.

With bursts of growth teenagers may knock furniture and bang doors, simply because they don’t yet fully experience their new physical self. This is odd as it is also a time when sporting prowess and physical strength is valued by many males...

There are so many pressures! No wonder parents want youngsters to get good grades because the world out there is harsh and economic conditions may determine lifestyle choices. So many expectations... They themselves worry that they may be unable, on present salaries, to cover school fees, textbooks AND computers, i-pads, and fashionable clothes that they are told are necessities.



The whole period is a time to learn how to communicate. Is it reasonable that parents object to their kids' seemingly endless need to use the family phone when they have already pleaded for a non-nerdy mobile phone and an expensive text/call package?

To the sensitive young, the world out there seems tough and cruel. A little loud music through headphones dulls the pain of reality. Why can't adults understand this? With so many important issues to think about and world problems to solve, going on about clothes on the floor and untidy rooms seem trivial. Sometimes the distraction of a TV program on nothing, can really allow layers of the mind to relax so that school assignments done later are much better. But these TV viewing times can be an addictive end in themselves. Even so, with the problem teenagers hidden in their rooms behind closed doors, the rhythmic throb of a muffled beat can allow adults a well-deserved rest.

And, ultimately, the bad news is that if teenagers survive these dangerous years, they may one day find themselves telling their kids the same things. And getting the same reaction. "You never try to understand ME!"

## Task 2. Translate into Russian, using the active vocabulary of the unit.

### О субкультурах.

Моя статья рассказывает об особой части общественной культуры, о её ответвлениях – субкультурах, и о её представителях, в частности. Молодёжных неформальных движений множество. Я рассмотрела только некоторые из них, но, на мой взгляд, они ярче всего раскрывают само явление. Проблематика проекта – выяснение и анализ причин ухода подростков в различные неформальные движения, причины и смысл образования новых субкультур. Работу сопровождает презентация с фотографиями представителей субкультур и, для особо заинтересовавшихся, темой – наглядное приложение. Все материалы и приложения – мой личный опыт: статьи, фотографии.



Я написала эту статью по нескольким причинам. Во-первых, она интересна как мне, представителю сразу нескольких субкультур, так и другим людям. Во-вторых, в наше время эта тема крайне актуальна. Все больше подростков каждый день во всех странах мира становятся неформалами. Поэтому необходимо знать об этой культурной нише, понимать её и быть готовым столкнуться с её представителями в реальной жизни. Рассказать как можно больше, объяснить суть субкультур и осветить хотя бы с нескольких сторон психологию неформальных движений среди молодёжи – это цель моей работы.



# Home Assignment



## Shaping the Language

If *making a clean breast of it* means confessing, or you exclaim *Eat your heart out!* when you do something that makes someone envious, can you guess the meaning of the following:

- 1 breast the tape
- 2 get it off your chest
- 3 take a deep breath before plunging in
- 4 chicken-hearted
- 5 close to your heart
- 6 cold hands, warm heart
- 7 cross your heart and hope to die
- 8 cry your heart out
- 9 follow your heart
- 10 have a heart of gold
- 11 have a heart of stone
- 12 have a heart!
- 13 absence makes the heart grow fonder
- 14 what the eye doesn't see, the heart doesn't grieve



*Can Do*

After studying Unit 11 I can:

- › Participate in the discussion and express my point of view on the topic *Teenagers*.
- › Write a personal letter.
- › Use different forms and functions of the Infinitive and its structures.

Challenges are what makes life interesting;  
Overcoming them is what makes life meaningful.  
Joshua J. Marine



## WARMING UP:

1. Why are challenges important?
2. What is necessary to enjoy challenges?
3. Which do you think are the tougher – mental or physical challenges?
4. What is a challenge for you?
5. How do you cope with challenges?



## GR

## THE GERUND (-ING FORM): герундий (неличная форма глагола)

Формула:  
**Verb + ing**

to write + ing = *writing*:

The teacher wants us to do this exercise in *writing*.

## Свойства

существительного и глагола:

1. He wants to go to the USA *after finishing* school.
2. *Tom's leaving* home upset everybody.
3. Do you mind *my opening* the window?
4. Sorry *for being* late.
5. Liz like *travelling*.

Сходство с Participle I:

1. герундий: *walking-shoes* (= shoes for *walking*)
2. причастие: a *walking* doll (= a doll that walks)

## Синтаксическая функция:

1. Подлежащее:  
*Driving* fast is dangerous.
2. Дополнение:  
I hate *packing*.
3. Часть сказуемого:  
His hobby is *reading*.

## The Present Gerund:

действие герундия происходит в то же время, что и действие основного глагола или наступает после него:

1. I'm thinking of *changing* my job.
2. He liked *playing* chess when he was five.

## The Present Gerund Active:

**V + ing:** *writing*

## The Present Gerund Passive:

**being + Ved:** *being written*

## The Perfect Gerund:

действие герундия произошло раньше действия основного глагола:

He denied *having eaten* her cake.

