

# NEW MILLENNIUM ENGLISH

STUDENT'S BOOK

UNIT 1

UNIT 2

UNIT 3

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UNIT 6

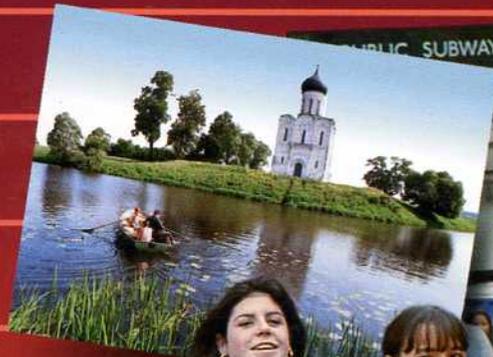
UNIT 7

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EXTENSIVE READING



PUBLIC SUBWAY UNDERGROUND PUBLIC SUBWAY



11

# АНГЛИЙСКИЙ ЯЗЫК

## АНГЛИЙСКИЙ ЯЗЫК НОВОГО ТЫСЯЧЕЛЕТИЯ

STUDENT'S BOOK

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# NEW MILLENNIUM ENGLISH



Учебник для 11 класса общеобразовательных учреждений

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и имеющих государственную аккредитацию*

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Т И Т У Л  
T I T U L

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С любовью и благодарностью к нашим семьям  
за их бесконечное терпение, понимание и поддержку.  
С глубокой признательностью к коллегам и учащимся  
учебных заведений, в которых мы работаем.

Авторы

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Учебник "Английский язык нового тысячелетия" для 11-го класса соответствует требованиям федерального государственного образовательного стандарта, готовит к государственному выпускному экзамену по программе средних образовательных учреждений, в том числе и в формате ЕГЭ.

УМК состоит из учебника, книги для учителя, рабочей тетради и аудиоприложения (аудиокассета, CD MP3) и может быть использован при трех часах обучения английскому языку в старшей школе.

Тематика текстов и заданий учебника соответствует потребностям и интересам учащихся этого уровня и возраста. Большое внимание уделяется формированию таких умений, как ведение дискуссии, участие в дебатах, спорах, работа в малой группе, разрешение конфликтных ситуаций и т. д.

В УМК реализуется коммуникативно-когнитивный подход, используется комбинация современных и традиционных приемов обучения.

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# Map of the book

Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and cross-cultural dimension
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and cross-cultural dimension
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and cross-cultural dimension
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<b>Lessons 5–6 Why do people become scientists?</b>					
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and cross-cultural dimension
<b>Lessons 5–6 Great myths in art</b>					
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<b>Lessons 3–4 Should we be cruel or be kind?</b>					
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<b>Lessons 5–6 Survival skills</b>					
A talk of an instructor in a self-defence course	Talking about self-defence skills	A newspaper article: <i>Martial arts</i>	A list of tips for self-defence	Imperatives with the positive and negative instructions and warnings	Thinking critically about how to behave in a dangerous situation
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<b>Lessons 3–4 Alternative lifestyles</b>					
Short talks expressing opinions	Expressing opinions about people's having alternative lifestyle	A newspaper article		Phrases to express approval / disapproval Infinitive referring to actions in the present and past: <i>It is said that... / He is said to...</i>	Developing tolerant attitude / empathy to alternative lifestyles
<b>Lessons 5–6 Back or forward?</b>					
A longer talk on modern lifestyle		A newspaper article: <i>Health and happiness the Flintstone way</i>	A school magazine article: <i>A New Lifestyle</i>	Phrasal and idiomatic verbs Lexical cohesion	Thinking about lifestyle in historical perspective Reflect on one's own lifestyle
<b>Lesson 7 Check your grammar &amp; vocabulary</b>					
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Listening	Speaking: functions and activities	Reading	Writing languages in contact and translation	Language work and vocabulary	Educational and cross-cultural dimension
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<b>Lessons 1–2 Cause or effect?</b>					
Radio programme: <i>News about environment problems</i>	Discussing ways of solving environmental problems  Expressing cause-effect relations	A newspaper article: <i>Slick to death</i>	A newspaper article on environmental problems	Vocabulary for talking about en- vironment problems	Think about the place of humans in nature
<b>Lessons 3–4 Love thy neighbour</b>					
	Role play: <i>Conflict resolution</i>  Expressing complaint, agreement / disagree- ment, request, compromise, apology	A newspaper article: <i>Neighbours from hell</i>  Tips for conflict resolution		Vocabulary to discuss conflicts	Develop tolerance  Learning about positive ways of conflict resolution
<b>Lessons 5–6 Explorers or intruders?</b>					
Travel documentary on the radio: <i>Tagaeri</i>	Discussing the problem of exploring new land	A newspaper article: <i>Lost in Taiga</i>		Topic vocabulary	Relationship between people and environment  Principles of sensible nature exploration  Developing empathy with other lifestyles and respect for privacy of other people
<b>Lesson 7 Check your grammar &amp; vocabulary</b>					
<b>Extensive reading Page 158</b>					
Three poems about love: <b>Sonnet</b> by William Shakespeare, <b>A Red, Red Rose</b> by Robert Burns, from <b>The Light That Failed</b> by Rudyard Kipling					
From <b>Our Town</b> by Thornton Wilder					
<b>Customers Must Have Hair</b> from <b>Barney Thomson</b> by Douglas Lindsay					
From <b>Lila the Werewolf</b> by Peter S. Beagle					
From <b>Arrowsmith</b> by Sinclair Lewis					
From <b>The Moon and Sixpence</b> by Somerset Maugham					
<b>Stealing</b> by Carol Ann Duffy					
<b>Messy Room</b> by Shel Silverstein					
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# What is there in the language?

## Lessons 1–2 Are you a good language learner?

### Warm-up

- 1 Look at the cartoon and comment on it. Share your interpretations in pairs.

### Reading

- 2 A. Read the encyclopedia entry and answer the questions.

**learning style** **online encyclopedia**

A **learning style** is the method of learning particular to an individual that allows the individual to learn best. It is commonly believed that most people favour some particular method of interacting with, taking in, and processing information. Based on this concept, the idea of individualized “learning styles” originated in the 1970s, and has become popular in recent years. Everybody has a preferred learning style. Knowing and understanding our learning style helps us to learn more effectively. If students know about themselves and what their learning style is, they can learn how to learn. This is important for self-confidence and achieving success. Visiting the sites provided will help you learn about learning and how you learn...

**See also**

- [Individual differences psychology](#)
- [Education](#)
- ...

