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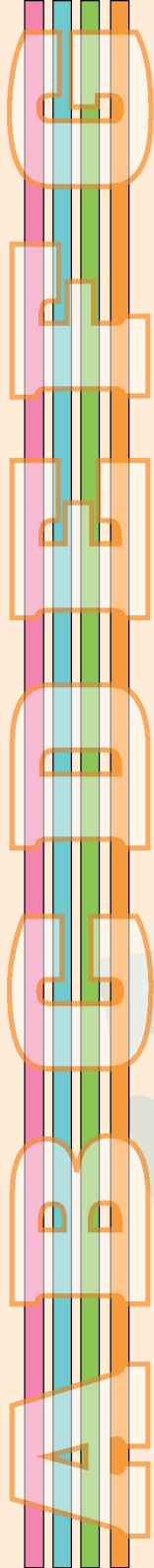
# ENGLISH FOR ADVANCED STUDENTS

Электронное учебно-методическое пособие



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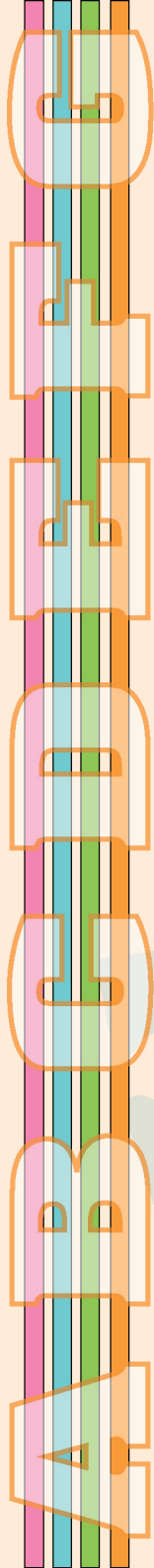
Учебно-методическое пособие включает упражнения на расширение словарного запаса, грамматические упражнения, задания на развитие речевых навыков, грамматический справочник. Цель настоящего пособия – обеспечить студентов материалом для самостоятельной работы, подготовки к практическим занятиям и зачету по дисциплине «Английский язык».

Предназначено для студентов, изучающих английский язык в рамках профессиональной подготовки бакалавров неязыковых направлений.

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## ПРЕДИСЛОВИЕ

Подготовка грамотных специалистов, владеющих иностранным языком, является важнейшей задачей профессионального обучения.

Учебно-методическое пособие предназначено для студентов бакалавриата, обучающихся на очном отделении 4 курса по лингвистическим направлениям для изучения дисциплин учебного плана «Английский язык 3», «Английский язык 4», владеющих английским языком на повышенном уровне.

Структура пособия, тематическое содержание и методическое обеспечение делают его максимально целесообразным в применении для изучения английского языка на повышенном уровне студентами неязыковых специальностей в вузе. Пособие современно, отвечает требованиям ФГОС последнего поколения и современным образовательным программам.

Настоящее учебно-методическое пособие полностью отвечает требованиям компетентностного подхода к обучению иностранным языкам.

В пособии затронуты современные актуальные темы – защита окружающей среды, толерантность, культурное многообразие и др.

Применен комплексный подход к представлению учебного материала – здесь имеются методические указания, упражнения, тексты, глоссарий, справочник, что позволяет осуществить гибкий подход к планированию учебного занятия и самостоятельной работы студентов. Все это принципиально отличает данное пособие от имеющихся в этой сфере.

**Цель** настоящего пособия – обеспечить указанную дисциплину методическими материалами для работы на занятиях, для самостоятельной работы, подготовки к практическим занятиям по указанной дисциплине.

Изучение дисциплин учебного плана «Английский язык 3», «Английский язык 4» направлено на формирование владения иностранным языком в устной и письменной форме в академической (учебной), профессиональной, социально-культурной сферах в ситуации диалога культур; владения терминологией специальности на иностранном языке; умения готовить публикации, проводить презентации, вести дискуссии на профессиональные темы на английском языке.

Дисциплины «Английский язык 3», «Английский язык 4» являются завершающими в курсе изучения английского языка и опираются на принцип преемственности.

Преподавание английского языка в рамках дисциплин «Английский язык 1, 2, 3, 4» осуществляется на основе принципов компетентностного подхода, разработанных в рамках Европейского языкового портфеля.

Согласно данному документу языковые компетенции уровня Upper Intermediate сформулированы следующим образом:

«Понимаю объемные сложные тексты на различную тематику, распознаю скрытое значение. Говорю спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Гибко и эффективно использую язык для общения в научной и профессиональной деятельности. Могу создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями организации текста, средствами связи и объединением его элементов» [Европейский языковой портфель – <http://www.coe.int/en/web/portfolio> (Дата обращения 4.05.2016)].

Учебно-методическое пособие направлено на реализацию **цели изучения дисциплин** «Английский язык 3», «Английский язык 4»: формирование профессиональной компетентности студентов посредством приобретения навыков профессионального общения на иностранном языке в ситуациях бытового, общенаучного и профессионального характера.

Пособие способствует формированию **умений и навыков**, которые отражены в РПД дисциплин «Английский язык 3, 4».

А именно:

- узнавать в тексте и адекватно использовать грамматические конструкции английского языка в пределах изучаемых;
- понимать значение в контексте тематических лексических единиц английского языка, устойчивых словосочетаний в рамках изучаемых тем и использовать их в речи;
- узнавать необходимую для профессиональной деятельности информацию при работе с информационными интернет-ресурсами, ресурсами СМИ;

- понимать содержание прочитанного текста, построенного на частотном языковом материале повседневного общения, для выполнения целевого задания — извлечение необходимой информации;
- адекватно реализовывать коммуникативное намерение в соответствии с языковой нормой в устной и письменной форме в заданной коммуникативной сфере общения (межличностной, профессиональной);
- логически верно, аргументированно и ясно строить устную и письменную речь.

Пособие включает два раздела — практические задания и приложение. Практическая часть состоит из восьми уроков с текстами и заданиями.

Кратко структуру типового урока можно представить следующим образом.

1. Упражнения, направленные на активизацию лексических единиц, входящих в глоссарий курса.
2. Упражнения на тренировку употребления в речи грамматических явлений, входящих в содержание курса.
3. Задания на чтение.
4. Задания для активизации речевой деятельности.
5. Теоретический материал по грамматике английского языка.

В качестве материала в пособии использованы аутентичные английские тексты и упражнения.

Пособие также обеспечивает материал для выполнения студентами следующих видов самостоятельной работы.

- Чтение и выполнение заданий на понимание текста.
- Выполнение различного рода тренировочных упражнений по закреплению грамматического материала урока и тематической лексики.
- Выполнение индивидуальных, парных и групповых коммуникативных упражнений по закреплению тематической лексики.

В пособии содержатся материалы для контроля и глоссарий. Пособие предусматривает использование как традиционных, так и интерактивных форм проведения занятий с целью формирования и развития коммуникативных навыков обучающихся.



Пособие позволяет реализовать различные образовательные технологии. **Технология традиционного обучения** предполагает представление и объяснение материала преподавателем; выполнение тренировочных упражнений в группе, затем – индивидуально. Текущий контроль осуществляется преподавателем на занятии путем проверки выполнения заданий: отработки усвоенных лексических единиц, фразовых единств и грамматических моделей сначала в рамках подстановочных упражнений, а затем и при моделировании продуктивных высказываний.

**Интерактивные технологии** – технология обучения в сотрудничестве, технология контекстного обучения, информационные технологии. Технология обучения в сотрудничестве предполагает обучение в малых группах или парах с распределением ролей между студентами. Форма проведения – практическое занятие, предполагающее совместное решение коммуникативных задач в парах или малых группах (в том числе в форме диалогов, полилогов – обсуждений, дискуссий).

Технология контекстного обучения реализуется при подготовке студентами презентаций, ролевых игр, диалогов, разборов конкретных ситуаций, включающих студента в контекст профессионального общения.

Информационные технологии предполагают оптимизацию процесса поиска информации при использовании студентом современных источников, а также применение компьютера для подготовки визуальной составляющей презентации. Информационные технологии также позволяют представлять письменные работы в электронном виде.

Оценка учебной деятельности студента осуществляется по **балльно-рейтинговой системе**, которая учитывает выполнение заданий на занятии, выполнение индивидуальных домашних заданий и участие в интерактивных формах занятий, а также выполнение контрольных работ.

Рекомендуемые критерии оценки приведены в таблице.

Форма работы	Рекомендуемая форма оценивания
Текущая работа студентов на практических занятиях	<p>Мах. 5 баллов: 0 – студент отсутствовал на занятии; 1 – студент присутствовал на занятии, выполнено 10–50 % учебных заданий, в устной и письменной речи присутствуют дисграфические, орфоэпические, словообразовательные, морфологические ошибки, затрудняющие понимание речи; 3 – студент присутствовал на занятии, выполнено 50–80 % учебных заданий, в устной и письменной речи студента присутствуют ошибки, не мешающие пониманию речи; 5 – студент присутствовал на занятии, выполнено 80–100 % учебных заданий, ошибки в речи студента незначительные или отсутствуют</p>
Индивидуальная работа	<p>Мах. 5 баллов: 0 баллов – индивидуальные задания не выполнены; 1 балл – выполнено 10–50 % индивидуальных заданий; 3 балла – выполнено 50–80 % индивидуальных заданий; 5 баллов – выполнено 80–100 % индивидуальных заданий</p>
Монолог по условно-речевой ситуации	<p>– 5 баллов выставляется студенту, если он хорошо владеет широким спектром языковых средств и может их правильно выбирать для общения; говорит ясно, без усилий и напряжения; демонстрирует высокий уровень владения грамматикой, ошибки делает редко, исправляет их сам; может объясняться без подготовки в течение длительного времени в естественном разговорном темпе речи; может развивать тему;</p> <p>– 4 балла выставляется студенту, если он владеет достаточными языковыми средствами, чтобы давать ясные описания, выражать точку зрения на наиболее общие темы без явного затруднения, используя некоторые сложные предложения; относительно хорошо владеет грамматикой, не делает ошибок, которые могут привести к неправильному пониманию, и сам может исправить свои ошибки; может хорошо воспроизводить отрезки речи в довольно ровном темпе, хотя может и сомневаться в выборе моделей выражений, используя заметные длинные паузы для выбора речевых средств; может использовать ограниченное число связей, чтобы его высказывания представляли собой ясную связную речь, хотя при длительном общении может обнаруживаться некоторая непоследовательность;</p> <p>– 3 балла выставляется студенту, если он владеет достаточными языковыми средствами, чтобы объяснить-ся, хотя и не без колебаний; использует достаточно правильно набор часто используемых моделей,</p>

Форма работы	Рекомендуемая форма оценивания
	<p>связанных с наиболее предсказуемыми ситуациями; может повторить, перефразируя то, что было сказано другими; может выстраивать ряд коротких, простых элементов в связную логическую цепочку;</p> <p>— 2 балла выставляется студенту, если он владеет ограниченным набором слов и простых фраз, относящихся к личности и описывающих конкретные ситуации; показывает элементарное владение несколькими простыми грамматическими моделями и примерами, заученными наизусть; может произносить очень короткие, изолированные, заранее заготовленные фразы, делая большие паузы для поиска нужных слов и моделей, проговаривания менее знакомых слов и исправления ошибок;</p> <p>— 0 баллов выставляется студенту, если он не принимает участия в представлении монолога</p>
Контрольная работа	<p>— 5 баллов выставляется студенту, если он выполнил 31–100 % заданий контрольной работы;</p> <p>— 3 балла выставляется студенту, если он выполнил 30–60 % заданий контрольной работы;</p> <p>— 0 баллов выставляется студенту, если он выполнил менее 30 % заданий контрольной работы</p>
Ситуативный диалог, ролевая игра	<p>— 8 баллов выставляется студенту, если он владеет достаточными языковыми средствами, чтобы давать ясные описания, выражать точку зрения на наиболее общие темы без явного затруднения, используя некоторые сложные предложения; относительно хорошо владеет грамматикой, не делает ошибок, которые могут привести к неправильному пониманию, и сам может исправить свои ошибки; может хорошо воспроизводить отрезки речи в довольно ровном темпе, хотя может и сомневаться в выборе моделей выражений, используя заметные длинные паузы для выбора речевых средств; может начинать разговор, вступать в разговор, когда уместно, и заканчивать его, хотя делает это не всегда красиво; может поддержать разговор на знакомую тему; может использовать ограниченное число связок, чтобы его высказывания представляли собой ясную связную речь, хотя при длительном общении может обнаруживаться некоторая непоследовательность; умеет взаимодействовать с партнерами по игре;</p> <p>— 6 баллов выставляется студенту, если он владеет достаточными языковыми средствами, чтобы объяснить-ся, хотя и не без колебаний; использует достаточно правильно набор часто используемых моделей, связанных с наиболее предсказуемыми ситуациями;</p>

Форма работы	Рекомендуемая форма оценивания
	<p>может поддерживать несложную беседу, иногда заметно подыскивая грамматические модели и слова, очень заметно исправляет ошибки, особенно в длинных отрезках неподготовленной речи; может начинать, поддерживать и заканчивать простой разговор на известные темы; может повторить, перефразируя то, что было сказано другими, чтобы подтвердить взаимопонимание; может выстраивать ряд коротких, простых элементов в связную логическую цепочку; взаимодействие с партнерами по игре иногда нарушается;</p> <p>— 4 балла выставляется студенту, если он владеет ограниченным набором слов и простых фраз, относящихся к личности и описывающих конкретные ситуации; показывает элементарное владение несколькими простыми грамматическими моделями и примерами, заученными наизусть; может произносить очень короткие, изолированные, заранее заготовленные фразы, делая большие паузы для поиска нужных слов и моделей, проговаривания менее знакомых слов и исправления ошибок; может задавать и отвечать на вопросы о себе; может общаться на элементарном уровне, но общение полностью зависит от повторения, перефразирования и исправления ошибок; может связывать слова или группы слов с помощью элементарных связей; не умеет взаимодействовать с партнерами по игре;</p> <p>— 0 баллов выставляется студенту, если он не принимает участия в ролевой игре</p>
<p>Дискуссия</p>	<p>— 5 баллов выставляется студенту, если он выступил с индивидуальным сообщением по вопросу дискуссии, высказал собственное мнение, речь беглая, без ошибок или с незначительными ошибками;</p> <p>— 3 балла выставляется студенту, если он отвечал на вопросы преподавателя, не высказывал собственного мнения; речь затрудненная, имеются ошибки, частично затрудняющие понимание;</p> <p>— 0 баллов выставляется студенту, если он не участвовал в дискуссии</p>

По итогам выполненных заданий выводится текущий рейтинг: все занятия и промежуточные тесты + результат итогового теста = = 100 баллов.

Для зачета:

«зачтено» – 41–100 баллов;

«не зачтено» – менее 40 баллов.

# ■ Unit 1

## PEOPLE WHO MAKE THE WORLD GO ROUND

### **Recommendations for study**

Objectives: to practise topical vocabulary “Famous people”, to develop speaking skills in and skills for detailed reading about famous people.

### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about famous persons, achieving fame and success, fan activity.
2. Reading tasks to the texts “Celebrity & Fame Vocabulary: The Difficulty of Stardom”, “The Courage of a Winner”, “The Truth about Life with Sharon Stone”.
3. Grammar tasks in Active Voice forms.
4. Speaking about disputable points, connected with fame and success. Learning to present your point of view.

### ***Knowledge:***

- Learn words and phrases to the topic “Famous people”, word-building, verb collocations.
- Study information about celebrities.
- Acquire the knowledge of tense forms in Present Active, Past Active, Future Active.
- Learn the ways of expressing your opinion, defending your point of view.
- Learn the frame of mini speech, presentation, role-play.

### ***Skills:***

- Practise using vocabulary to the topic “Famous people” in speech.
- Practise discussing general problems of celebrities in dialogues.
- Practise using tense forms of Present, Past and Future in speech.
- Practise reading texts about famous people and finding necessary information in them.
- Practise speaking about famous people in mini-speech and role-play “Interviewing famous persons”.

### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Revision of verb forms (Active) Present, Past and Future.

Study Glossary for Unit 1.

## Part 1.1. Describing famous people



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about famous person's nationality.

***Lex.1.1 Think about 5 famous persons from different areas of the world.***

***What nationality is your famous person? You can use an adjective:***

With -ish: British, Irish, Flemish, Danish, Turkish, Spanish.

With -(i)an: Canadian, Brazilian, American, Russian, Australian.

With -ese: Japanese, Chinese, Guyanese, Burmese, Maltese, Taiwanese.

With -i: Israeli, Iraqi, Kuwaiti, Pakistani, Yemeni, Bangladeshi.

With -ic: Icelandic, Arabic.

***Or you can use a noun:*** a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab, a German, an Italian, a Belgian, a Catalan, a Greek, an African.

***Or you can use a word-combination:*** Dutch man, a French woman, an Irish person, an Icelandic man.

***Lex.1.2 Can you name a famous person?***

***Example: Argentinian sportsman or woman? – Diego Maradona.***

1. Chinese politician?
2. Black Southern African political figure?

3. Polish person who became a world religious leader?
4. Italian opera singer?
5. Irish rock-music group?

***Lex.1.3 Look at the list of famous musicians. What nationality are these top musicians of all time?***

Johannes Sebastian Bach  
 The Rolling Stones  
 Bob Marley  
 Madonna  
 Bob Dylan  
 Wolfgang Amadeus Mozart  
 Michael Jackson  
 The Beatles  
 Ludwig Van Beethoven  
 Charles Aznavour  
 Rammstein  
 Enrique Iglesias

***Lex.1.4 Make your own list of famous singers with notes of nationality.***  
 Vocabulary for characterizing famous people.

***Lex.1.5 Describe a famous person you would like to meet.***

*You should say about 3–4 sentences to each point, using words from the word box:*

Point	Word box
Who the person is	Charming Confident Prestige Popular
Why he/she is famous	Respect Position Power
why you would like to meet this person	Philanthropy Successful Talent
What you would like to do if you meet this person	Take an interview Ask an autograph Take a snap Make a selfie
What influence this person made on you	Affect Attractive Impact
Where you learnt about this person	Billboards Mass media Encyclopedia

**Lex.1.6 Correct the table of adjectives that can help you to describe a famous person.**

positive	negative	neutral
Amusing	Angry	Athletic
Beautiful	Easygoing	Good-Looking
Boring	Cruel	Graceful
Clever	Cute	Happy
Crafty	Dangerous	Humorous
Crazy	Forgetful	Inconsiderate
Horrible	Friendly	Interesting
Humble	Energetic	Careless
Helpful	Exciting	Creative
Likable	Famous	Dependable
Lucky	Brave	Outgoing
Overweight	Careful	Rank
Poor	Middle Class	Responsible
Practical	Obligation	Unlucky
Rich	Touchy	Wealthy
Romantic	Selfish	Talkative

**Describe a famous person, using 4–5 adjectives from every column of the table, using the following sentences as starters:**

*What I really like about X is that he/she is...*

*People, criticizing X say that he/she is...*

*In general I can say that X is...*

**Lex.1.7 Match the idioms, that can help you to describe famous person's talent, with situations they are usually used in:**

head and shoulders above the rest	used usually of people
miles better than	
streets ahead of other ones	
to knock spots off the other ones	can be used of people or things
out of this world	
outstanding/superb	
	usually used of things

**Use a proper expression in the blanks:**

1. Pele is \_\_\_\_\_ the rest of the footballers.
2. Madonna's \_\_\_\_\_ than the other singers.
3. When it comes to cinema, Hollywood is \_\_\_\_\_ most other film centers.



4. When it comes to MTV awards, British rock usually \_\_\_\_\_ the other countries.
5. That music was \_\_\_\_\_.

**Lex.1.8** Make sentences about talents of famous people, using expressions in the list good at something. Ex: Bill Gates has got the gift of philanthropy.

first-rate  
top notch  
the very best  
on the ball  
got the gift

**Lex.1.9** Distribute words and phrases from the word box into 5 sections of biography:

*Date and place of birth (and death, if applicable)*

*Major achievements*

*Education*

*Work facts*

*An overview of what makes the person significant*

awarded honorary degree; awarded the Nobel Prize; authored; founder of  
contributed to; was a participant of; collaborated with; employed by;  
discovered; produced; known as; appointed as; traveled to; stayed in;  
promoted;  
lived with; has met; was a relation | close friend of; Was born | died;  
was involved with; agent of; supporter of; worked with; moved to;

**Use them to describe biography of a famous person.**

## READING

**Before reading:**

**R.1.1** Discuss the following questions:

1. Have you ever been a fan of some musical band?
2. What did you like about this band?
3. Would you like to be a star?
4. How are talent and popularity connected?

**Now read the text and make tasks after it.**

## Celebrity & Fame Vocabulary: The Difficulty of Stardom

The X Factor has just launched another **girl group** who are **destined for stardom** and a Christmas number 1. **Talent shows** are nothing new in the UK but not every star has **a bright future ahead of them**. “You come from nothing and then the next minute you are literally **thrown into the lights of stardom**,” says Paul Bornman who won a talent show in 1985. “It makes you believe that you are important, it really does.” He’s just one of thousands who **became famous almost overnight** and appeared on TV programs, released music and were pretty much **household names** in their time. “Winning the lottery couldn’t beat it.” says talent show finalist Vinnie Cadman who claims he was constantly harassed for autographs after appearing on TV and **went on to make** over a £1m in his first year. **At his peak** he employed a chef, a driver and even someone to iron his socks. **Hardly a day went by without** his face appearing in daily **newspaper gossip columns**. Unfortunately for Vinnie, fame does not always last and a couple of years later his bookings **dried up** and his money with it. When he asked his manager what had happened he just replied “welcome to show business kid”. 6 months later he was back to his old job **as if nothing had ever happened**. This highlights the temporary nature of fame which means the X Factor stars of today may just become the **has-beens** of tomorrow. For every Madonna in the world there are probably at least a million failures and it’s not always about talent as some talent show contestants can sing better than many pop stars. “There’s a lot more to becoming and staying famous than most people think” argues Tom Marsh, manager to countless celebrities. “It requires constant dedication”. Whether the new stars of today have this kind of commitment **only time will tell**.

(from <http://www.stgeorges.co.uk/blog/celebrity-fame-vocabulary-the-difficulty-of-stardom>)

### *After reading:*

**R.1.2 Look out for the phrases related to celebrity and fame, printed in bold throughout the text and then explained below. Find them in the text and paraphrase sentences.**

Girl group – A female band who often just sing and dance  
to be destined for stardom – To have a high chance of becoming famous

talent shows – Contests involving people with skills like singers  
to have a bright future ahead of them – Their later life will be positive  
to be thrown into the lights of stardom – To become famous very  
quickly and gain lots of attention

to become famous almost overnight – To get fame very quickly  
to be a household name – A famous person whose name is well-known  
he went on to make money – To earn money later  
at his peak – When he was most famous/creative/productive  
hardly a day went by without X happening – X took place almost every day  
newspaper gossip columns – Sections in a newspaper for rumours  
about famous people

to dry up – To decrease to zero

as if nothing had ever happened – Like the event had never taken place  
has-beens – People who are no longer famous

only time will tell – The result/conclusion can only be seen at a later date

***R.1.3 Tell about your favorite celebrity using some phrases from the previous task.***

***R.1.4 In mini-groups discuss a problem: To be a celebrity is hard work.***

## GRAMMAR FOCUS

### Unit 1. Revision of verb forms (Active)

See Grammar reference. A. Overview: The Present and the Future.

***Gr. 1.1 Look at the underlined verbs in the sentences. Match them with the uses (a-j) in the Grammar box.***

1. I'm reading a book at the moment.
2. Our minds unconsciously say, 'I really like you' or I'll avoid you'.
3. That's what I'm going to do next time I meet someone new.
4. I always wear clothes that make me feel good.
5. They have been TV stars all their lives.
6. I work in a big company.
7. As I'm writing this, I'm nervous.
8. I'm going to meet lots of new classmates.
9. I've been taking Russian classes since last year.

10. I'm meeting her before the class.
11. I think it'll be fine though.
12. The twins have also produced their own jewelry, make-up and perfume ranges.
13. Most people are nervous in new situations.

### *Grammar box*

Use <b>Present Simple</b> for:	a) habits/routines b) describing a state c) things that are permanent/ always true
Use <b>Present Continuous</b> for:	d) things that are happening now, at this precise moment e) temporary situations that are happening around now f) arrangements in the future
Use <b>will + infinitive</b> for:	g) unplanned decisions (made while speaking) h) predictions based on what you think or believe
Use <b>going to + infinitive</b> for:	i) plans and intentions j) predictions based on what you know or can see/hear now
We use the <b>Present Perfect</b>	k) to talk about present situations which exist because of a completed past event or which happened at an indefinite time in the past
We use the <b>Present Perfect Continuous</b>	l) to talk about present situations which started in the past and that are continuing now
* We do not usually use state verbs in the continuous form (e.g. <i>like, think, want, need</i> ).	

#### *Gr. 1.2 Find the mistakes in the underlined verb tenses and correct them.*

1. I enjoyed my first class and I'm sure I make some new friends.
2. He'll meet some new classmates after school in a cafe at 5.30.
3. He has worked in a bar this summer, but afterwards he's going to university.
4. She is always arriving early on the first day of a new course.
5. I've decided that I study harder this term than before.
6. My cousin lives with us at the moment – just for three years while he's at university.
7. I think I'm having a lot of homework to do this year.
8. I've been knowing him all my life.

9. We've got a really good teacher this term. I'm really liking her.
10. The show has finally ended in 2014.
11. He'll listen to some music at the same time as studying right now.

**Gr. 1.3 Choose the most appropriate verb structure for the sentences below.**

1. *I've been knowing / I've known / I know* Daniel since I was a child.
2. *I like / I'm liking / I'd like* Sasha a lot – he's one of my best friends.
3. *I've learnt / I've been learning / I'm learning* English for about the same number of years as Natasha.
4. *I've gone / I've been / I've been going* out to dinner with Anton lots of times.

**Gr. 1.4 Replace the names in the sentences of the previous exercise to make the sentences true for you. Read your partner's sentences and find out as much information as you can about each person mentioned in their sentences.**

## SPEAKING

### PRESENTATION

**Describe a celebrity.**

Kind of work: group work

Number of students: the whole group

Time for preparation: 30 seconds

Time of speech: 2–3 minutes for each person

### STEP I.

**Describe a celebrity without saying his or her name. Other students guess which celebrity has been described.**

### STEP II.

**Your speech will be evaluated on the basis of the following criteria:**

1. Communication ability.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.

## Part 1.2. Celebrities and their fans



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about achieving fame and success.

***Lex.1.10 Study vocabulary connected with celebrities and use it in questions of your own:***

word	definition	example
celebrity	a famous person	<i>Many celebrities appeared in the opening night of the new theater play</i>
in person	yourself	<i>I can't see the match in person, all I can do is to watch it on TV</i>
advantage	a positive side of something	<i>The biggest advantage of living in the country is the silence</i>
disadvantage	a negative side of something	<i>The biggest disadvantage of living in a big city is the constant noise</i>
privacy	the right to keep your personal life secret	<i>I couldn't share a bedroom with somebody else. I need some privacy</i>
paparazzi	a photographer that follows famous people in all possible places in order to take photos of them for newspapers, magazines, the Internet, etc	<i>The actress took legal action against the paparazzi who once followed her even in the bathroom</i>

word	definition	example
gossip magazine	a magazine where you can read a lot about private lives of celebrities	<i>I never buy gossip magazines. Why should I care about the others' lives?</i>
gossip TV program	a TV program that deals with celebrities and their private lives	<i>She keeps watching the same gossip TV program every evening and she always knows what's happening in show business</i>
fun club	a club in which people who admire a particular actor, actress, artist, movie etc. share their comments and opinions, either during organized meetings or via the Internet	<i>His teenage sister belongs to the fan club of Harry Potter and her room is all covered with posters of the movies and books.</i>
hero	a person who you admire	<i>Jack Nicholson is my hero. I've seen every movie that he acted in.</i>
admire	to approve of someone/ something or to find someone/ something interesting or attractive	<i>I really admire her for her courage and intelligence.</i>
someone's claim to fame	someone's reason for being famous, well-known	<i>Michael Jackson's claim to fame was his great musical talent and dancing skills</i>

Vocabulary for speaking about idols and fan activity.

**Lex.1.11 Match vocabulary units with their translation equivalents:**

a breakthrough	(пятерка) лучших знаменитостей
a debut	настоящий фанат/поклонник
a hit movie	выиграть Оскар
a megastar	дебют
a nomination	награда
a real fan	прорыв
an award	начинаться с энтузиазмом
moneymaker	номинация
the top (five) celebrities	очень популярный актер
to get one's big break	получить уникальную возможность
to earn the name	популярное кино
to start in a big way	тот, кто зарабатывает много денег (удачливый бизнесмен)
to win an Oscar	заработать имя

**Lex. 1.12 How many derivatives can you make on the basis of this word:**

Ex.: to direct/a director; to excite/excitement/excited/exciting fame/famous

to win/a winner

to earn/an earner

probable/probably

experience/experienced/

talent/talented

to star/a star

an advert/to advertise/

to interview/ an interview/ an interviewer/an interviewee

to perform/a performance/

**Lex. 1.13 Choose prepositions from the word box:**

of in on at on

to look \_\_ one's photo

to have got a poster \_\_ the wall

to collect photos \_\_ an album

to include smb. \_\_ the list

to play a part \_\_ a hero

**Lex. 1.14 Use vocabulary from the wordbox for the following sentences:**

cult democratized fan base icon or idol persona  
scandalous social norms show business talent  
autograph memorabilia commodity image scandal

1. Is this all for me? I feel like quite a \_\_\_\_\_!
2. Yes, a celebrity is someone famous – particularly someone in \_\_\_\_\_, that's the world of entertainment, theatre and film
3. Yes. Some celebrities are famous for their \_\_\_\_\_, which means by their ability to do something well, like singing, acting or telling jokes...
4. An \_\_\_\_\_ is the signature of a *famous* person. Fans collect these and things like photographs.
5. I'm a massive \_\_\_\_\_ of Justin Bieber. I love him. He's a big name and he's always in the newspapers.
6. Sometimes celebrity's life was full of \_\_\_\_\_, actions which cause shock and disapproval among people.

**Not all the words were used. Make sentences of your own with the rest of vocabulary.**



**Lex. 1.15 Fill in the blanks with suitable vocabulary:**

Who are celebrities? A celebrity is a person who is easily (1) \_\_\_\_\_ by people in a certain region or country. Celebrities usually get a lot of media (2) \_\_\_\_\_ and often are social people. Many become celebrities because of their (3) \_\_\_\_\_, after appearing in the media or simply (4) \_\_\_\_\_ chance.

Celebrities who only achieve a small amount of fame are called B- or C-celebrities. In the last decades we have become (5) \_\_\_\_\_ with famous people. They have led to the rise of gossip magazines and TV shows and (6) \_\_\_\_\_ work for journalists and paparazzi. Movie stars, television actors and actresses, high-ranking politicians, successful business people, supermodels and athletes usually become celebrities. A few humanitarian (7) \_\_\_\_\_ such as Mother Teresa have achieved (8) \_\_\_\_\_ because of their charity work. Some people have become known because of their online activities and are regarded as Internet celebrities.

Because celebrities (9) \_\_\_\_\_ a life that is different from that of normal people, the (10) \_\_\_\_\_ is interested in their private lives. Magazines and newspapers follow their every move. Celebrities are often shown as glowing examples of success and perfection, or as bad and immoral if they are (11) \_\_\_\_\_ in scandals. In order to make money, celebrities often write books, or create fashion brands and perfumes. Today's reality shows often (12) \_\_\_\_\_ new stars. Normal people have become celebrities simply for taking part in Survivor or Big Brother. In other cases, (13) \_\_\_\_\_ citizens have become celebrities for ridiculous things that they do. In the past years celebrities have started to (14) \_\_\_\_\_ social media networking sites like Twitter and Facebook. Such services allow them to (15) \_\_\_\_\_ directly with their fans without having to (16) \_\_\_\_\_ on the media to promote their stories. In the eyes of their fans, social media makes celebrities more human and down-to-earth people.

1	identified	accepted	recognized	seen
2	attention	care	notice	thought
3	career	employment	living	profession
4	for	by	through	with
5	enjoyed	charmed	involved	fascinated
6	give	provide	deliver	arrange
7	advisors	organizers	leaders	heads

8	fame	pride	legend	joy
9	show	manage	run	lead
10	culture	society	neighborhood	public
11	concerned	involved	included	contained
12	invent	design	create	generate
13	usual	routine	daily	everyday
14	manage	use	practice	work
15	communicate	join	correspond	bond
16	deny	believe	rely	trust

***Lex.1.16 Work in pairs. Ask your partner these questions during conversation about celebrities:***

1. Would you like to be a celebrity?
2. Have you ever seen a celebrity in person?
3. Do you know anybody who has a celebrity in their family?
4. What are the advantages of being a celebrity?
5. What are the disadvantages of being a celebrity?
6. Do you think that celebrities have the right to privacy?
7. What do you think of paparazzi?
8. Do you read gossip magazines?
9. Do you watch gossip TV programs?
10. Do you belong to any fun club?
11. Who was your hero, when you were younger?
12. Which celebrity do you admire? Why?
13. Which celebrity do you not like? Why?
14. Do you have to be beautiful to become a celebrity?
15. Do you have to be intelligent or talented to become a celebrity?
16. Are celebrities happy?

## READING

***Before reading:***

***R.1.5 Discuss the following questions:***

1. Do you think popularity influences the person's life? character? In what way?
2. Do you know any celebrities who could manage to win a serious disease?

3. What traits of character should a person possess to fight against a serious disease?
4. Have you ever heard of Lance Armstrong?

**Now read the text and make tasks after it.**

### *The Courage of a Winner*

Many people will know about Lance Armstrong 's seven wins in the Tour de France, but fewer people will have heard of his battle with cancer.

In the summer of 1996, everything **must have been going** perfectly for the twenty-five year-old Texan cyclist. He had just won a major race and was ranked 7<sup>th</sup> in the world. He had been offered contracts by big sporting companies, such as Nike, and **did not need to worry** about money. His future looked bright.

Then, in September 1996, Armstrong went to the doctor with a pain. He **should have gone** earlier but he had ignored the pain so that he **could continue** racing. When he went to the doctor that day, he **could not have known** what was about to happen to him. Within two hours, he had been diagnosed as having cancer which had spread to his lungs. There was a 60% chance he **would survive** and a 40% chance he **might die**. Lance put his head on the doctor's desk in despair. However, when he looked up he said with determination: 'Let's get started. Let's kill this stuff.' In the next few months, he **had to have** two operations and to undergo chemotherapy treatment. He lost weight and felt so tired that he **had to sleep** twelve hours a day. But throughout his battle with cancer, Armstrong was determined not to let it beat him.

After months of suffering, Armstrong recovered enough to start his next battle: to win the Tour de France. During periods when he **did not have to have** chemotherapy, he rode his bike 30 to 50 miles a day. By the summer of 1999, he **did not need to take** any more medication and, according to his doctors, was 98% 'home' in his battle against cancer.

Many people doubted Armstrong's ability to become a top cyclist again but they **need not have worried**. This young man must have a special kind of drive. Between 1999 and 2005, Armstrong became the first rider ever to win the Tour de France an amazing seven times!

Lance Armstrong is now a sporting superstar. He **does not have to worry** about proving himself any more. However, we **must not forget** that he is different from other stars. Lance Armstrong is, of course, now more

than a sports star – he is a symbol in the fight against cancer. The Lance Armstrong Foundation has sold nearly 50 million wristbands to raise money for cancer sufferers.

In his autobiography, Armstrong gives advice to young men between the ages of 20–34 who **should be aware of** the disease he suffered. ‘I never thought I’d get cancer,’ he says. ‘But young, strong men **must realize** that this **can happen** to them, too.’

*After reading:*

**R.1.6 Read the article about Lance Armstrong and answer the questions:**

What have been his two major achievements? How do you think Armstrong must have felt at these times?

- Before he went to the doctor?
- when he received the diagnosis?
- during chemotherapy?
- when he was training for the Tour de France?
- when he won the Tour de France the first time?

**R.1.7 Look at the sentences with *must* in the text. When does *must* express:**

a obligation? b speculation? c prohibition?

**R.1.8 Read these sentences from the text. Does *will* express:**

a future? b speculation? c obligation?

1. Many people will know about Lance Armstrong’s three wins in the Tour de France.
2. Fewer people will have heard of his battle with cancer.

*What time does each sentence talk about?*

**R.1.9 Which of the modal verbs and expressions in bold express:**

a obligation? b lack of obligation?

c speculation? d prediction? e possibility/ability?

*Which of them talk about:*

a present? b past? c future? d future in the past?

**R.1.10 Discuss positive and negative sides of being famous. Would you like to be famous? Why/Why not?**

## GRAMMAR FOCUS

### **Gr. 1.5 Choose the correct words in italics.**

A: Maria phoned while you were out.

B: Oh! I'll *phone* / *'m going to phone* her back now.

A: We haven't got any milk.

B: Yes, I know. I'll *get* / *I'm going to get* some now.

A: Patrick has studied really hard for his exam.

B: Yes, I'm sure he'll *pass* / *'s passing* with distinction.

A: Have you been in touch with Anita recently?

B: No, but I'll *meet* / *'m meeting* her after work on Friday.

A: Look at that broken glass on the floor.

B: Yes, it's *hurting* / *'s going to hurt* someone.

A: It's Jane's birthday today.

B: Is it? Oh, I'll *get* / *'m getting* her a present on the way home.

### **Gr. 1.6 Complete the sentences with the Present Simple or Present Continuous form of the verb in brackets.**

1. She always \_\_\_\_\_ (get up) late at the weekend.

2. I usually \_\_\_\_\_ (go) to the gym with a colleague after work.

3. Don't turn the radio off, I \_\_\_\_\_ (listen) to it.

4. It \_\_\_\_\_ (not/usually/rain) much in the summer here.

5. He \_\_\_\_\_ (play) tennis with his step-brother next Sunday.

6. \_\_\_\_\_ (the Moon/go) round the Earth?

7. She \_\_\_\_\_ (speak) four languages very well.

8. I \_\_\_\_\_ (not/know) how to play chess.

9. Jen is in London at the moment. She \_\_\_\_\_ (stay) at the Park Hotel.

### **Gr. 1.7 Open the brackets using the Present Perfect, Present Continuous, or Present Simple.**

1. What you (to do) here at such a late hour? You (to write) your composition? — No, I (to write) it already. I (to work) at my report.

2. I say, Tom, let's have dinner. — No, thank you, I already (to have) dinner.

3. What the weather (to be) like? It still (to rain)? — No, it (to stop) raining.

4. Please give me a pencil, I (to lose) mine.

5. I (not to meet) Peter

since Monday. 6. Nina just (to finish) work. 7. Where Sergei (to be)? — He (to go) home. 8. What you (to read) now? — I (to read) “Jane Eyre” by Charlotte Bronte. 9. They read “Ivanhoe” by Walter Scott a month ago. What about you? You (to read) “Ivanhoe”? 10. My watch (to stop). There (to be) something wrong with it. 11. You (to see) Jack today? 12. You (to hear) the new symphony by M.? — Yes, I ... . 13. You (to change) so much. Anything (to happen)?

**Gr. 1.8 Work in pairs. Take turns to ask and answer questions about the topics below using the present tenses.**

- accommodation
- family
- new people
- plans for the weekend
- meeting friends
- hobbies

**Gr. 1.9 Tell the rest of the class about your partner.**

## SPEAKING

### **ROLE PLAY**

**Role play an interview between a journalist and a music band.**

Kind of work: group work

Number of students: teams of 4

Time for preparation: 20 minutes

Independent study: biographies of famous bands, professional interviews

Time of speech: 7–10 minutes

### **STEP I.**

Work in teams of 4: three of you are music band members and one is a journalist.

The musicians discuss the band title, music genre, make up their history and other interesting details.

The journalist writes questions for an interview.

## **STEP II.**

Every team role plays an interview in front of the group.

## **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.
8. Creativity

### **Part 1.3. Success**

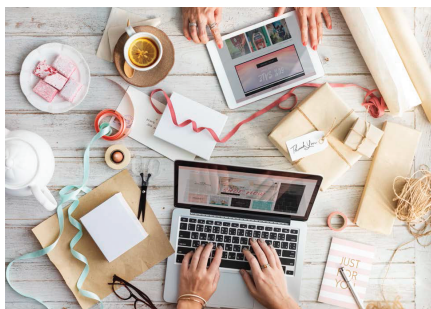


Photo from [www.pexels.com](http://www.pexels.com)

## **LEXIS**

*Lex.1.17 Using the table, choose a suitable verb to fill the gap.*

	reach	attain	secure	realize	fulfill	achieve
an ambition		✓		✓	✓	✓
a dream				✓		✓
an agreement	✓		✓			
an obligation					✓	
a target	✓	✓				✓
a compromise	✓					✓

1. The management have \_\_\_\_ an agreement with the union which will guarantee no strikes for the next three years.
2. Now that I've \_\_\_\_ all my responsibilities to my family, I feel I can retire and go round the world.
3. The church building-fund has failed to \_\_\_\_ its target of £250,000.
4. I never thought I would \_\_\_\_ my ambition, but now I have.
5. Very few people \_\_\_\_ all their hopes and dreams in life, very few indeed, I can tell you.
6. We hope the two sides. \_\_\_\_ a compromise and avoid war.
7. I'm afraid that little scheme of mine didn't \_\_\_\_ off.

***Lex.1.18 Correct the mistakes in these sentences.***

1. She succeeded to rise to the top in her profession.
2. I've accomplished to work quite hard this last month.
3. He finally attained his dream.
4. He reached his ambition.

***Lex.1.19 These are citations of famous people about reaching success.***

***Paraphrase their words:***

Coming together is a beginning; keeping together is progress; working together is success. (Henry Ford)

Success is not final, failure is not fatal: it is the courage to continue that counts. (Winston Churchill)

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand. (Vince Lombardi)

Always be yourself, express yourself, have faith in yourself, do not go out and look for a successful personality and duplicate it. (Bruce Lee)

Success consists of going from failure to failure without loss of enthusiasm. (Winston Churchill)

Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal – a commitment to excellence – that will enable you to attain the success you seek. (Mario Andretti)

Happiness lies in the joy of achievement and the thrill of creative effort. (Franklin D. Roosevelt)

Action is the foundational key to all success. (Pablo Picasso)



Try not to become a man of success, but rather try to become a man of value. (Albert Einstein)

Success is how high you bounce when you hit bottom. (George S. Patton)

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful. (Albert Schweitzer)

Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome. (Booker T. Washington)

Success is a lousy teacher. It seduces smart people into thinking they can't lose. (Bill Gates)

It is no use saying, 'We are doing our best.' You have got to succeed in doing what is necessary. (Winston Churchill)

(from [http://www.brainyquote.com/quotes/topics/topic\\_success.html](http://www.brainyquote.com/quotes/topics/topic_success.html))

***Make your own advice about reaching success.***

***Lex.1.20 Read these proverbs about fame. Which of them can you agree with? Can you supply a life-true story to support it?***

Good fame is better than a good face. (English Proverb)

If god does not grant you glory, be content with fame. (Brazilian Proverb)

Wealth and obscurity cannot equal poverty and fame. (Chinese Proverb)

Fame is longer than life. (Albanian Proverb)

All kinds of fame belong partly to others. (Arab Proverb)

The palace leads to fame, the market to fortune, and loneliness to wisdom. (Chinese Proverb)

***Vocabulary for speaking about disputable points, connected with fame and success.***

***Lex.1.21 Learn to present your point of view with these phrases:***

In my opinion, ...

In my eyes, ...

To my mind, ...

Speaking personally, ...

From my point of view, ...

As for me / As to me, ...

My view / opinion / belief / impression / conviction is that ...

I hold the view that ...

I would say that ...

It seems to me that ...

I am of the opinion that ...

My impression is that ...

I am under the impression that ...

***Use them to answer questions related to this topic:***

1. Can anyone become famous?
2. Should famous people earn more money than doctors or leaders?
3. Do famous people make good role models for young people?
4. Why is the media so interested in the lives of famous people?
5. What are the differences between famous people now compared to famous people 20 or more years ago?
6. What kind of people will be famous in the future?

***Lex.1.22 Learn to defend your point of view with these phrases:***

I share your view, but...

He may be right, but nevertheless...

I have an objection

I have come to a different

Not quite so!

I don't agree.

I disagree.

I don't think so.

I think otherwise.

I don't think that's quite right.

I am afraid that is not quite true.

I take a different view.

I don't share his/her/your view.

This argument does not hold water.

***Make two competing teams to defend or criticize the following statement:***

**ONLY TALENTED PEOPLE BECOME FAMOUS**

## READING

*Before reading:*

***R.1.11 Work in pairs and discuss the following questions:***

- Do you think celebrity scandals help sell magazines and newspapers?
- Which magazines and newspapers print celebrity scandals in our country?
- What scandals are in the news at the moment? Do you think they are true?
- How do you think it feels for celebrities to read false stories about themselves?
- How do you think it feels to live with a famous person?

***R.1.12 Read the extract from an article by Phil Bronstein, husband of Hollywood film star, Sharon Stone. Do you feel sorry for him?***

Read the text and do the tasks after it.

### *The truth about life with Sharon Stone*

***When I married a movie star I knew papers would make up stories –  
I'm an editor too***

Yes, it's true. I'm the one, the guy they call El Macho. The only thing is, I don't know who "they" are. I know who I am, more or less, but I don't know the man these people claim to know. Of course, what they write is not really about me. Is it?

I'd love it if people at supermarket checkouts were interested in me because I'm the executive editor of The Sun Francisco Examiner. But what they're interested in fact that I married a movie star. That's it. On the world's stage, I'm Mr. Sharon Stone.

On one level, I understand the obsession. We run celebrity stories, even gossip, in The Examiner. Bit what I don't understand is where they get this stuff from.

They say people were at my wedding whom I have yet to meet; they insist my wife pregnant when we got married; they claim I'm running for mayor of San Francisco; the day we got back from a lovely Mexican vacation, my wife and I saw on the news-stands that we had broken up. But the one I liked best was the story in a mainstream newspaper (The Irish independence) describing my wife's purchase of an Irish home. Great, but not a single piece of it true.

*After reading:*

**R.1.13** *If you were Phil Bronstein, which piece of “news” would you find most upsetting?*

**R.1.14** *Read the two sentences below. Then read how Sharon Stone’s husband expressed the same ideas in his article. Discuss the differences between two ways of saying the same thing.*

They are interested in the fact that I married a movie star.

I don’t understand where they get this stuff from.

What Phil Bronstein actually said:

What they are interested in is the fact that I married a movie star.

What I don’t understand is where they get this stuff from.

**R.1.15** *Change the emphasis of the following sentences using the sentence beginnings provided.*

– I don’t understand why I never seem to have any money. *What I don’t understand is...*

– I like the weekends because I can stay in bed late in the morning. *The thing I like about weekends is...*

– People who finish my sentences for me really annoy me. *What really annoys me...*

– I feel like going to the cinema tonight. *What I feel like doing tonight is...*

– I hate winter because it gets dark so early. *The thing I hate about winter is...*

– I’d really like to live abroad in the future. *What I’d really like to do is...*

**R.1.16** *Make appropriate changes in the sentences in e) so that all of them are true for you.*

**R.1.17** *Only one of the following statements about celebrities is true. Which one?*

1. Anna Kournikova was attacked by a mad fan during the match.
2. Julia Roberts starred in Notting Hill with Tom Cruise.
3. Kate Moss used to go out with Johnny Depp.
4. Ricky Martin had a big hit with a song called “Angels”.
5. Gwyneth Paltrow got married to Brad Pitt in 2000.
6. Leonardo DiCaprio was Obi-Wan Kenobi in Star Wars Episode 1: The Phantom Menace.

**R.1.18 Use the information below and correct all false sentences in h), beginning with *It wasn't... or It was...*. The first one is done for you.**

Robbie Williams, Jenifer Aniston, Hugh Grant, Monica Seles, Ewan McGregor

For example:

1. *It wasn't Anna Kournikova who was attacked by a man fan during a match. It was Monica Seles.*

**GRAMMAR FOCUS**

See Grammar reference. **B. Overview: The Past.**

**Gr. 1.10 Look at the underlined verbs in the extract from the radio programme. Which are Past Simple, Past Continuous and Past Perfect Simple?**

It all started while Larry Boehmer was working as a pipeline worker for Shell Oil. His job took him away from his wife Judy and the four children they had at that time. He had spent the first few weeks sitting in his motel room between shifts, when one day, while he was feeling bored, he decided to take up a new hobby. Using a book, he taught himself to juggle. When he had mastered the basics, he went home and showed his children what he could do.

**Gr. 1.11 Look at the Grammar box and match the tenses (1–3) with their correct uses (A–C).**

Grammar box

Use <b><i>Past Simple</i></b>	A to describe main events in the past
Use <b><i>Past Continuous</i></b>	B to describe events and background information that happened before the main events in the past
Use <b><i>Past Perfect Simple</i></b>	C to describe actions that were in progress when the main events happened

**Gr. 1.12 Choose the correct words in italics.**

A. When Larry decided to teach himself to juggle, ...

1. ... he *had lived* / *was living* in a motel.
2. ... his family *wanted* / *had wanted* to learn to juggle, too.
3. ... he *took* / *had taken* a job with Shell Oil.

- B. When I arrived at the cinema, ...
- ... my friends *were waiting / had waited* by the ticket office.
  - ... the film *had started / was starting* 15 minutes earlier.
  - ... I *bought/was buying* my ticket as quickly as I could.

**Gr. 1.13 Complete the story with the Past Simple, Past Continuous or Past Perfect Simple form of the verb in brackets.**

Before Peter and Kate Evans (1) \_\_\_\_\_ (have) children, they (2) \_\_\_\_\_ (hear) about home-schooling but (3) \_\_\_\_\_ (not think) about it as a serious option for their own family. They (4) \_\_\_\_\_ (live) in California when they (5) \_\_\_\_\_ (have) their first child and (6) \_\_\_\_\_ (start) to find out more about it. Both of them (7) \_\_\_\_\_ (work) full-time at that time, so they had to make some big decisions about their lives.

Thirty years later, Emily is a professor of mathematics at a top university, Jen is a lawyer specialising in family law and Heather is a professional pianist.

Emily says, ‘When I (8) \_\_\_\_\_ (go) to university, I (9) \_\_\_\_\_ (realise) what home-schooling (10) \_\_\_\_\_ (give) me. Many students there (11) \_\_\_\_\_ (not know) how to think about things properly. We (12) \_\_\_\_\_ (learn) to process information – not just repeat other people’s ideas, I am proud that all our careers are so different, While we (13) \_\_\_\_\_ (grow up), our parents were always very supportive; they helped us to build on our individual strengths’.

**Gr. 1.14 Complete the sentences.**

- When I was studying for my exams, ...
- When I left my last school, I...
- When I had finished my last exam, ...
- When I look back at my education, I realise that...

**Work in pairs and discuss your sentences.**

**Gr. 1.15 Put the verbs in brackets in the correct tense form.**

1. With whom you (to discuss) this question yesterday? 2. I (to see) this film this week. I like it very much. 3. When I (to enter) the kitchen, I (to see) that my mother (to stand) at the table and (to cut) some cabbage. She (to cook) dinner. 4. As soon as I (to hear) a cry, I (to run) out of the room and (to see) that a child (to lie) on the ground and (to cry). “What (to happen)? Why you (to cry)? You (to hurt) yourself?” I asked. 5. They (to go) to the

Hermitage last week. 6. They (to be) to the Hermitage twice this week. 7. After school yesterday he (to come) home, (to have) dinner, (to read) an article from the latest magazine and (to begin) doing his homework. 8. When your friend (to return) from the south? — She (to return) yesterday. — You (to go) to the station to meet her? — No, I ..., I (to be) too busy. 9. Your brother (to return) from the north? — Yes, he (to come) a few days ago. 10. You (to be) to the Crimea? When you (to be) there? — I (to be) there in 2005. 11. Where (to be) your brother? — He just (to come) home. He (to take) a shower in the bathroom now. 12. As soon as I (to see) him, I (to understand) that he (to work) hard. He (to write) something and (not to notice) anything. 13. When I (to come) home yesterday, the children (to run) and (to sing) merrily. “We (to learn) a new song!” they cried. 14. When the young man (to enter) the room, she (to look) at him in surprise. “What you (to want) to tell me?” she (to say). “Why you (to come)?” 15. It (to rain) hard when I (to leave) home yesterday, so I (to return), (to put) on my raincoat and (to start) again. 16. You (to work) right now? — Yes, I (to prepare) for the English exams. 17. Have a look! That (to be) the Golden Gate Bridge on your left. — Oh, it (to be) beautiful. I just (to take) a picture of it. 18. Where you (to learn) the news? 19. They already (to think) of everything? They (to buy) a lot of food? — Yes, Mark just (to order) ten bottles of Coke and four kinds of mineral water. He (to mention) peanuts, but he (not to order) any. He (to think) of tea and fancy cakes. The shop (to charge) everything to Mark’s credit card. 20. Why you (to shiver)? — I (to shiver) because I (to be) cold. 21. I (to sprain) my ankle again. 22. A world-famous violinist (to play) on tonight’s concert. 23. The children (to play) with their train set the whole evening yesterday.