## The Perfect Gerund Active:

**having + Ved:** *having written*

## The Perfect Gerund Passive:

**having been + Ved:** *having been written*

## Обязательное употребление после:

1. at, for, from, in, in spite of, on, with(out)
2. to avoid, to deny, to enjoy, to mind
3. can't help, can't stand
4. to go on, to keep from, to object to, to look forward to
5. It's no use, It's no good, It's (not) worth
6. to be afraid of, to be late for, to be sorry for



Examples:

1. No smoking! Smoking is bad for you.
2. Nobody likes being shouted at.
3. Tom left the room without saying a word.
4. My printer needs fixing, but I'm bad at doing it.
5. On hearing the news Kate couldn't keep from being excited.

## Urban Transit

It is no use denying the fact that the bustle of city life can hardly appeal anymore, for rush hour traffic leaves much to be desired. Gradually it gets heavier, creating regular traffic jams. This is an annoying sign of the times.

Commuters are so used to seeing long tailbacks on the way to and from work, that most doubt whether the situation could ever change for the better. People with mobile phones are able to call their bosses and inform colleagues and family members, to tell them that roads and routes are once again congested and blocked, and arriving on time is near to impossible. Neither the possibility of winning their relative's approval, nor the threat of dismissal from an employer, can hasten a trip. For an urban dweller lateness is a fact of life. Town planning, or the lack of it and foresight, can be blamed. The creation of new routes and ring roads would involve the destruction of much living space, relocation and compensation, so the problem is put off until a future administration replaces the present local government.

Is public transport any better? Most complain that in rush hour trams, trains, buses and the metro are overcrowded, and people are jammed in like canned sardines. More public transport infrastructures must come out of the public purse, (taxes and rates) and fares will increase. A no-win situation. People pushing and elbowing always increases tension. Commuters arrive at work tense, irritated and angry and so are less productive and there is a continuance of antisocial behaviour.

Rush hour creates problems in traffic management. As general frustration increases so too does the incidence of serious accidents. Drivers express less tolerance for pedestrians on zebra crossings, and on clogged up freeways cars jockey for a few meters of advantage and accidents result. How often have we all seen ambulances (with their sirens blaring and lights flashing with urgency after a serious car crash), caught in completely clogged lanes? Private transport always seems attractive, in theory, but in reality motorbikes and cars present more problems. Cities are already congested and car-parking space takes up expensive real estate and so

### Compare:

#### The Gerund

- How do you like Mike's new way of **singing**?
- I enjoy his **singing** today! His **singing** appeals to me so much! Shall we have an opportunity of listening to Mike's **singing** tomorrow?

#### Participle I

After classes Mike went home **singing**. When I met the **singing** boy, he him made me smile. Having sung his happy song to the end, Mike ran away.

parking fees rise. The tendency to buy larger cars (four wheel drives) that are more imposing when bullying for gaps in the traffic, only adds to the pollution from exhaust emissions so ultimately all suffer from endemic low level breathing disorders and are prone to colds and flu.

We can't opt out. The underlying tension of perpetually threatening economic crisis means that the attractive dream of living in a province remains a fantasy. Many countries have artificially created new population centers but industry and commerce (even given tax incentives) generally see only disadvantages in being further from rail and trucking hubs. As the economy of rural areas become depressed, people are forced to migrate to cities with the hope of providing a better future for their families by being nearer to educational facilities. And there is a feeling of excitement in the big cities. As cities grow, administrators invite foreign guest workers to do the worst dirty jobs. On top of this the lower wages earned by them may be transferred to their homelands further weakening internal monetary value and adding to infrastructure problems.

However, as fuel prices increase, and the international agreements on carbon emissions are enforced, the electricity needed for trams, trolleybuses and metro systems will become more difficult to produce cleanly. Clearly this is a situation that will attract the best minds to create imaginative solutions to alternative energy supplies. Of course the only place to find such thinkers is in a large city. Meanwhile, why the hell doesn't the truck in front move over a little so this bus can squeeze past? I left early to avoid the rush hour. Others have had the same idea. I'll be late for my job in the Ministry of Transport. Again.

### Answer the following questions:

1. What makes traffic jams a sign of the times?
2. Why is arriving in time a challenge for many people?
3. Why do many commuters hate using any public transport during the rush hour?