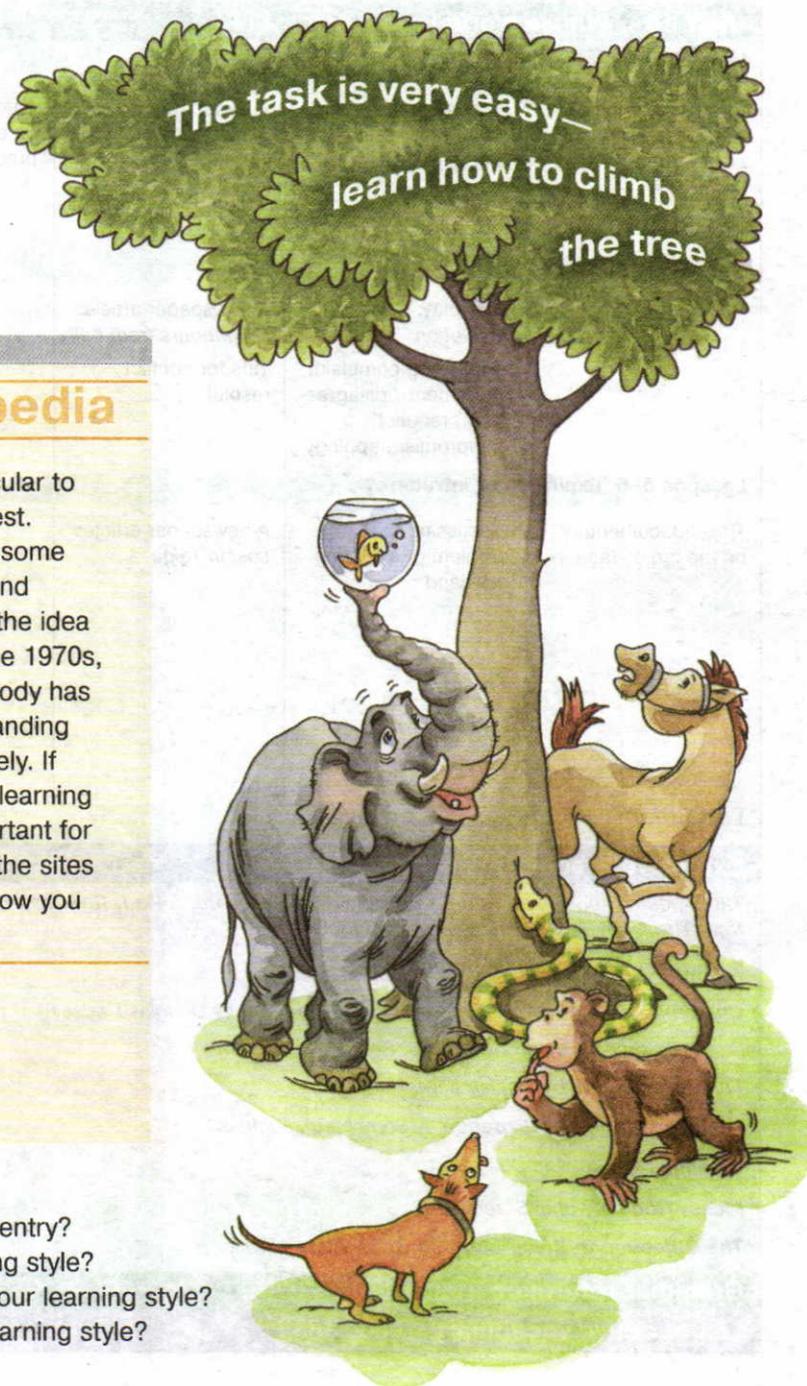
- 1 What is a learning style?
- 2 How is the process of learning defined in the entry?
- 3 Why is it important to know about your learning style?
- 4 Where can you find more information about your learning style?
- 5 Do you know anything about your personal learning style? Would you like to know more?

- 2 B. Choose the alternative that describes you best.

### WHAT'S YOUR LEARNING STYLE?

- 1 When you see some pets, you
  - A — stroke and pat them gently
  - B — watch each other carefully
  - C — play and talk with them

- 2 If you have a new mobile phone, you
  - A — take it out of the box and start pressing the buttons
  - B — read the manual before you start pressing the buttons
  - C — listen to someone's explanations about how to use your new phone



**3 When you don't have anything to do, you**

- A — take a long hot bath
- B — watch TV or read magazines
- C — listen to a CD or to the radio

**4 If you buy something that you have to put together, you come home and**

- A — try to assemble it without reading the instructions
- B — read the instructions carefully before putting the parts together
- C — ask someone to read the instructions to you

**5 A good film for you**

- A — makes you dream
- B — is a beautiful spectacle
- C — should be intelligent

**6 You think you are**

- A — energetic
- B — attractive
- C — persuasive

**7 Your friends like you because**

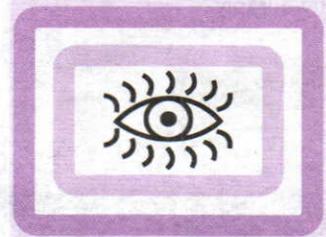
- A — you help them to relax
- B — you entertain them
- C — they have great conversations with you

**8 When you use a map, you**

- A — look at it and follow all the roads with your finger
- B — look at the whole map and look at every road
- C — read out road names to yourself

**2 C. Calculate your results and read your learning style description.****Mostly A's**

You are a **Tactile / Kinesthetic Learner** that learns through moving, doing and touching. Tactile / Kinesthetic people learn best through a hands-on approach, actively exploring the physical world around them. You may find it hard to sit still for long periods and may become distracted by your need for activity and exploration. You need more demonstrations and acting out things to retain information more successfully.

**Mostly B's**

You are a **Visual Learner** that *learns through seeing*. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. You prefer sitting at the front of the classroom to avoid visual obstructions. You may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes that graphically depict the information and help them absorb it.

**Mostly C's**

You are an **Auditory Learner** that learns through listening. You learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to the tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. You may benefit from reading a text aloud and using a tape recorder or having a friend quiz you orally.

**2 D. Discuss these questions in pairs.**

- Is this a full description of your learning style? Why? / Why not?
- How can this help you to learn a language?

**3 A. Read the text below and match the topic sentence with a paragraph of the text.**

- a) A good language learner thinks about how she is learning.
- b) A good language learner is willing to experiment and take risks.
- c) A good language learner is realistic.
- d) A good language learner is independent.
- e) A good language learner is organised and active.
- f) A good language learner balances communication and not making mistakes.

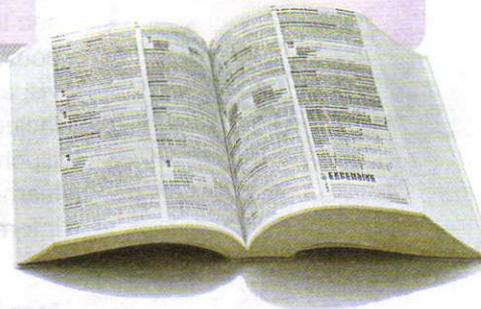
# What makes a good language learner?



## WHAT MAKES A GOOD LANGUAGE LEARNER?

- 1 ...She does not expect to learn English just by sitting in the classroom, and does not rely totally on the teacher to direct her learning.
- 2 ...For example, she will try out different ways of learning vocabulary until she finds the way that suits her best.
- 3 ...She tries to find out what works for her and what doesn't. If she doesn't understand the purpose of a particular exercise, she asks the teacher.
- 4 ...She knows that it will take time and effort to become **proficient** in English, and that there will be periods where she does not seem to be **making much progress**.
- 5 ...Some students are experts at communicating their thoughts but do not care if they make many mistakes in doing so. The **efficient** language learner, on the other hand, is concerned with both communicating and **accuracy**.
- 6 ...She is always looking for opportunities to develop her language both inside and outside the classroom. She keeps her notes in a tidy way.