**Gr. 1.16 Choose the most appropriate verb structure for the sentences below.**

1. *I had / I've had / I used to have* breakfast with Tamara this morning.
2. *I'm talking / I've been talking / I was talking* to Kate just before the lesson started.
3. *I already met / I already met / I'd already met* Gena before I joined this class.
4. *I was having / I used to have / I'd have* a friend called Dima, but we've lost touch with each other.

*Gr. 1.17 Replace the names in the sentences to make the sentences true for you. Read your partner's sentences and find out as much information as you can about each person mentioned in their sentences.*

## **SPEAKING**

### ***DISCUSSION***

*Discuss the topic of success.*

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

### ***STEP I.***

Brainstorm in mini-groups.

Answer the following questions:

What is success in your opinion?

Do you consider yourself to be a successful person?

### ***STEP II.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.



## ■ Unit 2

### SCIENTIFIC DISCOVERIES AND MYSTERIES

#### Recommendations for study

Objectives: to practise topical vocabulary “Science”, to develop speaking skills and skills for detailed reading about scientific discoveries and inventions.

#### *Unit 1 plan:*

1. Vocabulary exercises for speaking about branches of science, technology, computers and internet, disputable points, connected with science, discoveries and mysteries.
2. Reading tasks to the texts “Landmarks of Science ...in the 20th Century” “Nanotechnology”.
3. Grammar tasks (Passive voice).
4. Speaking about disputable points, connected with science. Learning to present your point of view.

#### *Knowledge:*

- Learn words and phrases to the topic “Science”, terms, word collocations.
- Study information about scientific discoveries.
- Acquire the knowledge of tense forms in Passive voice.
- Learn the ways of defending your opinion.
- Learn the frame of discussion, role-play.

#### *Skills:*

- Practise using vocabulary to the topic “Science” in speech.
- Practise discussing general problems of science in dialogues.
- Practise using tense forms of Passive voice in speech.
- Practise reading texts about mysteries and inventions and finding necessary information in them.
- Practise discussing the role of science and role-play “Science and technology”.

#### *For independent study:*

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Revision of verb forms (Passive) Present, Past and Future.

Study Glossary for Unit 2.

## Part 2.1. In the World of Science



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about branches of science.

**Lex.2.1** Find Russian equivalents to these spheres of science. Do you specialize in any of them? If not, tell what sphere you specialize in:

Agriculture	Food Science	Civil Engineering	Mathematics	Physics
Biology	Chemistry	Materials Science	Construction & Building Technology	Environmental Sciences
Forestry	General Science	Computer Science	Electrical & Electronic Engineering	Engineering
Medicine	Earth Science	Metallurgy & Metallurgical	Nuclear Science & Technology	Oceanography

**Lex.2.2** Have you ever heard of these sciences? Match names with definitions:

Metrology	the art or technique of making maps or charts
Ichthyology	the study of food and nourishment
Hydrology	the science of measurement
Nutrition	the study of laughter
Anthropology	the study of fish
Cartography	the study of the origin, behavior, and the physical, social, and cultural development of humans
Gelotology	

List and define the sciences that you studied at the university.

**Lex.2.3 Fill in the table using names of sciences from the word box**

Mathematics Mechanical Engineering Logic Meteorology Biology Botany Immunology Ecology Electrical Engineering Geology Cardiology Mineralogy Anatomy Optics Robotics			
1) Formal Sciences	2) Natural Sciences	3) Engineering and Technology	4) Medical and Health Sciences

**Lex.2.4 Give definitions to these sciences:**

*Ex.: Entomology – the scientific study of insects*

Zoology – the scientific study of the behavior, structure, physiology, classification, and distribution of animals

Genetics –

Medicine –

Oceanography –

Paleontology –

Volcanology –

**Lex.2.5 Complete a list of scientists:**

*Ex.: Linguistics – linguist*

Archaeology

Geography

Mechanics

Psychology

**Lex.2.6 Choose the right word:**

a scientist | a researcher

\_\_\_\_\_ deals with observed facts and the relationships among those facts.

The twentieth century has witnessed a dramatic increase in \_\_\_\_\_ progress.

\_\_\_\_\_s study a wide variety of subjects, such as clues to the origin of the universe. Other \_\_\_\_\_s examine the structure of cells in living organisms.

do research | discover smth | investigate | invent | examine smth

Still others \_\_\_\_\_ why we act the way we do, or try to solve complicated mathematical problems.

About 10,000 years ago, people first \_\_\_\_\_ed how to raise animals and crops.

Computers, lasers, plastics, refrigerators, and television are only a few of the \_\_\_\_ed things that have transformed human life in our century.

progress | advance in | profit from smth | benefit | a breakthrough

Technological \_\_\_\_ have made it possible to produce the same amount of goods and services with less labour and have thus greatly increased productivity.

The \_\_\_\_ of technology has \_\_\_\_ted people in numerous ways.

problem | side-effect | challenge

Once a new technology has been introduced on a wide scale, people often find that it has some unexpected \_\_\_\_s.

Most industrial countries face \_\_\_\_of air, water, soil, and noise \_\_\_\_.

One of the greatest \_\_\_\_s today is to spread technology's benefits to the people of developing countries.

On the other hand, many of the \_\_\_\_s caused by technology have not been expected.

As a result of \_\_\_\_s in agricultural technology, one U.S. farmer today produces enough food for 101 people.

automated | a robot

\_\_\_\_ is well suited to these routine tasks, such as assembling and packaging manufactured products.

Nowadays automobiles are painted by \_\_\_\_ using spray paint that would be harmful to people.

**Lex.2.7 Make a list of derivatives from these frequent scientific words.**

Ex.: *research(v) – research (adj), research (n), researcher, researching*

- |             |               |
|-------------|---------------|
| 1) discover | 6) analyze    |
| 2) invent   | 7) dissect    |
| 3) rotate   | 8) experiment |
| 4) conclude | 9) combine    |
| 5) patent   | 10) science   |

**Lex.2.8 Match each word with its definition.**

1-high-tech	-idea that tries to explain something.
2-gadget /device	-show how something works.
3-online	-events that are hard to explain.
4-laser	-using the most modern technology.
5-demonstrate	-a person who studies a subject in detail.
6-phenomena	-a small tool or machine that helps you do something.

7-researcher	-connected to the Internet.
8-theory	-equipment that produces a powerful beam of light.

**Lex.2.9 Complete the following definitions:**

tested engineering knowledge truths technology phenomena creation  
practice experimentation

According to Webster’s New Collegiate Dictionary, the definition of science is “\_\_\_\_\_ attained through study or\_\_\_\_\_” or “knowledge covering general\_\_\_\_\_ of the operation of general laws, esp. as obtained and \_\_\_\_\_through scientific method [and] concerned with the physical world.” Science refers to a system of acquiring knowledge. This system uses observation and \_\_\_\_\_ to describe and explain natural\_\_\_\_\_. The term science also refers to the organized body of knowledge people have gained using that system. While \_\_\_\_\_ is the branch of knowledge that deals with the\_\_\_\_\_ and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, \_\_\_\_\_, applied science, and pure science.

**READING**

**Before reading:**

**R.2.1 In mini-groups think of three reasons why people might want to send secret messages. Then discuss three different ways of sending secret messages.**

Read the extract about codes from an encyclopedia and make the tasks after it.

**Codes through the ages**

**Throughout history, human beings have always needed to communicate secretly and have used ingenious ways of sending secret messages. There are two main types of code.**

**Steganography**

In steganography the message is hidden in some way. One method used by Romans was to shave the messenger’s head, write the message on his scalp and then send him off when his hair had grown back. When he reached his destination, his head was shaved again to show the message.

The ancient Chinese wrote messages on silk, which was then *scrunched up* into a tiny ball, covered with wax and *swallowed* so the message was hidden in *courier's* stomach. In the 16<sup>th</sup> century an Italian scientist called Giovanni Porta described how *to conceal* a message within a hard-boiled egg by making an ink from vinegar and alum (a mineral salt). The message is written on the *shell*, which is porous, and it passes through to the white of the egg. To read the message, the person who received the egg simply had to remove the shell. *Invisible* ink made from milk or lemon juice is another way of hiding messages. When the “ink” dries it is invisible but when heated the message reappears.

However, there was a fundamental weakness with all those methods – if the message was found, it could be read immediately.

### *Cryptology*

In cryptology a code is agreed between the sender and the receiver so that the meaning of the message is hidden. Then if the message is intercepted, it is difficult or impossible to decipher.

One way of making a coded message is to rearrange the letters. In Ancient Greece, soldiers from Sparta used a system called scytale, in which a person sending the message would wind a piece of leather around a small piece of wood. The secret message was written across the leather so that when the leather was removed from the wood it was impossible to make out what the message said. To reveal the message, the receiver of the strip of leather would simply wind it around a stick of the same size and shape that the sender had used. Alternatively, rather than rearranging the letters of the whole message, a more straightforward way of achieving a similar effect was by rearranging the letters of each word (for example OMSNAR=ROMANS).

Another way to send hidden messages is to replace letters by other letters or symbols. A code invented during the reign of Julius Caesar was based on this principle and was used for centuries. Since then more and more sophisticated codes have been developed, which have led to today's computer-generated digital codes.

*After reading tasks:*

**R.2.2 Answer the question: What is the main difference between steganography and cryptography?**

**R.2.3 Look at the words in blue in the text. What parts of speech are they?**

**R.2.4 Choose the correct meaning a) or b):**

1. decipher	a) write smth. b) work out what smth means
2. wind	a) turn smth repeatedly b) push smth
3. make out smth	a) see smth with difficulty b) see smth easily
4. reveal	a) remove smth b) show smth that was hidden
5. strip	a) a large piece of material b) a long thin piece of material
6. stick	a) a large piece of wood b) a long thin piece of wood
7. straightforward	a) simple b) complicated

**R.2.5 Look at the words in pink. Paraphrase them.**

**R.2.6 Are these statements from the extract true or false?**

One method used by Romans was to shave the receiver's head.

In China silk balls with the secret message were hidden in courier's pocket. An Indian scientist described how to conceal a message within a hard-boiled egg.

Greeks used a piece of leather and a stick to write a secret message.

To rearrange letters in every word was less difficult than rearranging letters in a whole message.

**R.2.7 Give your opinion on the problem of using codes in modern life. Which spheres of our life do we have to use codes? Is it comfortable or not? Why? Have you ever had problems with the codes?**

## GRAMMAR FOCUS

### Unit 2. The Passive

**See. Grammar reference. A. Passive: the formation and B. Reasons for using the passive**

**Gr. 2.1 Complete the passive sentences below with the correct form of the verbs in brackets.**

1. Thousands of things \_\_\_\_\_ (sell) on online auctions every day.  
*(Present Simple Passive)*
2. The boots \_\_\_\_\_ (clean) at the moment. *(Present Continuous Passive)*
3. The dress \_\_\_\_\_ (find) by chance at a second-hand sale last month.  
*(Past Simple Passive)*
4. The painting \_\_\_\_\_ (display) when I arrived at the auction. *(Past Continuous Passive)*
5. Some items \_\_\_\_\_ (buy) at auctions recently for incredibly high prices. *(Present Perfect Simple Passive)*
6. She bought a book which \_\_\_\_\_ (published) in 1938. *(Past Perfect Simple Passive)*
7. Ridiculously high prices \_\_\_\_\_ (pay) for completely useless items. *(Future Simple Passive with will)*
8. The new shop \_\_\_\_\_ (open) by the mayor. *(future with going to)*
9. It seems that almost anything \_\_\_\_\_ (buy). *(modals in the passive, e.g. can)*

**Gr. 2.2 Read the clues and find the answer.**

EX: It's picked. It's drunk. It's sometimes sweetened, but it's never roasted. What is it? <u>      tea      </u>	She was photographed. She was sometimes criticized. She was killed in a car crash. She was called the people's Princess. Who was she? _____
It was built by a king to show his love for his dead wife. It's visited by thousands of people every year. It's made of white stone. It's been called the most beautiful building in the world. What is it? _____	



The world's oceans are moved by it daily.  
One day cities will be built there.  
Mythical stories will always be told about it.  
It was first visited in 1969.  
What is it? \_\_\_\_\_

**Gr. 2.3 Think of some places, people or things and write clues like the ones above, using the passive. Then test your classmates.**

**Gr. 2.4 Rewrite the sentences using the passive.**

*Example* People store canoes in a building next to the river. *Canoes are stored in a building next to the river.*

1. Someone had seen two men breaking into the building.
2. The police arrested the two men.
3. They have charged them.
4. They are holding them in police custody.
5. They will take them to court tomorrow.
6. The judge may send them to prison.

## SPEAKING

### **MONOLOGUE**

Tell about an unusual invention or discovery.

Kind of work: individual work

Time for preparation: 10–15 minutes

Independent study: different inventions, discoveries

Time of speech: 4–5 minutes

#### **STEP I.**

Study the information about inventions and discoveries.

Make a report, prepare your monologue.

#### **STEP II.**

Present your monologue.

#### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.

3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.

## Part 2.2. Technology and Computer



Photo from [www.pexels.com](http://www.pexels.com)

### VOCABULARY EXERCISES

Vocabulary for speaking about technology.

***Lex.2.10 Learn about these words. Make 4 sentences of your own with them:***

technology – ex.: one of the disadvantages for consumers of modern technology is that it rapidly becomes obsolete.

technological – ex.: simple as it is, I believe that cell phone is the most significant technological innovation.

technophobe – ex.: there are a minority of people who remain technophobes and do not have mobile phones or even know how to text.

technophile – ex.: others, of course, are technophiles and will buy the latest gadget whether they need it or not.

***Lex.2.11 Are you techno-wise? You are if you know how to answer at least 6 of these questions or answer them positively. Explain underlined words.***

1. Do you send many text messages per day?
2. Do you like Facebook?
3. Do you use your mobile phone to make phone calls, send text messages, connect to the Internet?

4. What program or app do you like now?
5. Where do you upload photos (ie. Facebook, email etc)?
6. What is the Internet? How does the Internet work?
7. Could you live without the Internet?
8. What do you think of social networking sites like Facebook, MySpace and Twitter?

**Lex.2.12 Paraphrase the underlined word-combinations. Express your agreement or disagreement with these statements.**

1. Technological advances make life better for everyone.
2. It's important for adults to find out where their children are going online and who they are talking.
3. Computer technology makes finding information faster and easier.
4. If people let machines do too much for them, eventually people will no longer be able to do things for themselves.
5. Children should be given more freedom in deciding what they do online.
6. It is dangerous to place too much faith in technology.
7. It is impossible to become addicted to the Internet.
8. Children who play computer games often believe that the violent games they play portray life as it actually is.
9. Most teenagers are online too much.
10. Those who worry about the negative effects of technology should think about the modern conveniences available today.
11. Adults too often use the computer games as a kind of babysitter for their children.
12. Having the latest technology is important to success.

**Add 3 more statements about technology.**

**Lex.2.13 Many people can not imagine their life without these products of technology. Match the product with its definition and 3 adjectives that can help to describe it. Fill in empty spaces in the table:**

Product of technology	Definition	Adjective
A) phone	1) you wash clothes in it	long-lasting
B) freezer	2) you bake food in it	fragile
C) stove	3) you clean the floor with it	easy-to-use
D) dishwasher	4) you call and talk to people over	convenient
E) iron	long distances with it	comfortable

Product of technology	Definition	Adjective
F) refrigerator G) dryer H) toaster I) washer J) vacuum cleaner K) microwave L) oven M) television	5) you press clothes flat and remove wrinkles with it 6) you keep food frozen with it 7) you toast food (example: bread) with it 8) you heat pots and pans on it 9) you keep food cold with it 10) you dry clothes with it 11) you heat food with it using energy waves 12) you wash your dishes in it 13) you watch shows on it	reliable cool inexpensive up-to-date out-of-date useful efficient fast
michrochip mobile video recorder fax machine modem word-processor		

***Lex.2.14 Fill in the blanks with active vocabulary from the wordbox:***

cutting-edge (7) state-of-the-art modern labour-saving  
advanced high outdated device equipment gadget appliance

1. \_\_\_\_ technology has changed the way in which we lead our lives and communicate with one another.
2. A computer is no longer a luxury, but has become essential \_\_\_\_ for any student or employee.
3. Almost all modern kitchens have several electrical \_\_\_\_ that save our time.
4. An example of this is how some \_\_\_\_ solutions are less reliable than the technology they replaced.
5. It is not always, however, necessary to have the latest \_\_\_\_ technology.
6. More \_\_\_\_ technology is not always the best.
7. One such \_\_\_\_ innovation is the concept of the cloud.
8. Perhaps the most influential inventions are relatively simple \_\_\_\_ devices such as the vacuum cleaner
9. The pace of change in the computer industry means that hardware can become \_\_\_\_ or even disappear within the space of 2 years

10. We now have more leisure time because of labour-saving \_\_\_ in the home such as the dishwasher.
11. We should not forget that many technological \_\_\_ not only make our lives easier but are also fun to use.

Vocabulary for speaking about computers and internet.

**Lex.2.15 Explain these internet terms. Use them to describe using computer and internet:**

Network	Spam	Cloud	Crowdfunding
Connect	Server	Hashtag	Data
Router	Hacker	Security	Crash

Work in pairs. Ask your partner these questions about his computer, using these words.

**Lex.2.16 Match the words from two columns to make word-combinations. Ex.: computer literate. Some words can have several variants of combinations.**

computer shop labour-saving e- go piece of have technological electrical digital cyber be addicted to the application of	age device equipment gadget online books appliance an internet connection ticket commerce camera technology -crime space access to the internet computer games information technology/IT computer technology/ ICT native
--	--

**Lex.2.17 Group the following Computer Vocabulary into 3 categories: software, hardware, Internet. Make sentences, combining as many words in one as possible.**

*Ex.: You can use browser to browse for information and send e-mails.*

anti-virus boot, boot up, boot disk browser, to browse bug  
cache CD-ROM CPU data DOS driver ebook electronic mail (email,  
e-mail) file floppy disk graphics hard disk hotspot icon  
Kb, Mb, Gb Kindle memory notebook operating system (OS)  
palmtop parallel port PC card program scanner serial port  
smartphone tablet USB USB flash drive virus Wi-Fi Windows  
WWW, the Web app application backup bit, bytes Bluetooth

## READING

**Before reading:**

**R.2.8 Try to match the discoveries (1–5) with how they were discovered (a–e).**

- 1) the equation  $E = mc^2$
- 2) Hubble's law
- 3) penicillin
- 4) the first computer
- 5) the model of DNA
  - a) scientists worked together as a team
  - b) there was a lucky accident
  - c) a scientist observed something very carefully
  - d) a scientist had a moment of inspiration
  - e) scientists were competing to make a discovery

**Read the text, check your guesses and make the tasks after it.**

### Landmarks of Science ...in the 20th Century

In the summer of 1905, a young man was sitting at home after a day's work. While rocking his one-year-old baby, he thought something over. Suddenly, it came to him! The equation ' $E = mc^2$ ' was born, an equation which would change our understanding of the universe but would help to create the nuclear bomb. Albert Einstein was aware of recent developments,

such as Marie Curie's research into radioactivity, but he had been working on his own. His mould-breaking equation showed how a small piece of mass could produce an unbelievable amount of energy. Einstein then demonstrated in his 'theory of relativity' that not even time, mass or length are constant – they vary according to our perspective of them. For example, if we could see people moving at the speed of light, they would appear much heavier and larger and would seem to move in slow motion.

By the time Einstein had become world-famous, a young ex-lawyer returning from the First World War started work at the Mount Wilson Observatory in California. Using the most highpowered telescope of its time, he began a painstakingly slow observation of nebulae, small patches of light that appeared outside our galaxy.

Edwin Hubble was on the brink of making the greatest astronomical breakthrough of the century. He discovered that these nebulae were in fact galaxies like our own, millions of light years away from us, which proved that the universe was vastly larger than had previously been thought. Then, Hubble proved that the universe is actually expanding and that the further away galaxies are the faster they move.

Just before Hubble's Law was published in 1929, another far-reaching finding was made by the son of a Scottish shepherd. Before going on holiday, he left a petri dish with bacteria near the window of his laboratory. When he came back, he was just about to throw the dish away when he noticed something out of the ordinary. He double-checked and saw a blue mould in the dish around which the bacteria had been destroyed. This blue mould was in fact the natural form of penicillin which Fleming realised was an effective way of killing bacteria. A few years later, penicillin was being mass-produced and helping to save the lives of millions. Despite the outcome of his discovery, Fleming remained modest and unassuming. 'Nature makes penicillin,' he said, 'I just found it.' He was not even involved in manufacturing it.

During the Second World War when penicillin was first being used, the US Navy were looking for ways of improving the accuracy of their artillery shells, but this involved incredibly complex calculations. The navy turned to Eckert, an engineer, and Mauchly, a physicist, to produce a machine to do the job. Although they and their team did not finish the machine until after the war, in February 1946, it did not matter. They had produced

the world's first computer. Eniac (Electronic Numerical Integrator and Computer) was huge, measuring 100 feet long by over 10 feet high and weighing over 30 tons. It contained 18,000 tubes and had more than 6,000 switches. It consumed so much energy that when it was turned on, the lights in the local town went dim. However, it worked and it was the first programmable computer.

The computer arrived too late to help in the next ground-breaking find. From the mid 1940s, biologists knew about a molecule that had an important role in passing on genetic information for all living things. However, they did not know how it worked and the race to find this out had begun. Then, two young scientists at Cambridge University saw the results of some studies by Rosalind Franklin. The last piece of the jigsaw puzzle had fallen into place. In 1953, Watson and Crick published their model of the DNA molecule. As a result, in 2000, after years of time-consuming and expensive research using computerised data processing and despite many setbacks, the so-called 'genome' for human beings was discovered. The four chemicals in our DNA combine to produce a code that would fill over 500,000 pages of a telephone directory and that contains information about our 100,000 genes. Already, this has helped doctors to cure some hereditary illnesses and the outlook for the future seems promising.

***After reading tasks:***

***R.2.9 Are these statements (1–12) true (T) or false (F) according to the text?***

- Einstein was at work when he thought of the formula ' $e = mc^2$ '.
- Einstein was the first man to think of the nuclear bomb.
- Einstein observed changes in time, size and mass.
- Hubble studied the nebulae during World War I.
- Hubble discovered that our galaxy is getting bigger.
- Fleming had been studying bacteria in his laboratory when the discovery happened.
- There was a blue mould around the bacteria in the dish.
- Fleming developed the process for manufacturing penicillin.
- The Eniac project failed to meet its original objective.
- The Eniac was too big to programme.
- The code for the DNA molecule has over half a million letters in it.
- The process of decoding the human genome was long and costly.



**R.2.10 Match the categories (a–e) with the examples from the text (1–5).**

**Then add examples of your own.**

- a) compound noun (noun + noun)
  - b) compound noun (verb + preposition)
  - c) compound noun (adjective + noun)
  - d) compound verb
  - e) compound adjective
- 1) one-year-old; ground-breaking; timeconsuming; far-reaching; high-powered
  - 2) telephone directory; human being; data processing; jigsaw puzzle; CD player
  - 3) slow motion; nuclear bomb
  - 4) breakthrough; setback; outcome; outlook mass-produce; double-check

**R.2.11 Make the plural of the compound nouns in b) (e.g. human beings).**

**Two nouns can you not make plural? Why?**

**R.2.12 Work in pairs. Discuss these questions with your partner.**

1. Which of the discoveries mentioned in the text has been the most important so far? Why?
2. Which discovery will have the most important consequences in the future? Why?
3. Which of the scientists in the text do you admire most? Why?
4. Which of the discoveries is the most difficult to understand?

**R.2.13 A Science Quiz. Work in pairs. Ask and answer the questions.**

Student A. Ask your partner these questions. The correct answer is underlined.

Who discovered the fundamental principles of genetics?

a Darwin b Lamarck c Mendel

Who discovered that light is made up of a mixture of coloured light?

a Maxwell b Einstein c Newton

Who discovered the existence of radioactivity?

a Bequerel b Pierre Curie c Marie Curie

Who established the principles for naming and classifying plants?

a Lamarck b Darwin c Linnaeus

Who discovered that the Earth orbits the Sun?

a Copernicus b Newton c Galileo

Student B. Ask your partner these questions. The correct answer is underlined.

Who discovered the three laws of motion in the 17th century?

a Copernicus b Newton c Galileo

Who developed the periodic table of elements in chemistry?

a Mendel b Mendeleev c Mendelssohn

Who discovered the practical uses of radio waves?

a Sony b Marconi c Hertz

Who discovered that electricity existed as a current?

a Ampere b Volta c Faraday

Who proposed the existence of the atom?

a Rutherford b Einstein c Democritus

## GRAMMAR FOCUS

***NB.*** In English, the main topic of the sentence normally comes at the beginning, and the new information about the topic comes at the end.

***Gr. 2.5 Tick (V) the best way of continuing after each sentence.***

1. A man has been arrested for hooliganism.

- a) He is being held in Dundee police station.
- b) They are holding him in Dundee police station.

2. Kirk Blane, the controversial rock star, died last night.

- a) An overdose of sleeping pills was taken by him.
- b) He took an overdose of sleeping pills.

3. *Night of Passion* has won first prize at the Cannes Film Festival this year.

- a) It was directed by Henrietta Calvin.
- b) Henrietta Calvin directed it.

4. How much is breakfast?

- a) It's included in the price.
- b) We include it in the price.

5. A man was attacked outside a local pub last night.

- a) He was shot in the chest.
- b) Someone shot him in the chest.

6. Alan Curtis has been appointed as Managing Director of *Comco*.
- He will be paid a salary of over \$500,000.
  - A salary of over \$500,000 will be paid to him.
7. My brother-in-law is very rich.
- A house in Barbados has just been bought by him.
  - He has just bought a house in Barbados.

***Formal and conversational use.***

Formal	Conversational
Passive phrases are often introduced with IT. There are many phrases like these: It is( not )believed that... It is (not )expected that... It is (not) thought that...	We often avoid the passive, using we, you, they, people, someone, etc. as the subject of the sentence.
<i>It is thought that their IQs were around 160 = We think their IQs were around 160</i>	

**For more information go to Grammar Reference. C. Formal and informal texts.**

***Gr. 2.6 Rewrite the sentences so that they are more formal.***

- Scientists think that if you eat less you are likely to live longer.  
It \_\_\_\_\_
- Scientists have proved that chewing gum can improve your short and long-term memory.  
It \_\_\_\_\_
- Some people believe that drinking a little red wine daily is good for your health.  
It \_\_\_\_\_
- People have suggested that taking vitamins reduces violent behaviour.  
It \_\_\_\_\_
- We know that happy people recover from illnesses more quickly.  
It \_\_\_\_\_

***Gr. 2.7 Do you agree with the statements? Discuss with a partner.***

## SPEAKING

### ***DISCUSSION***

*Discuss the advantages and disadvantages of computer technologies, social sites, video games.*

Kind of work: group work

Number of students: 2 teams

Time for preparation: no time provided

Time of speech: 5-7 minutes for the whole discussion

### ***STEP I.***

Divide into 2 groups: one team supports the idea there are more advantages, another one is sure there are more disadvantages.

### ***STEP II.***

Present your discussion in class.

### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## Part 2.3. All Sides of Science



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about disputable points, connected with science.

#### ***Lex.2.18 Learn to speak about problematic points with these phrases:***

I think we should all be more careful in the use of...

There is a great potential to develop...

The problem is getting worse each day.

It is increasing.

I think it is the worst problem in the world today.

It is going to keep getting worse.

In recent years, more and more people have been paying...

A further problem...

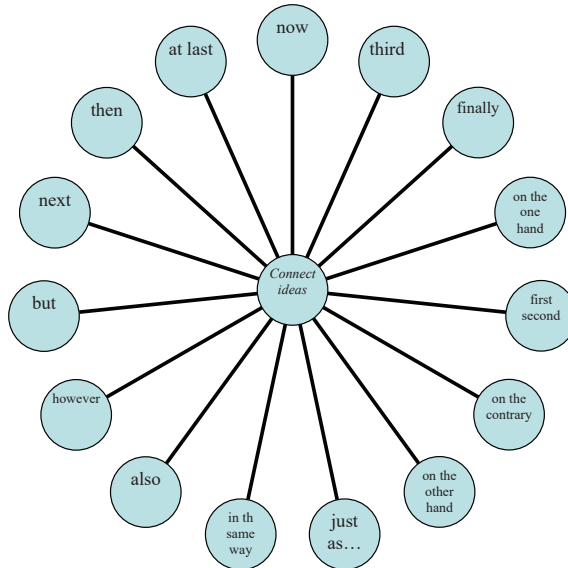
The problem is now beginning to affect...

#### ***Use them to speak about problems related to this topic:***

- Internet can contain dangerous information.
- Life can be more sociable without the Internet.
- More and more people are you addicted to the Internet.
- Fingerprints or retina scans are better than ID cards, but limit freedom.
- Internet shopping or online dating can be criminalized.
- Some people prefer to live their lives on the Internet instead of real life.

**Lex.2.18** Learn to connect your ideas in speech with the help of connecting words. Answer each of these questions with 4–5 sentences, connecting them together:

1. What would the world be like without the Internet?
2. What kind of technology will replace the Internet?
3. What annoys you about the Internet?
4. Could the Internet have a better name?



**Vocabulary for speaking about discoveries and mysteries.**

**Lex.2.19** Have you heard about these people? Do you know about their contribution to science?

Frederick Banting, developer of insulin.

Christiaan Barnard, pioneering heart-transplant surgeon.

Niels Bohr, atomic physicist.

Francis Crick, solver of the puzzle of DNA.

Stephen Hawking, physicist and cosmologist.

Guglielmo Marconi, radio transmission pioneer.

Ivan Pavlov, investigator of animal behavior.

Max Planck, physicist whose ideas led to quantum theory.

Make your own list from the field of science you specialize in.

**Lex.2.20 Make short descriptions of these Life-Changing Science Discoveries using words and phrases from the wordbox:**

Ex.: The Copernicum System	<i>In 1543, while on his deathbed, Polish astronomer Nicholas Copernicus published his theory that the Sun is a motionless body at the center of the solar system, with the planets revolving around it. Before the Copernicum system was introduced, astronomers believed the Earth was at the center of the universe</i>
Gravity	Isaac Newton mathematician and physicist law of universal gravitation force orbit around
Electricity	Michael Faraday electric current magnetic pole electric motor generator produce electricity
Evolution	Charles Darwin organisms evolve adaptations species environment extinct natural selection
Theory of Relativity	Albert Einstein speed, time and distance foundation theory of special relativity speed of light
The Big Bang Theory	Georges Lemaître massive explosion compressed into a tiny dot expanded matter beginning of time
Penicillin	Alexander Fleming Antibiotics drugs dangerous bacteria fungi infections

DNA	James Watson Francis Crick double-helix structure of DNA chemical patterns instructions for the human body Nobel Prize understand diseases
Periodic Table	Dmitry Mendeleevby atomic weigh chemical elements undiscovered elements

***Lex.2.21 Read an article about scientific mystery. Use the dictionary to find out the meanings of underlined terms. Think about explaining them in more simple terms by finding synonyms or more general words.***

*Ex.: Early in the Universe when temperatures were incredibly (very) high, isotopes of hydrogen, helium, and lithium (elements of gas) were synthesized(produced, formed) in abundance (in big numbers).*

### **Why is there more matter than antimatter?**

According to our current understanding of particle physics, matter and antimatter are equal but opposite. When they meet, they should destroy one another and leave nothing left over, and most of those annihilations should have occurred early in the Universe. However, there was enough matter left over to make the billions and billions of galaxies, stars, planets, and everything else. Various explanations surround mesons, which are short-lived subatomic particles made of one quark and one antiquark. B-mesons decay more slowly than anti-B-mesons, which could have resulted in enough B-mesons surviving the interaction to create all of the matter in the Universe. Additionally, B-, D-, and K-mesons can oscillate and become antiparticles and then back again. Studies have suggested that mesons are more likely to assume the normal state, which may also be why regular particles outnumber antiparticles.

(from <http://www.iflscience.com/physics/top-10-unsolved-mysteries-science>)

**Summarize the article in 4–5 simple sentences.**



**Lex.2.22 Substitute scientific terms by simple everyday words and describe scientific mystery in 4–5 sentences.**

Why do we sleep?	a circadian clock maintenance activities brain plasticity
How does gravity work?	massive objects particle current understanding
Where is everyone?	92 billion light-years in diameter billions of galaxies with stars and planets extraterrestrial life signals
How did life begin?	increasingly-complex molecules DNA nucleic acids
How do animals migrate?	migrate waning resources navigational tools Earth's magnetic field

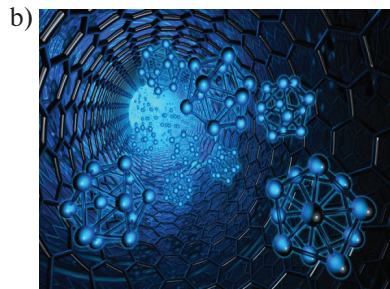
**READING**

***Before reading:***

***R.2.14 In pairs discuss these questions:***

1. What do you think *a trend* is?
2. What trend in ICT do you think will affect our lives in the future? Make a list.

Read and match the texts (1–5) with the pictures (a-e). Which trends from your list are mentioned?





By all accounts, **nanotechnology** – the science of making devices from single atoms and molecules – is going to have a huge impact on both business and our daily lives. Nano devices are measured in **nanometres** (one billionth of a metre) and are expected to be used in the following areas.

- **Nanocomputers.** Chip makers will make tiny microprocessors with **nanotransistors**, ranging from 60 to 5 nanometres in size.

- **Nanomedicine.** By 2020, scientists believe that nano-sized robots, or **nanobots**, will be injected into the body's bloodstream to treat diseases at the cellular level.

- **Nanomaterials.** New materials will be made from carbon atoms in the form of **nanotubes**, which are more flexible, resistant and durable than steel or aluminium. They will be incorporated into all kinds of products, for example stain-resistant coating for clothes and scratch-resistant paints for cars.

**1. Artificial Intelligence (AI)** is the science of making intelligent machines and programs. The term originated in the 1940s, when Alan Turing said: "A machine has artificial intelligence when there is no discernible difference between the conversation generated by the machine and that of an intelligent person". A typical AI application is **robotics**. One example is ASIMO, Honda's intelligent humanoid robot. Soon, engineers

will have different types of android, with the form and capabilities of humans. Another AI application is **expert systems** – programs containing everything that an “expert” knows about a subject. In a few years, doctors will be using expert systems to diagnose illnesses.

2. Imagine you are about to take a holiday in Europe. You walk out to the garage and talk to your car. Recognizing your voice, the car’s doors unlock. On the way to the airport, you stop at an ATM. A camera mounted on the bank machine looks you in the eye, recognizes the pattern of your iris and allows you to withdraw cash from your account.

When you enter the airport, a hidden camera compares the digitized image of your face to that of suspected criminals. At the immigration checkpoint, you swipe your card and place your hand on a small metal surface. The geometry of your hand matches the code of your card and the gate opens. You are on the way.

Does it sound futuristic? Well, the future is here. **Biometrics** uses computer technology to identify people based on physical characteristics such as finger prints, facial features, voice, iris and retina patterns.

3. **Ubiquitous computing**, also known as **pervasive computing**, is a new approach in which computer functions are integrated into everyday life, often in an invisible way. **Ubiquitous devices** can be anything from smartphones to tiny sensors at home, offices and cars, connected to networks, which allow information to be accessed anytime and anywhere – in other words, ubiquitously. In the future people will interact naturally with hundreds of these smart devices (objects containing a microchip and memory) every day, each invisibly **embedded** in our environment and communicating with each other without cables.

4. In the ideal **smart home**, **appliances** and electronic devices work in sync to keep the house secure. For example, when a regular alarm system senses that someone is breaking into the house, it usually alerts the alarm company and then the police. A smart home system would go further, turning on the lights in the home and then sending a text message to the owner’s phone. Motorola *Homesight* even sends images captured by wireless cameras to phones and PCs.

Smart homes can remember your living patterns, so if you like to listen to some classical music when you come home from work, your house can do that for you automatically. They will also know when the house is

empty and make sure all appliances are turned off. All home devices will be interconnected over a home area network where phones, cable services, home cinemas, touch screens, smart mirrors and even the refrigerator will cooperate to make our lives more comfortable.

***After reading tasks:***

***R.2.15 Answer the questions on the text:***

1. Which unit of measurement is used in nanotechnology?
2. What are the advantages of nanotubes over regular materials?
3. What will doctors use expert systems for?
4. What features are analysed by biometrics?
5. Which trend refers to computers embedded in everyday devices, communicating with each other over wireless networks?
6. 6. What will the alarm system do if someone break into a smart home?
7. 7. How will devices be interconnected inside the smart home?

***R.2.16 Find words in the text with the following meanings:***

1. a microscopic robot, built with nanotechnology (text 1) –
2. a robot that resembles a human (text 2) –
3. biological identification of a person (text 3) –
4. integrated, inserted into (text 4) –
5. electrical devices, or machines, used in the home (text 5) –

***R.2.17 Make up a report or a presentation about new technologies using Internet and the words in bold from the text.***

**GRAMMAR FOCUS**

***Gr. 2.8 Re-write these sentences in a more conversational style, using the pronoun in brackets.***

1. It is said that there are about 100 million cells in the human brain. (*They*)
2. Brain cells can only be seen with a microscope. (*You*)
3. It is still not known exactly how many aspects of the human brain work. (*We*)
4. It is often thought that the right side of the brain is the ‘artistic’ side. (*People*)
5. In fact, both sides of the brain are used when we listen to music. (*We*)

6. Pain cannot be felt in the brain, because it has no nerves. (*You*)
7. It has been calculated that messages in the brain travel at over 250 kilometres per hour! (*Someone*)
8. In ancient times, it was believed that the purpose of the brain was to cool the blood. (*People*)
9. It has been suggested that our brains haven't changed much since prehistoric times. (*Someone*)
10. Research is being done into how the brain works. (*They*)

**NB.**

We use **have something done** to say that we arrange for somebody else to do something for us. Be careful with word order: The V<sup>3</sup> is after the object: *We are having the house painted at the moment.*

**have something done = get something done (more informal)**

For more information go to Grammar Reference. D. Construction 'have something done' and 'get something done'.

**Gr. 2.9 Complete the dialogues using the correct form of have or get with the verbs in the box.**

**cut develop clean print put up repair**

1. A: You look different. Have you \_\_\_\_\_ your hair \_\_\_\_\_?  
B: Yes. What do you think?
2. A: I'd like to \_\_\_\_\_ these photos \_\_\_\_\_ quickly.  
B: We can do it in an hour but it's more expensive.
3. A: Can you \_\_\_\_\_ these business cards \_\_\_\_\_ for me?  
B: Yes, when do you want them done by?
4. A: Oh no! I'm so sorry – all over your shirt!  
B: It really doesn't matter.  
A: No. I'll pay for you to \_\_\_\_\_ it \_\_\_\_\_.
5. A: I'm sorry about the noise.  
B: Yes, what's going on?  
A: We \_\_\_\_\_ some new shelves \_\_\_\_\_.
6. A: Oh no, my watch has stopped.  
B: You'd better \_\_\_\_\_ it \_\_\_\_\_.

**Gr. 2.10 How well do you know your town? Work in groups and discuss the following. Where is the best place to...**

- |                              |                                 |
|------------------------------|---------------------------------|
| 1) have your hair cut?       | 6) get your dry-cleaning done?  |
| 2) get your hair dyed?       | 7) have a passport photo taken? |
| 3) have your eyes tested?    | 8) get your films developed?    |
| 4) get a tattoo done?        | 9) have some photocopies done?  |
| 5) have your shoes repaired? | 10) get a duplicate key made?   |

## **SPEAKING**

### ***DISCUSSION***

***Discuss the topic of science.***

Kind of work: group work

Number of students: the whole group

Time for preparation: 1–2 minutes

Independent study: science in Russia

***Time of speech: 4–5 minutes for the whole discussion***

#### ***STEP I.***

Answer the following question:

Which science or a science branch should we develop more in our country?

#### ***STEP II.***

Present your discussion in class.

#### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## ■ Unit 3

### ENVIRONMENT PROTECTION

#### **Recommendations for study**

Objectives: to practise topical vocabulary “Environment”, to develop speaking skills in and skills for detailed reading about nature pollution and protection.

#### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about nature problems, protection and the role of volunteering.
2. Reading tasks to the texts “Hell and High Water”, “Save our Seeds”, “Make Your Home Greener”.
3. Grammar tasks (Reported speech).
4. Speaking about disputable points, connected with pollution. Learning to reason.

#### ***Knowledge:***

- Learn words and phrases to the topic “Environment”, word-building, verb collocations.
- Study information about new trends in environmental protection.
- Acquire the knowledge of tense forms in Reported speech.
- Learn the ways of defending your opinion.
- Learn the frame of discussion, role-play.

#### ***Skills:***

- Practise using vocabulary to the topic “Environment” in speech.
- Practise discussing general problems of nature, volunteering in ecology in dialogues.
- Practise using Reported speech in describing events.
- Practise reading texts about new trends in protecting nature and finding necessary information in them.
- Practise discussing the role of volunteering in protecting nature.

#### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Revision of verb forms in Reported speech

Study Glossary for Unit 3.

## Part 3.1. Nature around Us



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about nature.

***Lex.3.1 Make sentences about the landscape of your location, using the following words arranged on small to large scales:***

brook — stream — river

hillock — hill — mountain

cove — bay — gulf

copse — wood — forest

puddle — pond — lake

footpath — lane — road

***Lex.3.2 Add adjectives to the nouns you have chosen and ask your partner about landscape:***

Sandy, steep, shallow, rocky, turbulent, dangerous, dense, green, quiet, clean, cosy.

***Lex.3.3 Can you answer the following general knowledge questions about the environment of your country?***

What is the highest mountain?

What is the longest river?

Where is the highest waterfall?

Are there geysers and hot springs? Where?

Which famous river has a delta?



**Lex.3.4 Fill in the blanks to describe the country where you live:**

\_\_\_\_\_ (1) is a \_\_\_\_\_ (2) in \_\_\_\_\_ (3). The countryside is \_\_\_\_\_ (4) in the north and \_\_\_\_\_ (5) in the south. The country's economy is based on \_\_\_\_\_ (6). The best-known river in \_\_\_\_\_ (7) is \_\_\_\_\_ (8). The most famous chain of mountains is \_\_\_\_\_ (9) and the highest mountain in that chain is \_\_\_\_\_ (10). \_\_\_\_\_ (11) is a major environmental problem in \_\_\_\_\_ (12) today.

**Lex.3.5 Match names of animals and birds you can meet in Russia with their translation:**

bear beaver bullfinch crow	белка бобр волк воробей
deer fox goose hedgehog	ворон ворона голубь гусь
mole mouse owl	дятел ёж енот крот
pigeon raccoon rat	крыса лебедь лиса медведь
raven sea-gull snail sparrow	мышь олень скворец
squirrel starling swan tiger duck	снегирь сова тигр улитка
wolf woodpecker	утка чайка

Which of them live in your area?

Which are extinct? In danger of extinction?

Use a dictionary and add 5 more names to the list.

**Lex.3.6 Read guidelines for protecting forests. Make your own table of trees and plants for the area you live in, write an appeal to protect forests in your area, using underlined words and phrases.**

**Guidelines for Avoiding Wood from Endangered Forests**

The world's forests are in crisis. Earth's forest ecosystems have experienced an unprecedented rate of destruction and degradation, most of which has occurred in the last 200 years.

According to the World Resources Institute (WRI), only 20% of Earth's original forests remain today in areas large enough to maintain their full complement of biological and habitat diversity and ecological functions. These "frontier" forests are: (1) dominated by native trees; (2) provide a variety of habitat types; (3) are large enough to support populations of native species and withstand natural disasters; and (4) have been subjected to limited human disturbance.

Many of these forests are under threat of destruction or degradation from various civilized human disturbances such as conversion to agriculture,

fuelwood cutting, conversion to housing, industrial development, oil and gas drilling, mining, flooding for hydroelectric dams, overhunting or overcollection of wildlife, and introduction of invasive species.

But repeatedly, studies have shown that logging for timber is the main factor leading to the loss or degradation of Earth’s forests.

#### Examples of Woods to Avoid from Endangered Boreal Forests

SPECIES	ORIGIN	APPEARANCE	COMMON USES
Ash	Russia	Light yellow to yellow with medium grain	Furniture, flooring, veneers, paneling
Cherry	Russia	Cinnamon to light brown with very fine grain	Furniture, paneling, frames
Korean pine	Russia	Light yellow to whitish	Construction, furniture
Spruce	Russia	Light yellow to whitish with pale grain	Construction, furniture
Walnut	Russia	Dark brown to cocoa with fine grain	Furniture, paneling, plaques, frames
White birch	Russia	Light yellow to whitish with light grain	Flooring, veneers, paneling, furniture, plywood, doors
White oak	Russia	Cream to yellow-white with heavy grain	Furniture, stairs, railings, paneling, trim, flooring, veneers, plywood, doors

(from <http://www.rainforestrelief.org>)

## READING

### *Before reading:*

#### *R.3.1 Which of the disasters in the Key Words do you think are:*

caused by people?

made worse by people?

natural?

#### KEY WORDS:

avalanches, cyclones, droughts, earthquakes, floods, forest fires, hurricanes, landslides, volcanic eruptions, windstorms

**Read the text, check your guesses and make the tasks after it.**

## Hell and High Water

**The last few years have been the worst period on record for environmental disasters and experts are predicting far worse to come.**

Tim Radford reports

A. Here is how to become a disaster statistic. Move to a shanty town on an unstable hillside near a tropical coast. Crowd together as more and more people arrive. Wait for the world to get a little warmer. More evaporation means more rain, which means the slopes will get progressively more waterlogged. One day, the land will turn to mud and the neighbourhood will begin to go downhill. Literally. And if the slope is steep enough, the landslide will accelerate to more than 200 miles an hour. Peter Walker, of the international federation of Red Cross and Red Crescent societies, has seen it all too often. "First, your house has been washed away. Second, the land that you farmed has disappeared (1)\_\_\_\_\_."

B. In the last decade, floods, droughts, windstorms, earthquakes, avalanches, volcanic eruptions and forest fires have become increasingly common. There has been disastrous flooding in Asia, Africa, Central and South America and Oceania. (2)\_\_\_\_\_. Storms have been getting worse everywhere too, with a growing number of hurricanes hitting the US, the Caribbean and Central America. Drought has affected large areas of Sub-Saharan Africa for years and many other zones are becoming drier. (3)\_\_\_\_\_. A number of nations have already been in armed conflict over water, and drought in the West of the US has resulted in enormous forest fires.

C. Volcanic eruptions and earthquakes have always been a threat in certain parts of the world. A volcanic eruption virtually wiped out the small Caribbean island of Montserrat in 1997 and there have been serious earthquakes in Greece, Turkey and El Salvador. The quake that rocked the small Central American country of El Salvador in 2001 came as the people were still rebuilding their houses and recovering from 1998's Hurricane Mitch.

D. So why is nature beginning to turn on us? (4)\_\_\_\_\_. The population of the world is growing at the rate of 10,000 people an hour, 240,000 every day, nearly 90 million a year, with most of the growth in the developing world. People in agricultural areas, unemployed and sometimes undernourished, move to the cities, and then set up homes on poor soil, crowded into substandard buildings. (5)\_\_\_\_\_.

This has mainly been caused by the mismanagement of the world's resources: carbon emissions from rich countries; the activities of the big multinational companies; the deforestation of the world's forests. As a result, a hotter ocean breeds fiercer cyclones and hurricanes. It surrenders greater quantities of water as evaporation, and more powerful winds dump this water against mountainsides with increasing fury. Atlantic hurricanes, for instance, are 40 percent more intense now than they were 30 years ago.

E. Volcanoes and earthquakes are even more dangerous than in the past as around half the world's population now lives in cities. There are more than 500 active and semi-active volcanoes, about fifty of which erupt each year, and more than 500 million people now live within range of a volcanic eruption. An even greater number live at risk, in some degree, from earthquakes which have taken a toll of more than 1.6 million lives in the last hundred years.

F. All the betting from the disaster professionals is that things will get worse. Professor McGuire, of University College London, is a volcanologist who has been warning for years that the world has not seen the worst nature can do. The worst eruption in human history was probably Mt Tambora in 1815, in Indonesia. It pumped so much dust into the stratosphere that it effectively cancelled the following summer in Europe and America. (6) \_\_\_\_\_ . "It reduced temperatures by maybe 6°C in some places and the whole planet was plunged into winter for years. And there are about two of these events every 100,000 years..."

***After reading tasks:***

***R.3.2 Now complete the gaps (1–6) in the text with these sentences (a–g). There is one extra sentence.***

- a) But geological evidence shows that 73,000 years ago there was a much greater eruption.
- b) Even prosperous Europe has suffered and large areas of France, Britain and Germany have all been under water.
- c) That is probably not the most important factor either.
- d) Third, the other bits of land you might have been able to farm are now useless.
- e) On top of all that, add climate change and the spectre of global warming.

f) For example, the Yellow River, once notorious for flooding the Chinese landscape, failed to reach the sea at all on 226 days in 1997.

g) One answer is overpopulation.

**R.3.3 Answer these questions:**

What is the attitude of the journalist towards the future?

Who is most likely to be a victim of natural disasters?

Why are there now more hurricanes, floods and droughts?

Why are volcanoes and earthquakes more dangerous now?

What could be the biggest threat to the planet in the future?

What effects might this threat have?

**R.3.4 Look at the words (1–10) from the text and the other examples in brackets. Match the prefixes with the meanings (a–j).**

1) overpopulation (overgrown, oversleep)

2) substandard (subway, submarine)

3) deforestation (defuse, dehydration)

4) downhill (downstream, downgrade)

5) undernourished (underpaid, undercooked)

6) rebuild (replace, rewind)

7) unstable (unusual, uncommon)

8) semi-active (semi-circle, semi-final)

9) multinational (multi-purpose, multi-racial)

10) mismanagement (misunderstand, misplace)

a) again

b) badly

c) below

d) too much

e) many

f) opposite of an action

g) not enough

h) downwards

i) opposite of an adjective

j) partly / half

**R.3.5 Complete the sentences with words from R.3.4 in a suitable form.**

After the storm they had to \_\_\_\_\_ hundreds of houses which had been damaged.

Many people in the developing world suffer from diseases because they are \_\_\_\_\_ .

Our team was knocked out in the \_\_\_\_\_ of the competition.

The bomb was about to go off but the experts managed to \_\_\_\_\_ it.

I \_\_\_\_\_ the question and failed the exam.

I \_\_\_\_\_ yesterday and arrived an hour late for class.

A lot of houses collapsed in the earthquake because of \_\_\_\_\_ construction.

Floods are not \_\_\_\_\_ these days; they happen more and more often.

**R.3.6 Discuss these questions:**

What natural disasters have happened in the last few months?

What do you think governments can do to prevent natural disasters?

What organisations do you know that provide aid after disasters or work for the environment?

What can we do as individuals to improve the environment and help victims of natural disasters?

**GRAMMAR FOCUS**

**Unit 3. Reported speech.**

**See Grammar reference. Unit 3. Reported speech. A. The formation.**

**Gr. 3.1 Look at the underlined verbs in the sentences. Define the tense forms.**

1. She said that she'd been in a car accident.
2. She said she still wanted to be in the programme.
3. I told her that she had to talk to you.
4. She told me that she'd already had one operation.
5. She said that she was having another operation on Friday.
6. I told her they were going to start filming soon.
7. She told me she couldn't come to the meeting on Monday.
8. She said she wouldn't be able to walk on it for a month.