## Vocabulary

**bustle**

fuss, confused activity –  
переполох, суета, суматоха:  
*...the hustle and bustle of modern life...*

**to appeal**

1. to be attractive or interesting –  
привлекать, притягивать  
2. to make a serious, urgent or heartfelt  
request –  
взывать, просить, умолять:  
*I appeal to you to leave me alone.*

**rush hour**

time of heaviest transport usage –  
час пик:  
*We should always try to avoid rush hour  
traffic.*

**gradually** –

исподволь, мало-помалу, постепенно

**traffic jams**

cars and trucks caught in a gridlock –  
“пробка”, затор

**grid lock**

no vehicles can move; a situation of very  
severe traffic congestion

**commuters**

those going to and from work in either  
public or private transport –  
пассажиры, регулярно совершающие  
поездки из пригорода в город и обратно  
(обычно на работу):  
*commuter station*  
*commuter train*  
*commuter ticket*

**tailback**

a long queue of slow-moving traffic  
extending back from a busy junction or  
similar obstruction on the road –  
“хвост” автомобилей в дорожной  
пробке:  
*The downpour has led to five-mile tail-  
backs between west London and Heathrow  
Airport.*

**congested**

(of road or place) so crowded with traffic  
or people as to prevent freedom of move-  
ment –  
переполненный, перегруженный:  
*Some areas are congested with both cars  
and people.*

**to hasten**

to be quick to do something –  
спешить, торопиться:  
**We hastened back to Oz.**

**urban dwellers** –

those who live in cities

**foresight**

the ability to predict what will happen –  
предвидение, дальновидность:  
*He had the foresight to check that his  
escape route was clear.*

**route**

the passage vehicles follow –  
дорога, путь, шоссе

**ring road**

highways circling cities with access to  
outlying areas –  
кольцевая, окружная дорога

**to elbow**

to push or strike with one's elbows –  
толкаться локтями, пихаться

**tension**

a feeling that is produced in a situation  
when people are anxious and do not trust  
each other, and when there is a possibility  
of sudden violence or conflict –  
напряжение, напряженность

**frustration**

the feeling of being upset or annoyed  
as a result of being unable to change or  
achieve something –  
чувство разочарования,  
неудовлетворенности; фрустрация

**public transport** –

buses, trams, trolleybuses, metros, trains

**private transport** –

cars, motor bikes, taxis

**pedestrians**

those who walk –  
пешеходы

**freeway**

multiple laned roads that allow faster  
speeds –  
скоростная автострада со сквозным  
движением

**rates**

taxes imposed by local government as  
distinct from state and federal taxes

**to clog up**

when a place clogs up, it becomes blocked  
so that little or nothing can pass through

**to jockey**

маневрировать, действовать в обход:  
*He was jockeyed out of the job.*

**to blare**

to make a loud, harsh noise

**real estate**

property consisting of land and buildings

**exhaust**

carbon waste from motor fuel –  
выхлопные газы

**endemic**

always present –  
эндемический; свойственный данной  
местности

**breathing disorders**

заболевания органов дыхания

**to opt out**

to choose to be no longer involved in  
something –  
уклоняться, устраниваться:  
*If you don't like the company's insurance  
plan, you may opt out.*

**perpetual**

never ending or changing –  
бесконечный, вечный

**incentive**

a thing that motivates or encourages  
someone to do something –  
побуждение, стимул

**guest workers**

low paid foreigners brought into a country  
for short periods, usually for road build-  
ing, street cleaning, sewerage manage-  
ment –  
гастарбайтеры





## Vocabulary Practice

### Task 1. Challenge yourself!

Discuss with your partner the following questions:

1. Do you like to be challenged?
2. What makes you think it would be the easiest/the most difficult challenge for you to face?
3. Which of your relatives or friends object to your facing a challenge? Why?
4. What preparation is needed for taking a challenge?



### Task 2. Discuss the problems in pairs using the Gerundial constructions:

1. Her/his *-ing* form seems to me...
2. It's (no) use + *-ing* form
3. It's (not) worth + *-ing* form
4. After *+ing* form, (s)he should enjoy/dislike/hate
5. can't stand/stop/help + *-ing* form
6. When being in his/her shoes, I'd take an opportunity of + *-ing* form
7. It would be a good idea to keep from + *-ing* form
8. I guess *-ing* form can do him/her more good than

1. I can't stand waiting long for my parents to come. I hate being lonely. I'm sick of doing all the housework by myself. I hate seeing them so seldom. I wish they had more opportunity to come earlier. My mom and dad have no time for me. They work late every night and leave for work early in the morning. They say we need money, but I think our family is more important.

2. My son is on the internet all night. He won't eat or sleep properly. His health is getting worse. The computer

is his life.

3. I'm very stressed at work. I'm a manager and I have to work very hard. I've tried smoking and drinking but they don't help me.

4. I'm from Moscow and I have been offered a great job in the USA but my girlfriend wants to stay here. What should I do to persuade her to come to America with me?

5. I'm very lonely. I have no friends. All I do is work and I have no time for a social life. Nobody is interested in me. What can I do?

6. Our daughter, 17, says she is in love with a man, 40. They met at the dentist's and started seeing each other. We don't want our daughter to see him but she says she loves him.

7. I saw my best friends' husband with another woman in a café. It was clear they were doing more than drinking coffee. Should I tell my friend?

8. My neighbor is very anti-social. He plays heavy metal music late at night and gets on my nerves. Besides, he doesn't say hello to me, and lets his dog jump or bark at me. I've tried speaking to him but it's no use.