- 1 Match the words in bold from the text with the following definitions:
- a) thoroughly skilled, well practised
  - b) exactness or correctness
  - c) working well, quickly and without wasting time
  - d) to improve or to develop favourably



**3 B. Do the task alongside the text.**

**3 C. Look through the text again and add to the list of characteristics of a good language learner in Ex. 2C.**

## Vocabulary

**4 Is your vision of yourself as a language learner the same as how others see you?**

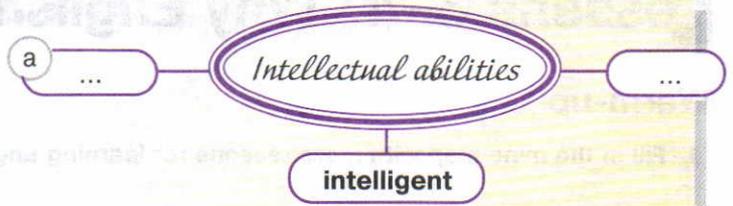
- Write a description of yourself as a language learner.
- Use a small sheet of paper. Do not sign it. Hand it in to your teacher.

*I don't think I am a good language learner because I am lazy and*

5 A. These are some ways of organising vocabulary.

- Match the names with the examples.
- Do you use all of these ways? Why? / Why not?

- 1 word web
- 2 flash card
- 3 table
- 4 list
- 5 words opposite in meaning
- 6 word in a context
- 7 definition
- 8 Russian equivalent



b	noun	adj
	intelligence	intelligent

- c
- intelligent
  - smart
  - bright
  - clever

d intelligent ↔ stupid

e INTELLIGENT

f The collie is an intelligent dog, easily trained to control sheep.

g intelligent — умный

h **intelligent** — having or showing powers of learning, reasoning or understanding, esp. to a high degree.

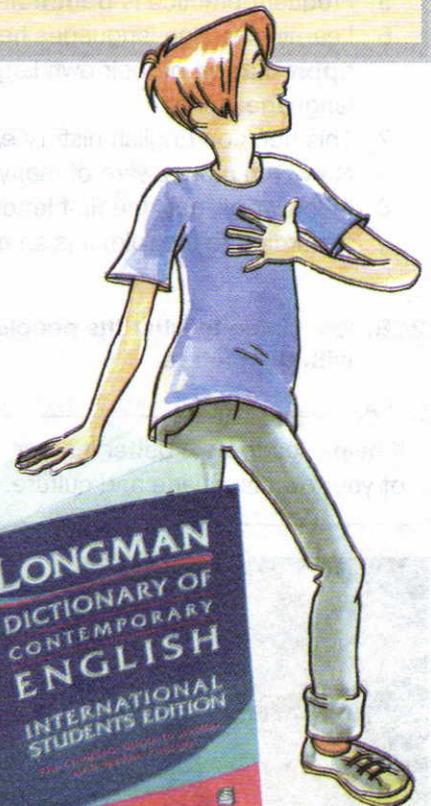
5 B. This is the list of the active vocabulary in the lesson.

- How can you organise it in order to learn the words?

proficiency progressive independence proficient accurate  
 progress independent accuracy efficient efficiency

Speaking

- 6 Make up a New School Year resolution. Think of ways to improve yourself as a language learner.

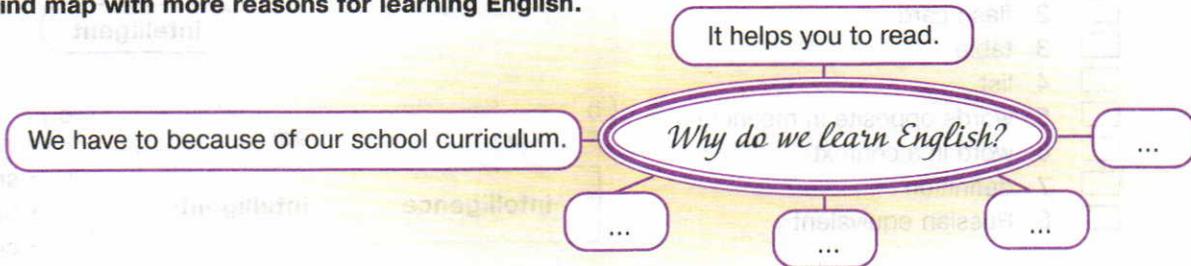


LANGUAGE SUPPORT	
<ul style="list-style-type: none"> <li>• I promise</li> <li>• I solemnly undertake</li> <li>• I swear</li> </ul>	that I will always... that under no circumstances will I... that I will never... to be... (adj) <span style="font-size: 2em; vertical-align: middle;">}</span> be do ...
<ul style="list-style-type: none"> <li>• I will</li> <li>• I'll do my best</li> </ul>	(to) be (to) do (to) become <span style="font-size: 2em; vertical-align: middle;">}</span> ...

# Lessons 3–4 Why English?

## Warm-up

1 Fill in the mind map with more reasons for learning English.



## Listening

2 A. Translate the words in bold into Russian according to the context.

- 1 He speaks French **fluently**, i.e. he can speak French well, doesn't pause while speaking.
- 2 She has a **well-rounded** education in economics, i.e. she has complete and varied experience in it.
- 3 I think travelling **broadens our minds**, i.e. enlarges our knowledge and understanding of the world.
- 4 She is not very good at English now, but she is working hard at it. After all, **what counts** is hard work.
- 5 Frequent practice is **beneficial** for developing speaking skills.
- 6 Learning foreign languages helps people **to gain a better appreciation** of their own language, i.e. to understand how their own language works.
- 7 This book on English history **expanded** my knowledge of the country. Now I am more aware of many aspects of modern life in Britain.
- 8 In the word "get" the first letter is pronounced as [g] which is not according to the rule, it is an **exception**.

### For Your Info

**i.e.** (*Latin — id est*) — "that is" — is a widespread abbreviation in modern English  
 There are some other similar borrowings from Latin:  
**etc.** (*et cetera*) — and so on  
**vice versa** — the other way round  
**cf** — compare  
**vs** (*versus*) — in opposition to  
**P.S.** (*post scriptum*) — a note added at the end of a letter  
**NB or nb** (*nota bene*) — take note

2 B. Listen to what the people say and match the number of each speaker with the picture.

**A**

It helps you to be a better learner of your own language and culture.

**B**

It is a good exercise for the intellect.