See Grammar reference. Unit 3. Reported speech. B. SAY and TELL and C. Reported speech: questions.

**Gr. 3.2 Gabi took some messages for Max yesterday. She is now giving Max the messages. Write what she says in reported speech. Use the verbs in brackets.**

Mr Warren: I must talk to Max. (say)

*Mr Warrent said (that) he had to talk to you.*

Brian: I'm going to be in Tokyo next week. (tell)

Tom: I didn't understand your email. (say)

Rose: I can't come to Tuesday's meeting. (say)

Mrs Jordan: The designs will be ready on Monday. (tell)

Harry Potter: I'm having a party on Saturday. (say)

Harry Potter: I want to talk to Max about a new project. (say)

Max's ex-wife: I've sold the house. (tell)

**Gr. 3.3 Write eight sentences about yourself. Four sentences should be true and four should be false. Use these phrases or your own ideas.**

<ul style="list-style-type: none"><li>• I can/can't...</li><li>• I really like...</li><li>• I've been to...</li><li>• I've never...</li></ul>	<ul style="list-style-type: none"><li>• I'm ... this weekend.</li><li>• I ... last year.</li><li>• I think I'll...</li><li>• Next year I'm going to</li></ul>
---	---

*Example:*

I can't swim.

I really like basketball.

**Gr. 3.4 Work in pairs. Take turns to tell each other your sentences. Your partner guesses if they're true or false. You can write one word only to help you remember each of your partner's sentences.**

**Gr. 3.5 Work with a new partner. Take turns to tell each other your first partner's sentences. Use reported speech. Your new partner guesses if they are true or false.**

*Example:*

– Adriana said she couldn't swim.

– I think that's false.

– No, it's true!

## SPEAKING

### DISCUSSION

**Discuss the topic of environment protection.**

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes.

Independent study: information concerning environment protection

*Time of speech: 4–5 minutes*

#### **STEP I.**

Brainstorm in mini-groups.

What do you know about:

- world heritage properties
- national heritage places
- nationally threatened species and ecological communities

#### **STEP II.**

Present your discussion in class.

#### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.



## Part 3.2. Planet in Danger

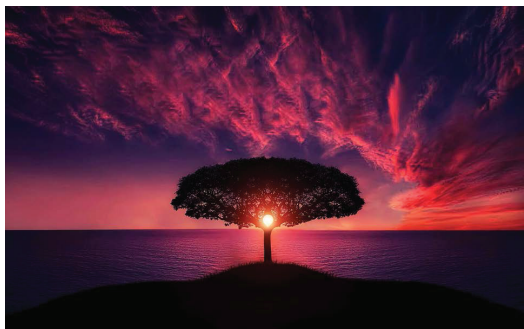


Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

*Lex.3.7 Refer words and expressions to the following categories: “protectors of the environment” and “threats to the environment”.*

national reserve smog Greenpeace acid rain  
urban spread recycling species extinction global warming  
exhaust fumes ozone layer cutting down trees  
toxic wastes rubbish dustbins.

*Lex.3.8 Match word combinations with their translations.*

to pollute the atmosphere	токсичные отходы
rubbish bin	парниковый эффект
environmental problems	загрязнять атмосферу
endangered species	электростанция
acid rain	мусорный бак
the greenhouse effect	переработанные отходы
ultraviolet light	солнечная энергия
solar power	проблемы окружающей среды
the ozone layer	исчезающий вид
power station	кислотный дождь
toxic waste	ультрафиолетовые лучи
recycled wastes	озоновый слой

***Lex.3.9 Put in an appropriate word or word combination.***

- a) All the carton boxes we use now are made from... paper;
- b) Bears used to be common throughout Russia, but are now ... in some territories;
- c) Citizens are protesting because the planned atomic station will ... the environment;
- d) ...the forest will destroy the habitat of many species;
- e) The biggest... today is transport;
- f) ...may cause the ice at the North Pole and South Pole to melt and sea level to rise, leading to serious ... in many parts of the world;
- g) ...is the layer of gases that protects us from ... the sun;
- h) In the last few years the news has been full of stories of hurricanes, floods droughts and other ... caused by the weather.

***Lex.3.10 Translate into English.***

- a) Захоронение токсичных отходов в земле приводит к загрязнению почвы;
- b) Кислотные дожди наносят ущерб не только здоровью людей и природе, но и старинным зданиям;
- c) За последнее время количество дыр в озоновом слое резко возросло;
- d) Парниковый эффект вызван скоплением в атмосфере газов, препятствующих выходу в космос тепла с поверхности Земли;
- e) Во многих больших городах мира воду из местных водоемов пить нельзя, так как она загрязнена промышленными отходами;
- f) В результате глобального потепления сухие тропические регионы могут стать еще суше, а влажные — еще влажнее.

***Lex.3.11 Correct the following statements.***

- a) Acid rain is friendly to nature;
- b) The more trees we cut down, the more trees grow;
- c) It's better to busy rubbish than to recycle it;
- d) The higher the average temperature on the Earth, the better;
- e) Recycling centers are places where rubbish is buried;
- f) People who are trying to protect nature are called naturalists.

**Lex.3.12 Explain the following.**

Greenpeace	acid rain
alternative forms of transport	smog
the greenhouse effect	atomic station
global warming	recycling

**Lex.3.13 Read these quotes and proverbs. Make your own one with active vocabulary:**

Nature can do more than physicians – Oliver Cromwell

Everything has beauty, but not everyone sees it – Confucius

Sounds of the wind or sounds of the sea, make me happy just to be – June Polis

The earth has music for those who listen – William Shakespeare

I am two with nature – Woody Allen

Do not cut down the tree that gives you shade – Arabian proverb

The tree bestows its shade on all, even the woodcutter – Indian proverb

**READING**

**Before reading:**

**R.3.7 Read the first and the last paragraphs. Can you guess what the text is about?**

**R.3.8 Look at the list of words below. Which ones do you expect to find in the text? Scan the text and check if your guesses were correct.**

Extinction, preserve, conserve, technology, plants, museum, botanist, sea, storage, future; dried, frozen and stored.

**Read the text and do the tasks on it.**

**Save our Seeds**

Over the past four hundred years, four hundred and fifty types of plants and trees around the world have become **extinct** as a result of the combined effects of global warming, population growth, deforestation, flooding and the fact that deserts are **advancing** in some regions at a rate of nearly four miles a year. Scientists **estimate** a quarter of the words remaining 270,000 plant species will be **under threat** of extinction by 2050.

In 1997, in an attempt to try to prevent the loss of such precious resources, volunteers all over Britain began collecting seeds from Britain's 1,400 species of wild plants, three hundred of which are already facing extinction. The seeds collected are now **housed** in the Millennium Seed Bank, which opened its doors in 2000. Run by the Royal Botanical Gardens department of the famous Kew Gardens in London, the bank is located in Sussex, about thirty-five miles outside of the capital.

The bank is expected to become the world's biggest seed bank and, apart from **preserving** almost all the plant life in Britain, it also aims to have saved the seeds of more than 24,000 species of plant life, almost a tenth of the world's flowering plants, in the next twenty years. If they are successful, the Millennium Seed Bank Project will be one of the largest international conservation projects ever undertaken.

In order to achieve this aim, the Millennium Seed Bank has a team of scientists who travel to remote corners of the world to find and collect seeds. They work together with local botanists and also help them to **set up** their own seed banks by training local scientists. They also spend a great deal of time **negotiating** with governments to allow them to collect the seeds and bring them back to Britain for storage in the Millennium Seed Bank.

When these seeds arrive at the seed bank, they are sorted, separated by hand from their pods, cleaned and dried and then X-rayed to make sure that might stop them from growing into healthy plants. Finally, they are placed in ordinary glass jars and stored in three underground vaults at temperatures of  $-20^{\circ}\text{C}$ . However, the seeds of some species cannot be dried, so they can't be stored in seed banks in the usual way. These seeds include many rainforest tree species and plants that grow underwater.

Roger Smith, head of the Millennium Seed Bank, explains that scientists at the bank are already working on finding new ways of storing those seeds that cannot survive the drying and freezing process, and also on how to **regenerate** the seeds when they become extinct in their natural habitats. "At the moment, all we're doing is preserving these plants for the future. We won't have managed to **conserve** any species until we find the way to successfully regenerate them and grow new plants from them", points out Smith. "But at least this, when the technology become available and it will, we won't have lost everything".

As well as preserving seeds for the future, the seed bank also receives 2000 requests **per year** for seeds from universities, governments and conservationist organizations for use in various types of research – for example, to find cures for diseases, to grow food in the **developing world** and to help in projects that **restore** the natural habitats of endangered animal species so they can be **released** back into the wild. Dr Hugh Pritchard, head of research at the Millennium Seed Bank, says: “While it’s true that many of the plants we preserve at the bank aren’t useful at the moment, that doesn’t mean they won’t become useful in the future. Something like thirty per cent of the medicines we use today are based on products or chemicals which have been **extracted** from plants. So it’s easy to see why we need to preserve the **diversity** of the earth’s plant life for the future.”

*After reading tasks:*

**R.3.9 Read the text. For questions 1–7, choose the answer (A, B, C or D) which you think fits best according to the text.**

1. What do scientists believe will happen by 2050?

A All plant life will be altered.

B 450 types of plants will be in danger of becoming extinct.

C Part of the world’s plant life will face extinction.

D Environmental factors will affect only 450 plant species.

2. Where can the Millennium Seed Bank be found?

A outside Sussex

B outside London

C in the Royal Botanical Gardens

D in the Kew Gardens

3. The main objective of the Millennium Seed Bank is to

A save the seed of thousands of the world’s plants

B protect all flowering plants in the world

C start a new international project in the next few years

D undertake a larger conservation project soon

4. The Millennium Seed Bank carries out its work by

A training foreign governments to plant seeds

B travelling around the world with botanists from other countries

C helping other international seed banks

D collecting international seeds and returning them to Britain for storage

5. The methods used in seeds show that
- A all seeds can be preserved for many years
  - B some species cannot be stored by regular means
  - C some of the plant species develop into healthy plants
  - D some seeds are damaged when X-rayed

6. The Millennium Seed Bank is trying to
- A reproduce new plants from the seeds
  - B reduce the storage lives of some seeds
  - C destroy the seeds that cannot be frozen
  - D plant the seeds that have a short storage life

7. Why is this project important, according to Dr Pritchard?
- A It's useful to medical research
  - B It's useful in technological research
  - C It helps governments in developing countries
  - D It helps animal habitats

***R.3.10 Explain the words in bold.***

***R.3.11 Discuss the following questions:***

- Do you believe the Millennium Seed Project is important? Why/Why not?
- Do you know of any endangered species in your country? What is being/ could be done to protect them?

***R.3.12 Make a list of what the Seed Bank does, then present the topic to the class.***

## GRAMMAR FOCUS

***Gr. 3.6 Look at the underlined verbs in the sentences. Define the tense forms.***

1. First he asked me if I was working at the moment.
2. He asked where I 'd studied acting.
3. He wanted to know what my last acting job had been.
4. He wanted to know whether I was available to start next week.
5. And he asked me what other parts I 'd had recently.
6. He also asked if I had any acting work in the next three months.

***Now practice these reported questions in pairs.***

**Gr. 3.7** Look at these real questions that people have asked in interviews.

**Write the questions in reported speech. Use the phrases in brackets.**

**What NOT to ask in an interview!**

*Example:* Can my cat come to work with me? (She asked...)

*She asked if her cat could come to work with her.*

1. What is your star sign? (She asked her...)
2. Is it a problem if I'm angry most of the time? (He asked him...)
3. Why aren't you in a more interesting business? (She asked them...)
4. Do I have to wear a suit for the next interview? (He wanted to know...)
5. Which job am I applying for? (He wanted to know...)
6. Can I come back when I find my glasses? (She wanted to know...)
7. Why am I here? (She wanted to know...)
8. Will the company pay to look after my pony? (He asked her...)
9. Have you been in prison too? (He asked him...)

**Work in pairs. Compare answers. Which question do you think is the funniest?**

See Grammar reference. Unit 3. Reported speech. D. Requests and imperatives

**Gr. 3.8** Eva and Joe are talking after their meeting earlier that day. Write Eva's sentences in reported speech.

*Example:* Could you give me a lift tomorrow?

*She asked him to give her a lift tomorrow.*

1. Call me at lunchtime.
2. Will you pick me up after the meeting?
3. Don't worry about me.
4. Can you book a table at our favourite restaurant?
5. Don't tell anyone about the job yet.
6. Do you think you could help me learn my lines?

**Gr. 3.9** Choose a partner, but don't work with him/her yet. Write six questions to ask your partner. Choose questions you don't know the phrases or your own ideas.

When did you last ... Do you usually ... What are you doing ...

How often do you ... Have you ever ... Can you...

**Gr. 3.10** *Work with your partner. Take turns to ask and answer your questions. Make notes on your partner's answers. Work with a new partner. Take turns to tell him/her about your conversation with your first partner. Use reported speech.*

*Example:* Lena asked me if I'd ever been to Moscow. I told her I'd been there twice.

**Gr. 3.11** *Tell the class two interesting things you found out about your first partner.*

## SPEAKING

### DISCUSSION

*Discuss the topic of the world's most important problems.*

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Independent study: information concerning the world's most important problems

***Time of speech: 4–5 minutes***

#### **STEP I.**

Answer the following question:

What are the world's most important problems in your opinion?

#### **STEP II.**

Present your discussion in class.

#### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.



### Part 3.3. People can make a change



Photo from [www.pexels.com](http://www.pexels.com)

#### LEXIS

Vocabulary for speaking about volunteering in ecology.

*Lex.3.14 Read about volunteering in environment protection, find Russian equivalents to underlined words and phrases:*

#### Volunteer stories

Environmental volunteers conduct a range of activities including:

- environmental monitoring (e.g. wildlife);
- ecological restoration
- revegetation and weed removal
- improving footpaths
- clean-up events.

*Mary – reserve volunteer:*

Whatever your interests, skills and availability, you could help wildlife by volunteering. I love being a full time volunteer for The Devon Wildlife Trust. It's such a good experience and it is really good to be working on a reserve and seeing the result afterwards! For example doing bracken management and afterwards getting good numbers while we're doing butterfly surveys.

*Margaret – Garden group volunteer:*

Since the spring, I've been involved in transforming the garden into a haven for wildlife in the heart of the city. About one hundred and sixty

different species of wild plant grow there attracting birds, butterflies, bees, dragonflies and many other insects. You never know what you'll find in the undergrowth!

*Hannah – Wildlife Helpdesk volunteer:*

Volunteering is a lovely experience. I'm currently in my last year of university and would like to to improve my wildlife knowledge.

I come to Cricklepit Mill once a week, and spend a few hours answering questions that members of the public have about local wildlife. This can be anything from identifying species to getting in touch with people concerned about habitat damage.

***Tell about volunteering activity in your area, using active vocabulary.***

***Lex.3.15 Use the following words to write a short appeal for one of the following organizations:***

environmental abuse biosphere litter bloom water  
 autopollution conservancy garbage balance of nature  
 contamination eco-city smog damage debris

***Lex.3.16 These are tips on making the environment clean. Complete them with the help of topical vocabulary:***

These are simple habits to implement in your everyday life which will make a difference. There is nothing new here but if you follow at least some of these tips, you can be proud of yourself participating in the protection of the environment.

<p>Use ____: It is true that these bulbs are more ____, but they last much longer and they can ____ and in the long term your ____ would be reduced.</p>	<p>compact fluorescent light bulbs          save energy          expensive          electricity bill</p>
<p>Donate: You have tons of clothes or things you want _____. If they are still _____, give them to someone who needs them. You may also choose to give them to associations. Not only will you _____, but you will also contribute to _____.</p>	<p>usable          to get rid of          protect the environment,          a good cause</p>
<p>_____ your devices: When you do not use a _____, turn it off. For example, if you don't watch TV, turn it off. Turn off the light when you leave a room (even if you intend to return.) It's an _____ which will help you save a lot of money.</p>	<p>house device          easy habit to take up          turn off</p>

Walk or cycle: Driving is one of the ___ of pollution. If you want to use your car, ask yourself the following question: do I really need my car? Walk or use your bike if the journey is a ___.	short one biggest causes of pollution.
___ faucets: Watch leaky faucets, which can cause a ___ increase in the the water bill. An ___ of 120 liters of water can be wasted due to a dripping faucet.	significant average leaky

***Make more tips on your own.***

***Lex.3.17 Fill in the blanks with the help of words from the list:***

1. Ex: I think my neighbour **isn't aware** of polluting the environment.
  2. Nature's \_\_\_ might be disturbed.
  3. What about an evening stroll to look at the \_\_\_ in our park?
  4. Since 1993 \_\_\_ have been compulsory in Britain.
  5. There should be stricter laws to \_\_\_ air pollution.
  6. Try to use \_\_\_ that are perfume free.
  7. People try to \_\_\_ the pollution of the water.
  8. The organization calls for stricter controls on \_\_\_.
  9. \_\_\_ is a process of saving energy.
  10. Russia wants to \_\_\_ the environment in the Baltic region.
  11. This carton is made from \_\_\_ paper.
  12. \_\_\_ is widely used in South Africa for water pumping.
- (Alternative energy, exhaust fumes, minimize, recyclable, prevent, protect, energy conservation, biodiversity, be aware, biosphere, detergents, biosphere, catalytic converters)

***Vocabulary for speaking about disputable points, connected with environment protection.***

***Lex.3.18 Learn to present persuade your listener with these reasoning phrases:***

Result	Reason
Consequently...	This is a result of...
As a result...	This is due to...
Therefore...	On the grounds that...
As a consequence...	Owing to...
Thus...	because...
So...	since...
otherwise under those circumstances...	because of...

Result	Reason
then...	on account of...
in that case...	due to...
if not...	for the reason...
Considering this, we can see that...	that being the case...
For this reason...	if so...
For all these reason...	

***Use them to connect cause and result from the following list. Ex.: Due to exhaust fumes air becomes polluted and there are a lot of lung diseases:***

*EXHAUST FUMES.*

GLOBAL WARMING.

ENDANGERED ANIMALS.

AEROSOL SPRAY CONTAINING PRESSURIZED LIQUID.

POLLUTION OF THE ATMOSPHERE.

DEFORESTATION OF DENSE RAINFOREST IN A TROPICAL REGION.

DESTRUCTION OF OZONE LAYER, THAT PROTECTS US FROM THE SUN'S ULTRAVIOLET RADIATION.

ACID RAIN.

CUTTING DOWN TREES OVER A LARGE AREA.

GREENHOUSE EFFECT.

RECYCLING USED OBJECTS AND MATERIALS.

PESTICIDE THAT IS USED FOR KILLING ANIMALS, ESPECIALLY INSECTS THAT EAT FOOD CROPS.

WATER CONTAMINATION.

***Lex.3.19 Learn to substantiate your point of view with facts using these phrases:***

Take for example (the case of)...

Look at...

For instance... / For example...

Let me give you an example.

It is not an overstatement to say that...

It is a curious fact that...

We shouldn't lose sight of the facts...

It is certain that this situation cannot possibly continue...

In actual fact...

**Working in miny groups collect as many arguments to prove your point of view as possible to the following statement:**

**ECOLOGICAL PROBLEMS IN MY AREA NEED ATTENTION**

## **READING**

*Before reading:*

*R.3.13 Look at the title of the text and guess what the text is about?*

Read the text and do the tasks on it.

### **Make Your Home Greener**

Residential buildings are responsible for consuming 27% of the total amount of energy consumed within Europe and are the biggest source of global warming in the world. This is a fact that has, until recently, been overlooked by law-makers trying to reduce greenhouse gas emissions, who have concentrated their efforts on industry and transport. The EU has now issued a new directive which intends to cut carbon dioxide emissions from buildings by 45 million tons before 2010. This means that each of us can now save the planet from the comfort of our own homes.

The first things we can do are simple and easy. We can block up draughts, switch off unnecessary lights and make sure taps are not left running. The next step requires more planning and some expense, but as well as saving energy, we will also save on bills.

Many homes have loft insulation, but it is rarely enough. Most insulation is 100mm thick, but to be truly effective the recommended thickness is 200–300mm. Full insulation can have dramatic effect on energy consumption. It can save up to 25 percent on your heating bills. A variety of materials are available, but one of the most environmentally friendly is cellulose in the form of compressed recycled newsprint which has been fireproofed.

We should use energy efficient light bulbs. These are usually expensive to buy but consume less than half the energy of standard bulbs. Also, these bulbs last much longer than conventional light bulbs reducing the consumption of resources.

Thermal solar panels are very efficient. They are capable of providing all the hot water you need even in Britain's climate. Photovoltaic panels

can be fitted as solar roof tiles or solar windows and are now capable of generating about half of an average home's electricity needs. A large conservatory with lots of glass panels on the south side of a building will tap light and warmth and reduce the need for lighting.

We can install a "grey" water recycling system. At present water used to flush the toilets is of the same drinkable quality that comes out of the taps. This is an unnecessary waste of energy used in water purification. A grey water recycling system cleans water that has been used for washing and sends it through the toilet system reducing the use of clean drinking water.

New buildings can incorporate much more energy saving features in the design. They can have a timber structure, extensive insulation, electronic environmental controls, triple glazing, a non-polluting heating system and a turf roof. However, it is how we deal with our present homes that will determine housing's contribution to global warming. It's down to each and every one of us, so get insulating!

***After reading tasks:***

***R.3.14 For questions 1–7, choose the correct answer A, B, C or D.***

1. The amount of energy consumed by residential buildings is
  - A 45 million tons
  - B 27% more than that consumed by industry
  - C mainly responsible for global warming
  - D going to be reduced by 2010
2. People making the laws had previously focused on
  - A Europe
  - B residential buildings
  - C industry and transport
  - D private houses
3. Blocking up draughts
  - A is easy
  - B is expensive
  - C requires planning
  - D is energy saving
4. It is recommended that loft insulation is
  - A 100 mm thick
  - B 200–300 mm thick

C made of cellulose

D fireproof

5. According to the writer, we should use light bulbs which are

A conventional

B efficient

C standard

D high energy

6. Which sort of panels can produce electricity?

A solar panels

B glass panels

C photovoltaic panels

D thermal solar panels

7. How can individuals reduce global warming?

A By buying a new environmentally friendly house

B By designing new buildings with energy saving features

C By insulating new buildings

D By making changes in our current homes

***R.3.15 Work in mini groups. Make up a list of what we can do to reduce global warming and present it to the class.***

## GRAMMAR FOCUS

***See Grammar reference. Unit 3. Reported speech. E. Passive report structures***

***Gr. 3.12 Rearrange the words below to make the beginnings of eight sentences.***

a) reckoned /capital /city /Our /is

b) said /English/ is/ food

c) all /blondes/ is /It/ believed /wrongly /that

d) that/ It /eating /claimed /been/ has /carrots

e) thought /Diana/ was /Princess

f) men /is /often /It /that /suggested

g) Politicians/ regarded/ not /are

h) assumed /sometimes /that /women/ is /It/ unmarried

**Gr. 3.13 Match the beginnings of the sentences (a–h) in 2 with the endings of the sentences (1–8).**

1. as being very honest.
2. are looking for a husband.
3. to be almost a saint.
4. to have the highest crime rate in the country.
5. improves eyesight.
6. to be boring.
7. only think about one thing.
8. are stupid.

Do you agree with the completed statements? Discuss with a partner.

**Gr. 3.14 Report the rumour and gossip using the verbs given and the passive report structure with that (e.g. It is said that...).**

*Example:*

They have had an argument, (think) — *It is thought that they have had an argument.*

1. They are getting divorced, (rumour)
2. An announcement will be made tomorrow, (expect)
3. Frances has taken the children to the south of Spain, (believe)
4. William wants custody of the children, (say)
5. Frances has fallen in love with a younger man. (think)
6. This man is her personal riding instructor, (report)
7. William became extremely violent, (allege)
8. William is in hiding, (assume)

## SPEAKING

### DISCUSSION

**Discuss the topic of volunteering.**

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Time of speech: 4–5 minutes



***STEP I.***

Answer the following question:

Would you like to try volunteering in ecological sphere? If yes, what exactly would you like to do?

***STEP II.***

Share your opinion with your groupmates.

***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## ■ Unit 4

### MODERN WORLD

#### **Recommendations for study**

Objectives: to practise topical vocabulary “Modern world”, to develop speaking skills in and skills for detailed reading about modern trends and problems.

#### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about modern history, trends and phenomena.
2. Reading tasks to the texts “Changes in British Society”, “Spend, spend, spend”, “Golden Ages”.
3. Grammar tasks (Modal verbs: meaning, forms and equivalents).
4. Speaking about disputable points, connected with modern life. Learning to compare and contrast.

#### **Knowledge:**

- Learn words and phrases to the topic “Modern world”, word-building, verb collocations.
- Study information about new trends in modern life.
- Acquire the knowledge of modal verbs: meaning, forms and equivalents.
- Learn the ways of comparing and contrasting events and ideas, presenting controversial points.
- Learn the frame of prognosis, real situation.

#### ***Skills:***

- Practise using vocabulary to the topic “Modern world” in speech.
- Practise discussing general problems of modern world in dialogues.
- Practise using modal verbs in discussing things.
- Practise reading texts about new phenomena of modern history and finding necessary information in them.
- Practise making prognosis about the world future.

#### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Modal verbs: meaning, forms and equivalents.

Study Glossary for Unit 4.

## Part 4.1. Modern history



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about modern history.

***Lex.4.1 Match the words, often used in describing modern world with their definitions:***

Capitalism

Communism

Industrial Revolution

Nationalism

Open Door Policy Propaganda

Racism

Scientific Revolution

Socialism

Sphere of Influence

Urbanization

*Major change in European thought characterized by new theories and questioning of accepted beliefs.*

*Belief that a person's loyalty belongs to the nation/country instead of to the nation's ruler.*

*Economic system by which people invest money to make a profit*

*Form of socialism in which all production is owned by the society as a whole belief that business should be owned by society as a whole*

*great increase in the machine production*

*city building and the moving of people to cities*  
*belief that one race is superior to others*  
*an area in which the foreign nation controlled trade and investment*  
*policy which all nations would have equal opportunity to trade*  
*one-sided information designed to persuade individuals for or against a cause*  
*process of creating a government elected by the people*

**Make your own sentences with these words.**

**Lex.4.2 Check your erudition in Modern world history. Match the questions with the answers:**

What is the policy of glorifying power and keeping an army prepared for war?	militarism
Which nation's actions caused World War I?	Germany
What impact did the war have on the economy of Europe?	It drained the treasuries of Europe.
Where were atomic bombs dropped?	Hiroshima and Nagasaki
What were Third World countries?	developing countries not aligned with the United States or the Soviet Union
Which exiled leader led the religious opposition to Western influences in Iran?	Ayatollah Ruholla Khomeini
What economic system was used to reshape China's economy after the civil war?	communism

**Make 3 more questions and answers, using the following vocabulary:**

Developing countries  
 Industrialized world  
 Richer nations  
 Superpowers

**Lex.4.3 Look at the list of modern events. Paraphrase underlined words and phrases.**

### Top Most Significant World Events in 2014

*by James M. Lindsay*

Every year has its share of significant world events.

1. Malaysia Airlines Flight 370 Disappears. The disappearance of Malaysia Airlines Flight 370 is a mystery for the ages. How does a plane just vanish? Especially in an age of instant global communication? It might have been a tragic accident. Or it might have been hijacked. No one knows.

2. Scotland Votes to Remain Part of the United Kingdom. Britain had a near-death experience this summer as pro-independence sentiment

surged in Scotland. Serious discussions began on how the break-up of the Union would proceed and what the consequences would be for England.

There's at least one place in Europe saddened by Scotland's no vote: Spain's Catalonia region. Catalonia held an informal independence referendum last month, and a majority voted for independence.

3. Eurozone Economies Falter—Again. Things aren't looking great for the eurozone. European economies look poised to slide into their third recession in five years. Overall eurozone growth was only 0.2 percent between July and September. Italy is already in recession, and France and Germany are teetering on the brink.

If Europe doesn't see robust growth soon, the nationalist, populist, and outsider parties will grow in strength.

4. Pro-Democracy Protests Erupt in Hong Kong. The "Occupy Central" protests demanding that Beijing allow democratic elections in Hong Kong took off. As of today, all of the camps have been cleared. That hardly signals that Hong Kong's dissatisfaction with Beijing's decisions has dissipated. So keep an eye on Hong Kong in 2015.

5. Oil Prices Crash. What goes up can come down. Back in July oil cost over \$100 a barrel; today that barrel costs just \$60. Lower prices is great news for consumers and importing countries. Iran, Nigeria, and Venezuela, which don't have substantial rainy day funds and which rely heavily on oil revenues to fund government programs, could be in a heap of trouble.

6. Ebola Strikes West Africa. Few people noticed when outbreaks of Ebola were officially declared in Liberia, Guinea, and Sierra Leone in March. So far in 2014, more than six thousand people have died from Ebola, and a few isolated cases have appeared in Europe and the United States. This year's outbreak was different partly because it began in a more densely populated area and partly because the international response was slow.

7. ISIS Declares an Islamic Caliphate. Formerly known as al-Qaeda in Iraq, ISIS has acted brutally toward its enemies. ISIS took control of a considerable swath of territory in Iraq and Syria in 2014. ISIS also continues to draw foreign jihadists, including some Americans, continue to flock to Syria to join ISIS.

*Do you agree with this list?*

*Can you add other events?*

*What similar events happened this year?*

*Describe them using underlined vocabulary.*

**Lex.4.4 Describe three events of the 21 century using active vocabulary from the wordbox.**

Significant 21st Century Events

1. I believe that the most \_\_\_\_ event of the 21st century so far has been the rise of the internet and \_\_\_\_\_. This has had a huge \_\_\_\_ on my life and the way I communicate. Networking sites such as Facebook, Twitter, and Instagram have \_\_\_\_ the way people are connected. At the click of a button I can see what people \_\_\_\_ are talking about, doing, or seeing. Social Media is a huge part of the way I \_\_\_\_ my thoughts and share my life with people through photos and videos.

significant revolutionized social media impact express around the world

2. Another significant story in the 21st century is the \_\_\_\_ in Afghanistan. This has \_\_\_\_ the lives of countless Americans for the past \_\_\_\_ and continues to divide our country. The past three presidential elections have \_\_\_\_ the war in Afghanistan. It has divided our country into \_\_\_\_ groups.

revolved around war affected supportive and unsupportive decade

3. The most \_\_\_\_ 21st century event for any American were the Terrorist attacks on 9/11. Everyone remembers where they were when the planes \_\_\_\_ into the World Trade Center building. This event changed the way \_\_\_\_ is handled at all major events and every airport. This event started \_\_\_\_ in Iraq and Afghanistan.

security memorable the war on terror crashed

**READING**

**Before reading:**

**R.4.1 What are the biggest problems in your country or area? Put them in order of importance:**

begging, discrimination, domestic violence, drugs, homelessness, inequality, poverty, racism, unemployment, vandalism, violent crime

**Read a radio news report about changes in British society and do the tasks:**

A recent report on British society has shown that most Britons live longer, are healthier, better educated and much richer than twenty years

ago. However, we work longer hours and are much more worried about crime than ever before.

Our standard of living has risen and the average income of British families is now nearly £550 a week, compared with £326 in 1981, which is a considerable rise even when taking into account inflation. The percentage of households with cars has climbed from 62 to 72%, while the number with central heating has increased from 61 to 90%. The percentage of households with computers has rocketed dramatically from around 3 to over 40%.

Not everybody has benefited though and there are much greater inequalities than twenty years ago. The top 20% are much richer – they now have 46% of the nation's wealth compared with around 35% in 1981. The bottom 20% of society are now relatively much poorer and their share of the nation's wealth has declined from 10 to 6%. Problems like begging and homelessness are on the increase.

Life expectancy has gone up steadily. In 1981, British men could expect to live around 70 years and British women on average 75 years. Now men live 74 years and women 79.

Over the last twenty years, unemployment has fluctuated but has gone down recently. It went up from around 1.7 million in 1981 to 2.1 million in 1989 only to fall beneath a million in the spring of 2001. However, we work much longer hours than before, in fact the longest in Europe. There are many more women working than before – nearly 72% compared with 57% in 1981, the highest figure in Europe. However, on average women still only earn 80% of that earned by men.

Britons are better educated than twenty years ago, at least in theory. Now nearly 60% of 16–18 year-olds are in full-time education compared with 32% twenty years ago. The numbers of full-time students in further education has more than doubled, from 550,000 in 1981 to over 1,300,000 in 2001.

Possibly the most worrying trends are related to crime and violence. Between 1981 and 2001, the number of crimes in England and Wales almost doubled from 280,000 to 520,000. The amount of violent crime rose from 56,000 to 61,000, not such a big increase perhaps but a figure fifteen times higher than that of 1950. There has also been increase in cases of domestic violence in the last few years.

**After reading tasks:**

**R.4.2 Complete the table:**

	1981	2005
average income of British family per week	£326	
life expectancy for men and women		
unemployment	1.7 million	
numbers in full-time further education		
number of crimes (England and Wales)		

**R.4.3 Complete the sentences:**

- The average \_\_\_ of British families is now nearly £550 a week.
- Problems like begging and homelessness are \_\_\_ the increase.
- However, we work much \_\_\_ hours than before, in fact the longest in Europe.
- The \_\_\_ of full-time students in further education has more than doubled.
- There has also been increase in cases of domestic \_\_\_\_\_ in the last few years.

**R.4.4 Choose the best variant to answer the questions on the report:**

1. How has the percentage of households with cars climbed?

- A from 42% to 52%
- B from 52% to 62%
- C from 62% to 72%
- D from 72% to 82%

2. The percentage of households with what has rocketed dramatically from around 3% to over 40%?

- A with central heating
- B with computers
- C with cars
- D with domestic animals

3. How long could British men expect to live twenty years ago?

- A around 70 years
- B around 71 years
- C around 72 years
- D around 74 years



4. What has gone down recently?

- A homelessness
- B begging
- C unemployment
- D crimes

5. How much do the average women earn?

- A 30% of that earned by men
- B 50% of that earned by men
- C 70% of that earned by men
- D 80% of that earned by me

**R.4.5** *Work in mini-groups, discuss if we have the same negative increasing of problems. Are the problems identical or different from British ones? The research compares 1981 and 2001. Do you think the figures have changed greatly since then?*

### GRAMMAR FOCUS

See Grammar reference. Unit 4. A. Modal verbs: forms and equivalents and B. Modal verbs: meaning

**Gr. 4.1** *Are none, one or both of these modal verbs possible for each sentence? How is the sentence's meaning altered if both are possible?*

1. I really *must/have to* leave now, it's getting very late.
2. We *had to/must* search for an hour before we found our hotel.
3. If your boyfriend is treating you so bad, Ellie, you *should/needn't* leave him!
4. We have already seen this episode, Ken. You *shouldn't/had to* record it.
5. If you want to be good at conversation, you *have/need to* know how to listen!
6. "*Should/Must* we invite Alice and her boyfriend to dinner tomorrow evening?"
7. We *were able to/could* find a parking space, but it wasn't very near the shopping mall.
8. "I *can't/don't have to* see you tonight," he said to Leanne, "I think we should break up!"

**Gr. 4.2 Fill in the gaps using the Modals must, may, can, need, to have to, to be able to in the correct form.**

1. You ... not come to help them tomorrow: the work is done. 2. You ... not change the whole text as the beginning is all right. You ... only rewrite the second part of it. 3. ... you help me now? — I am afraid not: I am in a great hurry. I shall be free in the evening. Come to my place at about eight, and I ... help you. 4. John ... not tell us the rules of the game: we know them. 5. ... I return the book to you on Friday? I am afraid I ... not finish it before. — No, that is too late. You ... bring it to me not later than Wednesday. 6. It is already six o'clock. We ... hurry if we don't want to be late. 7. ... you translate this text into English? — I think I ... . 8. They spent all the morning on the river bank. Only Ann ... return home as she ... not stay in the sun for such a long time. 9. How do you feel when you ... take a test? — I'm always a little frightened and unhappy. 10. She ... decorate a room nicely. 11. We ... not afford to pay the bill. 12. He's got a lung problem and he ... go to hospital every two weeks. 13. Ann ... not go to his birthday party yesterday because she ... go to the dentist. 14. You ... take medicine three times a day before meals. You ... not stop taking it until you have finished the bottle. Don't forget. You ... drink water as much as you ... . You ... get up tomorrow if you like. You ... not stay in bed all the time. But you ... not do any work at all. You ... just relax for a few days.

## SPEAKING

### MONOLOGUE

*Tell about your life 10 years ago, about your life now and what your life will be like in 10 years. What are the most significant changes?*

Kind of work: individual work

Time for preparation: 10 minutes

Time of speech: 4–5 minutes

#### STEP I.

Prepare your monologue.

#### STEP II.

Present your monologue in class.

### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.

## **Part 4.2. Modern Trends**



Photo from [www.pexels.com](http://www.pexels.com)

### **LEXIS**

Vocabulary for characterizing modern trends and phenomena.

#### ***Lex.4.5 Questions to think about:***

1. What is globalization?
2. What are the driving forces behind globalization?
3. In what ways does globalization affect the world?

*Give definitions to these terms.*

*Ex.: Industrial globalization – development of worldwide production markets.*

*Economic globalization – establishment of a global common market, based on the freedom of exchange of goods and capital.*

- Financial globalization
- Political globalization

- Informational globalization
- Cultural globalization

**Lex.4.6 Fill in the Table with event descriptions, using active vocabulary:**

combination of forces  
 to break down borders  
 trade  
 interdependence  
 global expansion  
 multinational corporations  
 new developments in science, technology  
 integration of national economies  
 direct foreign investment  
 migration  
 export of culture through mass media:  
 international transport and telecommunication  
 to speed up the process

	Events	Aspect of globalization
1	The multinationalization of the Coca-Cola Company	economic
2		financial
3		informational
4		political
5		cultural
6		economic
7		informational

**Lex.4.7 A Case Study. Complete the following exercise by reading the short passage about a brief history of the Coca-Cola Company and fill in the blanks.**

**The Coca-Cola Company**

The Coca-Cola Company was founded in the United States in 1886. The company set up bottling plants in Canada in 1906. In 1928, it introduced the soft drink Coca-Cola at the Olympic Games which were held in Amsterdam. In the 1940s, the company began to set up bottling plants in countries around the world.

Coca-Cola is popular because it has been advertised as a brand of soft drink connected with fun, friends and good times. Its international image was successfully promoted by a 1971 commercial, where a group of young people from all over the world gathered on a hilltop in Italy to sing “I’d Like to Buy the World a Coke.” In 1978, the Coca-Cola Company was selected as the only non-Chinese company allowed to sell packaged cold drinks in the People’s Republic of China.

Today, the company produces nearly 400 brands in over 200 countries. More than 70 percent of the company’s income comes from outside the United States. Coca-Cola is an extraordinarily successful example of multinationalization. Its success raises the question of why and how it has been so successful. The multinationalization of the Coca-Cola Company is also often used as an example to illustrate the concept of economic globalization.

[Note: The following website provides more detailed information about the history of the company: [http://heritage.coca-cola.com/!](http://heritage.coca-cola.com/)

***Fill in blanks.***

The company was founded in...

It set up bottling plants in...

The soft drink Coca-Cola was introduced at the...

The company was allowed to sell its cold drinks in...

It produces nearly brands of drinks in over countries...

***Lex.4.8 Finish the sentences.***

1. Globalization could harm the regional way of life.....
2. Globalization can help people who live within a small area.....
3. Worldwide, more people eat traditional food than fast food.....
4. People can enjoy products from many different cultures today.....
5. Large overseas companies have control over the non-alcoholic drink market.....
6. If not for globalization, companies from different countries would not join together to do business.....
7. People who travel prefer to see unusual and exciting things instead of symbols used by big companies.....
8. Experiencing something from another country does not take away your feeling of belonging to your country.....
9. A range of different cultures can be reflected in food bought overseas.....
10. No single company has complete control over the fashion industry.....

**Lex.4.9 Match the nouns in column B with the correct verbs in column A. Which two verbs can be used with the words problem and compromise?**

A	B
find	a compromise
overcome	an issue
solve	a situation
remedy	a difficulty
resolve	a solution
reach	a problem

**Lex.4.10 Cross out the one word in each list that is NOT a synonym for the word in capitals.**

**Ex.:**

1. PROBLEM difficulty, dilemma, benefit, challenge, obstacle
2. SOLUTION answer, key, remedy, resolution, setback
3. WORSEN compound, deteriorate, enhance, exacerbate
4. IMPROVE advance, aggravate, flourish, progress, reform
5. CHANGE acclimatize, adapt, adjust, amend, linger, modify, transform

**Lex.4.11 Use a hyphen to combine one of the words in box A with one of the words in box B. Then complete the sentences.**

A	double long short one
B	edged sighted sided term

**Lex.4.12 Complete the text about urbanization with suitable adjectives from the box. More than one adjective may be possible.**

adequate basic booming catastrophic decent enormous pressing staggering
--

### **Megacities**

The world's population is \_\_\_\_ (1), no more so than in its cities. Today, there are 21 megacities, each containing more than 10 million inhabitants, three-quarters of them in developing nations. By 2020, there are expected to be at least 27 megacities. Such a \_\_\_\_ (2) rate of urbanization brings its own problems, especially in developing nations, where the majority of the megacities will be found.

Employment and educational opportunities are the main attraction of urban centers. But hopes for a better life are often dashed as overpopulation puts an \_\_\_\_ (3) strain on the infrastructure of the cities and their ability to provide \_\_\_\_ (4) necessities such as clean water and a place to live.

Many rural migrants fail to find \_\_\_\_ (5) work, and therefore cannot afford \_\_\_\_ (6) housing. In some megacities up to 50 per cent of the residents live in slums. This problem is \_\_\_\_ (7), with the United Nations predicting that half the world's population will be living in cities by next year. If the infrastructure within those cities does not grow at the same rate the result will be \_\_\_\_ (8).

***Lex.4.13 Make your own list of notable events.***

## READING

**Before reading:**

***R.4.6 Look at the title of the article. Which three of these things do you think will not be mentioned in the article?***

global trade, stress and lack of time, crime and violence, reductions in the working week, work sharing, advertising, opportunities for leisure, drugs

**Read the article, check your guesses and do the tasks.**

### **Spend, Spend, Spend**

Many of us in developed societies are in a vicious circle. We work hard so that we can earn more money. When we have more money, we spend more. Because we spend more, we have to work even harder. The circle goes round and round. The result is not increased happiness, but more stress and less free time to be ourselves and be with our families and friends. However, there is growing resistance to this consumer society, especially from young people. Protest groups are insisting that some of our money be redistributed to the third world. Trade unions demand that the Prime Minister reduce the working week. They are also suggesting that people should share work and thus reduce unemployment.

As a society, it's high time that we took these issues more seriously. We should insist that advertising is more controlled, especially advertising aimed at children. We should also make sure that there are constructive ways for young people to use their free time apart from spending money.

On a personal level, we ought to visit the shops less and worry less about our image. Above all, we should remember that ‘being’ and ‘doing’ are much more important than ‘having’.

**After reading:**

**R.4.7 Which of the writer’s views do you agree and disagree with?**

**R.4.8 In the text underline all sentences with the following verbs and expressions:**

should, ought to, insist, demand, suggest, it’s high time.

**Look at the sentences you underlined in the text. Now form the rules by matching 1–4 with a–e.**

AFTER:	WE USE:
1 should	a (that) + subject + should do something
2 ought to	b (that) + subject + subjunctive (same form as infinitive, e.g. ‘I suggest he go.’)
3 insist, demand, suggest	c (that) + subject + present tense
4 it’s high time	d (that) + subject + past tense
	e infinitive without ‘to’

**R.4.9 What are the verb forms used after the expressions in bold?**

- \*\*\*It’s about time you \_\_\_\_\_ going there.
- \*If I were you, I \_\_\_\_\_ buying all those expensive clothes.
- \*\*\*I’d (= I would) rather you \_\_\_\_\_ that.
- \*\*I think you ought to \_\_\_\_\_ that job.
- \*\*I think you should \_\_\_\_\_ meat yourself.
- \*\*\*\*You’d (= you had) better \_\_\_\_\_ going.

Note: 1–2 stars = weak and polite expressions;

3–4 stars = strong expressions/criticism

**R.4.10 Complete the sentences with the words in the list. You do not need all of them.**

*should, ought, suggest, rather, would, insist, better, time, had*

- If I were you, I \_\_\_\_\_ start saving now.
- You’d \_\_\_\_\_ get a part-time job.
- His boss \_\_\_\_\_ that he work longer hours.
- I think \_\_\_\_\_ you to spend more time at home.
- You \_\_\_\_\_ better avoid carrying heavy weights.



It's \_\_\_\_\_ you started thinking about your future.  
I'd \_\_\_\_\_ you didn't buy so many gadgets.  
I \_\_\_\_\_ that she open her own bank account.

**R.4.11 Use the beginnings provided and the words in brackets to paraphrase the sentences.**

1. I suggest that he should change his career plans.  
He \_\_\_\_\_ his career plans. (better)
2. Please don't play music late at night.  
I'd \_\_\_\_\_ music late at night. (rather)
3. The committee should manage the funds more carefully.  
We \_\_\_\_\_ the funds more carefully. (insist)
4. I think it's a good idea to study economics nowadays.  
If \_\_\_\_\_ economics, (were)
5. I think he should start looking for a job.  
It's about \_\_\_\_\_ for a job. (time)
6. Her teachers made her wear longer skirts.  
Her teachers \_\_\_\_\_ longer skirts. (demand)
7. I'd prefer you to dress more smartly for work.  
I \_\_\_\_\_ more smartly for work. (rather)
8. Jim should see a doctor before it gets any worse.  
Jim \_\_\_\_\_ a doctor before it gets any worse. (had)

**R.4.12 Read the situations. What would the people in brackets say? Use the stronger expressions ( \* \* \* or \* \* \* \* ) from Exercise C.**

1. Mark spends all his pocket money on the lottery. (Mark's father)
2. Peter spends all his free time playing computer games. (Peter's mother)
3. Jenny is always borrowing her older sister's clothes without asking.  
(Jenny's older sister)
4. Elaine watches TV until late at night and can never get up in the morning.  
(Elaine's parents)
5. Ian has got an exam next month and he hasn't done any revision yet.  
(Ian's teacher)

## GRAMMAR FOCUS

**Gr. 4.3 Translate into English using the Modals *must, may, can, need, to have to, to be able to* in the correct form.**

1. Ты можешь пойти туда: я не возражаю. 2. Ты можешь пойти туда: это совсем близко. 3. Ты не можешь пойти туда: ты не знаешь адреса. 4. Ты можешь не ходить туда: я могу им позвонить. 5. Ты не должен идти туда: они очень плохие люди. 6. Ты мог и не ходить туда вчера. 7. Тебе следует пойти туда: они тебя ждут. 8. Тебе следовало пойти туда вчера. 9. Тебе не следовало ходить туда вчера. 10. Она, должно быть, дома сейчас. 11. Она, должно быть, была дома вчера. 12. Мы, может быть, придем к вам завтра. 13. Они, может быть, приходили к нам вчера, но нас не было дома. 14. Он, должно быть, видел этот памятник, когда был в вашем городе. 15. Он, может быть, видел этот памятник, когда был в вашем городе. 16. Не может быть, что он знает эту картину. 17. Не может быть, что он видел эту картину.

**C. Modal verbs of deduction in the past.**

very probably true	must have done will have done	The heating was not working so they will have been cold. There's no food in the fridge – she must have eaten it all.
possibly true	may have done might have done could have done	Someone phoned you earlier, it may have been Jim but I'm not sure. She's very late. She may have broken down. I don't know where he is, he could have gone for lunch.
very probably not true	can't have done won't have done	Mark can't have gone to Benenden – it's a girl's school. It's only 5 o'clock. They won't have arrived home yet.

**A. For more information go to Grammar reference. Unit 4. Modal verbs: deduction in the present and the past.**

**Gr. 4.4 Underline the correct modal of deduction.**

I wonder what life (1) *must have been/can have been* like 200 years ago. We complain about things nowadays but it (2) *could have been/must have been* much more difficult when people didn't have labour saving devices.

They (3) *won't have had/will have had* washing machines, of course, and the women (4) *will have washed/may have washed* everything by hand. No one had central heating, so their houses (5) *must have felt/can't have felt* cold in winter. Wages were low and sometimes they (6) *might not have found/may have found* it difficult to feed their families. Ordinary people had to work long hours, which meant they (7) *must have had/can't have had* a lot of time to relax, but in the evenings they (8) *might have talked/'will have talked* about what life would be like in the future. They (9) *could never have imagined/will have imagined* many of the things that we take for granted, such as computers or aeroplanes.

## SPEAKING

### **DISCUSSION**

***Discuss the topic of overconsumption.***

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

#### **STEP I.**

Answer the following question:

What can you tell about the problem of overconsumption?

#### **STEP II.**

Share your opinion with your groupmates.

#### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

### Part 4.3. World problems



Photo from [www.pexels.com](http://www.pexels.com)

#### LEXIS

Vocabulary for speaking about modern world problems.

***Lex.4.14 Study the list of global issues, that cause a lot of discussions. Place them in order of priority. Add 3 more issues that you consider important.***

Arms Trade — a major cause of suffering

Conflicts in Africa

Consumption and Consumerism

Genetically Engineered Food

Human Population

Mainstream Media

Third World Debt Undermines Development

War on Terror

World Hunger and Poverty

***Describe 3 issues with the help of active vocabulary:***

terrorist attacks shocked the world turn towards hatred anger and resentment against concerns tackling terrorism	Consumption Consumer society Consumerism inequality in consumption dynamics of the consumption- high-income	human population natural resources. power conflicts violation of basic rights “over population” to sustain people, burdening the planet.
--	---	--

victims sense of security	low-income consumers meeting basic needs expenditures putting strains on the environment luxury items	passed 6 billion people food scarcity put strain on the environment
------------------------------	--	--

**Lex.4.15 Work in pairs. Ask your partner questions during conversation about global issues. Ex.:**

Which actors influence our choices of consumption?

What is a necessity and what is a luxury?

How do demands on items affect the requirements placed upon the environment?

How do consumption habits change as societies change?

How do material values influence our relationships with other people?

**Lex.4.16 Fill in the blanks in the text, using words from the wordbox:**

### **SPIKES STOP PEOPLE SLEEPING IN THE STREETS**

Over the last year, many buildings have \_\_\_ “anti-homeless” spikes like these to stop people sleeping in the streets. The spikes are appearing in London and Manchester, outside shops and under bridges where \_\_\_ people usually sleep.

The shops and \_\_\_ believe that when homeless people sleep near their buildings, this gives a bad \_\_\_\_\_ to customers and it might stop people entering the buildings. This made the front of the shop look ugly.

The \_\_\_\_\_ of “defensive architecture” such as this is very \_\_\_\_\_. Over 3,000 people have signed a \_\_\_ to remove the spikes saying that these spikes are “inhumane” and that they will not help solve the problem of homelessness in the UK. The Guardian newspaper says that this type of architecture stops homeless people living in public places. It makes them \_\_\_\_\_ to the rest of society.

to install homeless homelessness phenomenom inhumane businesses impression controversial petition invisible
--

***Lex. 4.17 Use active vocabulary in answering these questions:***

1. Where have anti-homeless spikes been installed?
2. Why have buildings installed these spikes? What reason does Selfridges give?
3. Why are the spikes controversial?
4. What is the opinion of the Guardian newspaper?
5. What effect do you think these spikes will have on homeless people?
6. What effect do you think these spikes will have on society in general?
7. Do you think they are a good idea?
8. What ways do your government help homeless people?
9. How can we solve the problem of homelessness?