### Task 3. Look at the pictures and discuss the questions. Use the words below to help you.

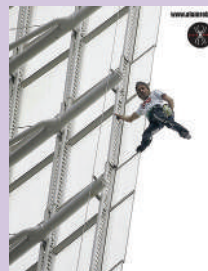
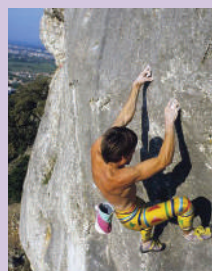
1. What is happening in each picture?
2. What do you think will happen next in each one?
3. How do you think each climber feels?

**Verbs:** to remain, to keep doing, to look forward to doing, to give up doing, to go in for, to be keen on doing, to climb, to get to, to hold on, to fall

**Adjectives:** unusual, extremely difficult, dangerous, traumatic, calm, scared, confident

**Nouns:** hobby; a climber, a superhero, Spiderman, climbing shoes, a cliff, security equipment, a rope, a challenge, a poser, a pretender, strength

### It's a challenge



### A challenge –

1) something difficult to deal with or achieve because you have never done it before, but that seems to you attractive and worth trying;

2) something that needs a lot of skill, energy and determination to deal with or achieve.

## Grammar Practice

**Task 1.** Specify gerund constructions in the following sentences:

1. Continue reading, while I am writing these words.
2. After talking to you I always feel better.
3. Learning a foreign language is difficult.
4. The teachers tell us something interesting every day.
5. I am afraid of losing my keys.

**Task 2.** Complete the sentences using the Gerund:

clean                  play                  rain                  smoke  
make                  cry                  meet

1. Stop ... so much noise. I am trying to work.
2. What's that?—It's a thing for ... cricket.
3. When the boy broke his toy, he started ...
4. He tried to give up ..., but it was difficult.
5. When it stopped ..., we went for a walk.
6. I like ... new people.
7. She had finished ... the flat by four o'clock.

**Task 3.** Complete the sentences using the Gerund:

1. There are a lot of ways of (*сделать это*).
2. What is your idea of (*обсудить этот вопрос сейчас*)?
3. Do you have the opportunity of (*посетить галерею*)?
4. It's no use (*плакать*).
5. He is busy (*подготовкой к уроку*).

**Task 4.** Translate the sentences into English using the Gerund:

1. Я не люблю рано вставать.
2. Пожалуйста, перестань над ней смеяться.
3. Я боюсь сделать ошибку.
4. Спасибо за то, что ты мне помог.
5. Смотреть футбол по телевизору не очень интересно.
6. Изучение английского языка необходимо всем.

**Task 5.** Complete the sentences using the verbs given:

Example:

to go

Do you mind my going there?

to close the door

to explain the rule

to read

to see us there



to do exercises

to listen to the concert

to go for a walk

to talk to her

1. She insisted on...

2. I decided to take a short rest after...

3. The teacher went on...

4. Everybody was surprised at...

5. «Please, go on...», said the teacher.

6. Everybody enjoyed...

7. I don't mind...

8. Yesterday I had the pleasure of...

**Task 6.** Translate the sentences into Russian using the Gerund:

1. Watching football matches may be exciting enough, but of course it is more exciting to play football.
2. She stopped coming to see us, and I wondered what had happened to her.
3. Can you remember having seen the man before?
4. She was terrified of having to speak to anybody, and even more, of being spoken to.
5. He was on the point of leaving the club, as the porter stopped him.
6. After being corrected by the teacher, the students' papers were returned to them.
7. I wondered at my mother's having allowed the journey.
8. I understand perfectly your wishing to start the work at once.
9. Everybody will discuss the event, there is no preventing it.
10. last he broke the silence by inviting everybody to go to the dining room.
11. On being told the news she turned pale.
12. The place is worth visiting.

**Task 7.** Translate the sentences into Russian using the Gerund:

1. I avoided speaking to them about that matter.
2. She burst out crying.
3. They burst out laughing.
4. She denied having been at home that evening.
5. He enjoyed talking of pleasures of travelling.
6. Excuse my leaving you at such a moment.
7. Please forgive my interfering.
8. He gave up smoking a few years ago.
9. They went on talking.
10. He keeps insisting on my going to the south.

11. Oh please do stop laughing at him.
12. Do you mind my asking you a difficult question?
13. Would you mind coming again in a day or two?
14. I don't mind wearing this dress.
15. She could not help smiling.
16. I cannot put off doing this translation.
17. Though David was tired, he went on walking in the direction of Dover.