**D**

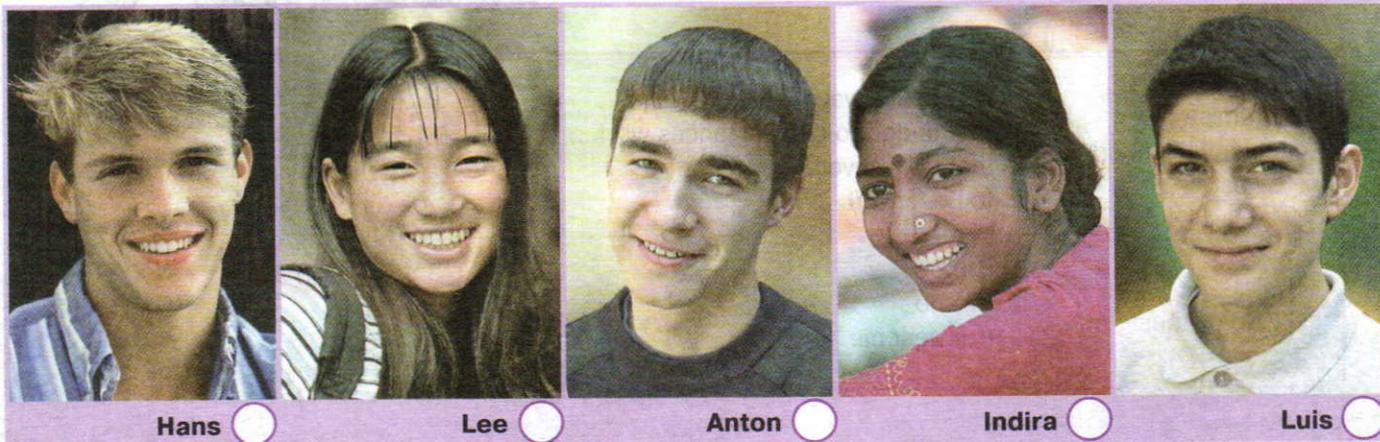
It prepares you for a successful career.

**C**

It is a tricky language to learn.

**E**

Even to try is good!



**2 C. Listen to the interviews again and fill in the gaps.**

- 1 I think the English language is extremely ... , it has expanded my knowledge greatly and has certainly ... my ... . As a person I am more well ... .
- 2 I have ... a greater ... for other cultures and my own.
- 3 There seems to be more ... than rules.
- 4 I just want to tell everyone who is thinking about learning English that you don't have to be ... , ... is the effort.
- 5 It ... your horizons, you can get better jobs, more money, you seem more intelligent, and people respect you more.

*Even to try 'is good!*  
 It helps you to be a better learner of your own language and culture.  
**ENGLISH**  
 It is a good exercise for the intellect.  
 It is a tricky language to learn.  
 It prepares you for a successful career.

**2 D. Which of the opinions do you share and why?**

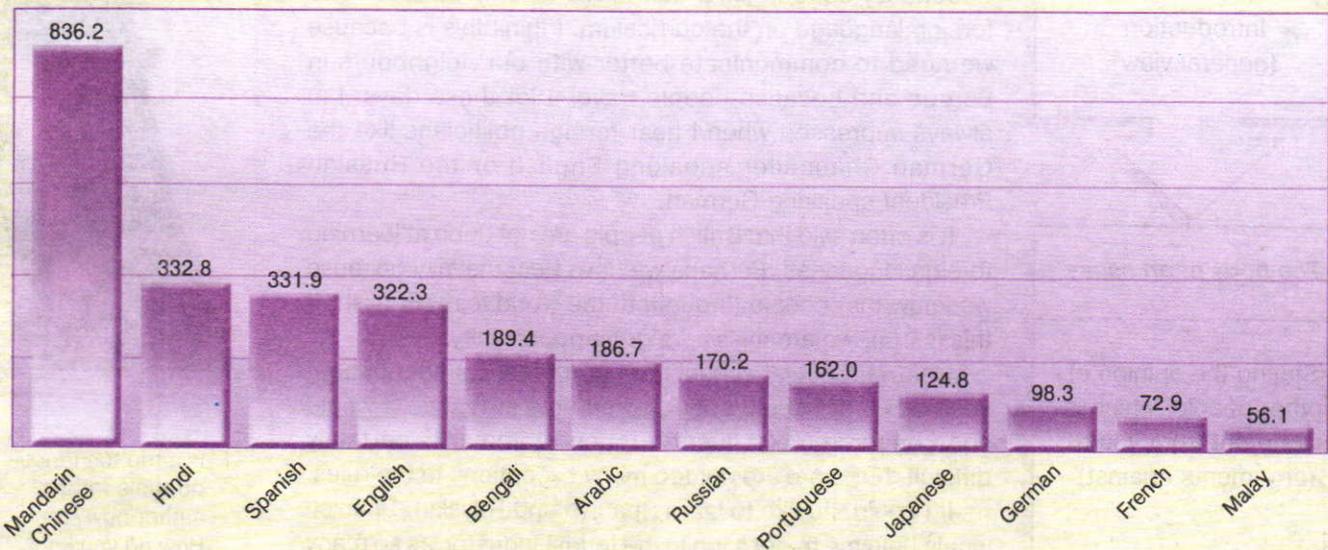
- Think of some other reasons why you like / do not like learning English.

**Language work**

**3 A. Study the bar chart and fill the gaps in the sentences with the appropriate modifiers from the box.**

- More than one modifier is possible.

**The 12 most spoken world languages (in millions)**



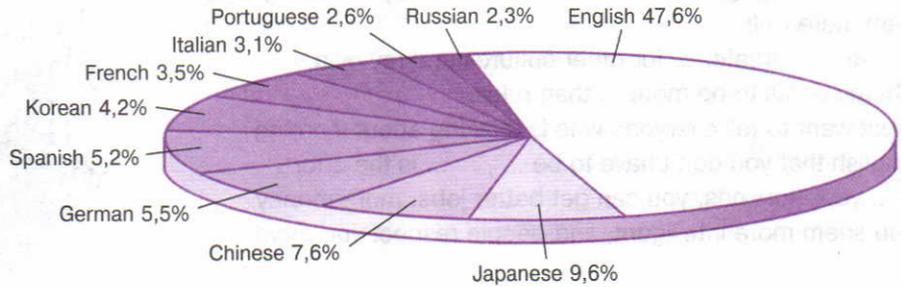
- 1 Mandarin Chinese is spoken by ... 836 million.
- 2 ... 333 million speak Hindi.
- 3 Spanish is spoken by ... 332 million.
- 4 The number of native English speakers is ... 322 million.
- 5 Bengali and Arabic are spoken by ... 190 million each.
- 6 Russian is spoken by ... 170 million people.
- 7 Portuguese has ... 160 million speakers.
- 8 Japanese is the native language for ... 125 million.
- 9 Then follow German, French and Malay with ... 100 million speakers.

- at least
- over
- nearly
- about
- more than
- around
- fewer than

**3 B. Interpret the pie chart using the modifiers from the box in Ex. 3A.**

**Example:** Portuguese is used by about three per cent [pɜː'sent] of Internet users.

**ONLINE LANGUAGE POPULATIONS**  
(Dec. 2000)



**Writing**

**4 A. Would you like to study any other foreign languages?**

- Which one(s) would you prefer? Give reasons.