***Vocabulary for speaking about disputable points, connected with modern world.***

***Lex.4.18 Learn to compare and contrast events and ideas with these phrases:***

In comparison,  
in comparison to/with  
a comparison between  
compared to/with  
In contrast  
a contrast  
different from/to  
difference between  
similar to  
a similarity to

***Complete sentences related to this topic with words and phrases from the wordbox:***

If we compare \_\_\_ to \_\_\_  
In comparison, \_\_\_ is much more important  
in comparison to/with \_\_\_, international conflicts are more dangerous  
there's an interesting comparison between \_\_\_\_  
compared to/with, \_\_\_ cybercrime is much more cosmopolitan  
In contrast, undeveloped economy is pretty small  
there's a really big contrast with \_\_\_\_  
I guess America is slightly different to/from \_\_\_\_  
There's a difference between \_\_\_\_

I suppose it's pretty similar to \_\_\_\_

There's a pretty close similarity to \_\_\_\_

developed economy drug addiction Europe  
globalization and transnational economy the present situation  
what happens in most countries  
what people do now and what they did in the past

***Compare phenomena and events of modern history and 1000 years ago***

- prestigious modern jobs
- Generations
- modern icons
- popular products and brands

***Lex. 4.19 Learn to present controversial points:***

..., whereas ....

..., while ....

..., but ....

..., in contrast to

On the other hand, ....

Conversely, ....

However, ....

Absolutely identical/ Exactly the same

Practically the same/ Basically the same/ Almost the same/ Nearly the same/

Most identical/ Only slightly different

Very similar/ More or less the same

Really quite similar

Quite similar/ Fairly similar

Really quite different

Very different

Completely different/ Totally different

An absolutely huge difference

A huge difference

A big difference/ A great difference

A substantial difference

A slight difference/ A small difference

A tiny difference

An absolutely tiny difference

**Lex. 4.20 Make statements on the following Controversial Topics on various matters of moral:**

The Death Penalty and Capital Punishment

Human Cloning

Euthanasia or “mercy killing”

**Lex. 4.21 Learn to present prognosis:**

I predict that someday..

In the near future...

In the distant future, everyone in the world will be able to...

“By 2050, there will be...

It will/could happen any day now.

It’s just/right around the corner.

It will/won’t happen in our lifetime.

It’s a sign of things to come.

Sooner or later... / It’s bound to happen eventually.

Time will tell.

**Lex. 4.22 Make prognosis for: 2020 2030 2040 2050 2060**

## READING

**Before reading:**

**R.4.13 Match the cities (a–e) with their golden ages – their periods of greatest cultural or technological achievement (1–5).**

Los Angeles 1 1760–1830 (the industrial revolution)

Rome 2 1950–2000 (the information revolution)

San Francisco 3 1870–1910 (a revolution in painting)

Manchester 4 1910–1950 (the golden age of Hollywood)

Paris 5 50 BC–150 AD (the imperial capital)

**Read the article, check your guesses and do the tasks on it.**

### Golden Ages

1. Fifth century BC Athens was one of the first societies to have a golden age. Philosophy, or literally the ‘search for truth’, was born with philosophers like Protagoras, Socrates and Plato. Hippocrates, ‘the father of medicine’, the historian Herodotus and others began the systematic



study of the world. With the playwrights Sophocles, Aeschylus and Euripides came the birth of serious drama in western culture, attracting thousands to see their masterful tragedies and comedies. Sculpture and painting both flourished and a great programme of public building was undertaken, culminating in the magnificent temple of the Parthenon.

Why did this all happen in Athens and not somewhere else? To start with, Athens could afford it. The city state of Athens was the greatest trading centre in the Mediterranean with an empire which provided plentiful food and other goods. Rich Athenian citizens had plenty of time for leisure and culture as most of the work in the city was done by slaves and much of the business and trade conducted by ‘metics’ or foreigners. Many of these foreigners, such as Herodotus, were drawn to the cultural magnet of Athens and played a vital role in the cultural life of the city.

Socially, Athens was in a period of transition between a conservative, aristocratic society and an urban, commercial society in which citizens were equal by law. Athens became the first direct democracy in history where major political decisions were taken by large numbers of citizens. At the same time, Athenian society was moving away from the old beliefs in the gods and ancient myths towards values based on rationality and a belief in human nature.

2. In the 15th century, the Italian city state of Florence was to undergo a frenzy of creativity as the cradle of the Renaissance. Outstanding painters and sculptors like Botticelli, Donatello and later Michelangelo and Leonardo da Vinci rediscovered classical traditions. They aimed, like the Greeks before them, to create an ideal form of beauty based on nature. Brunelleschi’s breathtaking cathedral dome is just one example of the architectural splendour of Florence during this period.

Why did this happen in Florence and not in other Italian cities like Milan, Genoa or Venice? One reason was that Florence was able to build on the cultural achievements of the previous century. The 14th century had not only produced great writers such as Petrarch and Dante but also gifted painters like Giotto. Another reason was that Florence was simply the richest city; its central position made it a major trading and industrial city. Florence was also the scene of a commercial revolution which saw the development of modern banking and accounting.

As a result, Florentine society was in a state of flux between the old, stable medieval world and a new dynamic commercial world. There was greater social mobility than before with many opportunities for individuals to go up (and down) socially. The new merchants and bankers had money to spend and they were not afraid of showing off their new wealth by building magnificent palaces and filling them with superb works of art. Finally, there was an open and tolerant climate for artists to work in, helped by an increase in the number of schools and an improved literacy rate.

3. In the late 16th and early 17th centuries, there was a sudden creative flowering of all forms of literature in London. There were poets such as Donne and Spenser but the main explosion of creativity was centred around the theatre. The building of London's first theatre in 1576 changed drama from an amateur recreation into a professional art. Within a few years, a dozen theatres employed increasing numbers of professional actors and attracted large but not always wellbehaved audiences. There was an insatiable demand for new plays and well over 800 plays were written and performed in London between 1570 and 1620. Brilliant playwrights emerged, like Marlowe, Jonson, Webster and, of course, Shakespeare. What caused this burst of literary activity to take place? At this time, London was undergoing dramatic changes. It was growing rapidly, attracting thousands from the countryside, such as the young William Shakespeare from Stratford. The city was also undergoing an economic revolution as a centre of commerce with ships from London going all over the world. London was the home of the English court and the aristocracy, but traditional society was being revolutionised by the new money from trade. London was a place where fortunes could be made or lost. A new class was emerging, ready to spend to show their new status and looking for ways of enjoying themselves. Theatres like the Globe grew up outside the city to satisfy the demand for entertainment for both rich and poor. The London theatre was big business with companies of actors and playwrights like Shakespeare or Jonson who were celebrities in their time.

*After reading:*

***R.4.14 Work in groups of three. Each student reads one of the texts (1–3) and summarise the main information.***

**R.4.15 Work in your group. Use your notes to tell each other about your city. Use your own words.**

Example:

The greatest time for art and culture in Athens was...

**R.4.16 Use the information you have collected to write a paragraph (about 75 words) about the reasons for the three golden ages. Begin like this:**

So what was the key to the creative outbursts in these three cities? First of all, ...

**R.4.17 Individually, read about the other two cities. Which of the cities in the article would you like to have visited? Why?**

Example:

I'd like to have gone to Athens because...

**R.4.18 Match the words and expressions from the text with the expressions (a–d).**

a a great time for art and culture

b changing a lot

c really good

d it was the start of...

Example: a – an explosion of creativity

an explosion of creativity, outstanding, in a period of transition, a golden age, undergoing dramatic changes, masterful, the birth of ..., living through major changes, breathtaking, a frenzy of creativity, a creative flowering, ... was born, in a state of flux, a burst of literary activity, being revolutionised, magnificent, was the cradle of..., sculpture and painting flourished, was emerging, bursting with new ideas

**R.4.19 Complete the paragraph with words from the texts.**

In the late 19th century, Paris went through a 1 \_\_\_\_\_ age. Great programmes of public building were 2 \_\_\_\_\_ and many artists were 3 \_\_\_\_\_ to the cultural magnet of the city from all over Europe. The Impressionist painters were inspired by 4 \_\_\_\_\_ innovations such as photography and their works satisfied the 5 \_\_\_\_\_ demand for art of the wealthy middle classes. The city was 6 \_\_\_\_\_ economic changes and there was greater 7 \_\_\_\_\_ mobility than before. Fortunes were 8 \_\_\_\_\_ in industry and trade and one way of

9 \_\_\_\_\_ wealth was through buying paintings. In this way, the Paris art market 10 \_\_\_\_\_ an important role in the 11 of creativity that 12 \_\_\_\_\_ in this period.

**R.4.20** What ‘golden ages’ have there been in the history of your country? Use expressions from the texts to write sentences about them.

## GRAMMAR FOCUS

**Gr. 4.5** Using *must* and *can't* to say you're sure about something is very common in spoken English. Work with a partner. Complete these comments with either *must* or *can't*. Speculate on a possible context for each comment.

1. What? On my salary? You \_\_\_\_\_ be joking!
2. With four young children to look after, I realise that it \_\_\_\_\_ be easy for him.
3. Hi, you \_\_\_\_\_ be Irina. Please follow me.
4. Cheer up! It \_\_\_\_\_ be as bad as all that!
5. They \_\_\_\_\_ have seen me. Otherwise they'd have stopped and said hello.
6. Sorry. What was that? I \_\_\_\_\_ have been day-dreaming.
7. Fabulous concert. There \_\_\_\_\_ have been over a thousand people there!

**Gr. 4.6** Read the conversation and fill in the gaps with the appropriate phrases from the box.

can't have lost can't see must have had can't have gone must have picked can't have been stolen must have been handed in can't have been looking must have fallen

**Ann:** Well, I \_\_\_\_\_ **1** \_\_\_\_\_ them when I came in.

**Bill:** That's right. So they \_\_\_\_\_ **2** \_\_\_\_\_ very far.

**Ann:** Oh, Bill, I \_\_\_\_\_ **3** \_\_\_\_\_ them, can I?

**Bill:** No, they \_\_\_\_\_ **4** \_\_\_\_\_ on the floor near where we were sitting.

**Ann:** Oh, I can't see them anywhere.

**Bill:** Well, someone \_\_\_\_\_ **5** \_\_\_\_\_ them up.

**Ann:** They \_\_\_\_\_ **6** \_\_\_\_\_, can they?

**Bill:** No, they \_\_\_\_\_7\_\_\_\_\_ at the lost property office.

**Ann:** Oh,... look .. here they are! Under the seat.

**Bill:** Huh, you \_\_\_\_\_8\_\_\_\_\_ very carefully!

**Ann:** Sorry. I \_\_\_9\_\_\_ a thing without my glasses!

**Gr. 4.7 Work with a partner and practise the conversation, concentrating on linking together can't + have (+ been) and must + have (+ been).**

**Gr. 4.8 Imagine you've lost something important. With your partner make up and perform a short conversation in which you speculate about what has happened.**

## SPEAKING

### DISCUSSION

**Discuss the topic of the world's future.**

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

#### STEP I.

Answer the following question:

How do you see our world in about 50 years?

#### STEP II.

Share your opinion with your groupmates.

#### STEP III.

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## ■ Unit 5

### THE WORLD OF ART

#### **Recommendations for study**

Objectives: to practise topical vocabulary “Art”, to develop speaking skills in and skills for detailed reading about kinds of art and its role in our life.

#### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about spheres of art, works of art.
2. Reading tasks to the texts “Worth a thousand words”, “The Nigerian Sound of Afrobeat”, “Theatre for the Deaf”.
3. Grammar tasks (Conditional sentences. Alternatives for if).
4. Speaking about artworks. Learn to ask for information.

#### ***Knowledge:***

- Learn words and phrases to the topic “World of art”, word-building, idiomd.
- Study information about new trends in art.
- Acquire the knowledge of conditional sentences and alternatives for if...
- Learn the ways of asking for information, asking for clarification.
- Learn the frame of discussion, real situation.

#### ***Skills:***

- Practise using vocabulary to the topic “Art” in speech.
- Practise discussing works of art in dialogues.
- Practise using Subjunctive in discussing things.
- Practise reading texts about new kinds of art and finding necessary information in them.
- Practise understanding difficult information by asking for clarification.

#### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Conditional sentences. Alternatives for IF.

Study Glossary for Unit 5.

## Part 5.1. Kinds of Art



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

Vocabulary for speaking about painting.

*Lex.5.1 Match the word with the definition:*

Abstract	A graphic system used to create the illusion of depth on a flat surface.
Background	Artwork in which the subject matter is stated in a simplified manner; not realistically.
Composition	design or artwork.
Emphasis	Relative size, proportion within a work of art.
Linear perspective	Special attention on an element, that makes it stand out from others.
Mood	The placement and organization of elements in a work of art.
Scale	The part of the picture plane that seems to be farthest from the viewer.
	The state of mind or emotion communicated in a work of art.

*Lex.5.2 Fill in the blanks, using words from the wordbox:*

Balance Foreground Two-dimensional Warm colors  
background Primary colors Three-dimensional  
Complementary colors

1. The three types of \_\_\_\_ or equilibrium are symmetry, asymmetry, and radial. Red/green, blue/orange, yellow/violet are \_\_\_\_, opposite one another on the color wheel.

2. \_\_\_\_\_ appears to be nearer the viewer or in the “front” of the image. \_\_\_\_\_ is part of the picture that appears to be farther away.
3. \_\_\_\_\_ are red, yellow, and blue. From these all other colors are created.
4. \_\_\_\_\_ or 3D means having height, width, and depth . \_\_\_\_\_ or 2-D have height and width but not depth.
5. \_\_\_\_\_ suggesting warmth, such as reds, yellows, and oranges.

***Lex.5.3 Read the text about art and fill in the blanks with suggested words and phrases***

### What is art?

This is a big, big question.

The fine arts are what most people mean when they just say “art”. These include artistic disciplines such as \_\_\_\_\_ and \_\_\_\_\_. Typically, they are objects created to be “beautiful”.

The visual arts are the ones we look at and include \_\_\_\_\_ and \_\_\_\_\_. Does? For some people \_\_\_\_\_ and \_\_\_\_\_ count as well.

The plastic arts are the ones we can touch. A \_\_\_\_\_ and a piece of \_\_\_\_\_ are examples.

Performance art. This is when you see someone performing and what they do/produce is a piece of art. \_\_\_\_\_ can be called a form of performance art.

*(painting, drawings, sculpture, paintings, photographs, cinema, sculpture, television, pottery, theatre)*

There are many types of pictures. If it is picture of somebody, it is generally \_\_\_\_\_. if it is a picture of a place, it is generally \_\_\_\_\_. While a picture of an object by itself is \_\_\_\_\_.

Three genres of picture possibly worth knowing are \_\_\_\_\_ which is painted onto paper, \_\_\_\_\_ which is normally painted onto canvas (a tent like material) and \_\_\_\_\_ which is normally a preparatory drawing.

Where do you see art? You normally find art in \_\_\_\_\_. Sometimes you might also find art in museums, but that is much less common. For example, the British Museum has \_\_\_\_\_ from Britain’s past, while the National Gallery is \_\_\_\_\_ of art.

*(a portrait, a collection, a landscape, a still life, artefacts, a watercolour, an oil painting, a sketch, an art gallery)*

Would you buy it? Art tends to be expensive. A \_\_\_\_\_ by Van Gogh could be said to be priceless – that’s so expensive that no one has the money to



afford it. A lot of art forms part of a nation's \_\_\_\_\_ and the government protects it from sale abroad.

Not everyone likes art. People who like to spend a lot of time admiring art are often termed \_\_\_\_\_, while the word for people who dislike art is \_\_\_\_\_.

There is of course art and art. People who appreciate the more elitist forms of art may be said to have \_\_\_\_\_ tastes, while those who prefer the less intellectual art forms may have \_\_\_\_\_ tastes.

What makes art special? Another big question. Some people think that it is important for a work of art to be original or creative. Others would say that what matters is how it appeals to our.

*(culture vultures, masterpiece, philistines, heritage, highbrow, imagination, lowbrow)*

***Lex.5.4 Have you ever tried any kind of art or were particularly interested in it?***

***This is special vocabulary for musical instruments. Write each instrument in the box under the correct heading.***

STRINGS    WOODWINDS    BRASS    PERCUSSION

trombone	cello clarinet	cymbals drum flute
French horn	oboe bells	trumpet viola violin

***Make a similar list for any kind of art:***

Sculpture

Painting

Opera

Cinema

Theatre

Architecture etc.

*Use it to describe this form of art.*

***Lex.5.5 Brainstorm art vocabulary into these categories:***

materials and tools for making art

types of artwork/ art media

places related to art

people related to art

subject

famous artworks

famous artists

art styles/ periods in art/ movements in art

## READING

### **Before reading:**

#### ***R.5.1 Answer the following questions:***

Have you ever been to an art gallery? Which of works of art do you prefer? Why? Can you name any famous artists? Do you like to paint or draw?

### **Read the text and do the tasks after it.**

## **Worth a thousand words**

### **A. Cave Paintings**

The cave paintings on the walls of caves in Spain and southern France are the earliest form of art we have. They show a wide variety of animals, such as bears, horses and deer. The pictures were painted in bright colours, which were made of various minerals mixed with animal fat, egg whites, plant juices and even blood. They were almost certainly connected with hunting. In one famous example, in a cave in Lascaux in France, a man is shown among some animals and there are several dark dots in the painting. The meaning of the painting is not certain, but it shows that the cave dwellers had superb artistic skills.

### **B. Egyptian Paintings**

More than 5000 years ago, the Egyptians began painting the world around them on the walls of the Pharaohs' tombs. The Egyptians believed that there was life after death, so they painted pictures of mythological stories and of daily life. People and animals were shown involved in daily activities, such as hunting, farming and eating.

### **C. Greek Art**

The most artistic people of any age were, perhaps, the Greeks around 500 BC. Their aim in sculpture was the imitation of life, but life in its perfect or an ideal form. We have many examples of Greek sculpture, which is characterized by the beauty of its forms and amazing knowledge of human anatomy. Most of sculptures portray gods and goddesses from mythology.

Most Greek wall paintings have not survived, but we have a few examples by the Minoans of Crete in the ancient royal palaces of Knossos

and Santorini. These pictures are very realistic and lively. The most common subjects are sports, celebrations, dolphins and beautiful young people.

#### **D. The Renaissance**

The Renaissance is usually defined as the rebirth of painting and literature inspired by classical models, especially those of ancient Greece. The Renaissance lasted from the fifteenth to the sixteenth century and its centre was Italy. The great artists of the period, who include Michelangelo, Leonardo and Botticelli, were able to paint nature and people with great accuracy. More than any other style, the works of the Italian Renaissance can be seen in museum collections throughout the world.

#### **E. Impressionism**

The name comes from a picture by Monet, “Impression, Sunrise” (1872). This painting shows Monet’s interest in analyzing tone and colour and, above all, the way light reflects on the surface of objects. As a result, the objects do not always have a clear outline. The first Impressionist exhibition was held in 1874 when Monet, Renoir, Cezanne, Degas and others announced that the aim of the movement was to achieve greater naturalism in painting. Most Impressionist pictures are of landscapes and the Impressionists liked to use bright colours, even when portraying shadows; this often gives their work a joyful, optimistic feel.

#### **F. Modernism**

Following the Impressionist movement, artists such as Picasso and Braque tried to change the style of painting from naturalistic to more abstract. Instead of trying to make a realistic copy of an object, they wanted to show it from variety of different angles. In their paintings, several views of an object or person are combined, which often results in such things as eyes and noses appearing in unusual places or at strange angles. Some people conclude from these paintings that the artists could not draw. On the contrary; Picasso and Braque were perfectly capable of painting naturalistic paintings, but this was not their aim in art.

#### ***After reading tasks:***

***R.5.2 For questions 1–12 choose from the styles of art A–F. Some styles may be used more than once. When more than one answer required, these may be given in any order.***

Which style or styles of art:

- 1) first showed scenes from everyday life?
- 2) is the oldest?

- 3) shows scenes from mythology?
- 4) is directly influenced by a previous style of painting?
- 5) tried to be very different from previous styles?
- 6) makes people seem more beautiful than they really are?
- 7) shows people having fun
- 8) began in the nineteenth century?
- 9) may at first seem to be badly drawn?
- 10) do not show objects clearly
- 11) is found in museums in most countries?

***R.5.3 Match the words below with the definitions:***

painting, mythological, sculpture, portray, accuracy, outline, landscape, angle

1. ... is the quality of being correct and careful.
2. ... is the art or practice of drawing pictures, a picture made in this way.
3. ... is to represent someone or something according to one's own ideas.
4. ... is according to an ancient story, containing religious or magical ideas, which may explain natural or historical events.
5. ... is a picture of country scenery.
6. ... is a piece of work shaping figures out of stone, wood, metal.
7. ... is a space between two lines or surfaces that meet or a point of view.
8. ... is a line showing the shape of something.

***R.5.4 Give a description of painting you like which shows a landscape. Use this plan and the following expressions:***

1. Give information about the painter.
2. Give the information about the painting's history.
3. Describe the painting.
4. Give your opinions about the painting.

Expressions:

In the background, in the foreground, just above the..., just below the ..., on the right, on the left, in the top left hand corner, in the bottom right hand corner, at the top of the picture, at the bottom of the picture, next to, near the ..., in the middle.

## GRAMMAR FOCUS

### Unit 5. Conditional sentences.

See Grammar reference. Unit 5. Conditional sentences. A. General information and B. First (Real) conditional

**Gr. 5.1** Choose the correct words/phrases. Then fill in the gaps with the correct form of the verbs in brackets.

1. I'll probably work *as soon as/until* I \_\_\_\_\_ (be) sixty-five.
2. I \_\_\_\_\_ (do) my homework *before/as soon as* the class finishes.
3. *When/If* I \_\_\_\_\_ (get) home today, I'll probably watch TV
4. Maybe I \_\_\_\_\_ (phone) some friends *if/after* I have dinner.
5. I'll probably read a book *before/after* I \_\_\_\_\_ (go) to sleep.
6. I \_\_\_\_\_ (study) English next year *if/until* I have time.

### **NB**

Use the first conditional to talk about possible future actions and to predict their consequences. The consequence clause often contains *will* + verb. But we can also use the Present Simple to show something is true in the Present, the Present Continuous to show unfinished or repeated actions, or the imperative to give advice.

### **Gr.5.2** Match 1–8 with a–h.

1. You have more chance of success
2. If you work harder,
3. If you don't train,
4. Try not to be disappointed
5. You could get a better job
6. If you set yourself realistic goals
7. If you're always working,
8. You meet lots of different people
  - a) you may get a promotion sooner
  - b) how will you improve?
  - c) when you go to university
  - d) you may find it difficult to make friends
  - e) if you improve your computer skills
  - f) if you don't succeed straightaway

- g) you might find them easier to achieve
- h) if you stay motivated

**See Grammar reference. Unit 5. C. Second (Unreal) conditional**

**Gr.5.3 Underline the correct word or phrase.**

1. I wouldn't move to one of our overseas offices *as soon as/whether/even* if it meant losing my job.
2. They wouldn't go on strike *as long as/unless/ whether* there was no alternative.
3. I wouldn't work for a company that did animal testing, *even if/ whether /as long as* the salary was good.
4. We'd agree to do work at the weekend *as soon as/even if/as long as* they gave us some time off during the week.
5. I wouldn't take the job *as long as / whether /as soon as* it meant an increase in my income or not.
6. We'd promote you *as soon as/whether/unless* there was a vacancy.

**Gr. 5.4 Find the mistakes in the sentences and correct them.**

1. Before you go tomorrow morning, do you phone me if you need anything?
2. What you have done if a nearby boat hadn't picked up your distress call?
3. You had feel a lot better about things if you took a risk and left your job.
4. She wouldn't have finish the race if she wasn't such a determined person.
5. What you like to do if you had some free time and money?
6. If I didn't take a year off to cycle across Africa, I wouldn't have met my wife.
7. If he didn't have sailing lessons when he was young, he wouldn't be so confident in the water now.
8. If you'll see John, will you ask him if he wants to come parachuting with us?

**SPEAKING**

**MONOLOGUE**

**Make a monologue on the subject of being man of art.**

Kind of work: individual work

Time for preparation: 10 minutes

Time of speech: 4–5 minutes

### **STEP I.**

Imagine that you are a man of art. What sphere would it be and why? What would you be famous for?

### **STEP II.**

Present your monologue in class.

### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.

## **Part 5.2. Opinion on art**



Photo from [www.pexels.com](http://www.pexels.com)

### **LEXIS**

Vocabulary for expressing your opinion of art.

***Lex.5.6 Read the opinions. What art is the person giving an opinion about? Make a list of opinion adjectives.***

The painting was disgusting!

I love being frightened by a good horror film.

The music hall was crowded with lovers of music.

I was surprised by the score at the end.  
 The special effects were amazing.  
 The last chapter is very exciting.  
 I am very interested in architecture of Ancient Egypt.  
 The concert programme was rather disappointing.  
 The landscapes were very well displayed.  
 I was bored with the first act.  
 I didn't enjoy the exhibition. It was very boring.  
 The ghost story was very frightening.  
 The children were over-excited and noisy at the play.  
 Your story about this painter sounds very exciting.

I was embarrassing when they asked me to share my opinion on Japanese art. It was very depressing to see these portraits.

**Lex.5.7 Underline the correct form of the adjective in these opinions.**

- a) I've just read a very | amusing | amused | book
- b) The opera was very | excited | exciting | because both teams played well.
- c) I couldn't find the way in the gallery because your map was very | confused | confusing |.
- d) I was | amazed | amazing | that abstract art appealed to me.
- e) Please don't call me to the gallery. It's very | annoyed | annoying |.
- f) I was | shocked | shocking | when I saw this modern art installation!
- g) Are you | interested | interesting | in art?
- h) I was very | embarrassed | embarrassing | because I didn't understand the play.
- i) Everybody was | amused | amusing | by her imitations of classical style.
- j) The walk around this exhibition was | exhausted | exhausting |.

**Lex.5.8 Use the best adjective from the box to describe the work of art or events.**

amusing	disgusting	satisfying	annoying
depressing	enchanted	terrifying	moving
	relaxing	boring	

- a) I visited a very good concert. – satisfying – The concert was quite satisfying.
- b) I was very angry when they didn't answer the phone.
- c) The music was very beautiful and made me feel magical.



- d) The visit to the cinema took away all my stress.
- e) Exhibition made me feel sick.
- f) The story was very funny and made me laugh.
- g) The news about this genius actor was very bad so I felt unhappy.
- h) The film was very long, slow and uninteresting.
- i) The children cried when Bambi's mother was killed.
- j) This horror story made me feel frightened.

**Lex.5.9 Match the idioms, that can help you to describe famous person's talent, with situations they are usually used in:**

head and shoulders above the rest miles better than streets ahead of other ones to knock spots off the other ones out of this world outstanding/superb	used usually of people can be used of people or things usually used of things
---	---

**Lex.5.10 Write something in the gaps below to make true sentences about yourself.**

Heavy rock is \_\_\_\_\_.

I feel \_\_\_\_\_ when I listen to classical music.

Traditional folk music from my country is \_\_\_\_\_.

Learning to play a musical instrument is \_\_\_\_\_.

Going to a pop concert with your mum or dad is \_\_\_\_\_.

I feel \_\_\_\_\_ when I watch a theatre performance

I feel \_\_\_\_\_ watching art films.

**Lex.5.11 Read these famous quotes about art. Make your own ones.**

Pablo Picasso – The purpose of art is washing the dust of daily life off our souls.

Henry David Thoreau – This world is but a canvas to our imagination.

Vincent Van Gogh – If you hear a voice within you say 'you cannot paint,' then by all means paint, and that voice will be silenced.

Friedrich Schiller – Art is the daughter of freedom.

Salvador Dali – Drawing is the honesty of the art. There is no possibility of cheating. It is either good or bad.

Ernst Fischer – I don't want life to imitate art. I want life to be art.

Thomas Merton – Art enables us to find ourselves and lose ourselves at the same time.

Leo Tolstoy – Art is not a handicraft, it is the transmission of feeling the artist has experienced.

Pablo Picasso – Some painters transform the sun into a yellow spot, others transform a yellow spot into the sun.

***Lex.5.12 Read the text, paraphrase underlined vocabulary:***

**Ludwig Van Beethoven: The Moody Genius**

In 1774, four-year-old Ludwig van Beethoven had to stand on the piano bench to reach the keys. Eventually, he became known as Germany's greatest pianist. Beethoven's talent attracted many friends. But he was a moody genius. If people talked while he played, he would walk off in a huff. The fashionable hairstyle of the times was neat pigtailed, but Beethoven wore his hair long and wild. He cared nothing about stylish clothes.

Beethoven scorned company. He preferred being alone to compose symphonies. Sometimes he worked for days without sleep. Beethoven's most well-known notes begin his Fifth Symphony. They are three short beats followed by one long beat. Some people think these notes represent Fate knocking at the door.

What is the worst thing you could imagine happening to a musician? In his twenties, Beethoven began to lose his hearing. He broke piano strings by pounding hard enough to hear the notes. The deaf composer became even more eccentric. When conducting an orchestra, he'd shout without realizing it. In his last performance, Beethoven could not hear the audience. When someone turned him around to make him aware of the applause, Beethoven began to cry.

The great composer died at age 57. Until the very end, he was a wild, defiant genius. According to legend, when a thunderstorm rattled the room, Beethoven roused himself from his death bed and shook his fist at the sky.

***Lex.5.13 What eight-letter noun from the reading means “a long piece of music played by a full orchestra”?***

***Lex.5.14 What four-letter noun from the reading rhymes with puff and means “a fit of anger”?***

**Lex.5.15** What four-letter adjective from the reading means “incapable of hearing”?

**Lex.5.16** Complete each sentence with one of the words from the text:

When Beethoven was \_\_\_\_\_ an orchestra, he would wave his arms wildly.

In a cruel twist of \_\_\_\_\_, the great Beethoven became deaf.

Beethoven’s habits of dress were very \_\_\_\_\_.

Beethoven’s music \_\_\_\_\_ great excitement and emotion in audiences.

**Vocabulary for expressing your opinion of art.**

**Lex.5.17** The following English idioms could all be used to discuss art:

1) *to be striking* – A work of art that is striking is one that is very noticeable or outstanding.

2) *to bear fruit* – Something that bears fruit produces positive or successful results.

3) *to break with convention* – An artist who breaks with convention is one who does not do things in the traditional or expected way

4) *to bring something to life* – When an artists brings something to life, he makes his subject come to life.

5) *to be eye-catching* – When a work of art is eye-catching, it attracts your interest or attention.

6) *to grab someone* – If a work of art grabs you, it captures your attention or appeals to you very much.

7) *to put the finishing touches on something* – If you put the finishing touches on a work of art, you are adding the final improvements to make it complete.

8) *to stand the test of time* – If a work of art can stand the test of time, it will be regarded as good for a long time.

**Lex.5.18** Fill in the blanks with these idioms:

1. Rich in contrast and color, Picasso’s Weeping Woman is \_\_\_\_\_.
2. After spending months in his studio, Pierre’s hard work finally \_\_\_\_\_.
3. The avant-garde artists of the time \_\_\_\_\_.
4. Through his realistic and very detailed sculptures, the artist brought local historical figures \_\_\_\_\_.
5. Van Gogh’s use of bright colors makes his sunflower pictures very \_\_\_\_\_.

6. Caspar David Friedrich's Moonrise by the Sea really \_\_\_\_\_ me.
7. She needed another hour to put the \_\_\_\_\_ on her mural.
8. It is fair to say that the work of Leonardo da Vinci has stood \_\_\_\_\_.

**Lex. 5.19 Match the beginning and ending of the proverbs about art:**

An artist	lives everywhere. (England)
Art has no enemy	concealing art. (Roman)
In crooked wood	but ignorance. (Roman)
Art helps nature,	one recognizes the artist. (Togo)
Art is long,	and experience art. (England)
Art consists in	life is short. (Greece)
One picture	is worth a thousand words. (U.S.)
You cannot fill your belly	by painting pictures of bread. (China)
Necessity teaches	new arts. (Norway)

**READING**

**Before reading:**

**R.5.5 Answer the following questions:**

What type of music do you like? What music is very popular now? Have you ever heard about afrobeat? What do you know about it? Do you listen to it?

**Read the text and do the tasks on it.**

**The Nigerian Sound of Afrobeat**

by John Kuti

My surname “Kuti” is a normal Hungarian surname – it means something like “Wells” ... as in the places where you get water out of the ground. By a strange coincidence “Kuti” is also a name in Nigerian. In the Yoruba language it means “death cannot be caused by any human being”. Now I don’t think that coincidences have any special meaning most of the time – but in this case it is an example of the power of music to tell you things that are impossible to find out any other way.

I know this because of a musician – Fela Kuti. He was born in Abeokuta about 60 miles north of Lagos (which was then the capital of Nigeria) in 1938. When he was 20, his parents sent him to London to study medicine. But instead he joined Trinity College of Music, and he formed a band called “Koola Lobitos”. I have no idea where they got that name, but they became

quite popular around 1961 in London clubs. They probably played some “r’n’b” which means “rhythm and blues” an American style which, at that time, was being adopted by British groups like the Rolling Stones. They must have played West African styles as well like “high-life” because another member of the band was a singer from Lagos called Jimo Kombi Braimah.

I think the first recordings of Fela Kuti were made under the name “Koola Lobitos”; but by then he had already returned to Nigeria and invented his own style which was called “afrobeat” a mixture of American funk rhythms and jazz improvisation with African percussion and vocals. His first hit was sung in the Yoruba language and recorded by his group “Afrika 70” – Jeun Ko’ku (which means ‘eat and die’)

During the 1970s and 1980s Fela was a leader not only in music but in politics. They were complicated times in Africa when many countries in the region had recently become independent. People often found being freed from an empire was not the solution to all their problems. Nigeria had become independent in 1960. In 1968 the terrible Biafran war began, with the short-lived country of Biafra which was in the southern part of Nigeria. Up to a million people died – many of them from starvation. The country has had various periods of military government since then.

Fela was never afraid to express his opinions in his songs, and that often got him into trouble. For example his 1977 song “Zombie” about the military mentality ...

*“Zombie – no go talk unless you tell him to talk  
Zombie – no go think unless you tell them to think”*

They are very serious songs but they sound happy, with lots of groovy rhythms and energetic trumpet and saxophone playing. The words are really a special variety of Nigerian Pidgin English, which is the best way to communicate with his audience— there are hundreds of different languages in Nigeria.

Fela was always serious about his identity as an African. In his song “Gentleman” he made fun of Africans who wear clothes from cold countries in the tropical heat. In “Colonial Mentality” he also explains why he adopted the African name Anikulapo instead of the English “Ransome” (which he called a “slave-name”.)

From the point of view of the government, maybe the worst thing he did was to try to make young Nigerians more interested and more active in

the political life of their country. His music is a source of information and an introduction to new ways of thinking.

**After reading:**

***R.5.6 In the table are some names and other words from the text. Below the table are explanations of the names and other words. Can you match the names and other words to the explanations?***

a. Afrika 70	b. Afrobeat	c. Anikulapo
d. Biafra	e. High-life	f. Lagos
g. R'n'b	h. wells	i. Zombie

1. Places where you get water out of the ground
2. The former capital of Nigeria
3. Rhythm and blues
4. A west-African style of music popular in the 1960s and 70s
5. The style of music invented by Fela Kuti
6. The group which recorded Fela's first hit
7. A country which was created from a part of Nigeria in the 1960s
8. A song by Fela about how soldiers think
9. The variety of English you can hear in many of Fela's songs
10. The name Fela took instead of "Ransome"

***R.5.7 Choose the correct answer to each of the 10 questions below.***

1. When two things happen that seem connected but are not, we say it's:

- a) a coincidence
- b) a mentality
- c) starvation

2. When you understand something you know its:

- a) vocals
- b) mentality
- c) meaning

3. If you start to follow or use a certain style you:

- a) adopt it.
- b) find it out
- c) express it

4. If you play the drums, and other instruments which you hit, you play:

- a) improvisation
- b) percussion
- c) region

5. If you are the singer in a group you do the:

- a) funk
- b) solution
- c) vocals

6. If something is “complicated” it means that it:

- a) is difficult to understand
- b) has lots of people trying to be number one
- c) feels sure that everything is OK

7. The problem of people not having food to eat is:

- a) starvation
- b) trouble
- c) trumpet

8. Fela’s political songs often “got him into trouble” because:

- a) they made fun of people
- b) they were fun
- c) they were funny

9. A good word for music that makes you want to dance is:

- a) serious
- b) groovy
- c) active

10. Fela’s song “Colonial Mentality” explains:

- a) why he changed his name
- b) how soldiers think
- c) the hot weather in Africa

***R.5.8 Which of the Key Words would you use to describe the music you like?***

catchy, dramatic, exciting, haunting, lively, monotonous, moving, romantic, sad, scary, sentimental, sinister, soothing, soppy, tear-jerking, tedious, terrifying, thoughtful

## GRAMMAR FOCUS

See Grammar reference. Unit 5. Conditional sentences. Alternatives for IF.

**Gr. 5.8 Write second conditionals using these prompts.**

1. A. If you / see/ some people robbing a shop, what / you do?  
B. As long as the robbers / can't see me, I / call the police.
2. A. Suppose you / can / work for any company in the world, which / you choose?  
B. I / like to work for *Microsoft* provided I / can / have free clothes.
3. A. Imagine you / have / the chance to learn a new skill, what / it be?  
B. If I / can / afford it, I / learn to fly.
4. A. Supposing you / be / a journalist, who / you most like / interview?  
B. I / like/ interview Prince William providing I / can ask him anything.

**Gr. 5.9 Read these questions and answers. Are both words/phrases possible? If not, choose the correct one.**

1. A. *Suppose/Provided* you found a lottery ticket and it had the winning number, would you collect the money?  
B. Yes, I would, *imagine/assuming* I couldn't find the owner.
2. A. *Imagine/If* your best friend had nowhere to live, would you let him/her come and live with you?  
B. I'd let him/her stay with me *as long as/provided* it wasn't for too long.
3. A. *If/Suppose* some friends asked you to look after their four cats for a month, would you agree to do it?  
B. No, I wouldn't, *even if/provided* they paid me!
4. A. *Imagine/As long as* you saw a man being attacked in the street, would you try to help him?  
B. Yes, I might, *suppose/provided* I wasn't alone.

**Gr. 5.10 Work in pairs. Compare answers. Then take turns to ask each other the questions. Answer for yourself.**

**Gr. 5.11 Practice the following according to the model.**

**Model:** He runs round the park every morning, so he keeps very fit.

*If I ran round the park every morning I would keep fit too.*

1. He lives in the South, so he can grow a lot of flowers.
2. They use electric typewriters, so they finish their work soon.



3. He lives near his work, so he is never late.
4. He goes to bed early, so he always wakes up in time.
5. His French is good, so he reads French books in the original.
6. They have a maid, so they can enjoy themselves.

**Gr. 5.12 Match the sentence beginnings (1–8) with the endings (a–h).**

1. If the cheque arrives today,
2. If I had more time,
3. If I had heard the weather forecast,
4. If I did more exercise,
5. If anyone spoke to me like that,
6. If I hadn't fallen in the race,
7. If I come to the party,
8. If I get my bonus at Christmas,
  - a) I would be extremely angry.
  - b) I wouldn't have gone walking in the mountains.
  - c) I'll buy a new car.
  - d) I would like to do a pottery class.
  - e) I would probably start losing weight.
  - f) I'm sure I would have won it.
  - g) I'll put it straight in the bank.
  - h) will you get them a present from both of us?

**Gr. 5.13**

**STUDENT A**

a) Work in pairs with a student from group A. Fill in the gaps with the correct form of the verbs in brackets.

1. If you \_\_\_\_ (hit) a parked car at 3 a.m., \_\_\_\_ you \_\_\_\_ (leave) a note with your phone number?
2. Imagine you \_\_\_\_ (find) an expensive camera on a park bench, \_\_\_\_ you \_\_\_\_ (hand) it in to the police?
3. Suppose your company \_\_\_\_ (pay) you twice for last month's work, \_\_\_\_ you \_\_\_\_ (keep) the money?
4. If you \_\_\_\_ (get) home from the supermarket and \_\_\_\_ (realise) that they hadn't charged you for something, \_\_\_\_ you \_\_\_\_ (take) it back?
5. Imagine you \_\_\_\_ (borrow) a friend's laptop and \_\_\_\_ (drop) it on the way home, \_\_\_\_ you \_\_\_\_ (tell) your friend what happened?

b) Work with a student from group B. Take turns to ask and answer the questions. Make brief notes to help you remember your partner's answers.

### STUDENT B

Work in pairs with a student from group B. Fill in the gaps with the correct form of the verbs in brackets.

- a) If you \_\_\_\_\_ (want) to go to a club but it was full, \_\_\_\_\_ you \_\_\_\_\_ (try) to bribe the doorman?
- b) Imagine a female friend \_\_\_\_\_ (ask) for your opinion about her new hairstyle and you \_\_\_\_\_ (think) it looked terrible, \_\_\_\_\_ you \_\_\_\_\_ (tell) her the truth?
- c) Supposing you \_\_\_\_\_ (find) a copy of the end-of course exam paper, \_\_\_\_\_ you \_\_\_\_\_ (give) it back to your teacher without looking at it?
- d) If a shop assistant \_\_\_\_\_ (give) you too much change, \_\_\_\_\_ you \_\_\_\_\_ (give) it back?
- e) Suppose a friend \_\_\_\_\_ (ask) you to look after his tropical fish .and one of them died, \_\_\_\_\_ you \_\_\_\_\_ (tell) you friend what happened?

**Gr. 5.14 Work with a student from group B. Take turns to ask and answer the questions. Make brief notes to help you remember your partner's answers.**

**Example:** *If you wanted to go to a club bit it was full, would you try to bribe the doorman?*

– Yes, I would, as long as I didn't have to give to him too much.

## SPEAKING

### DISCUSSION

**Discuss the following statement: “Video/computer games are a new form of art”.**

Kind of work: group work

Number of students: 2 teams

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

### STEP I.

Divide into 2 teams: One team supports the given idea, another one does not.

### ***STEP II.***

Present your discussion in class.

### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## **Part 5.3. The Art of Speaking about Art**



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### **LEXIS**

Vocabulary for conversing about art.

***Lex. 5.20 Learn to ask for opinions with these phrases:***

What do you think about...?

What are your views on...?

What do you feel about...?

What's your opinion of...?

What are your feelings about...?

Have you got any comments on...?

Could I have your reaction to...?  
Do you have any particular views on...?  
Don't you agree, ...?  
I think X knows more about this than I do.  
I expect X will agree with me when I say...

*Ask your groupmate's opinion about the following kinds of art:*

abstract expressionism  
academic art/ academism  
cubism  
gothic art  
graffiti art  
history painting  
realism

***Lex.5.20 Learn to ask for information:***

Excuse me.  
Could you tell me...?  
Could you tell me how to...?  
Would you mind telling me...?  
Do you know...?  
What happens if...?  
Where can I...?  
When can I...?  
How can I...?  
Something else I'd like to know is....

*Ask for information about:*

Art deco  
Celtic art  
Conceptual art  
Expressionism  
Futurism  
Impressionism  
naive art/ primitivism  
Photorealism

***Lex.5.21 Learn to ask for clarification/more information with these words and phrases:***

I didn't understand what you said about .

I'm sorry, I didn't catch what you said about .

I'm sorry, could you repeat what you said about .

Sorry, but I'm not quite clear on .

I'd like to ask you about .

I didn't understand the bit about the...

What does . mean?

Could you explain that again, please?

Could you be more specific about...?

***Lex.5.22 Ask your group-mates to read these sayings about art forms and react to them asking for clarification or more information.***

1. In these artworks, objects are broken up, analyzed, and re-assembled in an abstracted form.
2. It emphasized themes associated with contemporary concepts including speed, technology, youth and violence, and objects such as the car, the airplane and the industrial city
3. This is art that is often characterized by a childlike simplicity in its subject matter and technique.
4. This is a technique of painting in which small, distinct dots of pure colour are applied in patterns to form an image.
5. The British group's intention was to reform art by rejecting Raphael and Michelangelo.
6. These paintings were generally based on dreams and were often filled with familiar objects which were painted to look strange or mysterious. The movement's name means "more than real".

***Guess what form of art these sayings refer to.***

*(abstract expressionism, naive art/ primitivism, pointillism, futurism, surrealism)*

***Lex.5.23 Learn to describe an object of art with these phrases:***

On this picture, ...

Take a look at this.

Let's have a look at this.

I'd like you to look at this.

I'd like to draw your attention to ...  
Here we can see ...  
The sculpture represents ...  
The landscape illustrates ...  
As you can see, ...  
If you look closely, you'll see ...

***Lex.5.24 Describing art extended speaking.***

***Work in pairs. Ask your partner questions about the work of art.***

Where and when they saw it  
Name of the work and artist  
What they think about and know about that artist  
Comparisons to other works and artists  
Materials  
Size  
Colour(s)  
Shape(s)  
Its fame  
Its importance  
If they have seen pictures of it before or since  
If they have read or heard about it  
How well they remember it  
Why they chose this artwork to speak about

## READING

**Before reading:**

***R.5.9 Answer the following question:***

Have you ever attended such performance?

Read the title and the introduction to the text. What are you going to read? What do you think a sign language theatre interpreter does?

In pairs, think of three questions you would like to ask about a theatre interpreter. Read the text quickly and see if your questions were answered.

**Read the text and do the tasks on it.**

## Theatre for the Deaf

*There was time when deaf people couldn't experience the joy of theatrical performance. This is all changing, thanks to Sign Language theatre interpreters.*

Deaf people should enjoy a play as much as the hearing **audience**. This is the thinking behind the Americans with Disabilities Act, which requires that theatres become accessible to deaf of people. Theatre producers, on the other hand, are beginning to realize that such a feature makes their product attractive to a wider audience – with considerable financial rewards.

Interpreted theatre usually takes place as two or three performances in a theatre season. Preference for tickets is given to the deaf and their guests, but tickets are also sold to hearing people who are interested in seeing theatre interpreters at work.

It is a colossal project for the interpreters. Ian Cox works for SeeTheatre, a Chicago-based association of interpreters. He says, “for about a month we work with the support of a Sign Language consultant to translate and **rehearse** an entire play. The workload is immense. Consider that each actor in the play has about four weeks to rehearse his or her lines; we have to learn the whole play in as much time. And, when interpreting musicals, where timing, rhythm and harmonies must be practiced, the workload doubles.”

The most important technical aspect of theatre interpretation for the deaf is the location of the interpreter. Placement strategies can be categorized into three styles: “**placed**”, where interpreters are located outside the acting space and do not move; “**zoned**”, where interpreters are within the acting space, but usually move only during a change of scene or act; and, finally, “**shadowed**”, where interpreters move freely within the acting space, shadowing the movement of the actors for whom they are interpreting.

The “placed” style of interpreting in the theatre is by far the most common. The interpreters are side-by-side and face the audience (although some interpreters interact with each other as appropriate). The location of the interpreter is generally in one of three places: **stage right** or **stage left**, or on **the floor of the house**.

The “zoned” style of interpreter placement is a happy medium between the “placed” and “shadowed” styles. Here, interpreters are placed side-by-side within the acting space. Usually, they change position on stage

from **scene** to scene – or from **act** to act – in order to be within the same “zone” as the majority of the action. Zone placement makes it easier for the deaf patron to see the interpreters and actors at the same time.

The “shadowed” style of interpreting is the most inclusive style of interpreting for the theatre. It involves placing the interpreters directly within the action – nearly making them “sign language actors”. The interpreters are “blocked” into each scene, and literally shadow the actors. The advantage of this is clear: the interpreter is in such close proximity to the actor that the deaf patron need not make a decision about whom to watch – he or she can watch both at the same time. In the best of cases, the deaf patron mentally blends the interpreter with the actor, and forgets that the actor does not sign.

Theatre interpreters for the deaf are decided professionals who take great pride in their work. “Theatre”, says Ian, “is the art of communicating beautiful ideas in interesting ways. Interpreted theatre, therefore, is an art in itself. Thankfully, instead of seeing us as “additions”, producers nowadays think of interpreters for the deaf as a new avenue of creativity.”

*After reading:*

**R.5.10 For questions 1–7, choose the most appropriate answer (A, B, C or D).**

1. Theatre interpreters have become commonplace because  
A deaf people were avoiding the theatre.  
B theatres wanted to become more accessible.  
C a new law made their presence compulsory.  
D producers wanted a way to attract audiences.
2. Why do hearing people go to see interpreted performances?  
A They are the most popular performances of the season.  
B They are even better than standard performances.  
C They give a better understanding of the play.  
D They offer a chance to admire the work of interpreters.
3. The workload of the theatre interpreters is so great because they have to  
A learn the lines of all the actors.  
B interpret in front of a consultant.  
C go to many of the rehearsals.  
D work in all parts of the production.



4. In which style(s) of interpreting do the interpreters change their position

A the “zoned” style

B the “zoned” and the “shadowed” styles

C the “placed” and the “shadowed” styles

D the “shadowed” styles

5. Why does the writer refer to the “zoned” style as a happy medium?

A It combines elements from the two other styles.

B It is mostly used in light-hearted plays.

C It allows the interpreters to mix with the actors.

D It makes the interpreter’s job easier.

6. What does the word “this” in line 74 refer to?

A the advantages of the “shadowed” style

B the position of the interpreters

C the action in a performance

D the placement of the actors

7. What does Ian say about theatre producers in the last paragraph?

A They appreciate the work of interpreters.

B They think interpreters are expensive.

C They see interpreters as a necessary evil.

D They don’t respect interpreters.

***R.5.11 Explain the theatre-related words in bold.***

***R.5.12 Look at the following phrases from the text and explain the underlined parts in your own words.***

– ...with considerable financial rewards

– ...placed side-by-side within the acting space.

– ...the deaf patron mentally blends the interpreter with the actor...

***R.5.13 In what other situations are interpreters for the deaf used?***

## GRAMMAR FOCUS

### ***NB***

The *if clause* can be first or second in the sentence. We only use a comma when *if clause* is first:

If I had enough time, I'd help you.

I'd help you if I had enough time.

***Gr.5.15 Complete the sentences with the appropriate form of the verbs.***

1. What will we do if/taxi/not come/time?
2. If I/been born/year earlier,/I done/military service.
3. What would you do if/you/offer/better job?
4. If I/not home/11 p.m./my dad/be/really angry.
5. I/not/hired/a car/if I/known/expensive/it/going to be.
6. If she/work/hard/between now/the exams,/she/ probably pass.
7. We/gone/the cinema/if we/able/find/babysitter.
8. if I/you,/I/go/long holiday.

**See Grammar reference. Unit 5. D. Third (Unreal) conditional**

***Gr. 5.16 Correct the mistakes in these third conditionals.***

1. It might be better if you'd left yesterday.
2. If you would flown last Monday, it would have been much cheaper.
3. If you'd asked sooner, I can have helped.
4. What you have done last night if she hadn't given you a lift?
5. I wouldn't come if you hadn't asked me.

***Gr. 5.17 Make notes on six interesting things that have happened in your life. Write them in the order they happened.***

2010 – passed my medical exams

2014 – met Danil at my cousin's wedding

***Gr.5.18 Make third conditionals to describe how life would have been different if these things hadn't happened.***

If I'd failed my medical exams, I might have become a teacher.

***Gr.5.19 Work in pairs. Take turns to tell each other about the things you wrote in Gr.5.18 Ask follow-up questions if possible.***

***Gr.5.20 Tell the class two interesting about your partner's past.***

## SPEAKING

### ***DISCUSSION***

***Discuss the topic of art kinds.***

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

#### ***STEP I.***

Answer the following question:

Do all of kinds of art have future?

#### ***STEP II.***

Share your opinion with your groupmates.

#### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## ■ Unit 6

### FAMILY AND INTERPERSONAL RELATIONS

#### **Recommendations for study**

Objectives: to practise topical vocabulary “Family and relationship”, to develop speaking skills in and skills for detailed reading about starting a family, relationships and family role in our life.

#### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about families and relationships.
2. Reading tasks to the texts “Meet the K.I.P.P.E.R.S.”, “Twenty-first Century Dating”, “Neighbours Call the Tune”.
3. Grammar tasks (Wishes in the present.).
4. Speaking. speaking about artworks. Learn to give advice in family problem, to suggest.

#### ***Knowledge:***

- Learn words and phrases to the topic “Family and relationship”, word-building, idioms.
- Study information about new trends in family life.
- Acquire the knowledge of using wishes in the present.
- Learn the ways of giving advice.
- Learn the frame of discussion, real situation.

#### ***Skills:***

- Practise using vocabulary to the topic “Family and relationship” in speech.
- Practise discussing general problems of modern family in dialogues.
- Practise using wishes in the present in discussing family events.
- Practise reading texts about new kinds of art and finding necessary information in them.
- Practise making prognosis about the world future.

#### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Structures with wish.

Study Glossary for Unit 6.

## Part 6.1. Starting a Family

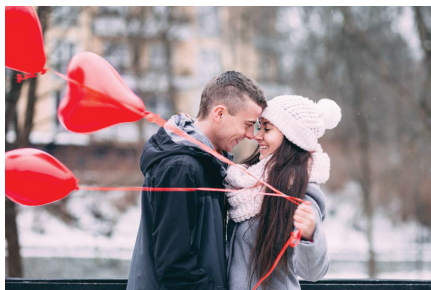


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### LEXIS

Vocabulary for speaking about starting a family.

***Lex.6.1 Study these idioms for falling in love, getting married and difficult relationships.***

catch someone's eye = to be attractive to someone.

to fancy someone = to find someone attractive.

to have a crush on someone = to only be able to think about one person.

to go steady = to go out with someone.

a love-nest = the place where two lovers live.

to tie the knot = to marry.

to go through a bit of a rough patch = when things are not going well.

to be on the rocks = a relationship that is in difficulty.

*Fill in the blanks with idioms from the list above:*

1. Once she moved out, it was clear their marriage was \_\_\_\_.
2. When I was at school, I had \_\_\_\_ on a film star.
3. They made \_\_\_\_ in the old basement flat.
4. So when are you two \_\_\_\_?
5. The shy man at the back of the class \_\_\_\_ my eye.
6. Since the argument, they've been going through \_\_\_\_."
7. They've been going \_\_\_\_ since their first year at university."
8. My friend \_\_\_\_ you!

**Lex. 6.2 Choose the right variant:**

1	Dining _____, acceptable and proper behavior during meals, is important if you are dating.	A etiquette B routine C activities D courtesy
2	I like _____, having restaurant meals, on a regular basis.	A eating out B supping C taking out D dining
3	That girl made eye _____ with me! She looked right at me, and she seems interested. I'm going to ask her out on a date.	A Candy B contact C Balls D batting
4	I want to ask that girl out _____ a date. Do you think she'll say «Yes»?	A At B on C With D in
5	A _____ is unattractive behavior.	A turn-on B turn-off C turn-out D turn-over
6	Do you think a man should always _____ the door for a woman?	A Hold B close C Stand D take
7	Don't be late. You should always _____ on time for a date.	A Get B arrive C dress D send
8	Do you think it's OK if a woman _____ a man out on a date?	A Makes B asks C Fakes D tasks
9	I think Wanda is my _____. I feel a deep and natural connection with her in a serious way.	A blind date B heart-throb C puppy love D soul-mate
10	You really shouldn't talk about your past relationships while out on a date. You shouldn't bring up your _____ boyfriends at all.	A post- B un- C ex- D pre-

**Lex. 6.3 March words in two columns to make a set phrase:**

- |                            |                 |
|----------------------------|-----------------|
| 1) unconditional/parental  | a) bond         |
| 2) long-lasting/favourable | b) attributes   |
| 3) spiritual/common        | c) impression   |
| 4) personal/hidden         | d) family       |
| 5) superficial/working     | e) love         |
| 6) nuclear/close-knit      | f) relationship |
| 7) middle/only             | g) sympathy     |
| 8) heartfelt/popular       | h) child        |

**Now use one word from each set to complete the sentences below. In pairs, use the remaining collocations to make up sentences of your own.**

1. I am very lucky in the fact that I have a very ... family that sticks together when times get difficult.
2. My uncle made a(n) ... impression on me. To this day, I remember his honesty and kindness.
3. ... love from one's grandmother can be an incredible blessing to a confused teenager.
4. Unfortunately, in this day and age, the majority of us are involved in mostly ... relationships.

## READING

**Before reading:**

**R. 6.1 Answer the following questions:**

When do young people usually leave home in your country? Why do they leave?

**Work in mini groups. List reasons for and against leaving home when you grow up.**

**R. 6.2 Read the introduction to the article and answer the questions:**

1. Who are the Kippers? What do they refuse to do?
2. What do the letters stand for?
3. What exactly does “eroding retirement savings” mean?
4. What does “fly the nest” mean”?

**Read the text and do the tasks after it.**

## Meet the K.I.P.P.E.R.S.

*Who are they? They are the children who just won't leave home.*

*Kippers is acronym for "Kids In Parents' Pocket Eroding Retirement Savings". Or, to put it another way, it refers to all those grown up children who stay at home into their 20s and 30s, unwilling or unable to fly the nest.*

The children

*Vicki Sargent, 30, lives with her father, Norbert, 65*

If I wasn't living at home, I wouldn't be able to afford to live in such a beautiful house. I would only be able to rent a room in a flat. This way I have my father for company and money for a social life. It's just too comfortable to move out.

My dad and I get on so well. We usually have dinner together and if I'm not out, I'll spend the evening with him watching TV. He spoils me a lot and treats me at least once a week to a meal at a nearby restaurant.

My friends don't get it. They say I'm living in a bubble away from the real world, and I suppose they're right, but they also admit they're jealous – they are always so strapped for cash because of their high rents. I don't pay my father any rent but I buy the food and contribute to the phone bill.

Apart from three months when I went travelling in my early 20s, I have never lived away from home.

*Martin Gibs, 28, lives with his parents Kathy, 52, and Robert, 54.*

I have to admit that I'm spoiled at home, so it's hard to imagine moving out. My mum always has my tea on the table when I return from work. We all get really well together – although my parents can get on my nerves when they tell me what to do. I'm sure I get on their nerves as well sometimes.

At 23, I moved out for two years. I lived with a friend for a short time, went travelling in Australia. It was a brilliant experience but I got into debt, about 2,000, and I had to come back and live at home again so that I could afford to pay it off. My parents don't charge me rent, so I can spend all of my salary on enjoying myself. Sometimes girls call me a "mummy's boy", but I think they like it. It's a lovely, cosy place to bring girls back to because there is always an open fire and something cooking in the oven.

The parents

*Bill Kennedy tells why his children, Anna, Simon and Andrew can stay as long as they like!*



No one told me, but it seems I was the father of Kippers for years, without knowing it. My three children all lived at home well into their late 20s. I know there'll be some parents at their wits' ends with their "lazy kids sponging off them". Actually, we don't want an empty nest. What puzzles me is why parents should ever want their children to leave home at 18. My wife, Judy, and I made it very easy for them to stay with us. It allowed them to postpone growing old. Honestly, I would happily forfeit any number of retirement perks – golfing, snorkeling holidays in Portugal, Paris, Peru or wherever, for just a few more years with our children at home. And why? Because money isn't everything. Family is.

*Sandra Lane, 49, says it's domestic hell with her son, Alan, 27.*

The fridge is the main issue, he's always helping himself to some titbit that I've been saving for dinner and he puts empty milk cartons back. The phone is another cause for complaint – he's always getting in touch with his mates, but when I get angry he just says I should get a mobile phone. And he borrows the car without asking and so I suddenly find myself unable to go out. He's been living at home since he graduated from university five years ago. By the time he finished his studies he had accumulated 4,000 in debt. I can't charge him rent, there's no point. He couldn't and wouldn't pay it. I'm at my wits' end with it all. I had been planning to go on a dream cruise as soon as Alan left home. Now that's all can be – a dream.

#### **After reading tasks:**

##### ***R.6.3 Read about two Kipper children and answer the questions:***

1. Why does he/she live with? How do they get on together?
2. Why does he/she still live home?
3. Has he/she ever lived away from home?
4. What advantages and disadvantages are mentioned?
5. What do his/her friends say?

##### ***R.6.4 Read about the two parents of Kippers, Bill and Sandra. Compare their views.***

1. Who is happy with the arrangement? Why? Who is not? Why?
2. Who is at their wits' end?
3. What do they say about foreign travel?
4. What do they say about money?

**R.6.5 Complete the sentences with words to do with money from the text.**

**Who does each sentence refer to?**

1. She isn't able to r\_\_\_\_\_ a flat.
2. He couldn't a\_\_\_\_\_ to pay o\_\_\_\_\_ his d\_\_\_\_\_.
3. Her friends are always s\_\_\_\_\_ for c\_\_\_\_\_ because they have to pay h\_\_\_\_\_ rents.
4. She c\_\_\_\_\_ to the phone b\_\_\_\_\_.
5. She doesn't c\_\_\_\_\_ him r\_\_\_\_\_ because he wouldn't pay it.
6. He a\_\_\_\_\_ debts of £4,000.
7. He sponges o\_\_\_\_\_ his mother in many ways.
8. He can s\_\_\_\_\_ all his s\_\_\_\_\_ on enjoying himself.
9. He believes that m\_\_\_\_\_ isn't e\_\_\_\_\_.

**R.6.6 Check your list of reasons from R.6.1. Which were mentioned?**

What's your opinion of Vicki and Martin? Do you sympathize more with Bill's views or Sandra's? Why? Is it possible to "grow up" while still living at home? Do you know any Kippers?

**GRAMMAR FOCUS**

**See Grammar reference. Unit 6. Making a wish. A. Wishes in the present.**

**Gr. 6.1 Read these sentences, and translate them into Russian (the words in brackets make the meaning fuller).**

a) I wish I knew how to drive a car. (At the time of speaking, the speaker doesn't know how to drive a car.)

Or: I don't know how to drive a car. I wish I did.

b) I wish today was a holiday. (But today is not a holiday.)

c) I wish I had more time to read. (At the time of speaking the speaker hasn't got much time to read.)

d) I wish I could travel round the world. (At the time of speaking, the speaker can't travel round the world. Perhaps he hasn't got enough money, or time)

e) The father told his children, "I wish you wouldn't make so much noise. I've got a head-ache." (when the father says this, his children are making a lot of noise.)

**Gr. 6.2 Add to each of the following examples 2 sentences, both beginning: “I wish ....”**

Example 1: I don't understand this question.

Answer: *I wish I did. I wish I understood this question.*

Example 2: *It's still raining.*

Answer: *I wish it wasn't. I wish it wasn't still raining.*

Example 3: My father can't give me more pocket money.

Answer: *I wish he could. I wish he could give me more pocket money.*

1. My brother doesn't have a very long holiday.
2. I can't play the piano.
3. My tooth is aching.
4. I sometimes make careless mistakes.
5. He's not coming to see me today.
6. I can't swim well.
7. I don't know how to answer this question.
8. He always drives too fast.
9. I don't speak English fluently.
10. I can't go to the cinema this evening.
11. The teacher gives us a lot of homework.
12. My father doesn't come home from work early.
13. I live a long way from the Institute.
14. Our television set is broken.
15. I can't sell my old bicycle.

**Gr. 6.3 Practise the following according to the model.**

Model: *Take more care. -I wish you would take more care.*

*Don't shout at me. - I wish you wouldn't shout at me.*

1. Don't throw rubbish on the floor.
2. Listen to me.
3. Don't waste so much time.
4. Try to answer my questions.
5. Get up earlier.
6. Don't be so impatient.
7. Look where you are going.
8. Speak more clearly.
9. Don't open the windows.

10. Don't walk so fast.
11. Write more carefully.
12. Don't come into the room without knocking.
13. Help me to move this cupboard.
14. Keep quiet.

## SPEAKING

### MONOLOGUE

*Give your opinion on the best age for marriage.*

Kind of work: individual work

Time for preparation: 10 minutes

Time of speech: 4–5 minutes

#### **STEP I.**

What is the best age for marriage? Make a monologue expressing your point of view.

#### **STEP II.**

Present your monologue in class.

#### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.

## Part 6.2. All about the Family

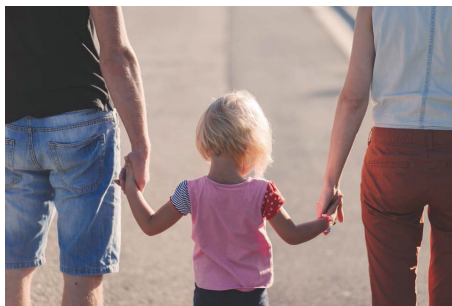


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### LEXIS

#### Vocabulary for speaking about family.

*Lex. 6.4 Read the text about modern family, fill in the blanks with suitable words and phrases:*

#### Family Functions

The manner in which families are organized and the accompanying rules influence family functions. While other institutions—religious, educational, political, and economic—may assist in the fulfillment of these functions, the family has the primary responsibility.

Socialization is perhaps the most basic and important function of the family because it teaches its members the rules and \_\_\_\_ within a given society. This involves the care, protection, and \_\_\_\_ of infants. The family not only is more permanent than other social institutions but also usually provides the care and love best suited to teaching children the skills, values, and \_\_\_\_ of the society and subculture. \_\_\_\_ are extremely important, and most adult family members provide this affection and support for their children while often overlooking them in their relationships with other adults.

\_\_\_\_ is closely related to reproductive and socialization functions. This function involves determining what roles and statuses, or positions, the child will occupy in society. Some statuses are ascribed at birth, such as age, sex, and social class. Children generally assume the legal, religious, and political \_\_\_\_ of their family as well.

*(nurturing, norms, expectations for behavior, status, Social placement, Affection and emotional support)*

### Marriage rates.

It is estimated that 95 percent or more of the existing population either have married or will marry. The majority of those still \_\_\_\_ are likely to marry at some point in their lives, and most \_\_\_\_ persons \_\_\_\_.

Most marriages are between people of \_\_\_\_ the same age, though people are free to marry someone considerably older or younger within the \_\_\_\_\_. Most married couples have or want to have children. Voluntary childless marriages are uncommon but increasing. Like marriage rates, divorce rates tend to decline in times of economic depression and rise during periods of prosperity. Approximately one half of all divorces are among persons in their 20s, and the rate is \_\_\_\_ high among teenagers.

*(single, remarry, divorced, roughly, legal limits, exceptionally)*

### Emerging Family Trends

Research on such societies as those in Greece, India, Middle Eastern countries, North Africa, and Latin America suggests that family systems are moving toward patterns seen in developed nations.

Living together, more formally known as \_\_\_\_, has become a common phenomenon. Most cohabiting relationships are \_\_\_\_, but the longer couples live together the more likely they are to marry eventually. Unmarried couples have problems similar to those of married couples.

Childless marriages, or at least a delay in having a first child, appear to be another \_\_\_\_ family lifestyle.

Dual-career marriages are a third emerging pattern. Most of employed women are in clerical or service work with earnings well below that of their male - \_\_\_\_\_. The word career is often used to \_\_\_\_ a job that involves a higher level of commitment than one taken primarily to increase the family income. In a growing trend—labeled the “mommy track” flexible workdays allowed them to \_\_\_\_ their talents, though at a slower pace of advancement, while nurturing their young families.

*(short-term, emerging, cohabitation, designate, counterparts, foster)*

***Tell your group mates about family trends in your country, using active vocabulary.***

***Lex.6.5 Read these proverbs and quotes about family. Which of them do you like best? Substantiate them with 5–6 sentences of your own.***

A brother may not be a friend, but a friend will always be a brother. —  
*Ben Franklin (1706–1790)*

A house divided cannot stand. – *Bible (Matthew 12:25)*

Blood is thicker than water. – *German Proverb*

Children are a poor man's riches. – *English Proverb*

Like father, like son. – *Asian Proverb*

One father is more than a hundred schoolmasters. – *George Herbert (1593–1633)*

The apple doesn't fall far from the tree. – *Asian Proverb*

It is not flesh and blood but the heart which makes us fathers and sons.  
– *Johann Schiller*

Home is where you are loved the most and act the worst. – *Marjorie Pay Hinckley*

It is a wise father that knows his own child. – *William Shakespeare*

**Lex.6.6 Explain underlined words in English. Ask your partner these questions during conversation about family:**

1. Have you or has anyone from your family adopted a child?
2. What do you think about adopting a child?
3. Should people adopt children from other countries?
4. How did you get your name?
5. Were you named after any member of your family?
6. How do you get along with your parents?
7. How do you get along with your brothers or sister? (if you have any)
8. Who is the breadwinner in your family?
9. Who does the housework in your family?
10. Were your parents strict?
11. Are you strict to your children? (if you have any)
12. How should we discipline children?
13. How many in-laws do you have? (if you have any)
14. Do you get along well with your in-laws?
15. Describe a typical family unit in your country. Has it changed over years?

**Lex.6.7 Use these words to describe your family chronology:**

The birth (alive) Childhood Teenage Youth Adulthood
Old age Death (dead) The engagement Marriage / wedding
The honeymoon Grow up Be under age Be in one's teens
Come of age Bring up children Fall in love
Get engaged Get married Get along with
Divorce Support a family

**Lex. 6.8 Explain these types of family:**

traditional family, unconventional family, nuclear family, extended family, blended family, single parent family, international family, single sex family, close knit family

**Lex. 6.9 Discuss the following questions with a partner:**

- What are the advantages and disadvantages of traditional families?
- What are the advantages and disadvantages of traditional family roles?
- Do you or any of your friends have unconventional families?
- Are you close to your extended family?
- To what extent can you rely on your extended family?

**Lex. 6.10 Study roles in the family:**

homemaker, housewife, the heart of the family, househusband, stay at home mum/ dad, breadwinner, provider, leader, wears the trousers, rules the roost, father figure, role model, the black sheep, the apple of my eye

**Discuss priority of these roles in the family with your partner.**

**Vocabulary for expressing your opinion of art.**

**Lex. 6.11 The following English idioms could all be used to discuss art:**

**Fill in the blanks with these idioms:**

- b) What proverb do you agree with? Add 5–6 sentences to prove it.  
d) Match the beginning and ending of the proverbs about art:

**READING**

**Before reading:**

**R.6.7 Which of these “firsts” do you remember best?**

your first home, your first date, your first dance, your first friend, your first hero, your first crush, your first love, your first English lesson, your first kiss, your first holiday, your first broken heart

**Choose three ‘firsts’ and tell your partner about them.**

‘I remember my first hero - /onny Wilkinson. He kicked the winning points for England in the 2003 Rugby World Cup final. It was ... ‘

**Read the text and do the tasks on it.**



**R.6.8 Read about these first dates. In your opinion, which relationship has the best chance of success? Why?**

### **Twenty-first Century Dating**

Bill It was love at first sight for Ruth and me, which was lucky because we met for the first time on our wedding day! A radio station was running a competition called

‘Two strangers and a wedding’, and I won the title of ‘Most Eligible Bachelor’. Ruth was one of 300 single women who offered to marry me! The first time we spoke to one another was when I proposed to her on the radio with 50,000 people listening. It wasn’t exactly intimate, but she said yes anyway. My mother was not amused – in fact, she told a newspaper that she was shocked and appalled. But we knew we were doing the right thing.

Clare I’ve finally found the man of my dreams. We have so much in common. We laugh at the same things and we talk for hours. There’s only one problem. We’ve never met. Stan lives in Canada, and I live in Scotland.

We got in touch through an online dating site. In the first week, I had about twenty-five responses, but nobody I was particularly interested in. Then, two months ago, I received an email from this guy in Canada. He sounded interesting, so I decided to write back. Soon I found myself rushing back home after work to check my emails. Stan made me laugh. He challenged my opinions. We talked about everything, and I just knew this one was different. I’m really excited, because we’ve decided to meet!

#### **After reading tasks:**

**R.6.9 Complete the sentences with Ruth and Bill or Clare and Stan.**

- a) \_\_\_ spoke to one another for the first time on the radio.
- b) \_\_\_ met on their wedding day.
- c) \_\_\_ are sure they are doing the right thing.
- d) \_\_\_ live in different countries.
- e) \_\_\_ started writing to each other two months ago.
- f) \_\_\_ haven’t actually met yet.

**R.6.10 Complete the statements with the words below:**

*dating, dreams, love, propose, relationships, sight, split up*

- a) I don’t believe in *love* at first \_\_\_\_\_.
- b) Online \_\_\_\_\_ is the best way to find a new partner.

- c) A man should \_\_\_\_\_ to a woman. It isn't natural for a woman to ask a man to marry her.
- d) A marriage is more likely to succeed if both partners have had \_\_\_\_\_ before getting married.
- e) People don't usually marry the man or woman of their \_\_\_\_\_ .
- f) Couples soon \_\_\_\_\_ and go their separate ways if they don't have anything in common.

***Which statements do you agree with?***

## GRAMMAR FOCUS

See Grammar reference. Unit 6. Making a wish. B. Wishes: *I hope...; It's time....*

***Gr. 6.4 Fill in the gaps with the correct form of the verbs in brackets.***

1. I hope you \_\_\_\_\_ (get) the job.
2. I wish you \_\_\_\_\_ (stop) telling me what to do.
3. It's time you and Dad \_\_\_\_\_ (buy) yourselves mobile phones.
4. If only I \_\_\_\_\_ (not have to) work this evening.
5. I wish someone \_\_\_\_\_ (tell) me if I've got the part.
6. It's time I \_\_\_\_\_ (find) a cheaper flat.
7. I wish I \_\_\_\_\_ (can) give up work altogether.
8. I wish it \_\_\_\_\_ (not rain). I have to go out in a minute.

***Gr. 6.5 Match sentences 1–8 to these sentences.***

- a) If I could, I'd move tomorrow.
- b) This waiting is driving me crazy.
- c) Then I could stay at home and finish my book.
- d) I could if we didn't owe so much money.
- e) I'm going to get very wet.
- f) I'm not a child any more.
- g) It'd be great to see you on TV.
- h) If you did, you could call him.

***Work in pairs. Compare answers.***

**Gr. 6.6 Write six wishes about your life now.**

I wish I could take a year off work.

I wish I didn't have to work next weekend.

*Work in pairs. Take turns to tell each other your wishes. Give reasons for your wishes. Ask follow-up questions.*

I wish I could take a year off work because I really want to go travelling.

**Gr. 6.7 Think of five things that annoy you. Use these ideas or your own.**

junk mail

TV adverts

people's habits

background music

mobile phones

call centres

rubbish

other drivers

**Gr. 6.8 Work in groups. Take turns to tell each other about the things that annoy you. Do you all get annoyed by the same things?**

Example: – I wish companies would stop sending me so much junk mail.

– Yes, it's really isn't it?

**Gr. 6.9 Tell the class about things that annoy everybody in your group.**

**SPEAKING**

**ROLE PLAY**

*There are different family situations. Choose a situation and role play it:*

**Situations:**

1. Imagine that the members of your group all belong to the same family. The family has one television set. Two members of the family have spent weeks looking forward to different shows that are scheduled at the same time. What will happen?
2. Imagine that the members of your group all belong to the same family. A young member of the family has brought home a stray dog and wants to keep it. Others are not so sure.

3. Imagine that the members of your group all belong to the same family. The family has one car, and one member of the family has just lost the keys so nobody can go anywhere. The keys are under the couch in the living room, but nobody knows that yet. What will happen?

Kind of work: group work

Number of students: teams of 3–4

Time for preparation: 15 minutes

Time of speech: 7–10 minutes

***STEP I.***

Work in teams of 3 or 4.

Choose a situation, discuss your roles within your mini-group (your “family”), make up dialogues.

***STEP II.***

Every team role plays their situation in front of the group.

***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.
8. Creativity

## Part 6.3. Family talk



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### LEXIS

#### **Vocabulary for conversing about family and relationships.**

##### ***Lex. 6.12 Learn to give advice in family problems:***

Why don't you ....

I think you should ....

My advice would be to ....

I'm sure you ought to ....

Don't you think it would be better to ....

You ought to ....

You should ....

If I were you, I'd ....

You'd better ....

*Ask your groupmate's advice about problems between:*

Parents and children.

Husbands and wives.

In-laws and new family members.

***Lex. 6.13 Learn to suggest:***

- I suggest we move on to the next point.
- You can read these two chapters before tomorrow.
- You could be rewriting the report while we're away
- You might have to look at this book
- Why don't you call me tomorrow.
- Shall we move on to the next point.
- Let's enjoy ourselves.
- Why don't we have a break.
- What about having a break.

***Lex. 6.14 Suggest decisions in the following family situations:***

Your friend quarreled with his girlfriend.

Your friend's sister | brother constantly quarrels with him.

Your grandparents don't understand your friend.

**READING**

**Before reading:**

***R. 6.11 Answer the questions:***

What usually causes conflict between neighbours? Have you ever had problems with your neighbours? Do you know how traditional Scottish bagpipe music sounds? Do you like it? Read about the dispute between two neighbours. Whose side are you on, the bagpiper's or his neighbours'? Why?

**Read the text and do the tasks after it.**

**Neighbours Call the Tune**

Fergus Maclean, a professional piper, has packed his bags. Not only has he decided to move house but he is emigrating to America after his neighbours in Dundee made several complaints about noise pollution.

What Mr Maclean feels upset about is the fact that people call his music "noise pollution". "It's this that really gets to me," fumes Mr Maclean. "Never have I heard anything like it in my whole life. I mean, the pipes are our national instrument, aren't they? It's not surprising that a lot of our best pipers go to live abroad!"

Seldom have bagpipes caused such conflict. Mr Maclean’s neighbours claimed that no sooner had they moved in than they were literally driven mad by the noise. “All we want to do is forget the sound of bagpipes!” they said. “Had we known that our neighbour was a piper, we wouldn’t have moved into the street. Mr Maclean practised for five hours a day and rarely did we get a chance to have a lie-in in the morning. Neither could we read a book at home without wearing earplugs. He practised for five hours a day! Who would put up with that, we wonder?”

In the end, the local council took action. “It was only after careful consideration that we gave Mr Maclean a warning,” a council spokesman said. “What denotes noise pollution is not clearly defined – there is no difference between someone playing the bagpipes and loud rock music.”

**After reading tasks:**

Formal Written Language	Neutral Language
<i>Never has he known anything like it.</i>	<i>He has never known anything like it.</i>
<i>Seldom have bagpipes caused such conflict.</i>	<i>Bagpipes have hardly ever caused such conflict.</i>
<i>Neither could we read a book at home without wearing earplugs.</i>	<i>We couldn’t read a book at home without wearing earplugs.</i>

**R.6.12 Compare the sentences in the table. Which of the statements below (a–c) are true about the formal sentences? Only one statement is false.**

- a they begin with a word that has a negative meaning
- b they have the word order of a question (inversion)
- c they sound less emphatic

**R.6.13 Find more examples of formal sentences in the text. Make a list of negative words and expressions that these sentences begin with.**

**R.6.14 How are these neutral statements (1–3) reported in the text?**

1. I’m moving house. In fact, I’m going to America.
2. We’d only just moved in when the noise began to drive us mad.
3. We hardly ever get a chance to have a lie-in.

***R.6.15 Find sentences in the text which mean almost the same as the sentences below.***

Mr Maclean feels upset about the fact that people call his music “noise pollution”.

This really gets to me.

We want to forget the sound of bagpipes.

We gave Mr Maclean a warning after careful consideration.

***R.6.16 Using the beginnings provided, rewrite the sentences to make them more emphatic and more formal.***

1. They will never admit their mistakes.

Never.

2. If she had come, she would've learned the truth.

Had.

3. He didn't only sing in the choir, he played in the school band as well.

Not only.

4. We hardly ever hear such powerful performances.

Seldom.

5. Politicians hardly ever experience what war really feels like.

Rarely.

6. I don't argue with people and I have never been in a real fight either.

I don't argue with people and neither

***R.6.17 Complete the sentences using the beginnings and the cues provided.***

Example:

*The flight was a nightmare, (take off / it turn out that the engine was on fire)*

*No sooner had we taken off than it turned out that the engine was on fire.*

People spend too much money nowadays.

Not only . . . (they buy things they don't really need / go on expensive holidays)

British football fans are the most violent in Europe.

Seldom . . . (it is quiet after the match)

The sunset at the seaside is an extraordinary sight.

Rarely . . . (one see anything so beautiful)

The evacuation of the building was completed just in time.

No sooner... (than) . . . (the last person had left / the fire broke out)

The press conference generated enormous interest.



Never before . . . (there had been such a great turnout of reporters and journalists)

## GRAMMAR FOCUS

See Grammar reference. Unit 6. Making a wish. C. Wishes / regrets about the past.

**Gr. 6.10 Practise the following according to the model.**

Model:

A. I asked Bill.

B. I wish you'd asked Tom too.

Or: B. If only you'd asked Tom too. ("had" is normally contracted here)

1. I invited Paul.
2. I stopped Mary.
3. I rang Ann.
4. I wrote to Alex.
5. I spoke to John.
6. I warned Philip.
7. I voted for Peter.

**Gr. 6.11 Rewrite these sentences using the words in brackets.**

Model: I didn't pay off my student loan last year. (wish) I wish I'd paid off my student loan last year.

1. You didn't tell me your brother was on TV last night, (wish)
2. I ate too much at lunch. (If only)
3. I stayed out too late last night, (shouldn't)
4. My sister didn't pay me back the money she owed me. (should)
5. The interest rate didn't go down last month, (wish)
6. You didn't tell me you needed a lift this morning, (should)

**Gr. 6.12 Make notes on five things that you did or didn't do in the last six months that you now regret didn't buy laptop**

**Gr. 6.13 Work in pairs. Take turns to tell your partner about the things you regret. Ask follow-up questions if possible. What does your partner regret most?**

- I wish I'd bought a laptop when they were in the sale.
- How much were they selling them for?

*Gr. 6.14 Tell the class about the thing that your partner regrets the most.*

## **SPEAKING**

### ***DIALOGUE***

***Make up a dialogue on the topic of family.***

Kind of work: team work

Number of students: 2

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

### ***STEP I.***

Work in pairs, make up a dialogue concerning the following questions:

What is the family role in our society? What are the family functions?

### ***STEP II.***

Present your dialogue in class.

### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.
8. Creativity

## ■ Unit 7

### MASS MEDIA

#### **Recommendations for study**

Objectives: to practise topical vocabulary “Mass Media”, to develop speaking skills in and skills for detailed reading about kinds of media and news.

#### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about mass media and news.
2. Reading tasks to the texts “Media and Communications”, “Reality Television”, “On Top of the Media”.
3. Grammar tasks (infinitive and gerund.).
4. Speaking about Mass Media influence on our life. Learn to challenge an opinion and secure feedback from your listeners.

#### ***Knowledge:***

- Learn words and phrases to the topic “Mass Media”, word-building, idioms.
- Study information about new trends in media life.
- Acquire the knowledge of using infinitive and gerund in oral and written speech.
- Learn the ways of challenging an opinion and getting feedback.
- Learn the frame of discussion, role play “Talk show”.

#### ***Skills:***

- Practise using vocabulary to the topic “Mass Media” in speech.
- Practise discussing news in dialogues.
- Practise using infinitive and gerund in discussing things.
- Practise reading texts about new kinds of art and finding necessary information in them.
- Practise making prognosis about the world future.

#### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Infinitive and gerund.

Study Glossary for Unit 7.

## Part 7.1. Broadcasting



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

#### Vocabulary for speaking about Mass media.

*Lex.7.1 Put the words from the box into the correct column. Some words can go in more than one column.*

Talk show Comics Documentary Sitcom Traffic  
report Tabloid Phone-in Soap opera  
Current Affairs Programme Weather forecast Quiz show  
Cartoon Reality show

Radio programmes	TV programmes	Magazines / Newspapers

#### *Lex.7.2 Now match different types of media to their definitions.*

- 1) a programme about important political or social events that are happening now.
- 2) a funny television programme that has the same characters every week in a different story.
- 3) a television story about the ordinary lives of a group of people.
- 4) magazines that tell stories using sets of pictures.
- 5) a film or television programme that gives information about a subject.
- 6) a television or radio show on which people are asked questions about themselves.

- 7) a radio or television programme in which you hear people asking questions and expressing their opinions on the telephone.
- 8) distribution of information about road conditions such as traffic congestion, detours and traffic accidents, in near real-time.

**Lex. 7.3 Which of the types of media would you describe as:**

- Informative
- Controversial
- Influential
- Sensational
- Entertaining
- Addictive
- Harmless fun
- Mindless rubbish
- Usually worth watching
- Aimed mainly at men / women

**Lex. 7.4 What do we know about newspapers? Match the words with their meanings.**

1) heading	a) to notice, to watch attentively
2) interview	b) meet and talk to someone
3) to issue	c) way of thinking about something, person's opinion
4) to observe	d) publication, the number of copies of a newspaper
5) to cover the topic	e) to prepare a detailed account of an event for a newspaper
6) article	f) to come out, to publish
7) editorial board	g) a piece of writing
8) to report	h) the title at the top of text
9) edition	i) to deal with the topic
10) view	j) a group of people who prepare something for publication

**Lex. 7.5 Are you a mediamaniac? If you answered mostly b) variants, YOU ARE!**

1. What's the first thing you usually do when you wake up in the morning?
- a) Have breakfast.
  - b) Go online, Check your e-mail, Facebook, Twitter.
2. How much time per week do you spend on watching TV?
- a) Less than 30 hours.
  - b) More than 30 hours.

3. How often do you watch TV while eating your meals?
- a) Hardly ever.  
b) Frequently.
4. How much time per week do you spend on listening to music app?
- a) Less than 7 hours.  
b) More than 7hours.
5. When was the last time you read or watched news?
- a) I can't remember.  
b) This morning.
6. How much time per week do you spend on blogging or social networking?
- a) Less than 7 hours.  
b) More than 7hours.
7. Are you online even when watching TV or listening to music?
- a) Never.  
b) Always.
8. How many times a day do you look at your Smart Phone?
- a) Whenever I need to call someone.  
b) Every 30 seconds.

***Lex.7.6 Match the words to the right description.***

Brochure	People refer to a newspaper as a rag when they have a low opinion of it. A newspaper that has small pages, short articles and lots of photographs. They are often considered to be less serious than other newspapers. A newspaper that is printed on large sheets of paper measuring approximately 38 cm by 61 cm. They are generally considered to be more serious than other newspapers. A magazine or booklet with pictures that gives you information about a product or service.
Rag	
Tabloid	
Broadsheet	

***Lex.7.7 People in the news. Are these definitions correct?***

**Reporter** A person whose job is to collect news and write about it in newspapers or magazines or talk about it on TV or radio.

**Editor** The person who is in charge of a newspaper and who decides what will be published in it.

**Journalist** Someone who writes new articles or broadcasts new reports.

Foreign correspondent      A correspondent who sends news reports from a foreign country.

**Lex. 7.8 Which of these words collocate with news?**

Example: newsroom.

room	stand	print	conference
agency	flash	hound	letter
worthy	paper	agent	desk

**Complete these sentences with some of the words above.**

1. The \_\_\_\_\_ is the place where journalists write their reports.
2. You can buy a 'paper at a news \_\_\_\_\_ or at a news \_\_\_\_\_ in the street.
3. If it is a good story, it is news \_\_\_\_\_.
4. A good reporter is sometimes called a news \_\_\_\_\_.
5. Politicians often inform journalists about their actions at news \_\_\_\_\_s.

## READING

**Before reading:**

**R. 7.1 Do you spend much time watching TV? Which programmes do you mostly/never watch? Why?**

Soaps, quiz shows, reality shows, documentaries, films, cartoons, sitcoms, news broadcasts, chat shows, drama series, sport, music videos

**R. 7.2 Which reality shows are familiar with in our country? Do you enjoy watching any of them? Why (not)?**

**R. 7.3 In your opinion why are the reality shows so popular?**

Read the text and do the tasks after it.

### Reality Television

Reality television is a genre of television programming which, it is claimed, presents unscripted dramatic or humorous situations, documents actual events, and features ordinary people rather than professional actors. It could be described as a form of artificial or "heightened" documentary. Although the genre has existed in some form or another since the early years of television, the current explosion of popularity dates from around 2000.

Reality television covers a wide range of television programming formats, from game or quiz shows which resemble the frantic, often demeaning programmes produced in Japan in the 1980s and 1990s (a modern example is Gaki no tsukai), to surveillance- or voyeurism- focused productions such as BigBrother.

Critics say that the term “reality television” is somewhat of a misnomer and that such shows frequently portray a modified and highly influenced form of reality, with participants put in exotic locations or abnormal situations, sometimes coached to act in certain ways by off-screen handlers, and with events on screen manipulated through editing and other post-production techniques.

Part of reality television’s appeal is due to its ability to place ordinary people in extraordinary situations. For example, on the ABC show, The Bachelor, an eligible male dates a dozen women simultaneously, travelling on extraordinary dates to scenic locales. Reality television also has the potential to turn its participants into national celebrities, outwardly in talent and performance programs such as Pop Idol, though frequently Survivor and Big Brother participants also reach some degree of celebrity.

Some commentators have said that the name “reality television” is an inaccurate description for several styles of program included in the genre. In competition-based programs such as Big Brother and Survivor, and other special-living-environment shows like The Real World, the producers design the format of the show and control the day-to-day activities and the environment, creating a completely fabricated world in which the competition plays out. Producers specifically select the participants, and use carefully designed scenarios, challenges, events, and settings to encourage particular behaviours and conflicts. Mark Burnett, creator of Survivor and other reality shows, has agreed with this assessment, and avoids the word “reality” to describe his shows; he has said, “I tell good stories. It really is not reality TV. It really is unscripted drama.”

***After reading tasks:***

***R.7.4 Choose the best variant according to the text:***

1. In the first line, the writer says ‘it is claimed’ because
- A they agree with the statement.
  - B everyone agrees with the statement.
  - C no one agrees with the statement.
  - D they want to distance themselves from the statement.



2. Reality television has

- A always been this popular.
- B has been popular since well before 2000.
- C has only been popular since 2000.
- D has been popular since approximately 2000.

3. Japan

- A is the only place to produce demeaning TV shows.
- B has produced demeaning TV shows copied elsewhere.
- C produced Big Brother.
- D invented surveillance focused productions.

4. People have criticised reality television because

- A it is demeaning.
- B it uses exotic locations.
- C the name is inaccurate.
- D it shows reality.

5. Reality TV appeals to some because

- A it shows eligible males dating women.
- B it uses exotic locations.
- C it shows average people in exceptional circumstances.
- D it can turn ordinary people into celebrities.

6. Pop Idol

- A turns all its participants into celebrities.
- B is more likely to turn its participants into celebrities than Big Brother.
- C is less likely to turn its participants into celebrities than Big Brother.
- D is a dating show.

7. The term 'reality television' is inaccurate

- A for all programs.
- B just for Big Brother and Survivor.
- C for talent and performance programs.
- D for special-living-environment programs.

8. Producers choose the participants

- A on the ground of talent.
- B only for special-living-environment shows.
- C to create conflict among other things.
- D to make a fabricated world.

9. Paul Burnett

- A was a participant on Survivor.
- B is a critic of reality TV.

C thinks the term ‘reality television’ is inaccurate.

D writes the script for Survivor.

10. Shows like Survivor

A are definitely reality TV.

B are scripted.

C have good narratives.

D are theatre.

**R.7.5 How is the following statement related to the text?**

“In the future, everyone will be famous for fifteen minutes”

Andy Warhol

**R.7.6 Would you ever consider participating in a reality show? Why(not)?**

**GRAMMAR**

**See Grammar reference. Unit 6. Making a wish. A.**

**Gr.7.1. Translate the sentences from English into Russian.**

1. Could you please stop making so much noise? 2. I don’t enjoy writing letters. 3. Does your work involve meeting a lot of people? 4. I considered taking the job but in the end I decided against it. 5. If you walk into the road without looking you risk being knocked down by a car. 6. I don’t fancy going out this evening. 7. The batteries of this radio need changing. 8. Do you think the grass needs cutting? 9. Before going out I phoned Ann. 10. Tom left without finishing his dinner. 11. I wonder what prevented him from coming to the party. 12. The arrested man was suspected of breaking into the house. 13. Have you ever thought of getting married? 14. I had difficulty in finding a place to live. 15. Do you think this book is worth reading?

**Gr. 7.2. Supply Gerund forms for the words in brackets.**

1. Please go on (write); I don’t mind waiting. 2. He offered to buy my old car, if I didn’t mind (wait) a month for the money. 3. The taxi-driver tried to stop in time, but he couldn’t avoid (hit) the old woman. 4. At first I enjoyed (listen) to him, but after a while I got tired of hearing the same story again and again. 5. My watch keeps (stop). – That’s because you keep (forget) to wind it up. 6. I suggest (telephone) the hospitals before asking the police to look for him. 7. Where is Ann? – She is busy (do) her homework. 8. Let’s go for a swim. – What about (go) for a drive instead?

9. I intended to go to the cinema yesterday, but my friend told me the film wasn't worth (see). 10. There are people who can't help (laugh) when they see someone slip on a banana skin. 11. I want to catch the 7 a.m. train tomorrow. — But you are no good at (get) up early, are you?

**Gr. 7.3 Open the brackets using the correct form of the Gerund (Indefinite/Perfect/Active/Passive).**

1. He remembered (cross) the road, but he didn't remember (knock down). 2. I am still hungry in spite of (eat) four sandwiches. 3. He got into the house by (climb) through a window, without (see) by anyone. 4. He woke up at 7 a.m. in spite of (work) late. 5. He complained of (give) a very small room at the back of the hotel. 6. The little girl isn't afraid of dogs in spite of (bite) twice. 7. The baby went to sleep a few minutes after (feed). 8. The little girl never gets tired of (ask) her mother questions, but her mother often gets tired of (ask) so many questions. 9. Mary was chosen to fill the vacancy. She was very pleased at (choose). 10. I always treat people politely and I insist on (treat) politely. 11. The boy was very thirsty in spite of (drink) a big cup of tea.

## SPEAKING

### **ROLE PLAY**

***Make up your own talk show and role play it.***

Kind of work: group work

Number of students: the whole group

Time for preparation: 15–20 minutes

Independent study: study of popular talk shows' structure and features

Time of speech: 10–15 minutes

#### **STEP I.**

Choose the up-to-date topic for your talk show.

Distribute the roles.

Discuss possible dialogues.

#### **STEP II.**

Give your opinion concerning the chosen topic in form of a talk show.

### **STEP III.**

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.
8. Creativity

## **Part 7.2. News**



Photo from [www.pexels.com](http://www.pexels.com)

### **LEXIS**

#### **Vocabulary for news discussion.**

**Lex. 7.9** Fill in the blanks in the text about a famous Media person, **Mark Zuckerberg**.

TIME \_\_\_\_ chose 26-year old Facebook founder Mark Zuckerberg as \_\_\_\_ its for 2010. Mark Zuckerberg won the award because he has created a new style of and a new way of exchanging information. After winning the prize, Zuckerberg stated that he is happy that \_\_\_\_ has succeeded in being something that millions want to use.

Facebook  
communication  
magazine  
Person of the Year

Everything began in February 2004, when Zuckerberg was still a student at Harvard. There he started an _____ that connected college students. Then _____ expanded to other universities. Finally, Facebook _____ to anyone over the age of 13. This enabled other types of social connections. Moms' groups, activist groups, political groups, marketing groups and fan groups were able _____ on Facebook.	the site opened up to join together online platform
According to Zuckerberg, Facebook gives people the feeling of not being alone, of having friends. Millions of people _____ their holiday photos. You can play games, _____ the fan pages of your favourite celebrities or even go shopping with your Facebook _____. A _____ even tells your friends your exact location	tracking tool account browse share
However, Zuckerberg also _____ a lot of criticism. Not everyone thinks Facebook will change the way we live in a _____ manner. _____ your private life on the Internet makes it _____ to everyone, but on the other hand, you don't have to do it if you don't want to.	accessible Posting faces positive

***R.7.10 Develop cliché headlines into newsworthy pieces:***

News Headlines:

Politician arrested...

...discover life on Mars

...wins an Oscar

Tragic accident...

...rates to rise next month

report shows...

Local team wins...

Hero...

***R.7.11 Fill in the blanks with suitable words:***

**Charlie Hebdo Shooting: 12 Killed at Muhammad Cartoons Magazine in Paris**

Masked (1) \_\_\_\_\_ armed with AK-47s and shouting “Allahu Akbar” stormed the offices of a French (2) \_\_\_\_\_ news magazine last Wednesday in a terror attack that left 12 people dead, including the editor and two police officers.

The (3) \_\_\_\_\_ was the weekly Charlie Hebdo, (4) \_\_\_\_\_ is a publication that (5) \_\_\_\_\_ always courted controversy with satirical attacks on political and religious leaders. It published cartoons

of the (6)\_\_\_\_\_ Muhammad in 2012, forcing France to temporarily close embassies and schools in more than 20 countries amid fears of reprisals. Its offices were also firebombed in November 2011 after publishing a caricature of Muhammad on its (7)\_\_\_\_\_.

France declared Thursday a national day of (8)\_\_\_\_\_, raised its terror threat level and stepped (9)\_\_\_\_\_ security for media organizations, large stores and places of worship, and launched a (10)\_\_\_\_\_ for the killers with the assistance of the FBI.

“Freedom is always (11)\_\_\_\_\_ than barbarism,” French President Francois Hollande said. “Vive la France.”

**Put the correct words from the table below in the above article.**

- |                 |             |                    |                 |
|-----------------|-------------|--------------------|-----------------|
| 1. (a) gunmen   | (b) thieves | (c) serial killers | (d) agents      |
| 2. (a) humor    | (b) fun     | (c) satirical      | (d) comical     |
| 3. (a) goal     | (b) target  | (c) objective      | (d) purpose     |
| 4. (a) where    | (b) whom    | (c) which          | (d) whose       |
| 5. (a) has      | (b) have    | (c) had            | (d) was         |
| 6. (a) leader   | (b) writer  | (c) prophet        | (d) diviner     |
| 7. (a) page     | (b) cover   | (c) front          | (d) cape        |
| 8. (a) pain     | (b) sadness | (c) mourning       | (d) lamentation |
| 9. (a) up       | (b) by      | (c) at             | (d) on          |
| 10. (a) hunting | (b) manhunt | (c) probe          | (d) quest       |
| 11. (a) big     | (b) biggest | (c) bigger         | (d) bigged      |

***R. 7.12 Finish the sentences with one of the variants:***

1. The two leaders exchanged views on ... (the situation in The Middle East; the development of economic links; establishing closer relations).

2. As a result of the talks ... (a trade agreement was signed; they reached agreement on a number of issues; a joint economic program was adopted).

3. The policy pursued by ... is aimed at ... (ensuring peace; the privatisation of public services; establishing friendly relations with ...; raising the standard of living; consolidating peace).

4. We stand for ... (introducing a market economy system; creating a nuclear-free world; reducing inflation; maintaining friendly relations with ...; the relaxation of international tension).

5. The delegate proposed that ... (all kinds of nuclear tests should be banned; a state of emergency should be declared; a ceasefire agreement should be signed).

6. They demanded that... (the troops should be withdrawn; the war prisoners should be exchanged; the Government should resign; a new government should be formed; the spread of nuclear weapons should be banned).

7. He called on the opposition parties ... (to break the deadlock; to adopt a joint program; to support the proposal; to act together; to ensure order and security).

8. He considers that ... (it is necessary to reduce inflation; the question should be raised at the conference; a new trade agreement should be signed; unity should be strengthened).

9. The aim of his visit to Cairo is ... (to discuss some issues of mutual interest; to adopt a joint economic program; to strengthen cultural links).

10. He resigned because ... (his plan was not adopted; he wasn't supported by his colleagues; he considered it impossible to work in such conditions; he wasn't interested in his work any more).

***R. 7.13 Finish the sentences with your variant:***

1. The two leaders exchanged views on...
2. As a result of the talks...
3. The policy pursued by ... is aimed at...
4. We stand for...
5. The delegate proposed that...
6. They demanded that...
7. He called on the opposition parties...
8. He considers that...
9. The aim of his visit to Cairo is, ...
10. He resigned because...

**READING**

**Before reading:**

***R. 7.7 Read the first paragraph and say if you agree with the statement of the fourth president of the USA. Why(not)?***

**Read the whole text and do the tasks after it.**

## **Media and Communications**

*By David Goddy (Associate Editor, Scholastic Update)*

The public's right to know is one of the central principles of American society. The men who wrote the Constitution of the United States resented the strict control that the American colonies' British rulers had imposed over ideas and information they did not like. Instead, these men determined, that the power of knowledge should be placed in the hands of the people.

"Knowledge will forever govern ignorance," asserted James Madison, the fourth president and an early proponent of press freedom. "And a people who mean to be their own governors must arm themselves with the power knowledge gives."

### **THE FIRST AMENDMENT**

To assure a healthy and uninhibited flow of information, the framers of the new government included press freedom among the basic human rights protected in the new nation's Bill of Rights. These first 10 Amendments to the Constitution of the United States became law in 1791. The First Amendment says, in part, that "Congress shall make no law ... abridging the freedom of speech, or of the press ..."

That protection from control by the federal government meant that anyone — rich or poor, regardless of his political or religious belief — could generally publish what he wished. The result, Madison declared, was that the power to decide what was harmful behavior "is in the people over the Government and not in the Government over the people."

Ever since, the First Amendment has served as the conscience and shield of all Americans who reported the news, who wished to make their opinions public, or who desired to influence public opinion. Over the past two centuries, however, the means of communication — what we now call the "media" — have grown immensely more complex. In Madison's day, the media, created by printing presses, were few and simple — newspapers, pamphlets and books. Today the media also include television, radio, films and cable TV. The term "the press" has expanded to refer now to any news operation in any media, not just print. These various organizations are also commonly called the "news media."

This media explosion has created an intricate and instantaneous nerve system shaping the values and culture of American society. News and entertainment are beamed from one end of the American continent



to another. The result is that the United States has been tied together more tightly, and the media have helped to reduce regional differences and customs. People all over the country watch the same shows often at the same time. The media bring the American people a common and shared experience — the same news, the same entertainment, the same advertising.

Indeed, Americans are surrounded by information from the time they wake in the morning until the time they sleep at night. A typical office worker, for instance, is awakened by music from an alarm-clock radio. During breakfast, he reads the local newspaper and watches an early morning news show on TV. If he drives to work, he listens to news, music and traffic reports on his car's radio. At his office, he reads business papers and magazines to check on industry developments. Perhaps he helps plan an advertising campaign for his company's product. At home, after dinner, he watches the evening news on TV. Then he flips through the over 20 channels offered by cable TV to find his favorite show or a ballgame or a recent Hollywood movie. In bed, he reads himself to sleep with a magazine or a book.

Our typical office worker, like most Americans, takes all this for granted. Yet this dizzying array of media choices is the product of nearly 300 years of continual information revolution. Technological advances have speeded up the way information is gathered and distributed. Court cases have gradually expanded the media's legal protections. And, because the news media in the United States have been businesses which depend on advertising and sales, owners have always stressed appealing to the widest possible audiences.

***After reading tasks:***

***R.7.8 Explain the meaning of the words in bold from the text.***

***R.7.9 Answer the questions:***

- What does the first amendment say?
- What result did Madison declare?
- How have the media grown over the past two centuries?
- What do the media include today?
- How do the media help to connect all parts of American continent?
- How are Americans surrounded by information?

***R.7.10 Tell what you think about the influence of the media on the life of the society?***

## GRAMMAR FOCUS

See Grammar reference. Unit 7. B. Verb Patterns: Verbs followed by the -ing form. Verbs followed by the to-infinitive

**Gr. 7.4** *Some parents were asked what ‘rules’ they would apply to teenagers. The beginnings and ends of their responses have been mixed up. Rewrite the sentences according to what you think they actually said. (In some cases various combinations are possible.)*

- |                         |                                  |
|-------------------------|----------------------------------|
| a) We wouldn’t let them | keep their rooms tidy.           |
| b) We’d expect them     | smoke in the house.              |
| c) We’d make them       | go out late at the weekend.      |
| d) We wouldn’t let them | take their studies seriously.    |
| e) We’d tell them not   | to respect their elders.         |
| f) We’d warn them not   | to keep fit.                     |
| g) We’d let them        | hitch-hike by themselves.        |
| h) We’d make them       | to take drugs.                   |
| i) We’d encourage them  | to play their music too loud.    |
| j) We’d ask them not    | to do well at school.            |
| k) We’d want them       | to believe everything they hear. |

Discuss your sentences with a partner. Do you agree with the parents’ ‘rules’?