### Task 8. Translate the sentences into English using the Gerund:

1. Наконец они перестали смеяться.
2. Она отрицала, что украла деньги.
3. Давайте отложим поездку на дачу до следующей субботы.
4. Простите, я потерял вашу ручку.
5. Когда она кончит писать сочинение?
6. Я не возражаю против того, чтобы остаться дома и поработать над моим переводом.
7. Перестаньте дрожать. Избегайте показывать этим людям, что вы их боитесь.
8. Я не могу не беспокоиться о них: они перестали писать.
9. Я не отрицаю, что видел их в тот вечер.
10. Он не возражал против того, чтобы его осмотрели: он перестал притворяться, что здоров.
11. Он не может меня простить за то, что я порвал его сумку.
12. Перестаньте разговаривать.
13. Мы закончили работу над этой проблемой.
14. Продолжайте петь.
15. Вы не против того, чтобы открыть окно?
16. Он отрицал свое участие в преступлении.
17. Я очень люблю рисовать.
18. Мы получили удовольствие от плавания.
19. Я не могла не согласиться с ним.
20. Он рассмеялся.
21. Она бросила курить.
22. Она избегала встречи с ним.
23. Мы отложим обсуждение доклада.

### Task 9. Use the Gerund in the Active or Passive Voice.

1. Why do you avoid (to speak) to me?
2. She tried to avoid (to speak) to.
3. The doctor insisted on (to send) the sick man to hospital.
4. The child insisted on (to send) home at once.
5. Do you mind him (to examine) by a heart specialist?

6. He showed no sign of (to recognize) me.
7. She showed no sign of (to surprise).
8. He had a strange habit of (to interfere) in other people's business.
9. I was angry at (to interrupt) every other moment.
10. He was always ready for (to help) people.
11. He was very glad of (to help) in his difficulty.
12. On (to allow) to leave the room the children immediately ran out into the yard and began (to play).
13. In (to make) this experiment they came across some very interesting phenomena.
14. The results of the experiment must be checked and re-checked before (to publish).
15. David was tired of (to scold) all the time.
16. The watch requires (to repair).
17. The problem is not worth (to discuss).
18. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed.

### Task 10. Use the correct form of the Gerund.

1. Excuse me for (to break) your beautiful vase.
2. You never mentioned (to be) to Greece.
3. She was proud of (to award) the cup of a champion.
4. I don't remember ever (to meet) your sister.
5. I don't remember (to ask) this question by anybody.
6. The cat was punished for (to break) the cup.
7. The cat was afraid of (to punish) and hid under the sofa.
8. The machine needs (to clean).
9. I am quite serious in (to say) that I don't want to go abroad.
10. He seemed sorry for (to be) inattentive to his child.
11. She confessed (to forget) to send the letter.
12. The old man could not stand (to tell) what he should do.
13. Going to the party was no use: he had no talent for (to dance).
14. The Bronze Horseman is worth (to see).
15. After thoroughly (to examine) the student, the professor gave him a satisfactory mark.
16. After thoroughly (to examine) by the examination commission, the student was given a satisfactory mark.
17. She accused him of (to steal) her purse.
18. She reproached me for (not to write) to her.
19. This job is not worth (to take).
20. After (to look) through and (to mark) the students' papers, the teacher handed them back.
21. After (to look) through and (to mark), the papers were handed back to the students.
22. These clothes want (to wash).
23. David was very glad of (to find) his aunt.



## Writing

Write a story to illustrate one of the following sayings (140 – 180 words):

1. Rise above the storm and you will find the sunshine. (*Mario Fernandez*)
2. Smooth seas do not make skillful sailors. (*African Proverb*)
3. Stand up to your obstacles and do something about them. You will find that they haven't half the strength you think they have. (*Norman Vincent Peale*)
4. The greatest test of courage on earth is to bear defeat without losing heart. (*Robert Green Ingersoll*)
5. Who dares nothing, need hope for nothing. (*Johann Friedrich Von Schiller*)
6. The most important thing about motivation is goal setting. You should always have a goal. (*Francie Larrieu Smith*)
7. The only way to find the limits of the possible is by going beyond them to the impossible. (*Arthur C. Clarke*)
8. The secret of getting ahead is getting started. The secret of getting started is breaking your complex overwhelming tasks into small manageable tasks, and then starting on the first one. (*Mark Twain*)
9. Never, never, never, never give up. (*Winston Churchill*)
10. Only those who will risk going too far can possibly find out how far one can go. (*T. S. Eliot*)
11. Out of difficulties grow miracles. (*Jean De La Bruyere*)
12. Most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all. (*Dale Carnegie*)