**4 B. Read the essay by Anne Proctor (a student from Britain, aged 17) and compare your reasons with Anne's.**



**LEARNING FOREIGN LANGUAGES**

Secondary schools in Britain have to offer at least one foreign language on the curriculum. I think this is because we need to communicate better with our neighbours in Europe and because people travel a lot these days. I'm always impressed when I hear foreign politicians like the German Chancellor speaking English or the Russian President speaking German.

It is often said that British people are not good at learning foreign languages. Perhaps we have become lazy because we know that people throughout the world learn English. If this is true, we are missing a great opportunity.

I learn French at school but I don't feel confident about speaking it. If I could spend some time in France, I would soon become more fluent. French grammar is certainly difficult, but there are not too many exceptions to the rules.

If I could, I'd like to learn Spanish and Russian. Spanish would help me to get a job in the tourist industry, as so many British people go on holiday to Spain. I would also like to expand my knowledge of Spanish customs and traditions, and to understand the Spanish mentality.

Russian attracts me because the language sounds so beautiful and I would really love to be able to read Dostoyevsky and Tolstoy in the original. I also think it would be really beneficial to understanding between our two countries if more of us spoke Russian.

Introduction  
(general view)

**The body of an essay**

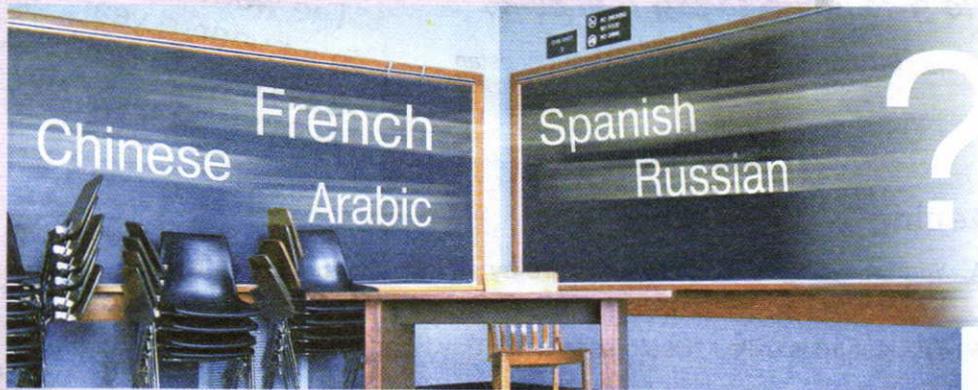
Stating the opinion of other people, which is different from yours (arguments against).

Expressing your own opinion and giving reasons (arguments for).

- 1 Is a trip to France possible for the author now? How do you know?
- 2 Find some other similar examples in the text.

Making a conclusion  
(coming back to  
generalisation).

To sum up, I believe that knowledge of foreign languages helps to make a person educated and well rounded. It is not only the language that counts, but also the fact that it is a way of getting to know different cultures. You can't broaden your mind if you see the world only from the perspective of your own culture.



4 C. Why is the body of the essay divided into three paragraphs?

4 D. Do the task alongside the text.

4 E. Complete the sentences. You may use the ideas from the box.

- Use the Grammar reference if necessary.

**Example:** *If I were the Minister of Education, I would introduce learning the English language beginning from the first form.*

- 1 If I were the headmaster of my school,...
- 2 If I were my mother,...
- 3 If I weren't so lazy,...
- 4 If I were a fifth-year pupil,...
- 5 If I could change the system of education,...
- 6 If I had a lot of money,...

- replace English with Chinese in the school curriculum.
- miss English lessons.
- work hard.
- remove foreign languages from the school curriculum.
- travel abroad to improve my English.
- punish me more often.

4 F. Write an essay "Learning foreign languages in Russian schools".

- Follow these steps:

- 1 Choose one of the ideas from the box.
- 2 Brainstorm arguments for / against.
- 3 Write an essay of about 200 words following the structure of an opinion essay from Ex. 4B.

- Removing foreign languages from the school curriculum.
- Replacing English with Chinese (or choose an other language).
- Introducing two / three more foreign languages to the curriculum.
- Making learning English more intensive (introducing six hours of learning English a week for all Russian schools, introducing English from the first year in primary school, etc.).

# Lessons 5–6 Death sentence?

## Warm-up

1 Interpret the quotations below. What do you think of them?

*“И если завтра мой язык исчезнет,  
то я готов сегодня умереть”.*

*Rasool Gamzatov, a poet from Dagestan*

“The world’s languages are disappearing:  
in a hundred years’ time, an estimated  
3,000 will be extinct. But does it matter as  
long as people can communicate?”

*The Guardian*

## Listening

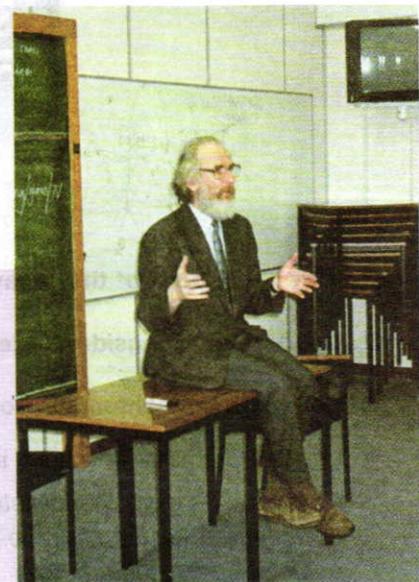
2 A. You are going to listen to a lecture by an outstanding British linguist, David Crystal.

- The lecture is called “Death sentence”. Say what it might be about.

2 B. Listen to the lecture. Check if your ideas are right.

2 C. Read the sentences from the lecture. What do the words in bold mean?

- When a species of animal or plant dies, it **reduces the diversity** of our planet.
  - сокращает многообразие
  - уменьшает различие
- Linguistic diversity is the key to the **survival** of our planet.
  - выживание
  - пережиток
- A linguist, Bruce Connell, was doing some **field work** in the Mambila region of Cameroon.
  - работа на полях
  - исследования на месте
- He found a language called Kasabe, which no **westerner** had studied before.
  - герой вестерна
  - житель Запада
- Communities** have come and gone throughout history, taking their languages with them.
  - коммуны
  - человеческие сообщества
- The larger culture needs to have a respect for **minority languages**.
  - языки меньшинства
  - второстепенные языки
- When people die, they leave signs of their presence in the world, their **archaeology**.
  - археология
  - вещественные следы пребывания



### ! For Your Info

**cultural assimilation** — a culture is changed or disappears as a result of the influence of another culture

**genocide** [ˈdʒenəʊsaɪd] — killing of a whole group of people because of their race, nationality or religion

**3 A. Learn to take notes while listening to a lecture. Listen to the first part of the lecture and take notes of the events connected with the list of names and dates.**

**Example:** *The Kasabe language died in November 1995.*

in November, 1995 — ...	<ul style="list-style-type: none"> <li>What do you think happened to Bruce Connell's study of the Kasabe language after 5 November?</li> </ul>
Bruce Connell — ...	
Mambila, Cameroon — ...	
Bogon — ...	
5 November — ...	