**Gr. 7.5** *Fill in the blanks choosing between the Infinitive or Gerund of the verb in brackets.*

1. I wished ... quite fair, (be) 2. I expected ... him in the drawing room. (find) 3. I enjoyed ... to her talk of her youth, (listen) 4. Roger promised ... in. (look) 5. I wanted ... him up. (cheer) 6. She didn’t mind ... the problem again. (discuss) 7. He didn’t hesitate ... such methods. (employ) 8. We arranged .... (meet). 9. We can’t afford ... our time. (waste) 10. He sat there sullenly and refused ... (answer) 11. He enjoyed ... (to need) 12. In my experience most people mind ... at. (to laugh) 13. I don’t suppose your wife wants ... with me now. (to bother) 14. Bob asked ... to a room where he could wash and change his clothes, (to show). 15. I didn’t want... his feelings. (to hurt)

**Gr. 7.6 Study the examples, and then complete the sentences to make true statements.**

Verb	Preposition	-ing form
<i>I've always dreamt</i>	<i>of</i>	visiting the USA.
<i>I don't approve</i>	<i>of</i>	people smoking in class.
<i>I've always dreamt</i>	<i>of</i>	...
<i>I don't approve</i>	<i>of</i>	...
<i>I always insist</i>	<i>on</i>	...
<i>I don't object</i>	<i>to</i>	...
<i>I worry</i>	<i>about</i>	...
<i>I've never succeeded</i>	<i>in</i>	...

Discuss your sentences with a partner.

See Grammar reference. Unit 7. B. Verb Patterns: Verbs followed by the -ing form. Verbs followed by the to-infinitive

**Gr. 7.7 Some parents were asked what 'rules' they would apply to teenagers. The beginnings and ends of their responses have been mixed up. Rewrite the sentences according to what you think they actually said. (In some cases various combinations are possible.)**

- |                         |                                  |
|-------------------------|----------------------------------|
| a) We wouldn't let them | keep their rooms tidy.           |
| b) We'd expect them     | smoke in the house.              |
| c) We'd make them       | go out late at the weekend.      |
| d) We wouldn't let them | take their studies seriously.    |
| e) We'd tell them not   | to respect their elders.         |
| f) We'd warn them not   | to keep fit.                     |
| g) We'd let them        | hitch-hike by themselves.        |
| h) We'd make them       | to take drugs.                   |
| i) We'd encourage them  | to play their music too loud.    |
| j) We'd ask them not    | to do well at school.            |
| k) We'd want them       | to believe everything they hear. |

Discuss your sentences with a partner. Do you agree with the parents' 'rules'?

**Gr. 7.8 Fill in the blanks choosing between the Infinitive or Gerund of the verb in brackets.**

- I wished ... quite fair, (be)
- I expected ... him in the drawing room. (find)
- I enjoyed ... to her talk of her youth, (listen)
- Roger promised ... in. (look)
- I wanted ... him up. (cheer)
- She didn't mind ... the problem

again. (discuss) 7. He didn't hesitate ... such methods. (employ) 8. We arranged .... (meet). 9. We can't afford ... our time. (waste) 10. He sat there sullenly and refused ... (answer) 11. He enjoyed ... (to need) 12. In my experience most people mind ... at. (to laugh) 13. I don't suppose your wife wants ... with me now. (to bother) 14. Bob asked ... to a room where he could wash and change his clothes, (to show). 15. I didn't want... his feelings. (to hurt)

**Gr. 7.9 Study the examples, and then complete the sentences to make true statements.**

<b>Verb</b>	<b>Preposition</b>	<b>-ing form</b>
<i>I've always dreamt</i>	<i>of</i>	visiting the USA.
<i>I don't approve</i>	<i>of</i>	people smoking in class.
I've always dreamt	of	...
I don't approve	of	...
I always insist	on	...
I don't object	to	...
I worry	about	...
I've never succeeded	in	...

Discuss your sentences with a partner.

## SPEAKING

### **DISCUSSION**

**Discuss the topic of television.**

Kind of work: group work

Number of students: 2 teams

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

#### **STEP I.**

Give your opinion on the following topic:

Television nowadays: pros and cons.

#### **STEP II.**

Share your opinion with your groupmates.

### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## **Part 7.3. Mass Media – Good and Bad**

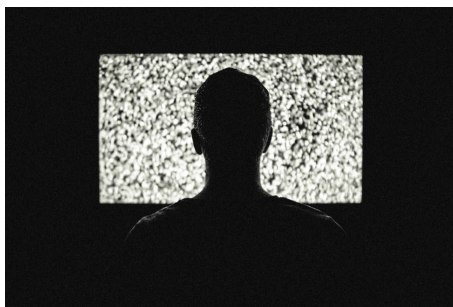


Photo from [www.pexels.com](http://www.pexels.com)

### **LEXIS**

**Vocabulary for speaking about disputable points, connected with Mass media.**

***Lex. 7.14 Learn to challenge an opinion with these phrases:***

Well, maybe, possibly .

Yes, but don't you think .?

I can see your point, but ..

I think that's debatable.

Perhaps, but don't you think that ..

I see what you mean but ..

But what about .?

I take your point, but ..

It seems to me ....  
I tend to think ....  
I don't think I'd say that.  
I'm not so sure about that.  
You may be right.  
But all the evidence suggests that ..  
I'm afraid I can't agree with . on this matter.  
I wouldn't say that.

***Use them to discuss questions related to this topic:***

Two groups of four students

One group arguing that government needs to strictly regulate the media;

One group arguing that there is no need for government regulation;

Structure of the Debate:

1. Arguments For
2. Arguments Against
3. Audience's questions
4. Voting for the best argumentation

All members of each side must participate in the debate;

Participants may bring brief notes, but may not read them.

***Lex. 7.15 Learn to secure feedback from your listeners with these phrases:***

Is that clear?

Is everyone following?

All right?

OK?

All right so far?

Are you with me?

Do you see what I mean?

So what you're saying is that ..

So you mean that ..

Are you saying that .?

Let me just make sure – your point is that .

If I have understood you correctly, your point is that .

Let's start by looking at ....

So, I think we have agree that ....

Well, I think that covers everything.  
Does anyone disagree with this?  
Does anyone have any comments or questions?  
So, Y, what is your opinion of this?  
Does anyone else have any opinions.  
That's a good idea.  
Why don't you ...?  
Go on.

***Lex. 7.16 With your partner defend or criticize the following statement, give a feedback:***

1. A woman should take care of her family while a man should earn money.
2. Men don't cry.
3. If a woman/man is 30 and single, she is a failure.
4. A man should propose to a woman. It's unnatural for a woman to ask a man to marry her.
5. Women who don't wear high heels are unfeminine.
6. Men drink beer or vodka, and women drink wine.
7. A man should carry a heavy bag for a woman.
8. Women don't shake hands.
9. "Women are nothing but machines for producing children."
10. "A woman needs a man like a fish needs a bicycle."

## READING

**Before reading:**

***R. 7.11 In what order were the things invented: TV, newspaper, the Internet, radio, video? Which of them have been the most important for: a) the world, b) you personally, c) your country?***

***R. 7.12 Do the quiz in pairs.***

1. What is the world's most popular reality TV show?
2. Which country makes the most films?
3. Which search engine is the most popular?
4. Which film is often voted the greatest ever?
5. Which quiz show is the most popular?

6. Which country watches most TV?
7. Which newspaper sells the most copies?

***R.7.13 Read the text to check your answers***

**On Top of the Media**

‘The mass media is a combination of information, entertainment and complete rubbish’ D.Yandell

You may agree or may not agree with psy chologist David Yandell, but most people agree that the media has one characteristic: it keeps growing and growing. These days, few people can remember life before television. And most of us have been influenced by constnt flow of words and images from screens or newspapers. Some of it is “complete rubbish” and some of it is wonderful. Here are some of the “firsts” and ‘best’ of the media world.

The No.1 reality TV show: Big Brother. Like it or not, Big Brother is the most popular show of its kind. It was first shown in Holland in 1999 and it has been broadcast in over twenty countries.

The No.1 film industry: the Indian film industry (nicknamed Bollywood). More films are made in India than in any other country.

The No.1 search engine: Google. Lots of information can be found by searching Google. In fact, it is used for over 250 million searches in 182 languages every day. It was named after Googol, which is the number represented by one + one hundred zeros.

The No.1 film: Citizen Kane. In lists of great films it usually comes first. It was made by Orson Welles in 1941 and tells the story of a media tycoon.

The No.1 quiz show of recent years: Who wants to be a millionaire? It started in the UK in 1998 but has now been broadcast all over the world.

The No.1 TV addicts: The US has 805 televisions per 1,000 people, the world’s highest number, and in the US they watch TV the most. By the age of sixty-five the average US citizen has spent nine years in front of the TV.

The No.1 selling newspaper: Yomiuri Shimbun. It sells ten million copies a day in Japan.

And some firsts:

The TV was invented by John Logie Baird. He gave his first public demonstration in 1926.

Ten years later there were still only 100 TV sets in the world.



The first TV “ad” was for a clock, in New York in 1941. They paid nine dollars for the ad.

The first video recorder (1956) was 1.1 metres high and weighed 665 kilograms, as much as a small car.

**After reading tasks:**

**R.7.14 Mark the sentences true (T), false (F) or no information (NI).**

1. According to the article, most people think the media contains a lot of rubbish. \_\_\_\_
2. People in Holland didn’t like Big Brother. \_\_\_\_
3. Google is a number. \_\_\_\_
4. Orson Welles was a media tycoon. \_\_\_\_
5. Who wants to be a millionaire? is the most popular quiz show in history. \_\_\_\_
6. Americans watch more TV than any other nationality. \_\_\_\_
7. Yomiuri Shimbun is a daily newspaper. \_\_\_\_
8. The first ever TV ad was very successful. \_\_\_\_

**R.7.15 Can Internet be referred to the media? What role does it play in modern world nowadays?**

**GRAMMAR FOCUS**

See Grammar reference. Unit 7. C. Verb Patterns: verbs + to-infinitive & -ing form

**Gr. 7.10 In the following texts Terry and Dawn talk about their passion for football. Complete each text with the fo-infinitive or the -ing form of an appropriate verb in the box.**

set believe equalize buy programme watch

I remember (1)\_\_\_\_Man Utd against Bayern Munich in the Champions League final. I’ll never forget Sheringham (2)\_\_\_\_ in the 89th minute. Then Solsjkar scored the winner two minutes later in injury time. It was incredible! With ten minutes to go I had already stopped (3)\_\_\_\_ it was possible to win, but Man Utd just never gave up!

If I've forgotten (1)\_\_\_\_ the alarm clock, it's always a rush. I have breakfast quickly, put on my Chelsea shirt and leave the house. I can walk to the ground from where I live, and I always stop (2)\_\_\_\_ a newspaper and get the latest team news. Three hours before kick-off and the atmosphere is already building. It's a great day out – the best moment in the week. If I remember (3)\_\_\_\_ the video, then I can watch the whole match again when I get home. Magic!

**Gr. 7.11 Complete these statements using an appropriate structure for the verbs given.**

- a) I don't remember\_\_\_\_(play) any dangerous games when I was a child.
- b) When I need to remember\_\_\_\_(do) something important, I tie a knot in my handkerchief.
- c) I'll never forget\_\_\_\_(tell) my first lie.
- d) I've never forgotten\_\_\_\_(do) my English homework. Not once.
- e) I usually stop\_\_\_\_(pick up) hitchhikers, whatever they look like.
- f) If I drink coffee in the evening, it stops me\_\_\_\_(sleep).
- g) I tried\_\_\_\_(windsurf) last summer and I really enjoyed it.
- h) I try\_\_\_\_(learn) at least ten new English words every day, but I seem to forget most of them.
- i) I like\_\_\_\_(keep) all my credit card receipts just in case the bank makes a mistake.
- j) I hate\_\_\_\_(drive) at night, especially on country roads in the rain.

*Are any of the statements true for you? Rewrite the sentences that are untrue and compare with a partner.*

**Gr. 7.12 Put the verb into the correct form: -ing or to – Infinitive.**

- 1. Do you mind (travel) such a long way to work every day?
- 2. Ann loves (cook) but she hates (wash) up.
- 3. I can't stand people (tell) me what to do when I'm driving.
- 4. I don't like that house. I would hate (live) there.
- 5. Do you like (drive)?
- 6. When I have to catch a train, I'm always worried about missing it. So I like (get) to the station in plenty of time.
- 7. I very much enjoy (listen) to classical music.
- 8. I would love (come) to your wedding but it just isn't possible.
- 9. Sometimes I'd like (learn) to play the guitar.

**Gr. 7.13** *There are a few verbs which can take a Gerund or an Infinitive, but the meaning is not the same. Use Gerunds or Infinitives in place of the verbs in brackets.*

I

1. We saw this film last month. Do you remember (see) it? 2. He was very forgetful. He never remembered (lock) the garage door when he put the car away. 3. Don't ask me to pay the bill again. I clearly remember (pay) it a month ago. 4. Did you remember (buy) bread for dinner? – Yes, I have the bread here. 5. Do you remember (post) the letter? – Yes, I remember quite clearly; I posted it in the letter-box near my gate. 6. Did you remember (air) the room? – No, I didn't. I'll go back and do it now. 7. She remembers part of her childhood quite clearly. She remembers (go) to school for the first time and (play) with Dick in the garden. 8. Did you remember (give) him the message? – No, I didn't. I'll go and do it now.

II

1. She forgot (bring) the sugar; she left it on the kitchen table. 2. Where is my dictionary? Have you forgotten (borrow) it a fortnight ago? 3. She often told her little boy, "You must never forget (say) "please" and "thank you". 4. Why are you late again? Have you forgotten (promise) me that you would never be late again?

III

1. Do stop (talk); I am trying to finish a letter. 2. I didn't know how to get to your house so I stopped (ask) the way. 3. We stopped once (buy) petrol and then we stopped again (ask) someone the way.

**SPEAKING**

**MONOLOGUE**

*Give your opinion on the topic of mass media.*

Kind of work: individual work

Time for preparation: 10 minutes

Time of speech: 4–5 minutes

**STEP I.**

What is the role of mass media in your life? Make a monologue expressing your point of view.

***STEP II.***

Present your monologue in class.

***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.

## ■ Unit 8

### MULTICULTURAL WORLD

#### **Recommendations for study**

Objectives: to practise topical vocabulary “Cultural diversity”, to develop speaking skills in and skills for detailed reading about tolerance.

#### ***Unit 1 plan:***

1. Vocabulary exercises for speaking about families and relationships.
2. Reading tasks to the texts “Do we see ourselves as we really are?”, “We work, we vote, we care...but nobody listens to us”, “And the winner is ...”.
3. Grammar tasks (Participle).
4. Speaking about minority groups, immigration and disputes. Learning to challenge an opinion and secure feedback from your listeners.

#### ***Knowledge:***

- Learn words and phrases to the topic “Cultural diversity”, word-building, idioms.
- Study information about disputes and tolerance.
- Acquire the knowledge of using participle in speech.
- Learn the ways of expressing certainty, explaining your point of view.
- Learn the frame of discussion.

#### ***Skills:***

- Practise using vocabulary to the topic “Cultural diversity” in speech.
- Practise discussing news in dialogues.
- Practise using Participial constructions in discussing things.
- Practise reading texts about new trends in society development and finding necessary information in them.
- Practise making prognosis about the world future.

#### ***For independent study:***

Study grammar rules and make supplementary exercises in a “Grammar reference and Homework” part: Participle. Participial Construction.

Study Glossary for Unit 8.

## Part 8.1. Cultural Diversity



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

**Vocabulary for speaking about cultural diversity.**

***Lex.8.1 A minority group is a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they.***

What is minority or majority in your country?

Racial or ethnic

Gender and sexual

Religious

Age

People with disabilities

Political

***Lex.8.2 Read a description of the minor social group.***

The word ‘indie’ is short for individual.

Often wears old-looking, vintage clothes bought from a charity shop.

Big hair and fake glasses.

The indie look takes influences from punk fashion.

Other terms for ‘indie’ include ‘edgy’ or ‘alternative’.

The indie look has been somewhat commercialised.

Indie music tends to be guitar based. It is influenced by rock music.

*Describe this or other group, speaking about:*

physical characteristics  
psychological features  
behavior  
status  
political power  
culture  
language  
religion

**Lex.8.3 One of the reasons of cultural diversity is immigration. The key words for describing immigration are:**

**immigrant** – *the person*

**immigrate** – *the verb*

**immigration** – *the idea*

immigrants (people who enter a country) are also **emigrants** (people who leave a country) and also **migrants**.

*Match explanation and some common word combinations:*

illegal immigrants	people who move country to earn more money
economic migrants	people who enter a country illegally
immigrant community/population	people who have settled in country for some time
influx of immigrants	an immigrant or a child on an immigrant used in a negative sense meaning that there are too many immigrants
first generation immigrant	

*Distribute these items into two columns:*

arguments in favor of immigration	Arguments against immigration

boost the economy  
childcare  
competition for local jobs  
do not pay tax  
dynamism in businesses  
fail to integrate  
have a basic command of the language

loss of trained workers  
 overcrowding/population  
 pressure on local services  
 principle of freedom of movement  
 short-term only  
 skilled labor  
 unskilled labor

***Lex.8.4 Explain how immigration should be controlled.***

language requirements: \_\_\_\_.

deportation: \_\_\_\_.

quota: \_\_\_\_.

***Lex.8.5 Think why different immigrant groups came to your country, which groups became disenfranchised, reasons for that and various responses.***

*Answer the following questions, using active vocabulary:*

Which groups willingly came to your country? Which did not? Why?

Which groups experienced disenfranchisement? What are the common factors that contributed to disenfranchisement among different groups?

Why did some groups experience more disenfranchisement than others?

What prevents or hinders their ability to overcome challenges and obstacles? What can be done to help?

***Lex.8.6 Reconstruct a popular song “A million voices” by a Russian singer Polina Gagarina. In what way does it correspond to the idea of cultural diversity?***

Match the beginnings of lines and endings	
We are the	peace and healing
Different yet	we're the same
We believe,	world's people
Praying for	we believe in a dream
I hope	we believe in a dream
We believe,	we can start again

So if you ever feel love is fading  
 Together like the stars in the sky  
 We can sing, we can shine  
 When you hear our voices call  
 You won't be lonely anymore  
 A, a million voices



Put the lines in order
Your heart is like a beating drum A, a million voices From cities and satellites Now as the world is listening Burning brighter than the sun We believe, we believe in a dream

If you ever feel love is fading  
Together like the stars in the sky  
We can sing, we can shine  
When you hear our voices call  
You won't be lonely anymore  
A, a million voices

Put the words in lines in order
Your beating like heart is a drum Burning than the brighter sun A, a voices million When look I these around at faces I can the see sky stars in the We sing, will shine we will

(from <http://busyteacher.org/22549-song-worksheet-million-voices-by-polina-gagarina.html>)

**What other songs to a similar topic do you know?**

***Lex.8.7 All human beings are born free and equal in dignity and rights.***

***Find Russian equivalents to the listed human rights.***

Right to life and liberty.

Right to a fair trial.

Right to a decent standard of living, including food and housing.

Freedom of thought, conscience and religion.

Freedom of speech.

Freedom from torture or inhuman and degrading treatment.

## READING

### Before reading:

#### *R.8.1 Discuss the following questions:*

1. What do you think is the strengths of your nationality?
2. What are the weaknesses?
3. In what way would you say you are typical?

### Read the text and do the tasks after it.

#### **Do we see ourselves as we really are?**

##### *A worldwide survey casts doubt on national stereotypes*

The English are cold and reserved. Brazilians are lively and fun-loving, and the Japanese are shy and hardworking – these are examples of national stereotypes which are widely believed, not only by other nationalities but also by many people among the nationality themselves. But how much truth is there in such stereotypes? Two psychologists, Robert McCrae and Antonio Terracciano, have investigated the subject and the results of their research are surprising. They found that people from a particular country do share some general characteristics, but that these characteristics are often very different from the stereotype.

In the largest survey of its kind, a team of psychologists used personality tests to establish shared characteristics among 49 different nationalities around the world. They then interviewed thousands of people from these same groups and asked them to describe typical members of their own nationality. In most cases the stereotype (how nationalities saw themselves) was very different from the results of the personality tests (the reality).

For example, Italians and Russians thought of themselves as extrovert and sociable, but the personality tests showed them to be much more introvert than they imagined. The Spanish saw themselves as very extrovert, but also as rather lazy. In fact, the research showed them to be only averagely extrovert and much more conscientious than they thought. Brazilians were quite neurotic – the opposite of their own view of themselves. The Czechs and the Argentinians thought of themselves as bad-tempered and unfriendly, but they turned out to be among the friendliest of all nationalities. The English were the nationality whose

own stereotype was the furthest from reality. While they saw themselves as reserved and closed, Dr McCrae’s research showed them to be among the most extrovert and open-minded of the groups studied.

The only nationality group in the whole study where people saw themselves as they really are was the Poles – not especially extrovert, and slightly neurotic.

Dr McCrae and Dr Terracciano hope that their research will show that national stereotypes are inaccurate and unhelpful and that this might improve international understanding – we’re all much more alike than we think we are!

**After reading tasks:**

***R.8.2 Answer the questions:***

How was the research done?

What does it tell us about national stereotype?

***R.8.3 Which nationalities...?***

- 1) were friendlier than they thought
- 2) were less extrovert than they thought
- 3) were more hard-working than they thought
- 4) knew themselves the best
- 5) knew themselves the least
- 6) thought they were calm and reasonable, but they weren’t

***R.8.4 After reading the article, do you think any of the strengths and weaknesses of your nationality you mentioned before may not be completely true?***

**GRAMMAR**

See Grammar reference. Unit 8. A. The Complex Object

***Gr.8.1. Translate the sentences, paying special attention to the use of the Complex Object.***

1. Seeing her enter the room he rose to greet her.
2. Did you feel the bridge shake?
3. I don’t like you to say such things.
4. Put on a thicker coat, I don’t want you to catch cold.
5. We knew him to be very brave.
6. Nobody said anything, we just watched him put it away in his case.

7. You could have heard a pin drop. 8. She wouldn't explain, just urged me to use my own eyes. 9. Well, tell him to see us tomorrow morning, will you? 10. After lunch he begged me to accompany him home.

**Gr.8.2. Fill in the blanks with the particle "to" where necessary.**

1. This is the place from which I saw John ... arrive to the house. 2. I tried to induce him ... see a doctor. 3. The family suspected it and wanted to get him ... see a lawyer. 4. He asked her... destroy his letters. 5. I told her ... bring in the tea. 6. Women always want you ... write them letters. 7. I'd love you ... see my little daughter. 8. You can't make me ... say what you want me ... say. 9. She begged me to let her ... know when Mother would be back. 10. I had expected him ... be disappointed. 11. Don't let it... trouble you. 12. She watched me ... open the safe.

**Gr. 8.3. Replace the following complex sentences or groups of sentences by simple sentences with the Infinitive Construction.**

*Model:* I looked out of the window. He crossed the street. — *I saw him cross the street.*

1. I shall stay at home and do my lessons. Mother said so. 2. I never smoke indoors. My wife doesn't like it. 3. He's an honest boy. I know it. 4. We don't eat ice-cream before dinner because Mother has forbidden it. 5. You got off the train at Saltmarsh city. The porter saw you. 6. He ordered that tea should be brought at once. 7. No one had expected that she would marry the man. 8. I could hear it perfectly well. They were discussing me. 9. Don't shout so! The whole house will know what has happened. Do you want it?

**Gr.8.4. Translate the sentences using the phrases:**

**let smb do smth** — позволить; пусть (они)...; дайте (мне)...;

**make smb do smth** — заставить;

**have smb do smth** — распорядиться, чтобы...

1. Мама не позволяет мне играть в футбол. 2. Не заставляйте меня лгать. 3. Распорядитесь, чтобы кто-нибудь принес мел. 4. Не позволяй им так кричать. 5. Заставь его выпить лекарство. 6. Пусть они напишут диктант еще раз. 7. Я не могу заставить его бросить курить. 8. Он посторонился, чтобы дать ей пройти. 9. Не смешите меня. 10. Позвольте мне помочь вам. 11. Дайте мне подумать. 12. Распорядитесь, чтобы дети надели плащи.

## SPEAKING

### ***DISCUSSION***

***Discuss the topic of cultural problems in our country.***

Kind of work: group work

Number of students: the whole group

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

#### ***STEP I.***

Answer the following question:

Do we have any cultural problems in our country?

#### ***STEP II.***

Share your opinion with your groupmates.

#### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## **Part 8.2. Prejudice or Understanding**



Photo from [www.pexels.com](http://www.pexels.com)

## LEXIS

### Vocabulary for characterizing tolerance.

#### *Lex. 8.8 Read about political correctness.*

Politically correct words or terms are used to show differences between people or groups in a non-offensive way. This difference may be because of race, gender, beliefs, religion, sexual orientation, or because they have a mental or physical disability, or any difference from what is considered the norm.

Discriminative	Politically correct
Postman	letter carrier
chairman	chairperson
mankind	humankind
mentally retarded	to have «special needs».
blind	vision impaired
deaf	hearing impaired
mute	without speech
disabled	challenged

*Is there politically correct vocabulary in your country?*

*Look at these examples of parody to politically correct vocabulary. Why is it humorous? How does it contribute to criticism of political correctness?*

**Boy:** oppressor-to-be

**Car Wash Worker:** vehicle-appearance specialist

**Failure:** non-traditional success

**Garbage collector:** sanitation engineer

**Girl:** pre-woman

**Homeless person:** residentially flexible individual

**Incorrect:** alternative answer

**Murderer:** termination specialist

**Poor:** economically marginalized

**Rich:** economically maximized

**Woman:** w/o man; womyn

**Lex.8.8 Study synonyms and antonyms to the word “tolerance” and use them in the blanks of sentences:**

synonyms for tolerance	Antonyms for tolerance
fairness humanity fair-mindedness impartiality open-mindedness	bias bigotry intolerance narrow-mindedness prejudice

- Dean’s patience with bureaucracy was thin and pushed his \_\_\_ to the limit.
- He fights with everybody and has a \_\_\_ for other people.
- She had no \_\_\_ for some race groups.
- Do that and you have to start building \_\_\_ all over again.
- We should have to tell of the great \_\_\_ and protection.
- In 1787 the Edict of \_\_\_ was published.
- In 1243 his wise policy of religious \_\_\_ in Bosnia enabled Hungary to rule that province peaceably for many years.
- A favourite form of \_\_\_ was not to grant a permit to remain in the state for a limited term of years.
- How can God look down with \_\_\_ on so much that conflicts with His will?
- Unfortunately a \_\_\_ is soon established in the majority of cases.
- His novels is characterized by \_\_\_ and a lack of humour.

**Lex.8.9 Fill in the blanks in the text about tolerance with words and word combinations:**

Tolerance is the state of tolerating, also to suggest a fair, _____ attitude toward those whose opinions, practices, _____, religion, nationality, etc., differ from one’s own; freedom from _____. The International Day for Tolerance is declared by UNESCO in 1995 to generate public awareness of the dangers of _____. It is observed on 16 November.	bigotry objective race intolerance
In 1948, the United Nations General Assembly adopted Universal Declaration of _____, which states: “Everyone has the right to _____, conscience and religion. Toleration in modern world is a component of a _____ of human rights. “	freedom of thought liberal view Human Rights

The <i>Declaration of Principles on Tolerance</i> states: Tolerance is respect of the rich of ____our world’s cultures. It is fostered by knowledge, ____ and freedom of thought. Tolerance contributes to the replacement of the culture of war by a _____. Tolerance is the responsibility that upholds human rights, ____ (including cultural pluralism), democracy and the rule of law.	pluralism diversity openness culture of peace
It means ____ that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right ____ and to be as they are. It also means that one’s views are not ____ on others.	to live in peace to be imposed accepting the fact
Since every part of the world is characterized by diversity, ____intolerance menaces every region. Tolerance is necessary between individuals and at the ____level. The principle of toleration is ____ and can be used as an argument against ____ Speech	Free controversial escalating family

***Lex.8.10 Explain, make sentences with these words and phrases.***

CIVIL RIGHTS

DISCRIMINATION

GENOCIDE

HATE CRIME

PREJUDICE

RACISM

STEREOTYPE

SCAPEGOAT

***Lex.8.11 Use active vocabulary to characterize the world of tolerance:***

Make a picture in your mind of what a peaceful, safe and harmonious world would look like. First, imagine the world has been transformed to its most ideal state, just the way you would like it be. It is peaceful safe and harmonious.

Describe what it looks like.

What is the environment like? (air? water? sky?)

How does it feel to be in this kind of world?

How do people interact and communicate?

How do people treat each other?

How do other people feel in this world?

What kind of images and stories do you see and hear on radio and TV?

How are differences and conflicts resolved in this ideal world?



Tolerance Races Harmoniously Individual Stereotype Prejudice  
Discrimination Hatred Unequally Bias Integration  
Multicultural country Civil rights Crime wave

## READING

### Before reading:

#### ***R. 8.5 Answer the questions:***

How do people of different ages see each other?

In your country, what do...

- old people think of young people?
- young people think of old people?
- parents think of teenagers?
- teenagers think of their parents?
- people think of students?

***R. 8.6 A group of 18–24 year-old were canvassed for their opinions. Here is a list of ten social issues they said they cared about. What do you think their order of importance was?***

Improving public transport

Raising standards in schools

Reducing crime levels

Increasing the amount of aid we give to developing countries

Ending the arms trade

Ending globalization

Addressing the causes of global warming

Redistributing wealth from the richest to the poorest

Ensuring equal rights for everyone, regardless of gender, sexual orientation, colour, or religion

***R. 8.7 Look at the heading and sub-heading of the newspaper article. What are the contrasting ideas in the sub-heading? What is the complaint of these young people?***

*Read the text and do the tasks after it:*

## **WE WORK, WE VOTE, WE CARE...BUT NOBODY LISTENS TO US**

*Selfish, work-shy, and uninterested in how their country and the world are governed – that is the popular view of young adults. In fact, a new survey shows they are conscientious, idealistic, and care deeply about important issues, but feel they have no voice. Damian Whitworth and Carol Midgley report.*

This is a story about people who believe that no one is listening.

They are concerned citizens, keenly aware that it is their civic duty to vote in the next general election, despite their disillusionment with politics and political leaders.

They worry about the future of the National Health Service, crime and schools, not trendy “youth” issues such as legalizing soft drugs. They like to save their money, but are shouldering heavy debts. They have clear career plans.

This is the surprising picture of today’s 18 to 24-year-olds. It is confirmed in numerous interviews, and in a huge number of emails from readers in response to our request to tell us how the world looks from early adulthood.

Perhaps the most intriguing findings relate to politics, where the message is that young people are alienated from politicians, but not from the issues. Nine out of ten say “We all have a responsibility to vote”.

Two thirds say “the main parties are so much alike that it doesn’t make much difference who is in power”. 71 per cent say that “politics matters, but political parties have nothing to say on really important issues”.

Almost half think that their parents’ generation has no idea what it is like to be a young adult today. Two thirds think their grandparents are unaware of what it is to be young in the 21<sup>st</sup> century.

How do these people spend their time? Buying clothes is top, followed by purchasing and listening to CDs, both of which are well ahead of going to clubs, bars, and pubs. Next is eating out, and then drinking alcohol. Travel, going to the cinema or theatre, and reading books all came above sporting events and gigs and concerts, which came bottom of the list.

**After reading tasks:**

**R. 8.8 Complete the charts of adjectives and nouns from the text. Mark the stress.**

Adjective	Noun
popular	popularity
	awareness
disillusioned	
political	(+2)
criminal	
	intrigue
	alienation
responsible	
different	
powerful	

**R. 8.9 Are the frustrations and aspirations mentioned in the text similar to those of young people in your country? What are your aspirations for the future?**

**GRAMMAR**

See Grammar reference. Unit 8. B. The Participle.

**Gr. 8.5 Translate the sentences from English into Russian, paying special attention to the function of the Participle in the sentence.**

1. The boy playing in the garden is my sister's son. 2. You can get the book recommended in the library. 3. The other day I climbed onto a bus – one of the fleet that obligingly kneels beside the pavement – and found what was supposed to be a 15-minute journey through Midtown taking three or four times longer. 4. Receiving no letters from her father, she called him. 5. He left the office at three o'clock, saying he would be back at five. 6. She stood leaning against the wall. 7. No longer do you see ragged derelict figures standing in icy streets above hot air vents. 8. Seeing her he raised his hat. 9. Having signed the letter the manager asked the secretary to send it off at once. 10. Informed of the arrival of the ship, they sent a car to the port. 11. Having lived in that town all his life, he knew it very well. 12. Having worked in the city over a span of four decades, I cannot

recall a time when New Yorkers have seemed so open. 13. Having been well prepared for the interview, he could answer all the questions. 14. Being checked with great care, the report didn't contain any errors.

**Gr. 8.6 Translate the following participles.**

I. покупающий, покупая, купленный, покупаемый получающий, получая, полученный, получаемый переводящий, переводя, переведенный, переводимый

II. 1) написанный; 2) принесенный; 3) давая; 4) разговаривающий; 5) спрошенный; 6) отвечающая; 7) читаемый; 8) рассказанный; 9) издаваемый; 10) работающий; 11) читая; 12) открывающий; 13) берущий; 14) потерянный; 15) сделанный; 16) стоя; 17) идущий; 18) входя; 19) смотрящий; 20) построенный; 21) видя.

III. 1) разбитая чашка; 2) проигранная игра; 3) разорванный конверт; 4) проигравшая команда; 5) проигрывающая команда; 6) кипяченая вода; 7) кипящая вода; 8) забытый метод; 9) человек, забывший (раньше); 10) лающая собака; 11) испытанный метод; 12) жареная рыба; 13) жарящаяся рыба; 14) вспрыгнувший на стол кот; 15) прыгающая собака; 16) украденная тема; 17) смеющийся голос; 18) смеявшаяся девушка; 19) выбранная тема; 20) печеный картофель; 21) потерянный шанс

**Gr. 8.7 Paraphrase the sentences using participles instead of italicised clauses.**

*Model: When the shop assistant discovered that he had a talent for music, he gave up his job to become a professional singer. – Discovering that he had a talent for music, the shop assistant gave up his job to become a professional singer.*

*As he had witnessed the crime, he was expected to give evidence in court. – Having witnessed the crime, he was expected to give evidence in court.*

1. *When the editor learned that his newspaper had been taken over by another publisher, he resigned from his position.* 2. *I declined his offer of a loan and said that I didn't like owing people money.* 3. *The demonstrator who protested violently was led away by the police.* 4. *When I visit a strange city, I like to have a guide-book with me.* 5. *Motorists who intend to take their cars with them to the Continent are advised to make early reservations.* 6. *Now that I have heard your side of the question, I am more inclined to*

agree with you. 7. *As he had been warned* that bad weather lay ahead, the ship's captain changed the course.

## SPEAKING

### ***DISCUSSION***

***Discuss the topic of tolerance.***

Kind of work: group work

Number of students: the whole group

Time for preparation: 5 minutes

Time of speech: 4–5 minutes

#### ***STEP I.***

Answer the following questions:

What is tolerance? Should we always be tolerant?

#### ***STEP II.***

Share your opinion with your groupmates.

#### ***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## Part 8.3. Disputing about Tolerance



Photo from [www.pexels.com](http://www.pexels.com)

### LEXIS

**Vocabulary for speaking about disputable points, connected with tolerance.**

*Lex. 8.12 Learn to express certainty or uncertainty with these phrases:*

Of course, it'll ....

It's sure to ....

There's no doubt that it'll ...

I expect it'll ....

It's possible that it'll ....

It might possibly ....

I suppose it might ....

I doubt if it'll ...

I don't think it'll ...

There's not much chance of it ...ing.

Of course, it won't ...

There's no chance of it ...ing.

I'm absolutely sure it won't ...

certain(ly)

definite(ly)

undoubtedly

probably/probable

likely

possibly/possible

perhaps

maybe

*Use them to express your opinion agreeing or disagreeing with these sayings about tolerance:*

“It does me no injury for my neighbor to say there are 20 gods, or no God. It neither picks my pocket nor breaks my leg.”

“Pure tolerance would necessarily involve an absence of judgement”

“The more there is something generally at stake, the less likely tolerance.”

“Tolerance is not something we are born with. It comes with prosperity, education, intellectual curiosity, openness to others ... civilization achievements, which are universal.”

“Tolerance is just a makeshift. It generally gives out as soon as we move away from our home and friends.”

***Lex.8.13 Learn to explain your point of view with these phrases:***

In other words

Or rather

That is to say

Basically

To put it another way

If we put that another way

I mean

By which I mean

Or you could say

The point I'm making is

That is to say

That is

Namely

i.e.

That means

What I'm suggesting | 'm trying to say | meant to say | should have said is

Let me put it another way

*Use these phrases in answering the questions:*

- How does diversity shape the need for tolerance?
- Who decides what a person should tolerate? Why?
- Should we be tolerant of those who do not tolerate us? Why?
- What message does a tolerant ruler send to his or her subjects?

***Lex.8.14 Learn to give further information with these phrases:***

Furthermore, ....

An additional point is ....

Another point is ....

A further point is ....

A similar point is ....

In addition, ....

Moreover, ....

Similarly, ....

Apart from ..., ....

Not only ., but ....

We can add ....

I could add that ....

Further, ....

As well as...,....

Besides, ....

..., as well.

..., too.

..., also.

*Use these phrases in answering the questions with more than 2 sentences:*

Think about a time when you were treated unjustly due to someone's bias or prejudice about you, your actions or intentions. Briefly describe the event and the circumstances related to it.

How did you feel?

How did others react to you?

How did you resolve the situation and your feelings about it?

How do you think this event has affected the way you think about injustice or intolerance today?



## READING

### Before reading:

#### **R.8.10 Discuss these questions:**

1. Have you ever watched the Academy Awards ceremony on TV? Why? Why not?
2. Can you name films, actors or actresses that have won an Oscar?
3. Which films, actors or actresses would you nominate for an award? Why?
  - b) *Predict the correct answers in these sentences about the Academy Awards.*
    1. The Academy Awards are usually held in March/May.
    2. They began before/after 1940.
    3. They have sometimes/never been postponed.
    4. Newspapers are/aren't given the winners' names before the ceremony.
    5. One actress was awarded an Oscar after being on the screen for just 8/18 minutes.
    6. The Oscars are/aren't made of solid gold.

### **Read the text, check your predictions and do the tasks after it.**

#### **And the winner is ...**

*Everyone enjoys being told they are good at what they do and most of us want to be rewarded in some way. But few of us get the same publicity as those working in the film industry, and every actor dreams of being nominated for an Oscar. The Academy Awards ceremony is held in Hollywood once a year, usually in March, and is being shown in more and more countries each year. Over 40 million people in the USA watch the ceremony on TV, all wondering if their favourite stars are going to be awarded an Oscar.*

Take a look at these facts about the Oscars:

The first Academy Awards ceremony was held in 1929 and the first to be televised was in 1953.

Since the Academy Awards began they have only been postponed three times. The ceremony had to be postponed in 1938 because of a flood, in 1968 for Martin Luther King's funeral and again in 1981 after the assassination attempt on President Reagan.

Newspapers used to be given the winners' names in advance of the ceremony, provided that the names wouldn't be published until afterwards.

However, in 1939 the Los Angeles Times printed the names before the ceremony so since then they have been kept secret.

Judi Dench was given an Oscar for her role as Queen Elizabeth I in the film *Shakespeare in Love*. That was the first time anyone had been nominated for a performance that lasted only eight minutes.

A few days before the ceremony in 2000, 55 Oscars mysteriously vanished while they were being driven from Chicago to Los Angeles. 52 of the Oscars were found in some rubbish by a man called Willie Fulgear, who was invited to the Oscar ceremony as a special guest in recognition of his honesty.

It seems that the true origin of the name “Oscar” has never been confirmed. However, one story claims that Academy librarian, Margaret Herrick, said the statue looked like her uncle Oscar and the name stuck.

The Oscars are made of a metal alloy, which is then gold-plated. Each weighs about 3 kilos and costs around \$400 to make.

**After reading tasks:**

***R.8.11 What does the text say about these numbers?***

40 million, 1953, 1981, 1939, 55, 52, 3, 400

***R.8.12 Did any of the information surprise you?***

**GRAMMAR FOCUS**

**See Grammar reference. Unit 8. C. The Absolute participial construction**

***Gr. 8.8 Translate the sentences from English into Russian.***

1. Many men preceded Newton in the field of mechanics, perhaps the most outstanding being Galileo. 2. Red phosphorus being a more stable form, its reactions are much less violent. 3. The fuel exhausted, the engine stopped. 4. Probably the first metals used by man were gold, silver, and copper, these metals being found in nature in the native or metallic state. 5. Electrons moving through a wire, electrical energy is generated. 6. Mars has two satellites, Deimos (“Horror”) and Phobos (“Fear”), both discovered during the favourable opposition of 1877. 7. A magnet being broken in two, each piece becomes a magnet with its own pair of poles. 8. Many technical and scientific problems having been solved, the first space flight could be

realized. 9. An electron leaving the surface, the metal becomes positively charged. 10. The plant supplied with good raw materials, the quality of products has been much improved.

***Gr. 8.9 Replace the clauses with the Absolute Participial Construction.***

*Model:* As the book was translated into Russian, it could be read by everybody. *The book being translated into Russian,* it could be read by everybody.

1. As we were given dictionaries, we managed to translate the article easily. 2. As soon as I have done my homework, I shall go for a walk. 3. As soon as I have bought the book, I shall begin reading it. 4. As there was a severe storm at sea, the steamer couldn't leave the port. 5. As it was Sunday, the library was closed. 6. As the weather was fine, they went for a walk. 7. As the Professor was ill, the lecture was put off.

## SPEAKING

***Role-play***

***Discuss the topic of immigration.***

Kind of work: group work

Number of students: 3–4

Time for preparation: 5 minutes

Independent study: reasons of immigration

Time of speech: 4–5 minutes

***STEP I.***

Brainstorm in mini-groups.

What do you know about:

Immigration and emmigration

Modern immigration

Opinion on immigrants

***STEP II.***

Present your discussion in class in form of a TV program “Tolerance – for and against”

***STEP III.***

Your speech will be evaluated on the basis of the following criteria:

1. Volume and content.
2. Fluency of speech.
3. Correctness of pronunciation.
4. Grammar correctness.
5. Vocabulary use.
6. Team interaction.
7. Communication ability.

## Supplement

### TESTING KNOWLEDGE

#### I. Training test in vocabulary for Units 1–4

1. Match the word to its translation:

advance	влиять
collaborate	внести вклад
contribute	длительный
environmentalist	первоклассный
first-rate	предсказать
long-lasting	прибыль
phenomenon	прогресс
predict	сотрудничать
press	эколог
profit	явление

2. Match the beginning of collocations to the endings:

overcome	a solution
got	conservation
top	countries
theory of	difficulty
burial of	media
balance of	nature
energy	notch
developing	relativity
reach	the gift
social	wastes

3. Fill in the blanks in sentences

- He is head and \_\_\_\_\_ above the rest.
- In this science Japan is streets ahead of other ones.
- My computer is too old, it's out-of-\_\_\_\_\_.
- Human \_\_\_\_\_ can cause a lot of damage to nature.
- \_\_\_\_\_ countries consume most of resources.
- This discovery knocked \_\_\_\_\_ off his opponents.
- Superpowers often announce some territories the spheres of their \_\_\_\_\_.
- Some countries in Africa find it difficult to \_\_\_\_\_ the basic needs of their poor population.
- This album was his first \_\_\_\_\_ to fame.
- Big plants may put \_\_\_\_\_ on the environment.

#### 4. Correct mistakes in sentences

- Many countries collect resources, it's their sunny day fund.
- Exhausting fumes make air polluted.
- Global heating changes our climate.
- This war must be stopped, it's necessary to raise a situation! Children must get the very good of all possible things.
- He is kilometers better than any other candidate.
- Politics often revolves about economic issues
- These events shook the world.
- It's a violation of primary rights!

#### 5. Translate into Russian

- resentment
- up-to-date
- pass
- security
- significant
- recession
- revolutionized
- to sustain
- the ozone layer

## II. Training test in vocabulary for Units 5–8

### 1. Match the word to its translation:

bias	состав
composition	наследие
entertaining	настроение
heritage	домашняя хозяйка
homemaker	родственники со стороны супруга
informative	длительный
in-laws	информативный
long-lasting	сенсационный
mood	интересный
open-minded	непредубежденный
sensational	предубеждение

2. Match the beginning of collocations to the endings:

a still	vultures
cultural	family
culture	sympathy
current	placement
ensuring	interest
minority	opera
mutual	affairs
nuclear	parties
opposition	peace
politically	life
popular	labor
skilled	correct
soap	diversity
social	group

3. Fill in the blanks in sentences

- The painter brought flowers \_\_\_\_ life.
- Only \_\_\_\_ can say that culture is not important in our life.
- This masterpiece stood the \_\_\_\_\_ of time.
- They are a close \_\_\_\_\_ family.
- Social \_\_\_\_\_ often use advertisement on top a page.
- This discovery knocked \_\_\_\_\_ off his opponents.
- Politicians decided to exchange the \_\_\_\_ on this problem.
- All European countries have strong economic \_\_\_\_\_.
- He doesn't get \_\_\_\_ with his parents, they constantly argue.
- He is just 12. He is \_\_\_\_ age.

4. Correct mistakes in sentences

- This sculpture is strike .
- He has a lot if hide talents.
- She is not married, that is she is one.
- A lot of news agencies close this topic.
- This work of art is eye-snatching.
- This child is the head of the family.
- We must watch the weather prognosis.
- This decision helped to crush the deadlock.
- We fight for people rights.
- Russia is a poly-cultural country.

### 5. Translate into Russian

- artworks
- foster-child
- provider
- cartoon
- affection
- browse
- to compose
- landscape
- issue
- lowbrow
- ethnic
- gender
- disabilities
- immigrant
- emigrant

### III. Training test in grammar for Units 1–4

Choose the right variant:

1. I \_\_\_\_\_ in touch with my distant relatives when I go to Britain next year as we've never met.

- a) am going to get
- b) am getting
- c) get
- d) will be getting

2. By the time we \_\_\_\_\_ to the station, the train had already left.

- a) had got
- b) got
- c) were getting
- d) get

3. I didn't know that you \_\_\_\_\_ Clare before.

- a) had met
- b) were meeting
- c) met
- d) meted



4. Mary \_\_\_\_\_ with me. We both think you should take the job.

- a) agree
- b) agrees
- c) is agreeing
- d) will agree

5. I \_\_\_\_\_ for the bus when I saw Beth for the first time.

- a) had waited
- b) was waiting
- c) waiting
- d) waited

6. A man \_\_\_\_\_ by the police at the moment.

- a) interviews
- b) is being interviewed
- c) is interviewing
- d) is interviewed

7. *Alice's Adventures in Wonderland* \_\_\_\_\_ in the nineteenth century.

- a) was written
- b) wrote
- c) written
- d) was writing

8. Lisa \_\_\_\_\_ to have a very high IQ.

- a) is say
- b) said
- c) is said
- d) is sayed

9. She must \_\_\_\_\_ her eyes \_\_\_\_\_.

- a) gets, tested
- a) get, tested
- c) to get, tested
- d) get, test

10. Mary and Sam used \_\_\_\_\_ to Mexico in the summer.

- a) went
- b) go

- c) to go
- d) going

**11.** I asked her if \_\_\_\_\_ Jane.

- a) does she know
- b) she know
- c) she knew
- d) did she knew

**12.** She said she \_\_\_\_\_ work late, but then I saw her at a cafe.

- a) had to
- b) has got to
- c) must
- d) had had to

**13.** Ann asked me if \_\_\_\_\_ to the nightclub.

- a) were we going
- b) are we going
- c) we go
- d) we were going

**14.** She \_\_\_\_\_ that she'd be late tonight.

- a) said me
- b) told
- c) said
- d) say

**15.** She said she \_\_\_\_\_ me to come to the birthday party, but I'm not going.

- a) wants still
- b) still wants
- c) still wanted
- d) still want

**16.** You \_\_\_\_\_ have left your glasses at the cafe. You were wearing them when we came home.

- a) may not
- b) mustn't
- c) couldn't
- d) can't

17. We weren't able \_\_\_\_\_ the window.

- a) open
- b) have opened
- c) to open
- d) opened

18. 'Why didn't she answer the phone last night?' 'She might \_\_\_\_\_ dinner with her boss.'

- a) have been having
- b) have
- c) have had
- d) been having

19. They got lost, but as Sarah \_\_\_\_\_ speak German, they got directions in a club.

- a) was able
- b) managed
- c) couldn't
- d) could

20. I don't remember the end of that TV show. I \_\_\_\_\_ asleep.

- a) must fall
- b) could have fallen
- c) might have fallen
- d) must have fallen

#### IV. Training test in grammar for Units 5-8

Choose the right variant:

1. If I \_\_\_\_\_ you, I would apologize to him.

- a) am
- b) had been
- c) were
- d) will be

2. If the weather were fine, they \_\_\_\_\_ out of town.

- a) go
- b) would go
- c) gone
- d) had gone

3. If I \_\_\_\_\_ noticed John, I would have stopped him.

- a) —
- b) had
- c) have
- d) would have

4. I wish TV channels \_\_\_\_\_ stop showing so much adverts!

- a) —
- b) should
- c) have
- d) would

5. \_\_\_\_\_ you couldn't find a parking space in town, would you park in a private car park?

- a) Supposing
- b) Provided
- c) Assuming
- d) Unless

6. I wish she \_\_\_\_\_ so lazy. We could get so much more work done.

- a) were
- b) weren't
- c) had been
- d) hadn't been

7. They should \_\_\_\_\_ earlier. They are going to be late now.

- a) leave
- b) left
- c) leaved
- d) have left

8. I shouldn't \_\_\_\_\_ Jane any money last month. She never paid me back.

- a) lend
- b) lent
- c) have lent
- d) have lend

9. It's time I \_\_\_\_\_ about a family of my own.

- a) think
- b) thought
- c) have thought
- d) been thought

10. I hope I \_\_\_\_\_ a promotion soon.

- a) should get
- b) get
- c) got
- d) wish

11. Would you mind \_\_\_\_\_ again in a week or two?

- a) being come
- b) having come
- c) coming
- d) of coming

12. \_\_\_\_\_ carefully \_\_\_\_\_ by the teacher, the essay contained no mistakes.

- a) Having been (carefully) read and corrected
- b) Being (carefully) read and corrected
- c) Reading and correcting (carefully)
- d) Having read and corrected (carefully)

13. My brother never lets me \_\_\_\_\_ his car.

- a) borrow
- b) to borrow
- c) borrowing
- d) borrows

14. We arranged \_\_\_\_\_ at the nightclub.

- a) meet
- b) to meet
- c) meeting
- d) being met

15. I remember \_\_\_\_\_ Paris when I was young.

- a) visit
- b) to visit

- c) visiting
- d) none of the above

16. I know the boy *entering* the theatre.

- a) войдя
- b) входящего
- c) вошедшего
- d) идущего

17. *Having finished* the essay, he stood up to make up some tea.

- a) заканчивая
- b) законченный
- c) закончив
- d) прикончив

18. The girl \_\_\_\_\_ at the door has brought our mail.

- a) knocking
- b) knocked
- c) being knocked
- d) having been knocked

19. While *reading* this novel, I had to use the online dictionary very often.

- a) прочитав
- b) читая
- c) читающий
- d) прочитанная

20. I don't expect him \_\_\_\_\_ for Japan for ever.

- a) to leave
- b) to be leaving
- c) to be left
- d) to have been leaving

## V. Training test in reading 1

*Read the text and do the tasks on it.*

**Frank Abagnale** was a brilliant conman for five years. Amazingly, he started at 16. Steven Spielberg made the film *Catch Me If You Can* about him, starring Leonardo DiCaprio and Tom Hanks.

In 1964, Frank ran away to New York, upset because his parents had divorced. He was tall and handsome with prematurely graying hair, so he decided to pretend he was 26 to get a job.

His first con trick was to forge bank cheques. When the bank found out, he had already collected \$40, 000. He had to change his identity, so he became Frank Williams, a Pan Am Airways pilot. He conned Pan Am into giving him a pilot's uniform, and he faked an ID card. For two years he travelled round the world for free with paid hotel expenses! But after he told his secret to his flight attendant girlfriend, she called the police, and he had to disappear again.

Next he became a lawyer. He forged a Harvard law degree, and then studied to pass the bar exam! He was also a hospital doctor (he left when he actually had to treat someone), and a university professor. He taught Sociology and apparently his classes were very popular. Each time he had to move on before the police caught up with him.

He was eventually arrested in France in 1969 and sent to prison for five years.

Since then, he has worked as a financial fraud consultant!

**a) Ask the questions to the following answers:**

1. How long was Frank Abagnale a con man for?

Five years.

2. \_\_\_\_\_?

Steven Spielberg.