## Let's Discuss

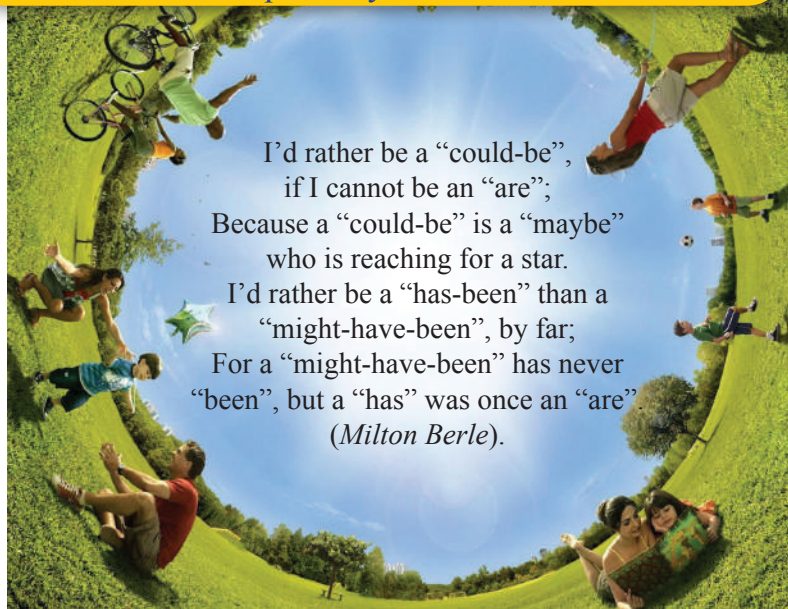
**Task 1.** Read the following quotations and guess which of them can inspire or motivate a person to face a challenge. Find out whether a challenge is worth facing. Do you agree with all of them? Why? / Why not?

1. Accept challenges, so that you may feel the exhilaration of victory. (*George S. Patton*)
2. Find a purpose in life so big – it will challenge every capacity to be at your best. (*David O. McKay*)
3. The ultimate measure of a person is not where they stand in moments of comfort and convenience, but where they stand in times of challenge and controversy. (*Martin Luther King, Jr.*)
4. What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity. In the end there are no certain answers. (*Martin Horner*)
5. Leadership is the challenge to be something more than average. (*Jim Rohn*)



**Task 2.** Read the poem. What is its message?  
Learn the poem by heart.

I'd rather be a "could-be",  
if I cannot be an "are";  
Because a "could-be" is a "maybe"  
who is reaching for a star.  
I'd rather be a "has-been" than a  
"might-have-been", by far;  
For a "might-have-been" has never  
"been", but a "has" was once an "are"  
(*Milton Berle*).







## Task 1. Read the text and answer the questions:

May has come allowing you to look forward to your summer vacation. There is so little left of the academic year that you can't help dreaming about your holidays.

Being full of brilliant ideas about where to go and what fashionable swimsuit is worth taking to the resort in summer, you get tired of studying. Doing homework is frustrating and attending classes annoys you a lot.

After missing a couple of lessons it is difficult to keep up with your classmates. The situation becomes worse if you have been absent for a longer time.

Your negligence is discovered pretty soon, as teachers are used to assessing the progress of first-year students regularly. When disappointed with your poor answers, the teacher will insist on your pulling yourself together and studying harder. Revising helps students pass exams, but meeting deadlines increases tension.

Doctors object to the students' learning under the pressure of time. Students are reported to have breakdowns at exams caused by anxiety and working hard for extended periods.

Doctors suggest that all studying for exams should occasionally escape to the countryside to feel refreshed. Visiting family and friends can also help as short meaningful breaks from study can reduce tiredness and help clear thought. Besides it is good to do another activity.

For example, risk taking sport helps people to overcome fears affecting them in real life.

This makes high adrenaline sports particularly valuable for office executives who need to be alert to be able to cope when things go wrong. They learn that being frightened doesn't mean they can't be in control. Bungee jumping is becoming popular. Worldwide, one-an-a-half million people have tried high risk sports such as white-water rafting. The more excited you get when white-water rafting, the less anxious you are in exams. As you see, being a first-year student is really a challenge.

- Do you think it is important to break the monotony of a lifestyle?
- How can doing something challenging affect your quality of life?
- What are the ways for us to "break the mould"?

## Task 2. Render this text into English and then use its ideas for the class-room discussion. Be prepared to give reasons for your point of view and support it with examples.



Образ жизни многих людей ограничен необходимостью рано вставать, чтобы не опоздать на работу, выполнять скучные рутинные обязанности, лишь бы не стать безработным, зачастую мириться с тем, с чем не согласен, чтобы не нажить врагов... Дни часто кажутся тусклыми и однообразными, похожими на бесконечную гонку по кругу. Таким людям не хватает всплеска положительных эмоций, но лишь немногие из них готовы вырваться из замкнутого пространства и отважиться на настоящий экстрим в выходные или короткие дни отпуска. Прогулка на лыжах кажется скучной, а катание на санках, увы, осталось в прошлом. С тоской обывателя понимаешь, что все больше превращаешься в mouse potato, прилепившегося к дисплею компьютера.

Лишь неожиданный взглас деда, который сморит по телевизору программу Euronews, заставляет тебя отвлечься от виртуального общения с друзьями по Интернету, чтобы взглянуть на чудо уже на телевизионном экране. Ты с удивлением наблюдаешь за собакой, облаченной в экипировку настоящего экстремала: защитные очки, шлем, - и отважно пытающейся балансировать на четырех лыжах при буксировке автомобилем хозяина. Через несколько кадров этот пес уже спускается с горы на сноуборде, прыгает с парашютом, парит на дельтаплане. Тут же ловишь себя на мысли, а что мне мешает попробовать свои силы на скейтборде или сноуборде и испытать забытое ощущение радости в том, что можешь преодолеть свой страх, бросить вызов стихии.