**3 B. Listen to the second part of the lecture and complete the mind map.**

There are now about...

Half of the world's languages will...

*language extinction*

A language dies every...

A language with a hundred thousand speakers may...

- Why did David Crystal call the present situation about language extinction extraordinary?

**3 C. Listen to the last part of the lecture and complete the lists.**

- Three things that can kill a language:
    - a)
    - b)
    - c)
  - Three conditions necessary for a language to survive:
    - a)
    - b)
    - c)
  - Language death is a disaster because:
    - a)
    - b) (*about spoken languages*)
- Which condition necessary for a language to survive do you think is most difficult to fulfil?
  - How are languages like people and how are they different?

**Vocabulary**

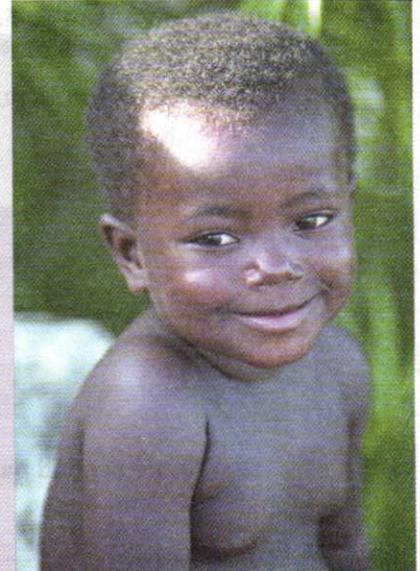
**4 Fill the gaps with the correct form of words from the box beside the text.**

- Pay attention to the form.

The extinction of languages is a process that takes place nearly everywhere in the world. The rich variety of languages that must have existed in the past is diminishing and the number of languages is being (1) ... rapidly. As estimated by various linguists, many of the 6,000 languages which are at present spoken in the world will not (2) ... the next fifty years and will become (3) ... . At the moment, children no longer use twenty to fifty per cent of these languages, which makes the languages' (4) ... very uncertain. Quite a few (5) ... languages within the territory of the Russian Federation are under threat of total (6) ... and measures should be taken to put an end to this process of (7) ... in the number of users of these languages. Linguists and ethnologists should work together with representatives of (8) ... of endangered languages in order to find solutions to these problems, which will help to preserve the linguistic (9) ... of our planet.

- extinct
- extinction
- reduced
- reduction
- survive
- survival
- diversity
- communities
- minority

## Language work



### 5 A. Read this extract from a magazine article.

- Answer the questions beside the text.
- See Grammar reference if necessary.

- 1 Is it still the official language?
- 2 Which closed first — the newspaper or the radio station? How do you know?
- 3 Is this a decision or a prediction?
- 4 Is the author certain about it?

The Bongou people are an ethnic minority in a former British colony in Africa. They have their own language, culture and traditions, all of which are under pressure from the government's policies and the movement of the population from the countryside to cities.

For decades now English has been the official language of the country and the medium of instruction in schools and in higher education. Young Bongous are moving to cities to seek their fortune and, once they do this, they leave their identity behind. Fifty years ago, there were over 50,000 native speakers of Bongou. Today there are fewer than 10,000.

There are only two Bongou primary schools left; four have closed in the last decade. The only Bongou-language newspaper went bankrupt in 1995. The radio station had been shut down five years earlier. The prospects for the Bongou language are not good. If the present trend continues, it will probably die out by about 2025. Even though there is now a determined campaign to keep it alive, it won't survive without commitment by the younger generation, most of whom seem to be opting for English.

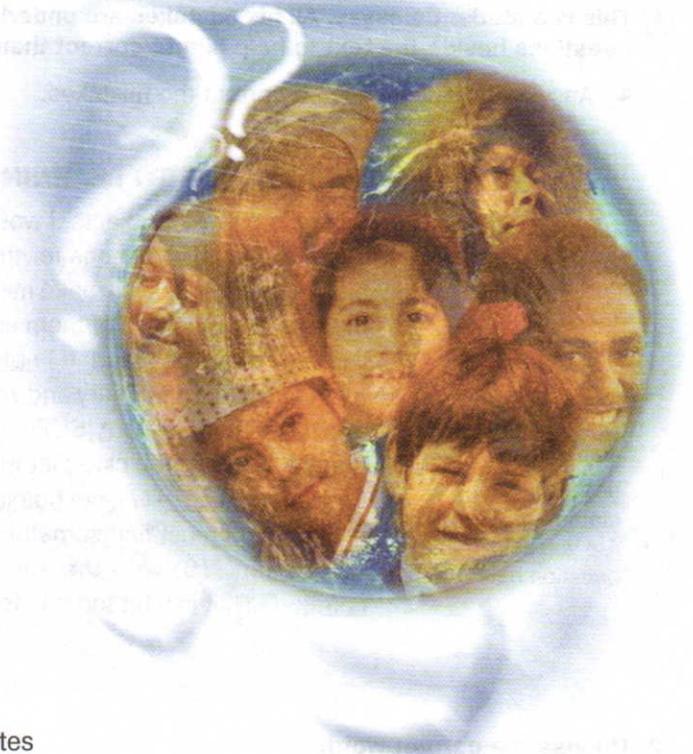
- 5 Is this a plan for the future or a tendency?
- 6 How many schools were there ten years ago?
- 7 Does "continues" refer to the present or the future?

### 5 B. Decide which of the cases need present perfect and which past simple.

	It is used when:	Present perfect / Past simple
1	we ask when something happened.	
2	we say a definite time, e.g. <i>yesterday</i> , <i>last week</i> , <i>six weeks ago</i> .	
3	the result of a past action is connected to the present.	
4	the result of a past action is not connected to the present.	
5	we talk about something which started in the past and continues up to the present.	
6	we talk about something which started and finished in the past.	
7	we talk about an indefinite time up to the present, e.g. <i>ever</i> , <i>never</i> , <i>recently</i> .	

**5 C. Fill in the gaps with the present perfect or past simple of the verbs in brackets.**

- 1 The Welsh language ... (be spoken) for about twelve centuries already.
- 2 The Manx language ... (be spoken) on the Isle of Man up to the end of the 19th century.
- 3 A hundred and twenty-five Native American languages ... (disappear) up to now.
- 4 Bruce Connell ... (return) to Cameroon, but Bogon, the last speaker of Kasabe, had died.
- 5 Pre-Columbian people ... (speak) 300 languages at the time Columbus landed in America.
- 6 Of the 175 or so languages recorded across the Russian Federation, about half a dozen ... (by now / come) to the edge of extinction.
- 7 When ... the tribe council ... (decide) that it would not develop a written form of the language?
- 8 Linguists found that only 500 Kets, north-west Siberian people, ... (speak) their own language competently in 1993.