3. \_\_\_\_\_ to New York?

Sixteen.

4. \_\_\_\_\_?

Because he was upset about his parents' divorce.

5. \_\_\_\_\_?

He was tall and handsome with graying hair.

6. \_\_\_\_\_?

Forging bank cheques.

7. \_\_\_\_\_?  
\$40, 000.
8. \_\_\_\_\_?  
Two years.
9. \_\_\_\_\_?  
His girlfriend.
10. \_\_\_\_\_?  
A lawyer.
11. \_\_\_\_\_?  
Sociology.
12. \_\_\_\_\_?  
In 1969.
13. \_\_\_\_\_?  
Five years.
14. \_\_\_\_\_ since then?  
A financial fraud consultant.

**b) Make these questions about Frank Abagnale indirect.**

1. Where did he learn how to forge bank cheques?  
I'm not sure \_\_\_\_\_ .
2. How did he have the nerve to pretend to be a pilot?  
I don't know \_\_\_\_\_ .
3. Which countries did he visit as a pilot?  
I'd like to know \_\_\_\_\_ .
4. Why did his girlfriend call the police?  
I've no idea \_\_\_\_\_ .
5. How did he manage to pass the bar exam?  
I haven't a clue \_\_\_\_\_ .
6. Who give him a job as a doctor?  
I can't imagine \_\_\_\_\_ .
7. Why did the police take so long to catch him?  
Do you know \_\_\_\_\_ .
8. What did he think of prison?  
Do you know \_\_\_\_\_ .



**c) Write indirect questions about Frank Abagnale for these answers:**

1. I wish I knew \_\_\_\_\_ .  
He told her because he loved her and was tired of living lie.
2. Have you any idea \_\_\_\_\_ ?  
It took him three attempts to pass the bar exam.
3. Why do you think \_\_\_\_\_ ?  
He went there because he wanted to stop running and settle down in one place.
4. Can you tell me \_\_\_\_\_ ?  
He spent five years in prison.
5. Do you know \_\_\_\_\_ ?  
He is truly sorry for what he did, and spent the rest of his life being a model citizen.

**VI. Training test in reading 2**

Read the text and do the tasks on it.

**a) Choose the most suitable heading (a–g) for each paragraph (1–6) of the article. There is one extra heading.**

- a) The teenage market \_\_\_
- b) Mobile mania \_\_\_
- c) Latest figures \_\_\_
- d) Rising numbers \_\_\_
- e) New generation technology \_\_\_
- f) Lower bills \_\_\_
- g) TV by phone \_\_\_

*Mobile Mania Spreads as Phones Become the Must-Have Gadget*

*By Robert Uhlig, technology correspondent*

1. More than 24 million Britons now own a mobile phone, according to statistics released yesterday. The growth is expected to accelerate in the next few years as the mobile phone overtakes the personal computer as the most used method of accessing the Internet. No longer a tool only of well-heeled travelling executives and plumbers, the mobile phone is now as likely to be found in school satchels and shopping bags as in briefcases.
2. According to Vodafone, the market leader, of the 24 million cellphones in use, 11.9 million are prepaid, many of which are now used by teenagers. Schools have even taken to banning the use of mobile phones in classrooms and playgrounds.

3. The pre-pay services, using phone cards, have proved the most popular with phone users keen to keep their bills under control. The advent of “pay-as-you-go” schemes has brought the mobile phones to millions who could not previously afford one or failed the necessary credit ratings. The average pre-pay customer spends £198 a year whereas the typical business customer receives a bill of £556 a year.
4. Around 40 percent of Britons now have a mobile, but by the end of next year, analysts expect the figure to increase by at least half. Even then, we will lag behind Finland, where 71 percent of people own a cellphone.
5. Already, analysts are predicting that within a few years more people will actually watch the six o’clock news or *Match of the Day* on their mobile phone than on television. The phone networks say more people are already using their mobiles at six o’clock each evening news bulletin.
6. At the end of last year, a new technology called WAP, which enables the Internet to be viewed on a cellphone screen, was introduced. By the end of the year, almost all mobiles will be WAP-phones. Mike Caldwell, of Vodafone, said: “The average person will not realize it is the Internet that is coming to them on their mobile phone. They’ll just use it to watch what they think is television.”

**b) Circle the best answer, (a,b,c,d), according to the text:**

1. Why is the number of users of mobile phones expected to go up so much?

- a) They are going to become cheaper.
- b) They will be more popular amongst teenagers.
- c) Phones will be used to connect with the Internet.
- d) They are so convenient.

2. Who used to be main users of mobile phones?

- a) Internet users.
- b) Self-employed and business people.
- c) People with very big incomes.
- d) People who travelled a lot.

3. Why have pre-pay phone cards increased the number of users?

- a) The phone calls are cheaper.
- b) They are more convenient.

- c) Bills tend to be lower.
- d) Users have to pay before making calls.

**4.** What link is there between mobile phones and television?

- a) People often use their phones during the six o'clock news.
- b) Third generation mobiles will show live TV programmes from the Internet.
- c) The new generation of phones will be much smaller than earlier ones.
- d) Mobiles are good for watching the news and sports programmes.

**5.** "Well-heeled" means:

- a) Technologically competent.
- b) Fashionable.
- c) Tired of travel.
- d) Quite wealthy.

## GLOSSARY

### VOCABULARY FOR UNIT I FAMOUS PEOPLE

affect	затронуть
affection	привязанность
amusing	забавный
angry	сердитый
athletic	спортивный
attractive	привлекательный
authority	власть
awe	страх
beautiful	красивый
boring	скучный
brave	храбрый
careful	осторожный
careless	небрежный
charming	очаровательный
clever	умный
confident	уверенный
crafty	лукавый
crazy	сумасшедший
creative	творческий
cruel	жестокий
cute	симпатичный
dangerous	опасный
dependable	надежный
easygoing	спокойный
energetic	энергичный
exciting	возбуждение
famous	известный
forgetful	забывчивый
friendly	дружественный
good-looking	красивый
graceful	изящный
happy	счастливый

helpful	полезный
horrible	ужасный
humble	скромный
humorous	юмористический
inconsiderate	невнимательный
interesting	интересный
likable	приятный
lucky	удачливый
middle class	средний класс
obligation	обязательство
outgoing	отбывающий
philanthropy	филантропия
position	положение
power	власть
prestige	престиж
rank	разряд
respect	уважение
responsible	ответственный
romantic	романтик
selfish	эгоистичный
successful	успешный
talkative	болтливый
touchy	раздражительный
unlucky	неудачный
wealthy	богатый
outstanding/superb	выдающийся / превосходный
out of this world	наилучший
to knock spots off the other ones	быть лучше всех остальных
streets ahead of other ones	далеко обогнать остальных
miles better than	быть намного лучше других
head and shoulders above the rest	быть на голову выше остальных
got the gift	иметь талант
on the ball	быть на коне
the very best	самый лучший
top notch	на высшем уровне
first-rate	первоклассный
paparazzi	папарацци

celebrity	знаменитость
privacy	частная жизнь
fan club	фан-клуб
gossip tv program	программа о звездах
gossip magazine	журнал о жизни знаменитостей
someone's claim to fame	заявка на популярность
move to	переехать
awarded honorary degree	получить почетную степень
to author	быть автором
founder	основатель
contribute to	внести вклад
collaborate with	работать в сотрудничестве с кем-либо
appointed as	назначенный на должность
was involved with	быть связанным с кем-то
to boost your confidence	укрепить уверенность
block your path to success	мешать достижению успеха
to prove to oneself	доказать самому себе
to prevent smb. from pursuing one's goal	мешать достижению цели
give up	сдаваться
underestimate oneself	недооценивать себя

## VOCABULARY FOR UNIT II

### SCIENTIFIC DISCOVERIES AND MYSTERIES

formal sciences	точные науки
natural sciences	естественные науки
engineering and technology	машиностроение и технология
medical and health sciences	медицинские науки
a scientist	ученый
a researcher	исследователь
do research	исследовать
discover	обнаружить
investigate	исследовать
invent	изобрести
examine	исследовать
progress	продвижение

advance in	прогресс в чем-л.
profit from sth	прибыль от чего-л.
benefit	выгода
a breakthrough	крупное достижение
side-effect	побочный эффект
challenge	вызов
automated	автоматизированный
high-tech	на основе высоких технологий
gadget	устройство
device	устройство
phenomenon	явление
theory	теория
technology	технология
technological	технологический
technophobe	противник технического прогресса
technophile	сторонник технического прогресса
long-lasting	длительный
fragile	хрупкий
easy-to-use	удобный в использовании
convenient	удобный
comfortable	комфортный, удобный
reliable	надежный
up-to-date	современный
out-of-date	устаревший
useful	полезный
efficient	эффективный
cutting-edge	ультрасовременный
state-of-the-art	современный
labour-saving	рационализаторский
advanced	передовой
device	прибор
equipment	оборудование
gadget	устройство
appliance	прибор
network	сеть
security	безопасность
crash	крушение

anti-virus	антивирус
browser	браузер
to browse	рассматривать
driver	водитель
ebook	электронная книга
email, e-mail	электронная почта
icon	изображение
memory	память
notebook	портативный компьютер
operating system	операционная система
palmtop	карманный компьютер
scanner	сканер
usb flash drive	флэшка
virus	вирус
www, the web	сеть
App	приложение
application	приложение
backup	резервная копия
developer	разработчик
pioneering	первый, первооткрыватель
gravity	гравитация
electricity	электричество
evolution	эволюция
theory of relativity	теория относительности
the big bang theory	теория «большого взрыва»
penicillin	пенициллин
DNA	ДНК
periodic table	периодическая таблица

**VOCABULARY FOR UNIT III**  
**ENVIRONMENT PROTECTION**

ablation of glacial	таяние ледника
acid rain	кислотный дождь
after-effect	последствие
alternative energy, alternative forms energy	альтернативные виды энергии
anthropogenic	созданный человеком



autopollution	автотранспортное загрязнение
average	средний
balance of nature	баланс, равновесие экологическое
bay —	залив
biodiversity,	разнообразие видов
biosphere	биосфера
bloom water	«цветение» воды
red book	Красная книга
brook	ручей
buffer	защитная зона
burial of wastes	захоронение отходов
canopy	лесной полог
carbon dioxide	углекислый газ, углекислота
carcinogen	канцерогенное вещество
catalytic converters	абсорбер
compact fluorescent light bulbs	энергосберегающие лампы
conservancy	охрана природы и рациональное природопользование
contaminant	загрязняющее вещество, загрязнитель
contamination	загрязнение, заражение
cove —	бухта
dam	водохранилище
damage	ущерб
debris	отходы
degradation,	ухудшение
dense,	густой (о лесе)
destruction	разрушение
detergents,	моющее средство
disaster	катастрофа
dump	свалка
dustbin	мусорный бак
eco-city	экогород
energy conservation,	экономия энергии
environmentalist / green (person)	эколог, «зеленый»
exhaust fumes	выхлопные газы
finite resources	исчерпаемые ископаемые

flooding	наводнение
footpath	тропинка
garbage	бытовые отходы
global warming	глобальное потепление
gulf	залив
habitat	место обитания, ареал, сфера распространения
hill	холм
hillock	горка
human disturbance.	вмешательство человека
landfill	свалка мусора
landscape	ландшафт
lane	аллея
litter	неубранный мусор
local wildlife	местная дикая природа
minimize	минимизировать
original forests	первобытные леса
planting	насаждение
pond	пруд
power station	электростанция
prevent	предотвратить
protect	защитить
protection	защита (охрана)
puddle	пруд
purification system	очистные сооружения
recyclable	для вторичного использования
recycling centers	центры по переработке отходов
refuge	убежище, заповедник
refuse	твердые отходы
rocky,	каменистый
save energy	экономить энергию
smog	смог
solar / wave / wind power	энергия солнца, волн, ветра
steep	крутой
stream	ручей
the environment	окружающая среда
the greenhouse effect	парниковый эффект

the ozone layer	озоновый слой
threat	угроза
to cut down trees	вырубать деревья
to harm / damage / destroy / pollute the environment —	наносить ущерб окружающей среде
to pollute (polluter; polluted; pollution; pollutant (gases))	загрязнять; загрязненный; загрязнение; загрязняющие вещества
to pour waste into water	сливать отходы в водоемы
to protect the environment (to look after the environment)	защищать окружающую среду
to recycle	перерабатывать
toxic waster	токсичные отходы
toxicity	токсичность
turbulent,	бурный
ultraviolet light	ультрафиолетовое излучение
wildlife knowledge.	знание дикой природы
wood	лес

#### **VOCABULARY FOR UNIT IV MODERN WORLD**

adequate	адекватный
anger and resentment against	возмущение и негодование против
around the world	во всем мире
basic	основной
booming	быстро развивающийся
burdening	обременяющий
catastrophic	катастрофический
concerns	проблемы
consumer society	потребительское общество
consumerism	потребительство
consumption	потребление
crash	падение, обвал цен
decade	десятилетие
decent	приличный
developing countries	развивающиеся страны
developments	разработки
direct foreign investment,	прямые иностранные инвестиции

dynamics of the consumption	динамика потребления
enormous	огромный
expenditures	расходы
export of culture	экспорт культуры
express	выражать
find a compromise, a remedy	найти компромисс, средство
food scarcity	дефицит еды
formerly known	ранее известный как
global expansion	глобальное расширение
globalization	глобализация
grow in strength	усиливаться
high-income	высокодоходный
impact	воздействие
industrial revolution	индустриальная революция
industrialized world	промышленный мир
inequality in consumption	неравенство в потреблении
instant communication	быстрое сообщение
integration	интеграция
interdependence	взаимозависимость
low-income consumers	потребители с низким доходом
meet basic needs	удовлетворить основные потребности
memorable	незабываемый
migration	миграция, перемещение
multinational corporations	многонациональные корпорации
overpopulation	перенаселение
overcome difficulty	преодоленная трудность
pass	превысить
phenomenon	явление
power conflicts	столкновение держав
predict	предсказать
press	давить, влиять
put strain on the environment	негативно влиять на окружающую среду
racism	расизм
rainy day funds	капитал на черный день
raise an issue	поднять вопрос

reach a solution	достичь решения
recession	спад
resolve a situation	решить ситуацию
revolutionized	обновленный
revolved around	вращаться вокруг
richer nations	более богатые нации
scientific revolution	научная революция
security	безопасность
shock the world	потрясти мир
significant	существенный
social media	социальные СМИ
solve a problem	решить проблему
sphere of influence	сфера влияния
superpowers	супердержавы
supportive	благосклонный
tackle terrorism	справляться с терроризмом
teeter on the brink	балансировать на краю
terrorist attacks	террористические нападения
the war on terror	война с террором
to break down borders	сломать границы
to draw	привлекать
to speed up	убыстряться
to sustain people	обеспечивать людей
trade	торговля
turn towards hatred	поворот к ненависти
urbanization	урбанизация
vanish	исчезнуть
victims	жертвы
violation of basic rights	нарушение основных прав
whereas	тогда как
worldwide	во всем мире

## VOCABULARY FOR UNIT V

### ART

a collection	собрание, коллекция
a landscape	пейзаж
a sketch	эскиз

a still life	натюрморт
a watercolour	акварель
abstract	абстрактный
abstract expressionism	абстракционизм
academic art/ academism	академическое искусство / академизм
amusing	забавный
an art gallery	художественная галерея
an oil painting	картина, написанная масляными красками
annoying	раздражающий
artefacts	артефакт
artworks	художественные работы
background	фон
balance	баланс
boring	скучный
complementary colors	дополнительные цвета
composition	состав
cubism	кубизм
culture vultures	любители культуры
depressing	угнетающий
disgusting	отвратительный
drawings	рисунки
emphasis	акцент
enchanted	очаровательный
foreground	передний план
futurism	футуризм
genius	гений
gothic art	готическое искусство
graffiti art	граффити, рисунки на стенах
heritage	наследие
highbrow	интеллектуальный
imagination	воображение
linear perspective	линейная перспектива
lowbrow	низкопробный
masterpiece	шедевр
mood	настроение

moving	трогательный
painting	живопись
philistines	обыватели, некультурные люди
pottery	глиняная посуда, керамика
primary colors	первичные цвета
realism	реализм
relaxing	расслабляющий, успокаивающий
satisfying	приносящий удовлетворение
scale	масштаб
sculpture	скульптура
symphone	симфония
terrifying	ужасающий
three-dimensional	трехмерный
eye-catching	привлекательный
striking	поразительный
to bear fruit	приносить плоды
to break with convention	порвать с условностями
to bring something to life	вдохнуть жизнь
to compose	сочинять (музыку)
to grab someone	захватывать кого-то
to put the finishing touches on something	заканчивать, наносить последние штрихи
to stand the test of time	выдержать испытание временем
warm colors	теплые цвета

## VOCABULARY FOR UNIT VI

### FAMILY

a love-nest	любовное гнездышко
affection	привязанность
attributes	черты
be under age	быть несовершеннолетним
there is a black sheep in every family	в семье не без урода
blended family	смешанная семья
bond	связь
catch someone's eye	привлечь внимание
close knit family	крепкая сплоченная семья

cohabitation,	сожительство
come of age	достигший совершеннолетия
counterpart	партнер
designate	определять
eating out	питание вне дома
emerge	появляться
etiquette	этикет
exceptionally	исключительно
extended family	большая семья
to keep eye contact	смотреть в глаза
foster-child	приемный ребенок
get along	уживаться с кем-либо
heartfelt	сердечный
hidden	скрытый
homemaker	домашняя хозяйка
househusband	домохозяйин
housewife	домохозяйка
impression	впечатление
in-laws	родственники со стороны супруга
legal limits,	юридические ограничения
long-lasting	длительный
middle	средний
norm	норма
nuclear family	семья с одним ребенком
nurture	лелеять
only	единственный
personal	личный
popular sympathy	всеобщая любовь
provider	тот, кто обеспечивает семью
remarry	вступить в повторный брак
roughly	примерно
short-term	краткосрочный
single	одинокий, неженатый
single parent family	семья с одним родителем
social placement	место в обществе
soul-mate	задушевный друг
spiritual	духовный



status	статус
stay at home mum/ dad	неработающий родитель
strict	строгий
superficial	поверхностный
the apple of my eye	души не чаять
the heart of the family	душа семьи
to be on the rocks	в трудном положении
to fancy someone	кто-то нравится
to go steady	встречаться
to go through a bit of a rough patch	пройти через трудности
to have a crush on someone	влюбляться без памяти в кого-то
to tie the knot	пожениться
traditional family	традиционная семья
unconditional love	безусловная любовь
unconventional family	нетрадиционная семья

## VOCABULARY FOR UNIT VII

### MASS MEDIA

talk show	ток-шоу
comics	комикс
documentary	документальный фильм
sitcom	комедия
traffic report	транспортное сообщение
tabloid	таблоид
phone-in	прямой звонок
soap opera	мыльная опера
current affairs programme	текущая программа дел
weather forecast	прогноз погоды
quiz show	викторина
cartoon	мультипликация, карикатуры
reality show	реалити шоу
informative	информативный
controversial	спорный
influential	влиятельный
sensational	сенсационный
entertaining	интересный

addictive	захватывающий
harmless fun	безопасная забава
mindless rubbish	ерунда
worth watching	стоит посмотреть
aimed at	нацеленный на
heading	заголовок
interview	интервью
to issue	выходить (о прессе)
to observe	наблюдать
to cover the topic	отражать тему
article	статья
editorial board	редакционное правление
to report	сообщать
edition	выпуск
view	просматривать (новости, информацию и т. п.)
go online	в сети
check your e-mail	проверьте вашу электронную почту
blogging	ведение блога
social networking	социальная сеть
brochure	брошюра
rag	«газетенка»
tabloid	таблоид
broadsheet	широкоформатные газеты
people in the news	герои новостей
reporter	репортер
editor	редактор
journalist	журналист
foreign correspondent	иностранный корреспондент
newsroom.	редакция
newsstand	газетный киоск
newsagency	новостное агентство
newshound	газетчик
newsletter	информационный бюллетень
newsagent	газетный киоскер
communication	коммуникация
magazine	журнал

the site	сайт
online platform	онлайн платформа
tracking tool	инструмент отслеживания
account	счет
browse	искать в сети
share	делиться, размещать в сети
accessible	доступный
post	запостить, поместить в блоге
tragic accident	трагический несчастный случай
rates	рейтинги
exchange views on	обменяться мнениями о
economic links	экономические связи
establish closer relations	установить тесные отношения
trade agreement	торговое соглашение
issues	проблемы, вопросы
ensuring peace	обеспечение мира
friendly relations with	дружественные отношения с
consolidate peace	укрепить мир
stand for	поддержать, выступать за
nuclear-free world	безъядерный мир
a ceasefire agreement	соглашение о перемирии
withdraw troops	вывести войска
opposition parties	стороны оппозиции
to break the deadlock	найти выход из тупика
mutual interest	взаимный интерес
regulate the media	регулировать СМИ

## VOCABULARY FOR UNIT VIII

### TOLERANCE

cultural diversity	культурное разнообразие
a minority group	группа меньшинства
racial	расовый
ethnic	этнический
gender	гендерный
disabilities	физические недостатки
behavior	поведение
status	статус

immigrant	иммигрант
emigrant	эмигрант
illegal	незаконный
immigrant community	иммигрантское сообщество
influx	приток
first generation immigrant	иммигрант первого поколения
boost the economy	быстрое развитие экономики
childcare	детские учреждения
competition	конкуренция
tax	налог
dynamism	динамизм
integrate	интегрироваться
a basic command of the language	знание основ языка
trained workers	обученные рабочие
overcrowding	переполнение
freedom of movement	свобода передвижения
skilled labor	квалифицированная рабочая сила
unskilled labor	неквалифицированная рабочая сила
deportation	высылка, депортация
quota	доля, квота
disenfranchised	лишенный гражданских прав
right to life and liberty	право на жизнь и свободу
fair trial	справедливый суд
standard of living	уровень жизни
freedom of thought, conscience and religion	свобода мысли, совести и религии
freedom of speech	свобода слова
politically correct	политкорректный
tolerance	толерантность, терпимость
open-minded	непредубежденный
bias	предубеждение
bigotry	фанатизм
prejudice	предубеждение
narrow-minded	ограниченный
intolerance	нетерпимость
human rights	права человека

pluralism	плюрализм
diversity	разнообразие
to impose	навязывать
controversial	спорный
civil rights	гражданские права
discrimination	дискриминация
genocide	геноцид
hate crime	преступление на почве ненависти
stereotype	стереотип
scapegoat	козел отпущения
multicultural country	многокультурная страна
assimilate	ассимилироваться
restrict	ограничить
ban	запретить
undesirables	нежелательные лица
refugee	беженец
settle	обосноваться, поселиться
naturalisation	натурализация
the right to asylum	право на убежище
discriminate against	предвзято относиться
civil rights movement	движение за гражданские права
equality	равенство
equal opportunities	равные возможности при приеме на работу
majority	большинство

# GRAMMAR REFERENCE AND HOMEWORK TASKS

## Grammar reference

### Unit 1. Revision of verb forms (Active)

	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
Present	<p style="text-align: center;"><b><u>V</u></b></p> <p style="text-align: center;"><b>visit(s)</b></p> <p>Repeated, customary action.</p> <p><i>usually/generally always/never often/seldom sometimes</i></p> <p>Fact.</p> <p>Future action (to a timetable, schedule).</p>	<p style="text-align: center;">be + -ing</p> <p style="text-align: center;"><b>am is + visiting are</b></p> <p>Action (process) going on at the present moment.</p> <p><i>now, at present, at the moment</i></p> <p>Future action planned before.</p>	<p style="text-align: center;">have + V<sup>3</sup></p> <p style="text-align: center;"><b>have + visited has</b></p> <p>Completed action connected with the present; result.</p> <p><i>already/yet/just ever/never/latelly recently/ this week/today by now for since</i></p>	<p style="text-align: center;"><b><u>have been + -ing</u></b></p> <p style="text-align: center;"><b>have been + visiting visited</b></p> <p>Action (process) which began in the past and is still going on now.</p> <p><i>for a month a long time since 5 o'clock how long since when</i></p>
Past	<p style="text-align: center;"><b>visited went</b></p> <p>Action (succession of actions) in the past.</p> <p><i>yesterday last week 3 days ago in 2001</i></p>	<p style="text-align: center;"><b>was + visiting were</b></p> <p>Action (process) taking place at a given moment in the past.</p> <p><i>at 5 yesterday from 5 to 6 yesterday for 3 days/ last week all day long the whole day when we came</i></p>	<p style="text-align: center;">had + visited</p> <p>Action completed before a certain moment in the past.</p> <p><i>by 5 o'clock yesterday/ before he came by the end of last year</i></p> <p>At sequence of tenses.</p>	<p style="text-align: center;">had been + visiting</p> <p>Action (process) which began before a definite moment in the past and was still going at that moment.</p> <p><i>He had been working for 2 hours, when my brother came.</i></p>

	INDEFINITE	CONTINUOUS	PERFECT	PERFECT CONTINUOUS
Future	<p><b>will visit</b> Future action.</p> <p><i>tomorrow</i> <i>next week</i> <i>in 3 days</i> <i>in 2017</i></p>	<p>will be + visiting Action (process) taking place at a given moment in the future. at 5 tomorrow/ from 5 to 6 tomorrow/ for 3 days next week/ all day long tomorrow/ when he comes</p>	<p>will have + visited Action completed before a definite moment in the future. <i>by 5 o'clock</i> <i>tomorrow/</i> <i>when he comes/</i> <i>by next summer</i></p>	<p>will have been + visiting Action (process) which will begin before a definite moment in the future and will be going on at that moment. When you come, I'll have been working for 2 hours.</p>

### ***A. The present and future***

We use the **Present Simple** for:

- habits/routines: *I always have a large coffee for breakfast.*
- describing a state: *She lives in a fiat.*
- things that are permanent, or always true: *Water covers about 70 percent of the world.*

We use the **Present Continuous** for:

- things that are happening now, at this precise moment: *I'm waiting for the bus at the moment.*
- for temporary situations that are happening around now: *He's using his bike while his car is in the garage.*
- for arrangements in the future: *They're having a meal together next Friday.*

We use **will + infinitive** for:

- unplanned decisions (made while speaking): *I'll give you a lift to the station.*
- for predictions based on what you think or believe: *I think Manchester United will win. They're always good.*
- We use **going to + infinitive** for:
- plans and intentions: *I've decided I'm going to apply for university next year.*
- for predictions based on what you know or can see/hear now: *He's going to fail his exam.*

We use the **Present Perfect** to talk about present situations which exist because of a completed past event or which happened at an indefinite time in the past: *Look, she's changed her hairstyle.*

We use the **Present Perfect Continuous** to talk about present situations which started in the past and that are continuing now: *I've been taking English classes since last year.*

\*We do not usually use state verbs in the continuous form, e.g. *like, love, hate, think, believe, know, want, need.*

### ***B. The past***

We use the **Past Simple** to describe main past events and we use the Past Continuous to describe actions in progress when the main events happened: *It was raining when I went to work.*

We use the **Past Perfect Simple** to describe events and background information that happened before main past events: *As soon as I saw Jack, I knew I had met him before.*

We use the **Past Continuous** to describe actions that were in progress when the main events happened.

You can use **used to** to refer to past states or situations: *I used to have a car but I sold it a few years ago.*

## **Unit 2. The Passive**

### **The Active and the Passive**

In active sentences the subject is the agent (or 'doer') of the verb.

In passive sentences the subject is not the agent of the verb.

The passive is formed with be + past participle.

#### ***A. Passive: the formation.***

The passive is formed with be + V<sup>3</sup>

	Active	Passive
Present Simple	it does	it is done
Present Continuous	it is doing	it is being done
Present Perfect	it has done	it has been done
Past Simple	it did	it was done
Past Continuous	it was doing	it was being done
Past Perfect	it had done	it had been done
Future Simple	it will do	it will be done



	Active	Passive
Infinitive forms	do to do	be done to be done
-ing form	doing	being done

### ***B. Reasons for using the passive***

#### 1. The agent is unknown, unimportant or obvious.

*A lot of money was stolen in the robbery. (somebody stole it but we don't know who)*

#### 2. The main topic of the sentence is not the agent.

In English, the main topic of the sentence normally comes at the beginning, and the new information about the topic comes at the end.

*Roman Polanski directed 'The Pianist'.*

(in a profile of Polanski, who is the main topic of the sentence.)

If the agent is not the main topic of the sentence, we use the passive

*'The Pianist' was directed by Roman Polanski.*

(In an article about *The Pianist*, which is the main topic of the sentence)

**REMEMBER!**

If we include the agent in the sentence, we use **by**: *This house was built by my grandfather.*

### ***C. Formal and informal texts***

1. In more formal texts, the passive is preferred because it is less personal. This is especially true in scientific, technical or academic writing.

2. The following passive constructions are particularly common in this kind of formal writing:

*It is said that... It is thought that...*

*It is believed that... It has been proved that..*

3. In informal speech, we can avoid using the passive by using a subject like *we, you, they, people, someone*, etc.

This sounds more personal and friendly. Compare:

*More computers are being bought than ever before.*

*People are buying more computers than ever before.*

### ***D. Construction 'have something done' and 'get something done'***

a. The passive form *'have something done'* is used to talk about something we pay other people to do for us.

*Julia has just had central heating installed in her house.*

You can also say ‘*get something done*’ instead of ‘*have something done*’ (mainly in informal spoken English or when it was difficult to have something done).

*I thing you should get your hair cut.*

Alter many years of trying, he finally got his book published.

b. We use ‘*get something done*’ for things that happen by accident, or things which happen to us that are unpleasant.

*My luggage got stolen somewhere at the airport.*

### Unit 3. Reported speech.

#### A. The formation.

- We use reported speech when we want to tell someone what another person said.
- We usually change the verb form in reported speech. Look at the table.

verb form in direct speech	verb form in reported speech
<b>Present Simple</b> <i>I still want to be in the programme.</i>	<b>Past Simple</b> <i>She said she still wanted to be in the programme.</i>
<b>Present Continuous</b> <i>I'm having another operation on Wednesday.</i>	<b>Past Continuous</b> <i>She said that she was having another operation on Wednesday.</i>
<b>Present Perfect Simple</b> <i>I've already had two operations.</i>	<b>Past Perfect</b> <i>She told me she'd already had two operations.</i>
<b>Past Simple</b> <i>I was in a car accident.</i>	<b>Past Perfect</b> <i>She said that she'd been in a car accident.</i>
<b>am/is/are going to</b> <i>They're going to start working soon.</i>	<b>was/were going to</b> <i>I told her they were going to start working soon.</i>
<b>will</b> <i>I won't be able to walk on it for a month.</i>	<b>would</b> <i>She said she wouldn't be able to walk on it for a month.</i>
<b>can</b> <i>I can't come to the meeting on Saturday.</i>	<b>could</b> <i>She told me she couldn't come to the meeting on Saturday.</i>
<b>must</b> <i>You must talk to Jane.</i>	<b>had to</b> <i>I told her that she had to talk to you.</i>

## B. SAY and TELL

- To introduce reported speech we usually use **say** or **tell**.
- We **never** use an object (*me, her, etc.*) with **say**.
- We **always** use an object (*me, her, etc.*) with **tell**.
- We **don't have to use that** after **say** and **tell** in reported speech.
- Pronouns (*I, he, etc.*) and possessive adjectives (*my, his, etc.*) usually change in reported speech: "**We can't come to your party**" → *She told me that they couldn't come to my party.*
- The modal verbs **could, should, would, might** and **ought to** don't change in reported speech.
- The Past Simple **doesn't have to change** to the Past Perfect. It can stay the same: "*I met her in 2010.*" → *She said she met her in 2010.*
- We **don't have to change** the verb form if the reported sentence is about something general, or something that is still in the future: "*I love rock music.*" → *I told him I love rock music.*
- We often **change** time expressions in reported speech:
  - tomorrow → the next day
  - next week → the following week
  - last week → the week before, etc.

## C. Reported speech: questions

- We use reported questions when we want to tell someone what another person asked us.
- We don't use the auxiliaries **do, does** or **did** in reported questions: *She asked if I had any acting work*, not ~~*She asked if I did have any acting work.*~~
- We use **if** or **whether** when we report questions without a question word:  
*First she asked me if/whether I was working at the moment.*
- We sometimes use an object (*me, him, etc.*) with ask:  
*They asked (me) whether I was available to start next month.*
- The changes in the verb forms in reported questions are the same as reported sentences: "*What other parts have you had recently?*" → *She asked me what other parts I'd had recently.*

### Reported questions.

She asked (me) She wanted to know	question word if/whether	subject + verb
--------------------------------------	-----------------------------	----------------

*She asked where I'd studied acting.*

*She asked me **if/whether** I was working at the moment.*

- The word order in reported questions is the same as in a positive sentence:  
*I asked her where her brother was.* not *I asked her where was her brother.*

#### **D. Reported speech: requests and imperatives**

- To report requests, we use:  
*asked + object + (not) + infinitive with to.*  
*He asked me to come to a meeting on Monday.*
- To report imperatives, we use:  
*told + object + (not) + infinitive with to.*  
*He told me to be at their offices at ten.*  
*He told me not to accept any more work.*

#### **E. Passive report structures**

These structures can be used to say what people in general feel or believe. You can find them in formal contexts such as scientific writing or in news reports.

It	is has been was	said believed that ... thought
----	-----------------------	--------------------------------------

*It used to be said that beauty was in the eye of the beholder.*

<i>He/She/It</i>	<i>is/was</i>	<i>said</i>	
<i>They</i>	<i>are/were</i>	<i>believed</i>	<i>to (+ infinitive) ...</i>
		<i>thought</i>	

*But now beauty is thought to be objective and quantifiable.*

- Other verbs that can be used in this way include: *alleged, assumed, claimed, considered, expected, felt, reckoned, regarded, reported, rumoured, suggested.*

### **Unit 4. Modal verbs**

Modals (also called **modal verbs, modal auxiliary verbs, modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like “work, play, visit...” They give additional information about the **function** of the main verb that follows it. They have a great variety of **communicative functions**.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (e.i. the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

Here is a list of modal verbs: **can, could, may, might, will, would, shall, should, must.**

The verbs or expressions **dare, ought to, had better**, and **need no** behave like modal auxiliaries to a large extent and may be added to the above list.

### **B. Modal verbs: forms and equivalents.**

<b>present</b>	<b>past</b>	<b>future</b>
<b>can</b> can't have V <sup>3</sup>	could – <i>мог, мог бы</i> was/were able to – <i>смог, удалось</i> couldn't = wasn't/ weren't able to could (not) have V <sup>3</sup>	will be able to
<b>may</b> – <i>может быть, возможно.</i> may not – <i>запрещение, исходящее от вас</i>	might might (not) have V <sup>3</sup>	will be allowed to
<b>must</b> – <i>обязан/ должно быть, вероятно.</i> must not – <i>нельзя; не должен; запрещение, исходящее от внешних обстоятельств</i> <b>have to</b> – <i>вынужден, приходится, надо.</i> don't have to – <i>не нужно</i> must have must have V <sup>3</sup>	---- had to/ didn't have to	---- will have to
<b>need</b> needn't = don't have to – <i>не нужно, можно не,</i> needn't have V <sup>3</sup> – <i>можно было и не..., зря, напрасно...</i>	----	----
<b>should = ought to</b> – <i>следовало бы</i>	should have V <sup>3</sup> = ought have V <sup>3</sup>	----

## ***NB***

The different degrees of probability expressed by modal verbs can be summarized like this:

<b>sure / logically certain</b>	→ <b><i>must</i></b>
<b>possible, but not certain</b>	→ <b><i>may, might, could</i></b>
<b>sure / logically certain not to happen</b>	→ <b><i>can't</i></b>

### ***C. Modal verbs: meaning***

Use of modal verbs:

Modal verbs are used to express functions such as:

1. Permission
2. Ability
3. Obligation
4. Prohibition
5. Lack of necessity
6. Advice
7. Possibility
8. Probability

### **Examples of modal verbs:**

Modal Verb	Expressing	Example
must	strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
must have V <sup>3</sup>	it seems certain that this happened	He must have gone. Он, должно быть, ушел.
have to	obligation or necessity arising out of circumstances	I have to get up at 6 every day. My working day begins at 8.
had better	advice	You 'd better revise your lessons
had to do/ didn't have to do	obligation or necessity arising out of circumstances in the past	I had to do it. ...пришлось сделать. I didn't have to do it. ...можно было и не делать (я и не делал)
can	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.

Modal Verb	Expressing	Example
can't have V <sup>3</sup>	it seems impossible that this happened	They can't have climbed over that wall without a ladder.
could	general ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!
was able to	is used to talk about what you managed to do on a specific occasion	Although he was badly injured, he was able to crawl to safety. (= he managed to do this)
could have	it was possible for something to happen, but it didn't	It was very stupid of you to throw it out of the window. You could have killed someone!
may/ might/ could have V <sup>3</sup>	it seems possible that this happened	They may/ might/ could have got in through the window.
may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
didn't need to	lack of necessity/absence of obligation in the past	Fortunately the troops didn't need to fight an army of Martian invaders! (= the troops didn't fight because it wasn't necessary)
need not have V	lack of necessity/absence of obligation in the past	You needn't have done it. ...могли и не делать (это было не обязательно)
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
should have V <sup>3</sup> = ought to have V <sup>3</sup>	this was a good idea	You should have locked the door before you went out. (...следовало бы сделать, а вы не сделали) (= this was a good idea, but you didn't do it). You shouldn't have left the door unlocked! (...не следовало делать, а вы сделали) (= this wasn't a good idea, but you did it).

### ***D. Modal verbs: deduction in the present and the past.***

#### ***Deductions in the present***

- To make deductions about a state in the present we use:

**modal verb + infinitive.**

*It **might be** in the bathroom.*

*Yeah, of course, but it **must be** switched off.*

- To make deductions about something happening now we use:

**modal verb + be + verb+ing.**

*But someone **might be using** it to phone Australia!*

#### ***Deductions in the past***

- To make deductions about a state or a completed action in the past we use:

**modal verb + have + past participle.**

*Or someone **could have taken** it from your bag.*

*So you **may have left** it on the table.*

*You **can't have left** it at the restaurant.*

*That guy in the club **must have stolen** it.*

- To make deductions about a longer action in the past we use:

**modal verb + have + been + verb+ing.**

*He **might have been waiting** for a chance to steal my phone.*

- We can also use **couldn't** instead of **can't** to make deductions in the past:

*You **couldn't have left** it at the restaurant.*

## **Unit 5. Conditional sentences.**

### ***A. General information.***

Conditional sentences may express real and unreal condition. They are introduced by the conjunctions: *if, in case, provided, unless, suppose.*

The Subjunctive Mood shows that the action or state expressed by the verb is presented as a non-fact, as something imaginary or desired.

Condition	Subordinate clause	Principal clause	Translation
First/Real	Present Ind./Cont.	will + Inf.	ББ
	If we don't hurry,	we'll be late.	



Condition		Subordinate clause	Principal clause	Translation
Unreal	Second/Present, Future	Past Ind./ Cont.  If I found a wallet in the street,	would could might } + Inf.  I'd take it to the police.	БЫ
	Third/Past	Past Perfect  If I had known you were in hospital,	would could might } + have + V <sup>3</sup> I would have gone to visit you.	

### ***B. First (Real) conditional***

We use the *first conditional* to talk **about the result of a possible event or situation in the future.**

The ***if clause*** talks about things that are possible, but not certain:

*If I'm late again, I'll lose my job* (maybe I'll be late again). The ***main clause*** says what we think the result will be in this situation. (I'm sure I'll lose my job).

**if clause**

**main clause**

*(if + Present Simple) + (will/won't + infinitive)*

The ***if clause*** can be first or second in the sentence. When we start with the ***if clause*** we use a comma (,) after this clause. When we start with the ***main clause*** we don't use a comma:

*You'll be OK if you get a taxi.*

We don't usually use *will/won't* in the ***if clause***:

*If I'll be late again, I'll lose my job.*

### ***Variations of First conditional***

Use the first conditional to talk about possible future actions and to predict their consequences.

if clause	consequence clause
If you stay at home all the time, If you want to speak English well, If you're always thinking about food,	you'll never meet anyone. you have to practice. it'll be harder to lose weight.

The consequence clause often contains *will* + verb. But we can also use the Present simple to show something is true in the Present, the Present Continuous to show unfinished or repeated actions, or the imperative to give advice.

*will* can be replaced by other modal verbs to suggest how certain the consequence is.

We can use *when* in an **if clause** to show that an action always has the same consequence.

### ***Future time clauses with when, as soon as, before, after, until.***

We can use sentences with *when, as soon as, before, after* and *until* to talk about the future: *I'll pack before I go to bed.*

After these words we use the Present Simple: *I'll call Frank when I get home*, not ~~*I'll call Frank when I'll get home.*~~

In the **main clause** we use *will/won't* + infinitive: *As soon as I finish this report, I'll go to the bank.*

We use **when** to say we are certain something will happen.

We use **if** to say something is possible, but it isn't certain.

We use **as soon as** to say something will happen immediately after something else.

We use **until** to say something stops happening at this time.

As in first conditional sentences, the future time clause with *when, as soon as*, etc. can come first or second in the sentence: *After I talk to him, I'll phone the hotel.* = *I'll phone the hotel after I talk to him.*

### ***C. Second (Unreal) conditional***

We use the *second conditional* to talk **about imaginary situations**: *If someone asked me to hold a tarantula, I wouldn't do it* (I don't think anyone will ask me to do this).

The second conditional talks **about the present or the future**. It often talks about the opposite of what is true or real: *If I had enough money, I'd buy that jacket* (I haven't got enough money now). *If I had some free time, I'd go with you* (I don't have any free time).

The **if clause** can be first or second in the sentence. We only use a comma when the **if clause** is first: *If I had enough time, I'd help you.*

*I'd help you if I had enough time.*

We don't usually use *would* in the **if clause**: *If I won the lottery, I'd leave my job.* not ~~*If I would win the lottery, I'd leave my job.*~~

We can say *If I/he/she/it was ...* or *If I/he/she/it were ...* in the second conditional: *If I was/were younger, I'd come with you. If she was/were rich, she'd move to the Caribbean.*

**Would** can be replaced by other modal verbs, e.g. *could*, meaning *would be able*, or *might* meaning *would possibly*.

### **Alternatives for IF**

We often use **provided**, **as long as**, **assuming**, **imagine** and **suppose** instead of **if** in conditionals.

**Provided** and **as long as** mean 'only if (this happens)': **Provided** *no one was looking, I'd take as much paper as I needed. I'd tell a security guard as long as he/she agreed not to call the police.*

**Assuming** means 'accepting that something is true': **Assuming** *no one else saw the boy, I'd just tell him to return the things he'd stolen.*

**Imagine** and **suppose** have the same meaning (= *form a picture in your mind about what something could be like*).

We can use **imagine** and **suppose** as an alternative for **if** in questions: **Imagine/Suppose** *you found some library books that were due back eight months ago, would you return them?*

We can also use **provided**, **as long as**, **assuming**, **imagine** and **suppose** in other types of conditionals to talk about real situations: *We'll see you tonight, provided Alex doesn't have to work late. We'll hire a car, as long as it's not too expensive. Let's go to that nice Japanese restaurant, assuming it's still open.*

We can say **provided** or **providing** and **suppose** or **supposing**.

We can also use **unless** in conditionals to mean *if not*:

*I wouldn't hit somebody unless I had to. (= if I didn't have to).*

### **D. Third (Unreal)conditional**

We use the third conditional to talk about **imaginary situations in the past**. They are often the opposite of what really happened: *If the woman had shot the men, she'd have been in serious trouble.* (The woman didn't shoot the men, so she didn't get in serious trouble.)

#### **POSITIVE AND NEGATIVE**

We make the third conditional with:

if + subject + Past Perfect, subject + 'd (= would)/wouldn't + have + past participle.

*If I'd seen him, I'd have said hello.*

*If we hadn't got lost, we wouldn't have been late.*

We can also use **could** and **might** in the main clause to mean ‘would perhaps’: *If the men hadn’t run away, she **could** have killed them. If it had been me, I **might** have left a note on the car.*

The if clause can be first or second in the sentence.

### QUESTIONS

We make questions in the third conditional with: (question word) + would + subject + have + past participle ... + if + subject + Past Perfect.

*What would the owner of the car have done if he’d seen him?*

We don’t usually use **would** in the if clause: *If I’d known, I’d have helped, not If I would have known, I’d have helped.*

We can also use **imagine** and **suppose** instead of **if** in third conditional questions: *Imagine/Suppose he’d seen you, what would you have done?*

There are *two mixed types* of sentences of unreal condition:

a) the condition refers to the past and the consequence refers to the present:

If you had taken your medicine yesterday, you would be well today.  
Если бы вы вчера приняли это лекарство, теперь вы бы были здоровы.

b) the condition refers to no particular time and the consequence to the past:

*If he were not so absent-minded, he would not have missed the train yesterday. Если бы он не был таким рассеянным, он бы не опоздал вчера на поезд.*

## Unit 6. Making a wish

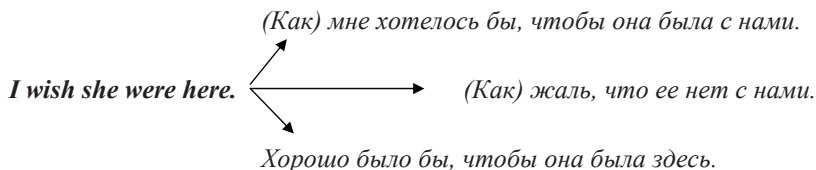
I wish wished	<ul style="list-style-type: none"> <li>– I <b>were/was</b> slim.</li> <li>– <u>Как бы мне хотелось</u> быть стройной</li> <li>– we <b>knew</b> his address.</li> <li>– <u>Как жаль</u>, что мы <u>не знаем</u> его адреса.</li> <li>– it <b>wasn’t snowing</b>.</li> <li>– Жаль, что идет снег.</li> <li>– you <b>didn’t go</b> there.</li> <li>– <u>Я бы не хотела</u>, чтобы вы туда ходили.</li> </ul>	Present
	<ul style="list-style-type: none"> <li>– I <b>had brought</b> my key.</li> <li>– <u>Жаль</u>, что я <u>не взял</u> с собой ключ.</li> <li>– the hotel <b>had been</b> better.</li> <li>– <u>Жаль</u> только, что гостиница <u>была</u> такой плохой.</li> </ul>	Past

I wish wished	– they <b>could come</b> to see us tomorrow. – <u>Как жаль</u> , что они <u>не смогут</u> зайти к нам завтра.	Future
	– someone <b>would answer</b> that telephone! – <u>Да снимите уж</u> кто-нибудь трубку! – the noise <b>would stop!</b> – Когда же прекратится этот шум! – you <b>would give</b> her my message. – <u>Не могли бы вы передать</u> ей мою просьбу. *It is possible only if <u>the subject of the principal clause (I wish) is not the same as the subject of the object clause (he, you, it would do it).</u>	complaints annoyance request

wishes in the present	wishes in the past
I wish I knew how to drive a car.	I wish I had known how to drive a car in 1975.
I wish today was a holiday.	I wish yesterday had been a holiday.
I wish I could travel round the world.	I wish I could have travelled round the world when I was a young man. (The speaker is not young, so he is speaking about the past.)

### **NB.**

We can render a sentence with **wish** into Russian in a number of ways:



#### **A. Wishes in the present.**

We often use **I wish ...** to talk about imaginary situations in the present. This is often used to talk about the opposite to what is true or real: *I wish I had my own car. (I don't have my own car. but I would like to).*

We use **wish + Past Simple** to make wishes about states:

*I wish I knew where your father was.*

We use **wish + Past Continuous** to make wishes about actions in progress:  
*I wish you weren't chasing these impossible dreams.*

We use **wish + could + infinitive** to make wishes about abilities or possibilities: *I wish I could spare the time.*

We use **wish + would + infinitive** to make wishes about things other people, organisations, etc. do that we would like to change. This is often

used to show annoyance or impatience about things that are outside our control:

*I wish you'd take more care of your things.*

We **can't** use **wish + would + infinitive** to talk about ourselves: *I wish I had a job. ~~not I wish I would have a job.~~*

We can say **I wish ...** or **If only ...** *I wish I could spare the time = If only I could spare the time.*

We can use **wish + didn't have to** to make wishes about obligations: *I wish I didn't have to go to work. ~~not I wish I hadn't to go to work.~~*

We often use the second conditional to give reasons for wishes: *If I didn't have to go to work, I'd help you.*

We can say *I wish I/he/she/it was...* or *I wish I/he/she/it were ...* : *I wish I was/were ten years younger.*

### **B. Wishes: I hope...; It's time....**

We use **I hope....** to talk about things that we think might happen in the future: *I hope you get something soon.*

**I hope ...** is followed by a clause (subject + verb + ...): *I hope they enjoy themselves.*

Compare these sentences:

<i>I hope she calls.</i> The speaker thinks she might call. This is a real possibility.  <b>I hope ...</b> is often followed by will + infinitive: <i>I hope he'll understand.</i> We also use <b>I hope ...</b> to talk about the past: <i>I hope you didn't tell Terry what happened.</i>	<i>I wish she'd call.</i> The speaker doesn't think she will call. This is an imaginary situation.
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### **It's time ...**

We often use **It's (about) time + subject + Past Simple** to say that we are annoyed or frustrated that something hasn't happened yet: *It's time you got your own car.* We use **about** to add emphasis: *It's about time you found yourself a proper job.*

We use **It's time + infinitive with to** to say that something should happen now: *It's time to go.*

*It's time ...* can also be followed by the **Past Continuous**: *It's about time we were leaving.*

We can also say *It's time for me/you*, etc. + **infinitive with to**: *It's time for me to go to work.*

We can say *It's about time ...* or *It's high time ...*: *It's high time you found yourself a proper job.*

### C. Wishes / regrets about the past

We often use **wish + Past Perfect Simple** to make wishes about the past. These wishes are used to express regret and are often the opposite of what really happened: *John: I wish the ad hadn't been so big.* (The ad on John's car was very big. He didn't like it.)

We can also use **should/shouldn't have + past participle** to talk about regrets in the past: *Zara: I should have eaten before I went in.* (Zara didn't eat before she went in. She regrets that.)

We can also use the **third conditional** for regrets: *If I'd known about this before, I'd have done it years ago.*

We can use **I wish ...** or **If only ...** to make wishes about the past: *I wish I'd been there. = If only I'd been there.*

We can also make sentences in the past with wish with **you/he/she/we/they**: *They wish they hadn't moved house.*

## Unit 7. The Gerund and Infinitive

The Gerund is a non-finite form of a verb which has a verbal and a nominal character.

### A. Forms. Tense/voice distinctions

	Active	Passive
<b>Indefinite</b>	reading	being read
<b>Perfect</b>	having read	having been read

### The tense distinctions of the Gerund are relative:

<i>The Indefinite Gerund</i> denotes an action simultaneous with that of the predicate	<i>The Perfect Gerund</i> denotes an action prior to that of the predicate
<i>I don't like <u>postponing</u> it till tomorrow.</i>	<i>He felt better for <u>having written</u> the letter.</i>

### NB.

1. Prior action is not always expressed by a **Perfect Gerund**. In some cases we find an **Indefinite Gerund**.

After the verbs: *remember, excuse, forgive, thank*.

After the prepositions: *on (upon), after, without*.

*I don't remember hearing the legend before.*

*You must excuse my not answering you before.*

2. The Gerund has special forms for the Active and Passive Voice.

*He liked neither reading nor being read to.* (Indefinite Passive Gerund)

*Einstein's being awarded the Nobel prize in physics was not a surprise to anyone in the world of science.* (Indefinite Passive Gerund)

3. After the verbs: *want, need, deserve, require, be worth* the Gerund is used in the active form though it is passive in meaning.

The room needs painting.

The film is worth seeing.

The child deserves praising.

### **The ways of translating the Gerund into Russian:**

Герундий переводится на русский язык существительным, отглагольным существительным, существительным с предлогом, инфинитивом, деепричастием, прилагательным и личной формой глагола в придаточном предложении. Выбор способа перевода герундия зависит от контекста.

1. Герундиальные конструкции, герундий в страдательном залоге, перфектная форма герундия почти всегда переводятся на русский язык придаточным предложением, в котором герундию соответствует личная форма глагола.