Вспоминаешь, как когда-то в детстве любил высунуть голову из окна мчащегося автомобиля, замирая от восторга, когда сильный встречный ветер треплет твои волосы, перекрывает дыхание, заставляет зажмуриться. Ты ничего не видишь, не слышишь, ты во власти таинственной неизвестности, увлекающей тебя в романтическую даль. Да здравствует свобода, скорость, мощь, удаль! Ты – птица, парящая в небе, герой, ищущий приключений и наград, ты супермен, способный изменить мир!

Максим Горький писал: «...он любил подвиги. А когда человек любит подвиги, он всегда умеет их сделать и найдет, где это можно. В жизни, знаешь ли ты, всегда есть место подвигам. И те, которые не находят их для себя, - те просто лентяи и трусы, или не понимают жизни, потому что, кабы люди понимали жизнь, каждый захотел бы оставить после свою тень в ней. И тогда жизнь не пожирала бы людей бесследно...»

**Task 3.** Why do some people's lives seem to be dominated by the "risk factor"? What human need is driving them to do it?

Risk Takers

By Pat Walters

The 21st-Century explorer can **make good use of** the latest technology and can communicate from almost anywhere on Earth, even **atop** Mount Everest. **Yet** the advantages of modernity cannot remove all risk from the act of exploration. Thus explorers of today are in many ways just like their **forerunners**. They put their physical **selves in jeopardy**, because how else can you **snare** a **venomous** snake or drill deep into mountaintop glaciers? If their mission is not popular in scientific circles, they may face the criticism of colleagues. Below are 2 stories profiling explorers who **press the limits**.

### Extreme Kayaker

TRIP JENNINGS has paddled white water to explore rivers around the world and in 2008 made a first **descent** of the **notoriously** turbulent lower Congo River. The 30-year-old Oregonian now travels on foot, motorbike, and plane as well, **heading to remote spots in the name of** conservation: documenting a threatened Alaska salmon **migration** last summer.

### The salmon run filmed from a plane flown by explorer Mike Fay.

Mike's a talented but reckless pilot. We're flying 10 feet off the river with 200-foot trees on either side, which is terrifying. The whole time I was staring at an iPad showing me what was coming through the cameras **mounted** on the plane. At times it could feel like a video game. When you are paddling your kayak, at least you have **the veil of control**.

### With or without your kayak, you go way off the beaten track.

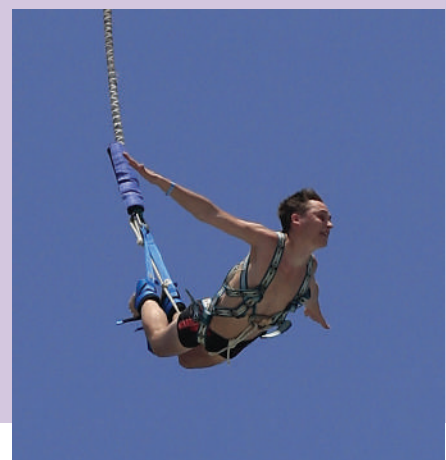
It's **crucial** to get to those last places that are unspoiled, to document them, to show them to the rest of the world in the hope that they can stay unspoiled.

Adapted from:

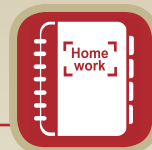
<http://ngm.nationalgeographic.com/exploration/risk-takers-gallery/#/9>

## Why do we risk it?

Of all the risk or adrenaline sports, bungee jumping is proving the most popular. Worldwide, one-and-a-half million people have tried.



**PS.** Modern day bungee was started in England by Oxford Dangerous Sports club in the mid-seventies of the 20th century. It was later commercialized most successfully in New Zealand, where this activity got the name of 'bungy'.



**Task 4.** In April 1974, Michael O'Brien introduced the world to *streaking*, a phenomenon that had, until then, been the domain of US College Campuses. Read the text below and answer the following questions:

1. Why is Michael O'Brien wearing no clothes at the stadium?
2. What made him take off his clothes?
3. Where do the policemen want to take him?
4. Is it a challenge to appear in public in the nude?

**Do you think Michael O'Brien did it to become popular or to protest?**

## The One With The Bobby's Hat



Michael O'Brien became more famous for his photo than for the actual streak. O'Brien, an Australian accountant, was in Britain attending an England-France rugby match at Twickenham when the urge to run came upon him. During the half time break, he dashed naked before a crowd of 53,000, including Princess Alexandra. Constable Bruce Perry took off his helmet to cover O'Brien's dangly bits. "I feared he would be mobbed, or that other people would follow suit. I felt embarrassed so I covered him up as best I could.