**Speaking**

**6 A. Answer these questions.**

- Look through the text about the Bongou and your notes on David Crystal's lecture.
- 1 Do you agree that language diversity is "key to our survival"? Why?
  - 2 What changes in the life of a people with the extinction of the language?
  - 3 How does the language extinction influence the culture?
  - 4 What can be done to save endangered languages?

**6 B. Read the opinions on languages in the modern world. Which of them is closer to your opinion?**

Language is a city to the building of which every human being brought a stone.

*Ralph Waldo Emerson*

A different language is a different vision of life.

*Federico Fellini*

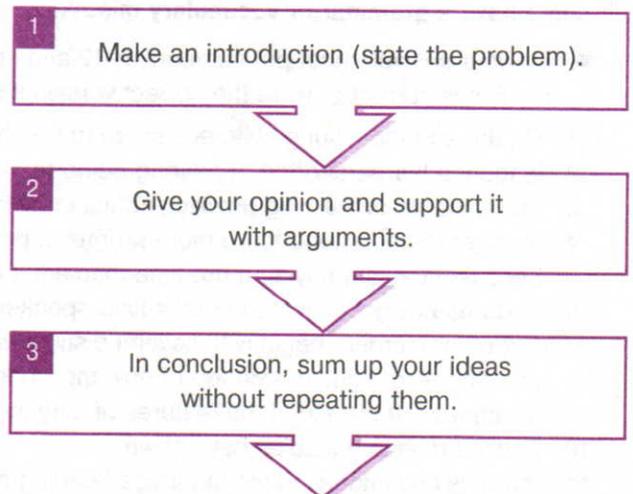
Languages are the barometers of national thought and character.

*A. W. Hare and J. C. Hare*

**6 C. Join a group sharing the same opinion. Think of arguments to support and explain your opinion.**

**6 D. In groups prepare a 2-minute talk to express your opinion. Follow the steps:**

- 1 Make notes of what you are going to say.
- 2 Structure your talk as shown in the diagram.
- 3 Use notes for reference, not for reading.



# Lesson 7 Check your grammar & vocabulary

1 This is a student's essay. All his mistakes are underlined, and the teacher asks questions beside the text to help him to correct them.

- Answer the questions and correct the mistakes.

## MY ATTITUDE TO LEARNING ENGLISH

If I could choose subjects, I would never study English at school. There are a lot of reasons for that. First, English grammar is very difficult. Verb times (1) make me lose sleep. Second, the words — there are so much (2) of them and I can't remember all (3)! Third, it is very difficult to read. If I not know (4) a word I come across, I try to find it in a dictionary and while I'm looking for it, I forget what was the sentence about (5). Fourth, it's listening. English-speaking people speak so quickly that I can't catch nothing (6). I work at English very hardly (7), but nothing doesn't help (8). My friend says me (9) that I must find something interesting to learn and that he has begun (10) with the same problems six years ago. But I afraid (11), it is a bit too late for me to begin!

- 1 Is present simple or present perfect a *time*?
- 2 We can count words, can't we?
- 3 Doesn't *all* look too lonely?
- 4 Do you need anything else in a negative statement?
- 5 Are you asking a question here?

- 6 Isn't this sentence negative?
- 7 That's why you make so many mistakes!
- 8 Do you need two negatives?
- 9 Is there anything missing here?
- 10 Look at the time expression at the end of the sentence!
- 11 Is *afraid* a verb?

Points \_\_\_\_\_ / 11

2 Choose the correct word.

- 1 Today they are / there are / it is millions of people who speak English.
- 2 Some people study / studies / is studying English for special purposes.
- 3 They may need English for the job / their job / job for example.
- 4 Some of them need / need to / are needing it for travelling.
- 5 But the majority of learners of English has / have / are having other needs.
- 6 Most of them use it for talk / to talk / that they can talk to people who aren't English.
- 7 Most of / The most / Most people in the world have heard some English.
- 8 It is / There is / There are hardly any countries where English is never spoken.
- 9 Very few people haven't heard some / the / any English at all.
- 10 English is now the most / the more / a most widely spread language in the world.

Points \_\_\_\_\_ / 10

3 Read the text and look carefully at each line. Some of the lines are correct and some have a grammar or vocabulary mistake.

- On your answer sheet put numbers 1–12 and opposite each number put a tick if the line is correct or write the correct version if there is a mistake.

- 1 On the surface, young childrens seem to be phenomenal
- 2 language learners, often appearing being more capable than
- 3 their parents of learning quickly and accurately.
- 4 Younger learners tend to do more progress, perhaps in part
- 5 because they are having more time than adult learners. They also tend
- 6 to do relatively well in acquiring native-speaker standard pronunciation.
- 7 But older learners begin with several distinct advantages: knowledges
- 8 of a first language, knowledge of how the world work,
- 9 awareness of the structural features of languages in general and other.
- 10 Several research studies has shown
- 11 that this advantages make language learning more efficient
- 12 and more fast for older learners, at least in the beginning.

Points \_\_\_\_\_ / 12

children

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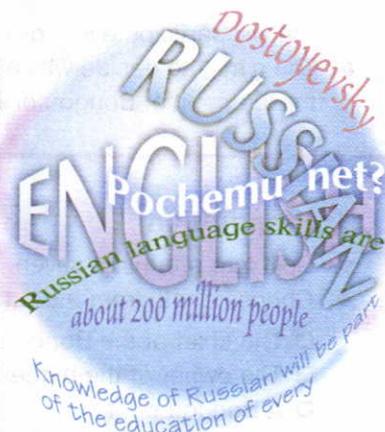
**4 Fill in the gaps with the words from the box.**

- There are two extra words.

expand gain an appreciation fluent endangered assimilate  
beneficial well-rounded widely spread

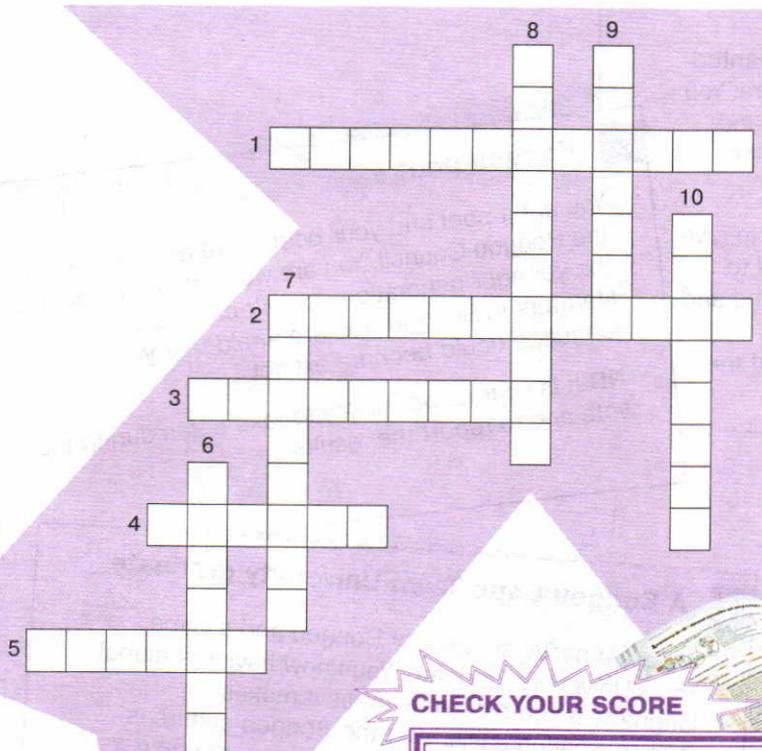
**TOP SIX REASONS FOR STUDYING RUSSIAN**