*He admitted having made the mistake. Он признал, что совершил ошибку.*

2. В функции дополнения предложная и беспредложная формы переводятся инфинитивом, именем существительным или придаточным предложением:

*I can't risk repeating this mistake. Я не могу рисковать повторением этой ошибки (и повторять эту ошибку).*

3. В функции подлежащего герундий переводится, как правило, существительным или инфинитивом:



*Trying to go on painting her was no easy task. Попытка/ Пытаться продолжать писать ее портрет была/ было нелегкой задачей.*

4. При переводе герундия в функции составного именного сказуемого он играет роль смысловой части сказуемого, следуя за глаголом связкой *to be (am, is, are, was, were,...)*:

*His hobby is collecting stamps. Его хобби — коллекционировать марки/ (коллекционирование марок).*

5. Как правило, в функции части составного глагольного сказуемого герундий переводится инфинитивом, однако переводчик довольно часто использует придаточные предложения, глагол в личной форме и существительное.

*But on his way upstairs he could not for the life of him help raising a corner of a curtain and looking from the staircase window. И все же, поднимаясь по лестнице, он не удержался, приподнял край шторы и выглянул на улицу (глагол в личной форме).*

*A man may falter for weeks and weeks, consciously, subconsciously, even in his dreams, till there comes that moment when the only thing impossible is to go on faltering. Человек может сомневаться долгие недели — сознательно. Подсознательно, даже в снах, — но потом наступает момент, когда больше колебаться невозможно (придаточное предложение).*

*Intoxicated by the awe and rapture in that "Oh!" he went on, whispering. Взволнованный обожанием и восхищением, зазвевшим в ее голосе, он продолжал шепотом (существительное).*

## **B. Verb Patterns**

### **Verbs followed by the -ing form**

In Modern English the Gerund is widely used and competes with the Infinitive. The Gerund is always used after such verbs as:

avoid	escape	keep
can't stand	excuse	mind
consider	fancy	miss
delay	finish	practise
deny	forgive	recall
dislike	include	recollect
enjoy	involve	risk

### ***Verbs followed by the to-infinitive***

Here are the most important ones.

afford	hesitate	refuse
agree	hope	seem
arrange	learn	tend (= be likely)
ask	offer	turn out
decide	plan	want
expect	prepare	wish
fail	promise	

#### **Make & let**

After make and let you use the infinitive without to.

*They let me have my own beliefs.*

#### **Verb + preposition structures**

You use the *-ing* form after verb + preposition structures: ***accuse someone of, apologise for, etc.***

#### ***C. Verb Patterns: verbs + to-infinitive & -ing form to-infinitive or -ing form?***

Many verbs are followed either by the to-infinitive (*he managed to pay, they taught her to ski, etc.*) or by the *-ing* form (*she enjoys reading, I miss hearing her voice, etc.*).

There is a small group of verbs which can be followed by both the to-infinitive and the *-ing* form. The meaning can change significantly depending on which form is used.

#### ***I remember, forget***

With the to-infinitive you can talk about actions somebody is/was supposed to do.

*I remembered to buy her a birthday card.*

*But I forgot to post it.*

With the *-ing* form you refer to definite events – things that people actually did.

*I remember meeting her in a bar.* = I met her and now I remember this meeting.

*I'll never forget kissing her for the first time.* = I kissed her and I'll never forget the kiss.

**Note:** forget + *-ing* form is usually only used with **never**.

## **2 stop**

With the -ing form you are saying that an activity has stopped.

*She stopped talking to him after that last argument.*

With the to-infinitive you are giving the reason for stopping.

*She stopped to tell me about her boyfriend when I saw her in town.*

## **3 try**

With the to-infinitive you try something but can't do it.

*I tried to make her understand my feelings, but she wouldn't listen.* = I didn't manage to make her understand.

With the -ing form you try something to see what the outcome will be.

*I tried leaving her messages, but she never replied.* = I managed to leave messages, but they didn't work.

**Note:** You can use try + -ing form as an alternative to try + to-infinitive in most cases.

## **4 like, love, hate**

With the to-infinitive, you can imply that you think something is a good (or bad) idea to do.

*I like to do my tax returns early.*

With the -ing form you state your real feelings about something.

*I hate doing my tax returns.*

**Note:** Like, love, etc. + to-infinitive can also be used to state your real feelings about something. would + like/love/hate etc. is always followed by the to-infinitive.

*I'd love to visit China.*

**Note:** Help, go on, come and other verbs can also be followed by the to-infinitive or the -ing form (with a change in meaning).

## **Unit 8. The Infinitive and Participle**

### **A. The Complex object.**

#### **The Complex Object (the Objective-with-the-Infinitive Construction)**

consists of a noun in the common case or pronoun in the objective case and the Infinitive. It is mostly translated into Russian by an object clause.

#### **Subject + Predicate + noun (pronoun) + Infinitive**

I want **Mother (her) to help** me. (Я хочу, чтобы мама (она) помогла мне)

The Complex Object is used after the verbs:

<p><b>1. of mental activity:</b>  <i>to know, to think, to consider, to believe, to find</i> (считать, полагать), <i>to expect, to suppose</i> (предполагать), <i>to imagine, to feel, to trust, to mean</i>, etc.          After these verbs the verb <i>to be</i> is generally used. (It can be omitted after the verbs <i>to consider, to find, to declare</i>).</p>	<p>I <i>knew</i> <b>them to be</b> right. Я знал, что они правы.          We <i>expect</i> <b>them to arrive</b> soon. Мы ожидаем, что они скоро придут.          I <i>find</i> <b>him (to be)</b> a very clever man. Я нахожу, что он очень умный человек.          I don't <i>consider</i> <b>him (to be)</b> an honest man. Я не считаю, что он честный человек.</p>
<p><b>2. of declaring:</b>          to pronounce, to declare, to report, to teach.</p>	<p>The doctor <i>pronounced</i> <b>the wound</b> to be as light as a feather. Врач сказал, что моя рана легкая.</p>
<p><b>3. denoting wish and attention:</b>  <i>to want, to wish, to desire, to mean, to intend/to choose</i> (= want).</p>	<p>He <i>intended</i> <b>me to go</b> with him to India. Он хотел, чтобы я поехала с ним в Индию.          I <i>want</i> <b>you to stop</b> worrying. – Я хочу, чтобы ты прекратил волноваться.</p>
<p><b>4. denoting feeling and emotion:</b>          to like, to dislike, to hate</p>	<p>Tell me what you <i>would like</i> <b>me to do</b>. Скажи, что бы ты хотела, чтобы я сделал.</p>
<p><b>5. denoting order and permission:</b>          to order, to allow, to suffer (неохотно разрешать, позволить скрепя сердце), to ask (for), to command, to encourage, to forbid, etc.          In most cases after these verbs the Passive Infinitive is used.</p>	<p>The captain <i>ordered</i> the cases to be loaded. Капитан приказал погрузить ящики.          He <i>asked</i> for the letter to be sent off at once. Он просил, чтобы письмо было отправлено немедленно (отослать письмо немедленно).</p>
<p><b>6. denoting sense perception:</b> to hear, to see, to watch, to feel, to observe, etc. After such verbs the bare infinitive (without "to") is used.          After these verbs only the Indefinite Infinitive Active is used. If the meaning is passive we use Participle II. If the process is expressed Participle I Indefinite Active is used.</p>	<p>I <i>saw</i> Brown enter the room. Я видел, как Браун вошел в комнату.          I <i>felt</i> the blood rush into my cheeks. Я почувствовал, как кровь прилила к моим щекам.          I <i>saw</i> the fire slowly conquered. Я видел, как пожар постепенно потушили.</p>

**Remember the phrases (without TO):**

**let smb do smth** – позволить; пусть (они)...; дайте (мне)...;

**make smb do smth** – заставить;

**have smb do smth** – распорядиться, чтобы...

**B. The Participle. Russian equivalents of participles used as attributes**

Russian	English	Examples
<b>ACTIVE</b>		
1) читающий, кото- рый читает	READING	Look at this reading boy! He is only five.
2) читавший*, кото- рый читал (тогда)	READING	We looked at the reading boy. He had a nice voice.
3) прочитавший, который прочитал (раньше)	who HAD READ	The boy who had read the poem now was taking part in the discussion.
4) который будет читать	who WILL READ (is going to...)	We've never heard of the actor who will read the poems.
<b>PASSIVE</b>		
1) применяющиеся, применяемые, ко- торые применяются (обычно)	USED	These are the methods used for metal treatment.
2) применявшиеся, которые применялись (раньше)	USED	There were several methods used before the invention.
3) примененные, которые были приме- нены (тогда)	USED	This is the method used in the first experiment.
4) применяемые, которые применяются (в момент речи)	BEING USED	What do you think of the method being used?
5) которые будут при- меняться (в будущем)	to BE USED (the Infinitive)	The methods to be used in our new project are quite modern.

**Russian equivalents of participles used as adverbial modifiers.**

1) читая, когда читаю, когда читал	(when/while) reading	(While) reading this book I always remember my own childhood. (When) reading this book I wrote out a number of useful expressions.
2) прочитав, когда прочитал, потому что прочитал (раньше)**	having read	Having read this book I learnt a lot. Having read this book I can tell you my opinion of it.

**Notes:**

\* When translating Russian participles ending in **-вший** we use Present Participle (reading) only if the action expressed by the participle is simultaneous with that of the finite verb. If it is prior to that named by the finite verb, we use a clause.

## Compare:

Я подошел к молодому человеку, стоявшему у двери. — I came up to the young man standing at the door.	Все толкали молодого человека, вставшего у двери вагона. — Everyone pushed the young man who had placed himself at the car door.
--	--

\*\* Present Participle **being** (from to be) is not used in adverbial modifiers of time, we use “while-phrase” or a clause instead.

*Будучи в Москве, я посетил Кремль.*

*While in Moscow (= while I was in Moscow) I visited Kremlin.*

*Будучи мальчиком, я любил играть в футбол.*

*When a boy (= when I was a boy) I liked to play football.*

**Note:** **being** is used in adverbial modifiers of cause.

*Being tired (= as he was tired) he went home at once. Будучи усталым (= так как он устал), он сразу же пошел домой.*

### **D. The Absolute participial construction**

It is a construction in which the participle has the “subject” of its own. This “subject” is **not** the subject of the sentence.

- *The letter **having been written**, he went out to post it. Письмо было написано, и он пошел на почту отправить его.*
- *The room **being** dark, I couldn't see him.*

Так как в комнате было темно, я не видел его.

Though formally independent of the sentence the absolute construction is a logical adverbial modifier of time, cause, condition and is rendered in Russian by means of an adverbial clause (*так как, хотя, когда, после того, как...*).

## HOMWORK TASKS

### Supplementary Exercises. Unit 1. Revision of verb forms

#### Gr. 1.13

*Overview: the present and Future.*

*Complete the sentences using appropriate forms of the words in brackets.*

1. I'm not sure, but I think I \_\_\_\_\_ the salad. (try)
2. We're so excited about our holiday – we \_\_\_\_\_ the Taj Mahal! (see)
3. Some form of life \_\_\_\_\_ even in the deepest parts of the ocean. (exist)
4. I \_\_\_\_\_ my husband's car this week because mine is at the garage. (use)
5. Peter hates buses so he \_\_\_\_\_ by car. (probably / come)
6. The company \_\_\_\_\_ the factory for a month every August. (close)
7. Look at those dark clouds, I think there \_\_\_\_\_ a storm. (be)
8. We \_\_\_\_\_ our grandmother every Sunday. (visit)
9. Don't disturb me – I \_\_\_\_\_ the news. (watch)
10. Look in the bottom drawer; that's where we \_\_\_\_\_ our insurance documents. (keep)
11. I can't see you next Tuesday because I \_\_\_\_\_ a conference. (attend)
12. We haven't set an exact date, but the wedding \_\_\_\_\_ sometime in the spring. (definitely / be)

#### Gr. 1.14

*Overview: the past.*

*Complete the sentences using an appropriate form of verbs from the box.*

drink go lose eat release revise watch meet rain pass
---

1. David \_\_\_\_\_ an apple when he broke a tooth.
2. We were very excited because we \_\_\_\_\_ to Disneyland before.
3. I finally \_\_\_\_\_ my driving test after three attempts!
4. The weather was terrible. In fact, it \_\_\_\_\_ on the day we arrived and on the day we left!
5. When I opened the fridge, I found that my flatmate \_\_\_\_\_ all the milk!
6. The film Avatar \_\_\_\_\_ in 2010.

7. I arrived home and saw my husband waiting outside the door – he \_\_\_\_\_ his key!
8. My mother \_\_\_\_\_ my father at a nightclub in 1990.
9. We \_\_\_\_\_ TV when the lights suddenly went out.
10. I stayed at home most evenings while I \_\_\_\_\_ for my exams.

**Gr. 1.15**

***Find the mistakes in six of the sentences and correct them.***

1. I broke my ankle while I played football.
2. The doorbell rang while I had watched television.
3. I didn't see Tom because when I got to the party, he left
4. What were you doing when the clock struck midnight?
5. When I got home, I found that someone broke the kitchen window.
6. I realised someone followed me when I heard footsteps.
7. Diana didn't come because she was arranging to do something else.

**Gr. 1.16**

***a) Work with a partner. Use the following sentence beginnings to write statements which are true for you.***

I was born...

I'm not keen on...

I'm...

I used to...

I've got...

I can't...

I've never been to...

I'd like to...

I hardly ever go...

***b) Tell your partner about yourself.***

**Supplementary Exercises. Unit 2. The Passive**

**Gr. 2.8**

***Complete these passive sentences using the verb form indicated.***

1. A driver \_\_\_\_\_ arrested in Moscow. (*present perfect*)
2. He \_\_\_\_\_ seen driving on the wrong side of the road. (*past perfect*)
3. He \_\_\_\_\_ tested for alcohol but the results were negative. (*past simple*)



4. The reasons for his behaviour \_\_\_\_\_ not known at the present time. (*present simple*)
5. He \_\_\_\_\_ held at Moscow police station. (*present continuous*)
6. He \_\_\_\_\_ charged with dangerous driving. (*will future*)
7. His licence \_\_\_\_\_ taken away. (*may future*)

**Gr. 2.9**

***Complete the text using the passive form of the verbs.***

Nineteen year old Mark Smith, who spent 12 days lost in the Australian outback, has **1.** \_\_\_\_\_ (*find*). Emergency services had given up hope of finding Mark, who was last **2.** \_\_\_\_\_ (*see*) leaving a youth hostel in Sydney. Although a huge rescue operation was **3.** \_\_\_\_\_ (*launch*) there was no trace of the British teenager until today when he was **4.** \_\_\_\_\_ (*discover*) by chance by two walkers. Mark has now **5.** \_\_\_\_\_ (*take*) to the city hospital where he is currently **6.** \_\_\_\_\_ (*examine*) by doctors. If he is well enough, he may release from hospital later this week.

**Gr. 2.10**

***Rewrite the sentences so that they are more conversational.***

1. It is often said that drinking tea reduces stress.

*Peo*

*ple* \_\_\_\_\_

2. People's immune systems can be strengthened by taking regular cold showers.

*You* \_\_\_\_\_

3. It is known that an Italian diet rich in olive oil, fruit, vegetables and fish can improve the health of people with heart problems.

*We* \_\_\_\_\_

4. It is believed that aspirin may reduce the risk of cancer.

*Some peo*

*ple* \_\_\_\_\_

5. It has been suggested that chocolate can help people with coughs.

*Some*

*one* \_\_\_\_\_

### Gr. 2.11

**Rewrite the sentences (1–7), starting with the words given, to make them into more formal written news reports. Use the passive as appropriate.**

1. 'I'm sure that people are going to pay higher prices for comic books at next month's auction.'

*Comic books* \_\_\_\_\_

2. 'I heard on the news that an anonymous buyer has bought the Giacometti sculpture *Walking Man I*.'

*The Giacometti sculpture Walking Man I* \_\_\_\_\_

3. 'They said that someone paid over \$104 million for the sculpture in an auction.'

*The sculpture* \_\_\_\_\_

4. In the future, I think they will sell Picasso's paintings for even higher prices.'

*In the future, Picasso's paintings* \_\_\_\_\_

4. 'Apparently, in 2001, they sold the white bikini that Ursula Andress had worn in the James Bond film *Dr No*.'

*In 2001, the white bikini which* \_\_\_\_\_

6. 'The American, Robert Earl, co-founder of Planet Hollywood bought the bikini for \$61,000.'

*The bikini* \_\_\_\_\_

7. 'The singer George Michael bought John Lennon's piano, on which he had composed the song *Imagine*.'

*John Lennon's piano, on which the song Imagine* \_\_\_\_\_

### Gr. 2.12

**Put the words in order to make questions, and write answers which are true for you.**

1) your / often / do / have / How / serviced / you / car?

2) ever / fortune / your / told / had / you / Have?

3) last / When / your / checked / did / get / teeth / you?

4) have / you / Would / tattooed / ever / a / of / your / part / body?

5) next / you / tested / When / are / having / eyes / your?

6) to / hair / differently / like / have / you / your / cut / Would?

### Unit 3. Reported Speech.

#### Gr. 3.10

*Match sentences 1–7 to reported speech sentences a)–f). You need to use one sentence a)–f) twice.*

1. I'm leaving my job.
2. I've left my job.
3. I left my job.
4. I am going leave my job.
5. I'll leave my job.
6. I can leave my job.
7. I must leave my job

#### *Mary said...*

- a) she had to leave her job.
- b) she had left her job.
- c) she was leaving her job.
- d) she could leave her job.
- e) she would leave her job.
- f) she was going to leave her job.

#### Gr. 3.11

*Mary's colleagues are discussing why she left. Read the reasons in Gr. 3.10 and complete the reported speech sentences.*

*Example: Mary said she had too much responsibility.*

1. She said nobody..
2. She told me ...
3. She said ....
4. She said ....
5. She told me ...
6. She said ....
7. She said ....
8. She told me ...

#### Gr. 3.12

*a) Martha has just had an interview for a job looking after a couple's children in Edinburgh. Match beginnings 1–10 to endings of the questions she was asked.*

1. How many jobs have \_\_\_\_\_

2. Are you living \_\_\_\_\_
3. What will you do if \_\_\_\_\_
4. Did you \_\_\_\_\_
5. What was your \_\_\_\_\_
6. Have you ever \_\_\_\_\_
7. Does anyone in your \_\_\_\_\_
8. How many people \_\_\_\_\_
9. Will you \_\_\_\_\_
10. How long are \_\_\_\_\_
  - c) us your referee's phone number?
  - d) in Scotland at the moment?
  - e) family live in the UK?
  - f) you planning to stay in the UK?
  - g) last job?
  - h) do you know in Edinburgh?
  - i) you don't get this job?
  - j) looked after twins before?
  - k) you applied for?
  - l) look after children in Spain?

**b) Martha is telling a friend about the interview. Read the reported questions and choose the correct words.**

1. They asked me how many jobs *I/ you* had applied for.
2. They asked me *if I/ I* was living in Scotland at the moment.
3. They wanted to know what I *will/ would* do if I *didn't get / hadn't got* this job.
4. They ask me whether I had looked/ looked after children in Spain.
5. They wanted to know what *was my last job/ my last job was*.

**c) Write questions 6–10 in Gr. 3.12 in reported speech.**

*Example: They asked me if I had ever looked after twins before.*

### **Gr. 3.13**

**Report the sentences from exercise Gr. 3.9 using the passive report structure.**

*Example: They are thought to have had an argument.*

## Unit 4. Modal verbs

### Gr. 4.7

**Complete the gaps with an appropriate past modal and correct form of the verb in brackets.**

1. You \_\_\_\_\_ (leave) your glasses at work – I saw them in the kitchen a few minutes ago.
2. You \_\_\_\_\_ (leave) your glasses at work, I haven't seen them since you got home.
3. I \_\_\_\_\_ (study) medicine, but I decided to go travelling instead.
4. I \_\_\_\_\_ (study) medicine – my parents insisted on it.
5. Vera and Jack \_\_\_\_\_ (get) lost – they said they'd be here by three.
6. Vera and Jack \_\_\_\_\_ (get) lost – they've been here dozens of times.
7. Annie \_\_\_\_\_ (go) home, her car's still in the car park.
8. Annie \_\_\_\_\_ (go) home, her coat's gone.
9. Katie \_\_\_\_\_ (buy) a lot of new clothes to look smart in her new job.

### Gr. 4.8

**Cross out: the modals which do not fit in the sentences below. Sometimes you only need to cross out one.**

1. Look, the river's frozen! It *must have been* / *should have been* / *can't have been* very cold during the night.

2. A: I think Greg's out. He didn't answer the phone.

B: But he *might not have heard* / *couldn't 't hear* / *may have heard* it – he sometimes plays his music very loud.

3. A: Here, I brought you some flowers.

B: Oh, you *shouldn't 't have done* / *didn't have to do* / *couldn't 't have done* that.

4. Sally! Look where you're going when you cross the road. You *must have been* / *could have been* / *might have, been* hit by a car!

5. At school we *could learn* / *had to learn* / *managed to learn* two languages if we wanted to.

6. A: I'm very sorry I'm late, I got stuck in traffic.

B: Well you *could have called / must have called / should have called* to let us know. We've been waiting for half an hour.

A: I was going to phone, but I *couldn't find/can't have found/couldn't have found* the number.

### Gr. 4.9

**Modals of deduction in the past. Rewrite the sentences using *must, will, may, might, could, can't, or won't*. There may be more than one possibility.**

1. It was probably not very comfortable on the Viking ships.  
*It can't (or won't) have been very comfortable on ...*
2. They were very probably used to the cold weather.
3. They very probably sailed through a lot of storms.
4. Perhaps they thought that Greenland was a continent.
5. They very probably didn't eat a lot of fruit.
6. Perhaps they carried dried fish on the ships.
7. They very probably met some of the Inuit people.

## Unit 5. Conditional sentences

### Gr. 5.11

**Choose the correct words/phrases.**

1. He's not going to stop working *when/ until* he's finished
2. I'm going on holiday *before/as soon as* the conference.
3. We're going to buy a house *as soon as/until* we get married.
4. I'll do the washing up *when/until* this programme finishes.
5. I'm going to get a job *as soon as/until* I finish the course.
6. They're coming to my house *until/after* the football match.
7. You must do your homework *when/before* you go out.

### Gr. 5.12

**Make five sentences with the phrases from A, B and C.**

#### A

1. If I didn't have to get up early,
2. If my parents lived nearer,
3. If she worked a bit harder, I
4. If my father was here, I
5. If he didn't work so hard,

**B**

I'd see them more often,  
 I'd go out tonight,  
 he wouldn't be so tired,  
 he'd know what to do,  
 she wouldn't do so badly at school,

**C**

but he really needs the money.  
 but he's on holiday in South America.  
 but she spends all her time watching TV.  
 but I start work at 7.30 tomorrow.  
 but they live 300 kilometres away.

**Gr. 5.13**

*Put the verbs in brackets into the correct form.*

**A**

1. If I had this tool, I (give) it to you.
2. If he worked more slowly, he (not make) so many mistakes.
3. I could give you his address if I (know) it.
4. He might get fat if he (stop) smoking.
5. If he knew you were away, he (not come).
6. I (keep) a gardener if I could afford it.
7. What would you do if the lift (get) stuck between two floors?
8. He (not go) there if his family were not invited.
9. The car wouldn't break so often if you (have) it serviced regularly.

**B**

1. If I (know) her better, I (introduce) you.
2. The journey takes about 3 hours by bus. You (get) there much sooner if you (go) by train.
3. If I (have) money with me then, I (can lend) you some.
4. He couldn't find a job when he came to Germany. If he (like) children, he (work) at school.
5. The teacher told Peter that he (not pass) the exam if he (not work) harder.

### Gr. 5.14

*Choose the correct words in italics.*

1. If he had the chance to sail around the world, he *will/would* do it.
2. If she *is/was* brave enough, she'd have a go at parachuting.
3. If he *took/'d taken* a risk by applying for the job, he'd have a better job now.
4. If I decided to campaign for something, it *would be/would have been* for the environment.
5. If he *had/'d had* to be alone for long, he'd hate it.
6. If I have more time, I'll/'d go to the gym four or five times a week.
7. If I *will be/were* a different person, I'd like to be more self-confident.
8. If she'd had the opportunity when she was a child, she'd *like/ 'd have liked* to learn to swim properly.

### Gr. 5.15

*Fill in the gaps with the correct form of the verbs in brackets. Then complete the sentence for you.*

1. If I \_\_\_\_\_ (can) live anywhere in the world, I \_\_\_\_\_ (live) in ...
2. If I \_\_\_\_\_ (have) more free time, I \_\_\_\_\_ (like) to ...
3. If I \_\_\_\_\_ (can) have any job in the world, I \_\_\_\_\_ (be) a/an ...
4. If I \_\_\_\_\_ (not be) in this English class now, I \_\_\_\_\_ (be) ...
5. If I \_\_\_\_\_ (have) more money, I \_\_\_\_\_ (buy) ...
6. If I \_\_\_\_\_ (can) change one thing in my life, I \_\_\_\_\_ (change) ...

### Gr. 5.16

*Write sentence chains using the third conditional.*

1. Rita wasn't well → She took a day off work → She heard the doorbell → She answered the door → She spoke to the man → She didn't hear his friend break in at the back of the house.

*If Rita had been well, she wouldn't have taken a day off work. If she hadn't have taken a day off work, she wouldn't have heard the doorbell....*

2. Mark didn't have a job → Mark didn't have any money → He stole some food from a supermarket → The security guard called the police → Mark had to stand trial → He went to prison → He met lots of criminals → He became interested in crime → He trained as a police officer.

*If Mark had had a job.....*



## Unit 6. Making a wish

### Gr. 6.10

*Practise the following according to the model.*

Model: A. I know five languages.

B. I wish I knew five languages. (stress on the second “I”)

Or: B. If only I knew five languages! (this form is much more dramatic and less generally useful than the “Iwish” form)

1. I have a flat here.
2. I live near my work.
3. I have plenty of time for reading.
4. I understand it.
5. My son writes every week.
6. My house looks out on a park.
7. I can take a day off any time.

### Gr. 6.11

*Put in wish(ed) or hope(d).*

1. I \_\_\_\_\_ you a pleasant stay here.
2. Enjoy your holiday. I \_\_\_\_\_ you have a great time.
3. Goodbye. I \_\_\_\_\_ you all the best.
4. We said goodbye to each other and \_\_\_\_\_ each other luck.
5. We're going to have a picnic tomorrow, so I \_\_\_\_\_ the weather nice.
6. I \_\_\_\_\_ you luck in your new job. I \_\_\_\_\_ it works out well for you.

### Gr. 6.12

*a) Match the beginnings of sentences 1–6 to endings a)–f).*

1. I wish I'd \_\_\_\_\_
2. I wish I \_\_\_\_\_
3. It's time you \_\_\_\_\_
4. Don't you wish you \_\_\_\_\_
5. They shouldn't \_\_\_\_\_
6. Shouldn't he \_\_\_\_\_
  - a) did something about finding a job.
  - b) have offered to pay back the deposit he borrowed from Amanda?
  - c) known you were broke.
  - d) had paid off your loan straight aw'ay?
  - e) didn't have to work.
  - f) have taken out such a huge mortgage.

**b) Match these sentences to 1–6 in a).**

- a) \_\_\_\_ They can't afford to pay it.
- b) \_\_\_\_ You've been living off your parents long enough.
- c) \_\_\_\_ I'd have lent you some money
- d) \_\_\_\_ I'm sure she would like it back.
- e) \_\_\_\_ You must be paying so much
- f) \_\_\_\_ I'd love to retire early.

**Gr. 6.13**

**Correct the mistakes in these sentences.**

- 1. I wish I didn't agree to do the memory tests.
- 2. I was useless.
- 3. I wish they asked me to discuss the new car advert instead.
- 4. I shouldn't have allow them to paint it yellow. It looked awful.
- 5. I should insisted on a break after an hour so I could move around.
- 6. I loved the jewellery I bought. I wish I hadn't have to give it back.
- 7. I got so bored sitting there for hours. They should allowed me to read a book.

**Gr. 6.14**

**Fill in the gaps with the correct form of the verbs in brackets.**

- 1. I should \_\_\_\_ my mother on her birthday, but I forgot. (phone)
- 2. I wish someone \_\_\_\_ me there was a meeting. (tell)
- 3. I wish I \_\_\_\_ this coat – it doesn't suit me. (not buy)
- 4. I shouldn't \_\_\_\_ at my boss. She was furious. (shout)
- 5. I wish I \_\_\_\_ more time in the exam. I didn't finish it. (have)
- 6. I shouldn't.....Mark any money last month. He never paid me back.

**Gr. 6.15**

**Translate into English.**

- 1. Жаль, что вы пришли так поздно.
- 2. Обидно, что мы ушли до его прихода.
- 3. К сожалению, они еще ничего не знают.
- 4. К сожалению, они уже знают об этом.
- 5. Жаль, что он такой легкомысленный.
- 6. Жаль, что он не очень серьезен.
- 7. Я теперь жалею, что не послушал его совета.
- 8. Мне бы хотелось посмотреть этот фильм еще раз.
- 9. Я бы хотел, чтобы вы все-таки прочли эту книгу.
- 10. Жаль, что вы не пришли пораньше.
- 11. Мне бы хотелось, чтобы вы еще раз обдумали мое предложение.
- 12. Обидно, что мы не дождались

его прихода. 13. Жаль, что мы так и не встретились перед отъездом. 14. Я теперь жалею, что последовал его совету. 15. Лучше бы ты не был так упрям и послушал нас. 16. Он пожалел, что пришел и привел с собой друга. 17. На твоём месте я бы не стал делать этого. 18. Если бы он пришел вовремя, этого могло и не случиться. 19. Если бы не ты, я не знаю, что бы я тогда сделал. 20. Если бы ты не был так занят, мы могли бы пойти куда-нибудь пообедать.

## **Unit 7. The Gerund and Infinitive**

### ***Gr. 7.10. Translate the sentences from English into Russian.***

1. This habit of discussing other people's affairs may damage reputations and ruin friendships. 2. Well, don't go if you don't feel like going but for God's sake stop talking about it. 3. Can't you see how perfectly useless it is trying to save the shop now? 4. I see no harm in letting them enjoy themselves in vacation time. 5. So you like the part and want to play it. But is it worth going to such lengths to get it? 6. He was only thanking me for taking his part at lunch. 7. Once he gets elected there will be no holding him. 8. You can't learn to skate without falling. 9. It's no use trying to make you see my point. 10. It's different for you. You're used to walking. 11. As to me, I simply love cooking. 12. My job is not teaching you manners. 13. She can't stand being contradicted. 14. She washed her face and combed her hair before going downstairs again. 15. Of course I'll go. I'd go any place if there's the slightest chance of getting this job.

### ***Gr. 7.11 Supply Gerund forms for the words in brackets.***

1. By (neglect) to take ordinary precautions he endangered the life of his crew. 2. After (hear) the conditions I decided not to enter for the competition. 3. After (walk) for three hours we stopped to let the others catch up with us. 4. Don't forget to lock the door before (go) to bed. 5. Why did you go all round the field instead of (walk) across it? 6. He surprised us all by (go) away without (say) "Good-bye". 7. Before (give) evidence you must swear to speak the truth. 8. She rushed out of the room without (give) me a chance to explain.

### ***Gr. 7.12 Open the brackets using the Gerund.***

1. This shirt is quite clean; it doesn't want (wash) yet. 2. The grass in the garden is very dry; it wants (water) badly. 3. The baby's crying;

I think he needs (feed). 4. The house is old, and it badly wants (paint). 5. The windows are very dirty; they need (clean). 6. I know my hair wants (cut) but I never have time to go to the hairdresser's. 7. The famous man didn't need (introduce) himself. 8. Her shoes have a hole in them; they want (mend). 9. The floor is covered with dust; it needs (sweep). 10. You should tidy the room. — Yes, it needs (tidy). The flowers want (water), and the shelves want (dust).

**Gr. 7.13** *Eva lived with an English family for a few weeks. Put her account of her stay in the correct order.*

- (1) a) I knew that there were a lot of things I would have to get used
- ( ) b) on talking about the weather all the time. Nor did they approve
- ( ) c) about the reserved British character. I'd heard that they objected
- ( ) d) to the family for the few weeks I was there.
- (2) e) to when I decided to go to England and stay with a family. But I was looking forward
- ( ) f) in making me feel at home, and I felt as if I belonged
- ( ) g) of, and we never had English breakfast or tea at five. But they succeeded
- ( ) h) of the charming English country cottage I would be staying in. I was a bit worried
- ( ) i) of hugging or kissing, apparently. So imagine my surprise when my English family welcomed me with a big hug and then asked me
- ( ) j) to talking about anything personal but insisted
- ( ) k) about my family, my work and even my boyfriend. They didn't live in the country cottage I'd dreamt
- ( ) l) to having egg and bacon for breakfast and tea at five o'clock. I was also dreaming

**Gr. 7.14** *Complete the sentences with the Gerund or the Infinitive of the verbs in brackets, using the correct form of any pronouns that are included.*

1. If the Government's wages policy is to succeed, they must try (keep) prices in check.
2. The shareholders all think they know what should be done, but the board still needs (convince).
3. Let's invite him. I'm sure he would love (come).
4. Someone in the office had made a mistake, and the firm regretted (cause) the customer inconvenience.

5. We plan (take) our holidays abroad this year.
6. The teacher doesn't permit (smoke) during the lessons.
7. I vaguely remember (he, say) something like that.
8. Come over here! I'd like (you, see) this.
9. I always try (be) punctual, but I don't always succeed.
10. It's a tricky problem. I recommend (you, consult) an expert.
11. He'd prefer (you, go) to his place, if that's convenient.
12. For the second time this year Miss Black will attempt (swim) the Channel in less than five hours.
13. A child should start (learn) a language at primary school.
14. The film was so terrifying that she could hardly bear (watch) it.
15. The new committee member did not venture (speak) at his first meeting.
16. They began (drive) at six in the morning, and were still on the road ten hours later.
17. He remembered (pass) on most of the information, but omitted (mention) one or two of the most important facts.
18. The reporters asked many questions which the Prime Minister declined (answer).

### **Unit 8. The Infinitive and Participle**

#### ***Gr. 8.11. Translate the sentences using the phrases:***

let smb do smth — позволить; пусть (они)...; дайте (мне)...;

make smb do smth — заставить;

have smb do smth — распорядиться, чтобы...

1. Дай мне знать, когда все выяснится.
2. Надеюсь, я не заставил вас долго ждать.
3. Пусть он курит здесь.
4. Что заставило его сделать этот шаг?
5. Отпустите его.
6. Мы заставили его сдерживать обещание.
7. Не давай ей носить тяжелые вещи.
8. Мы не могли понять, что заставило его солгать нам.
9. Разрешите мне зайти к вам сегодня вечером.
10. Мы заставили его прекратить этот глупый спор.
11. Он заставил нас сделать работу снова.
12. Не разрешайте детям играть на улице (на открытом воздухе). Сегодня очень холодно и ветрено.
13. Он сказал, что ничто не заставит его изменить свое решение.

**Gr. 8.12 Translate the words in brackets.**

**I**

1. We came up to the man (стоявшему на углу) and asked him the way. 2. Go to the shop and ask the man (стоящего там) to show you the way. 3. The man (стоящий у окна) was our teacher last year. 4. Did you see in what direction the man (стоявший здесь) went? 5. He wants to write a book (которая бы подытожила) his impressions of the trip. 6. The people (ожидающие вас) have been sitting here since 3 o'clock. 7. The people (ожидавшие вас) have just gone.

**II**

1. (Рассказав все, что он знал) the man left the room. 2. (Постучав дважды и не получив ответа) he came in. 3. (Толкнув дверь) he felt that it was not locked. 4. (Тихо закрыв дверь) he tiptoed into the room. 5. Each time (рассказывая об этом случае) she could not help crying. 6. (Приехав в гостиницу) she found a telegram awaiting her. 7. (Приехав сюда) many years before he knew those parts perfectly. 8. We took a trip in a boat down the river (приехав обратно) when it was dark. 9. I felt very tired (проработав целый день) in the sun. 10. (Уронив монету на пол) he did not care to look for it in the darkness.

**III**

1. The conference (проходящая сейчас) in our city is devoted to problems of environment protection. 2. Unable to attend the conference (проходившую тогда) at the University, we asked to inform us about its decisions. 3. They are now at a conference (которая проходит) at the University. 4. Suddenly I heard a sound of a key (поворачиваемого) in the lock. 5. (Когда их поставили в воду) the flowers opened their petals. 6. The flowers faded (так как их долгое время держали без воды).

**Gr. 8.13 Translate into English using participle constructions.**

1. Я видела, как вы проехали мимо нашего дома в своей машине. 2. Я заметил, как она входила в кондитерскую. 3. Она открыла окно и наблюдала, как ее дети играли во дворе. 4. Он чувствовал, как мать гладила его руку. 5. Они видели, как ее мать ходила взад и вперед по комнате. 6. Он чувствовал, как у него дрожали руки. 7. Учительница наблюдала, как дети входили в школу. 8. Он нашел ее на платформе в ожидании поезда. 9. Она слышала, как ее муж тяжело спускался

по лестнице. 10. Когда Джек увидел, как Том пересекал улицу, он помахал ему рукой. 11. Видели, как такси ждало кого-то у подъезда. 12. Эти пожилые люди живут внизу, и иногда слышно, как они о чем-то разговаривают. 13. Слышали, как Джейн открывала дверь. 14. Она слышала, как назвали ее фамилию. 15. Я распорядюсь, чтобы вам принесли обед наверх. 16. Когда стол был накрыт, мама позвала гостей.

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ УПРАЖНЕНИЙ

Пособие предлагает систему упражнений, направленных на формирование навыков владения английским языком. Все упражнения взаимосвязаны и представляют собой единую систему тренировки употребления лингвистических единиц в речи в соответствии с тематическим принципом, по которому строится пособие. В процессе работы над упражнениями студент знакомится с новой лексикой, грамматическими явлениями, употребляет их в ограниченном контексте, а затем – в контексте речевого высказывания (монолога, диалога или полилога).

**Лексические упражнения** направлены на формирование словарного запаса, необходимого для ведения коммуникации в рамках определенной тематики.

Упражнения на введение новой лексики предваряются пояснениями о функциях данной группы лексики. Например: Vocabulary for speaking about famous person's nationality.

Такие упражнения рекомендуется делать письменно для того, чтобы закрепить орфографическую норму новых слов. Например:

*Lex. 1. I think about 5 famous persons from different areas of the world.*

*What nationality is your famous person? You can use an adjective:*

With -ish: British, Irish, Flemish, Danish, Turkish, Spanish.

Ex. Robbie Williams is British. Oscar Wilde is Irish.

Упражнения на употребление новой лексики в речевых высказываниях в формате предложения или мини-монолога направлены на формирование навыка создания правильного речевого окружения для новой лексической единицы, формирование навыка коллокации.

Например:

*Look at the list of famous musicians. What nationality are these top musicians of all time?*

**Johannes Sebastian Bach**

**The Rolling Stones**

**Bob Marley**

Ex.: **Johannes Sebastian Bach is a German composer. He is German.**

**The Rolling Stones are an American band. They are British and American.**



**Bob Marley is an American musician.**

*Vocabulary for characterizing famous people.*

*Describe a famous person you would like to meet.*

*You should say about 3–4 sentences to each point, using words from the word box:*

<i>Point</i>	<i>Word box</i>
<i>Who the person is</i>	<i>Charming Confident Prestige Popular</i>

Ex. Madonna is a popular singer. She always looks charming and confident. Her prestige is proved by many musical awards.

Важной частью работы с лексикой является соотнесение конкретной лексической единицы с другими лексическими единицами в тематической и семантической группах, с синонимами и антонимами. Для выполнения данных упражнений рекомендуется использовать составление словарной статьи. Например:

*Distribute words and phrases from the word box into 5 sections of biography:*

*Date and place of birth (and death, if applicable)*

*Major achievements*

*Education*

awarded honorary degree; awarded the Nobel Prize; authored; founder of contributed to; was a participant of; collaborated with; employed by;
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Пример словарной статьи:

*Contribution [kon-truh-byoo-shuh n] noun*

1. the act of contributing.
2. something contributed.
3. an article, story, drawing, etc., furnished to a magazine or other publication.
4. an impost or levy.
5. the method of distributing liability, in case of loss, among several insurers whose policies attach to the same risk.

Ex.: contributed to — major achievements.

Поскольку основной целью пособия является развитие речевых навыков, значительная роль отведена работе над речевыми клише. Такие упражнения следует выполнять устно, в парах или мини-группах, чтобы создавать условно-речевой контекст. Например:

*Learn to present your point of view with these phrases:*

In my opinion, ...

In my eyes, ...

To my mind, ...

*Use them to answer questions related to this topic:*

*Can anyone become famous?*

*Should famous people earn more money than doctors or leaders?*

*Ex.:*

*Student 1: Can anyone become famous?* – Student 2: In my opinion, only talented people can be famous.

*Student 2: Should famous people earn more money than doctors or leaders?* – Student 1: In my eyes, it is not fair. Fame can not bring you more money.

Система **грамматических упражнений** выстроена с учетом трех основных этапов формирования грамматического навыка в продуктивной речи: 1) ознакомление и первичное закрепление; 2) тренировка; 3) применение, а затем контроль. Выбор вида упражнения зависит от конкретной задачи и от места занятия в системе занятий при изучении темы.

На первом этапе, целью которого является создание ориентировочной основы грамматического действия для последующего формирования навыка в различных ситуациях общения, ознакомление с новым материалом (или материалом для повторения и обобщения) осуществляется при самостоятельном чтении правила и предложенного языкового материала, так как пособие предназначено для студентов, обучающихся на продвинутом уровне (при необходимости преподаватель может комментировать и пояснять новую информацию). Например:

Look at the underlined verbs in the sentences. Match them with the uses (a–k) in the Grammar box.

1. I'm reading a book at the moment.
2. Our minds unconsciously say, 'I really like you' or I'll avoid you'.
3. ...

#### *Grammar box*

Use Present Simple for:	a) habits/routines b) describing a state c) things that are permanent/ always true
Use Present Continuous for:	d) things that are happening now, at this precise moment

	e) temporary situations that are happening around now f) arrangements in the future
Use will + infinitive for:	g) unplanned decisions (made while speaking) h) predictions based on what you think or believe
Use going to + infinitive for:	i) plans and intentions j) predictions based on what you know or can see/hear now
We use the Present Perfect	tok) talk about present situations which exist because of a completed past event or which happened at an indefinite time in the past
We use the Present Perfect Continuous	tol) talk about present situations which started in the past and that are continuing now
* We do not usually use state verbs in the continuous form (e.g. <i>like, think, want, need</i> ).	

Ex.: 1.- d

На втором этапе (этапе тренировки) формирование речевого грамматического навыка предполагает развитие навыка относительно точного воспроизведения изучаемого явления, в том числе с помощью:

— имитационных упражнений, например:

Look at the underlined verbs in the extract from the radio programme. Which are Past Simple, Past Continuous and Past Perfect Simple?

*It all started while Larry Boehmer was working as a pipeline worker for Shell Oil. His job took him away from his wife Judy and the four children they had at that time. ....*

Ex.: It all started while Larry Boehmer was working (Past Simple) as a pipeline worker for Shell Oil.

— подстановочных упражнений, например:

*Write eight sentences about yourself. Four sentences should be true and four should be false. Use these phrases or your own ideas.*

<ul style="list-style-type: none"> <li>• I can/can't...</li> <li>• I really like ...</li> <li>• I've been to ...</li> <li>• I've never...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm ... this weekend.</li> <li>• I ... last year.</li> <li>• I think I'll ...</li> <li>• Next year I'm going to</li> </ul>
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Ex.:

I can't swim.

I really like basketball.

– трансформационных упражнений, например:

Rewrite the sentences using the passive.

Ex.: People store canoes in a building next to the river. *Canoes are stored in a building next to the river.*

Этап контроля грамматических навыков (который может следовать сразу за обобщением и повторением) осуществляется как в процессе самой речевой деятельности (слушания, говорения, чтения и письма) в комплексе с упражнениями на лексику, так и с помощью специальных контролирующих упражнений, например:

*Choose the correct words in italics.*

A: Maria phoned while you were out.

B: Oh! *I'll phone* / *'m going to phone* her back now.

A: We haven't got any milk.

B: Yes, I know. *I'll get* / *I'm going to get* some now.

Ex.:

A: Maria phoned while you were out.

B: Oh! *I'll phone* / *'m going to phone* her back now.

Основная задача обучения **чтению** заключается в том, чтобы научить студентов извлекать информацию из текста в том объеме, который необходим для решения конкретной речевой задачи, используя определенные технологии чтения. Чтение выступает как средство формирования и контроля речевых умений и навыков. Оно оптимизирует процесс усвоения языкового и речевого материала, упражнения на формирование и закрепление всех языковых навыков и умений строятся с опорой на текст. В зависимости от цели выделяют следующие виды чтения:

- skimming (определение основной идеи/темы текста, просмотровое чтение),
- scanning (поиск конкретной информации в тексте, поисковое чтение),
- reading for details (детальное понимание текста не только на уровне содержания, но и смысла, изучающее чтение).

В пособие включены аутентичные тексты разного объема. Тематика и жанр текстов соответствуют темам учебного пособия.

Раздел «Reading» (Чтение) состоит из дотекстовых упражнений, самого текста, текстовых и послетекстовых упражнений на все виды чтения.

На дотекстовом этапе студенты выполняют упражнения для создания необходимой мотивации, устранения языковых трудностей и определения речевой задачи для чтения. Например:

*Before reading:*

*Discuss the following questions:*

1. Have you ever been a fan of some musical band?
2. What did you like about this band?
3. Would you like to be a star?
4. How are talent and popularity connected?

Студенты отвечают на вопросы, опираясь на свой жизненный опыт, и выражают свое мнение.

Ex.: Student 1: When I was at school, I was a fan of Russian band “Hands up”. I liked the leader of the band and the songs. But I wouldn’t like to be a star because I don’t like to be in the center of somebody’s attention. I think that sometimes talent and popularity are not connected. Nowadays we can see a lot of singers who don’t sing very well but they are popular among teenagers.

На текстовом этапе для контроля сформированности и формирования речевых навыков и умений студенты выполняют упражнения на выбор, подстановку, ответы на вопросы по тексту и т. д. Например:

*After reading:*

Read the article about Lance Armstrong and answer the questions:

- What have been his two major achievements? How do you think Armstrong must have felt at these times?
- before he went to the doctor?
- when he received the diagnosis?
- during chemotherapy?
- when he was training for the Tour de France?
- when he won the Tour de France the first time?

Ex.: Student 1: In the summer of 1996 he had just won a major race and was ranked 7<sup>th</sup> in the world. He had been offered contracts by big sporting companies, such as Nike.

Student 2: He was happy and successful.

Student 3: He felt despair.

Student 4: He lost weight and felt so tired that he had to sleep twelve hours a day.

Student 5: After months of suffering, Armstrong recovered enough to start his next battle: to win the Tour de France. During periods when he did not have to have chemotherapy, he rode his bike 30 to 50 miles a day.

Student 6: This young man must have a special kind of drive. Between 1999 and 2005, Armstrong became the first rider ever to win the Tour de France an amazing seven times!

На послетекстовом этапе с целью развития речевой компетенции на основе текста студенты выполняют упражнения с установками: докажите, опровергните или подтвердите, закончите, придумайте другой конец истории и т. д. Например:

*R.2.17 Make up a report or a presentation about new technologies using Internet and the words in bold from the text.*

Студенты самостоятельно ищут информацию в Интернете и готовят презентацию о новых технологиях, используя в ответе выделенные в тексте слова и фразы.

При выполнении многих упражнений студенты тренируют умения сразу в нескольких видах чтения – skimming, scanning or reading for details (просмотровое, поисковое и изучающее). Например:

*R.2.14 Read and match the texts (1–5) with the pictures (a–e).*

Студенты должны сначала ознакомиться с текстом, а потом сопоставить параграфы с картинками, т. е. прочитать текст с детальным пониманием на уровне смысловых идей и связей (scanning and reading for details). Или:

*After reading tasks:*

*R.3.2 Now complete the gaps (1–6) in the text with these sentences (a–g). There is one extra sentence.*

Студенты должны прочитать текст и вставить пропущенные предложения в текст, одно предложение лишнее. В данном упражнении проверяются умения skimming and reading for details (общее понимание текста и понимание деталей текста).

## RESOURCES

### *Обязательная литература*

1. Cunningham S. New Cutting Edge : Intermediate: Students' book: [with mini-dictionary] / S. Cunningham, P. Moor. – Edinburgh Gate : Longman, 2005. – 176 p.
2. Cunningham S. New Cutting Edge : Upper Intermediate: Students' Book / S. Cunningham, P. Moor. – Edinburgh : Pearson Education, 2005. – 176 p.

### *Дополнительная литература*

*и учебные материалы (аудио- и видеопособия и др.)*

3. Carr J. C. New Cutting Edge : Intermediate: Workbook: [With key] / J. C. Carr, F. Eales. – Edinburgh Gate : Longman, 2006. – 111 p.
4. Carr J. C. Cutting Edge : Upper Intermediate : Work Book / J. C. Carr, F. Eales. – Edinburgh : Pearson Education, 2001. – 96 p.
5. Cunningham S. Cutting Edge : Upper Intermediate : Teacher's Resource Book / S. Cunningham, P. Moor. – Edinburgh : Pearson Education, 2001. – 173 p.
6. Vince M. Advanced Language Practice with key : English Grammar and Vocabulary / M. Vince, P. Sunderland. – Oxford : Macmillan Education, 2003. – 326 p.

### *Интернет-ресурсы*

1. Европейский языковой портфель – [https://archive.is/20120729045710/www.coe.int/t/dg4/linguistic/CADRE\\_EN.asp](https://archive.is/20120729045710/www.coe.int/t/dg4/linguistic/CADRE_EN.asp)
2. <http://cosmopolitonline.ru/poleznoe/poleznoe-anglijskij-yazyik/uchebnik-anglijskogo.html>
3. <http://www.frenglish.ru/10-eng-learn-upstream.html>
4. [https://vk.com/page-25003531\\_46274268](https://vk.com/page-25003531_46274268)
5. <http://englishwell.org/9519-oxford-new-english-file-upper-intermediate-full-pack-polnyy-komplekt.html>
6. <http://web-lib.info/2013/07/11/new-opportunities-beginner-elementary-pre-intermediate-intermediate-upper-intermediate.html>
7. [http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-modals.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php)

8. <http://yvanbaptiste.pagesperso-orange.fr/methodo/opinion.htm>
9. <http://www.inspirationalstories.com/proverbs/t/on-fame/>
10. <http://www.bbc.co.uk/learningenglish/spanish/features/6-minute-english/ep-25092014>
11. <https://quizlet.com/14986582/culture-of-celebrity-vocabulary-flash-cards/>
12. <http://www.rferl.org/media/photogallery/russia-endangered-species/24915307.html>
13. <http://www.rainforestrelief.org/documents/Guidelines.pdf>
14. [https://en.wikipedia.org/wiki/Environmental\\_volunteering](https://en.wikipedia.org/wiki/Environmental_volunteering)
15. <http://www.devonwildlifetrust.org/volunteer-stories/>
16. <http://www.englisch-hilfen.de/en/words/environment.htm>
17. <http://www.philharding.net/quotes-corner/quotes-corner-2env.htm>
18. <http://easyenglisharticles.com/2015/02/uk-starts-to-install-spikes-stop-people-sleeping-in-the-streets/>
19. <http://blogs.cfr.org/lindsay/2014/12/15/top-ten-most-significant-world-events-in-2014/>
20. <http://www.globalissues.org/issue/198/human-population>
21. <http://www.english-idioms.com/articles/files/tag-art-idioms.html>
22. [http://www.brainyquote.com/quotes/topics/topic\\_art.html](http://www.brainyquote.com/quotes/topics/topic_art.html)
23. <https://teftastic.wordpress.com/worksheets/art/>
24. [http://www.pearsonlongman.com/adult/pdf/giving\\_opinions.pdf](http://www.pearsonlongman.com/adult/pdf/giving_opinions.pdf)
25. <http://www.inspirationalstories.com/proverbs/t/on-art/>
26. <http://www.thesaurus.com/browse/tolerance>
27. <https://en.wikipedia.org/wiki/Tolerance>
28. <http://busyteacher.org/22549-song-worksheet-million-voices-by-polina-gagarina.html>