"It was a cold day - he had nothing to be proud of," Perry said on the documentary *Streakers*. "I didn't know what to say so I gave him the caution: 'You are not obliged to say anything unless you wish to do so, etc etc' and he's standing there, arms outstretched and he looked like Jesus. So he turns around and says 'Give us a kiss' as loud as you can."

The ensuing photo became world famous. The Rugby Club in London erected a statue by Walter Keethner, based on the shot. It eventually appeared on greeting cards and billboards in Britain, and in Australia Holeproof used it as part of an advertisement in 1991, much to O'Brien's disgust. "[It] implies I am in some way endorsing Holeproof products, which isn't the case," he said at the time. The ad had him asking the bobby for directions to a "20 per cent off Holeproof underwear sale." In 1995, a British telecommunications company used the photo to advertise that phone numbers were having a digit added.

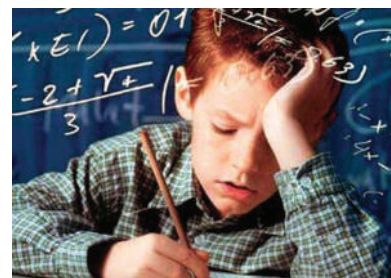
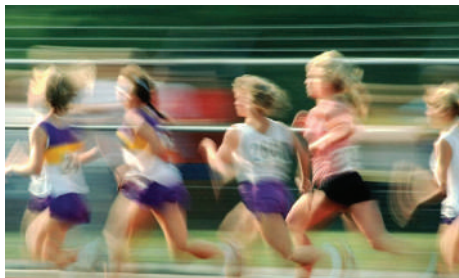
Having bet a mate £10 that streaking would catch on in Britain, he decided to help the cause along. "I quite honestly thought I'd get to the other side of the oval, get dressed and disappear into the crowd without anybody ever knowing it was me," he said in 1994. Instead, the photo ensured his place in pop history. He was fined £10, and subsequently lost his job with a London stockbroking firm, so little came to him aside from a little slice of fame.

-The Telegraph, 23 April, 1974, The Sun, 3 May, 1976,  
The Sydney Morning Herald, 23 April, 1994, *Streakers*



**Task 5.** Use the correct form of the gerund for the verbs in brackets:

1. Little David couldn't bear (to recite) his lessons in the presence of his stepfather and Miss Murdstone. They frightened him so that he couldn't help (to make) mistakes though he tried hard to avoid (to displease) them and (to scold).
2. The girls were busy (to pack) when one of them suddenly remembered (to leave) the milk on the stove which was probably boiling over.
3. The girl was proud of (to choose) to represent the sportsmen of the school at the coming competition. She thanked her classmates for (to choose) her and promised to do her best to win.
4. I landed in London on an autumn evening. My friends expected me home for the holidays, but had no idea of my (to return) so soon. I had purposely not informed them of my (to come), that I might have the pleasure of (to take) them by surprise. And yet I had a feeling of disappointment in (to receive) no welcome. I even felt like (to cry).

**Task 6.** Paraphrase the sentences using the gerund:

1. The pleasant-faced middle-aged woman insisted that Olga should come to her town to teach, (on).
2. Helen suggested that they should go on a trip.
3. There is a chance that my father will join us for the trip, (of)
4. The girls knew that the sportsman had been awarded a prize, (of)
5. I don't mind if you walk to the underground station with me.
6. When they entered the house, they heard the last bell ringing, (on)
7. Thank you that you invited me to the theatre, (for)
8. The woman insisted that her husband should consult the doctor at once, (on)
9. She could not even think that the operation might be postponed, (of)
10. There was little hope that James would return on the same day, (of)
11. The thought that he had been turned away by the doorkeeper made him feel miserable, (of)

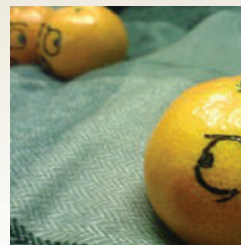




## Task 7. Shaping the Language

If *getting her back up* means annoying someone and *a red neck* is an extreme conservative, what is the meaning of:

- 1 back down
- 2 back off
- 3 back to back
- 4 a yellow stripe down his back
- 5 back in
- 6 back a horse
- 7 satisfy financial backers
- 8 watch your back
- 9 talk behind your back
- 10 be a pain in the neck
- 11 stiff necked
- 12 go neck and neck
- 13 a millstone around your neck
- 14 save your neck



### Can Do

After studying Unit 12 I can:

- › Speak on the topic *Challenges*, put forward my ideas, support them with examples, participate in discussions and defend my views on the issues related to the topics of the Unit.
- › Write stories.
- › Use the Gerund.



**При создании учебника использовались открытые интернет ресурсы**, а также материалы: The Encyclopaedia Britannica, The Guardian, The National Geographic; словари: *Cambridge Learner's Dictionary*, Hornby A.S. *The Advanced Learner's Dictionary of Current English*.

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# **UK English for Students**

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