- 1 Why not? *Pochemu net?! In Russia every little kid is ... in Russian.*
- 2 It is one of the five most ... languages in the world. There are about 200 million people in the world who speak Russian and a quarter of a million of them live in the USA.
- 3 American companies ready to ... their business with the new Russian market will be eager to give you a job.
- 4 We can ... of the true genius and artistry of Dostoyevsky, Tolstoy and Chekhov when we read their works in the original.
- 5 Russian language skills are ... for careers in law, science, engineering, the military and federal service.
- 6 Knowledge of Russian should be part of the education of every ... person.



**Points** \_\_\_\_ / 6

**5 Do the "arrow" crossword.**



**Across**

- 1 Having good and varied experience
- 2 An understanding of good qualities
- 3 Something or someone that is not included in a general rule
- 4 To increase, grow larger
- 5 Be able to speak or write in an easy, smooth manner

**Down**

- 6 Something that no longer exists
- 7 Exactness or correctness
- 8 Thoroughly skilled, well practised
- 9 Anything that brings advantage or profit
- 10 Forward movement, continual improvement

**Points** \_\_\_\_ / 11

**TOTAL** \_\_\_\_ / 50

**CHECK YOUR SCORE**

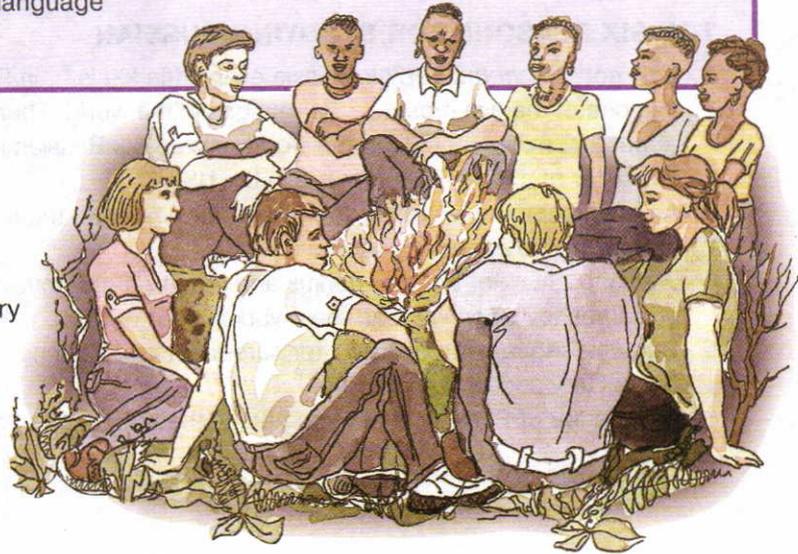
**45-50** – Well done!  
**38-44** – Good  
**30-37** – Not bad  
**29 and less** – Go back and revise

# Lesson 8 Express yourself

## ROLE PLAY

### Should English be the first language for the Bongou people?

- You will participate in a discussion among the Bongou people.
- The aim is to decide which should be the first language for the people: Bongou or English.



### 1 Preparation

- Split into groups of seven.
- Choose a role from the list:
  - The chief of the Bongou
  - The owner of the biggest hotel in the country
  - A Bongou poet
  - A graduate of Cape Town University
  - A mother of three schoolchildren
  - A linguist from Europe
  - A Bongou teenager
- Study your role cards.

### 1 Chief of the Bongou

You are the chief of the Bongou. Your forefathers wanted you to preserve the Bongou people and their culture. You feel that the assimilation process is strengthening and you are afraid that losing their language will make the Bongou lose their identity.

**NB** It is your responsibility to chair the discussion, to give the floor to the participants, to organise a vote and to round up the discussion. You need to know the name and the position of every participant, as it will be your responsibility to announce the speakers. Results of the vote will be announced by the poet (Card No 3).

### 2 A hotel owner

You own the biggest hotel in the country and you know quite well that English is a way to another world, a chance to get a job working with foreigners. At the same time you understand that if the Bongou lose their culture, the tourists won't travel to your country as they are very interested in the Bongou culture. Present arguments for and against, and during the discussion come to a decision.

### 3 Bongou poet

You are a poet and your poems are appreciated by the Bongou Council. You are worried by the fact that the younger generation doesn't care much for literature in Bongou. You are afraid that your language could become extinct.

**NB** It is your responsibility to take notes during the vote and to report the results.

### 4 A Bongou Cape Town University graduate

You are a native speaker of Bongou and a Cape Town University graduate. You know having a global language is more convenient as it makes communication easier. But the Bongou culture is unique and it needs protection. You cannot take a definite position. Try to do it later during the discussion.

**5 A Bongou mother**

You are a mother of three schoolchildren at an English-speaking boarding school. They don't speak Bongou much at school but English has helped them learn to use computers and you think they will have a good future. On the other hand, you are concerned that in future your children and grandchildren won't speak their native language.

You cannot take a definite position. Try to decide on one during the discussion.

**7 A 15-year-old Bongou**

You are 15. Next year you are going to an English-speaking high school. You have read that English is dominant and is becoming a global language, and you can't understand your parents and grandparents, who try to make you speak Bongou.

**6 A western linguist**

You are a linguist. You understand that Bongou is an endangered language. It lacks a proper written form and is suffering from cultural assimilation.

You are convinced that diversity is the key to the survival of Bongou and you are planning to petition the UN with a request to save Bongou.

- Prepare a short presentation of your ideas according to your role card.
- Structure your talk in the following way.

**TALK STRUCTURE**

- 1 State your name and position.
- 2 Express your general attitude to the problem.
- 3 Give at least two arguments (think of your ethnic minority's future, culture, education, prosperity, identity, strong or weak points of your language and culture, etc.).
- 4 Conclude your talk by stressing the strongest argument.

**LANGUAGE SUPPORT**

- My name is...
- I work for...
- I'm...
- Generally, I think...
- On the whole, I believe...
- I don't think...
- It's wrong to think that...
- First... Second... (Third...)
- Firstly... Secondly... (Thirdly...)
- First of all... Then... (Also...)
- Finally,...
- In conclusion, I'd like to...
- To sum up, I'd like to stress that...

**ENGLISH**

**2 Activity**

- Hold the discussion. Go through these stages:
  - 1 Give a presentation of your ideas. Listen to the others. Prepare questions for the other speakers; make notes of the questions.
  - 2 Ask your questions; answer the questions of the other participants.
  - 3 Make your choice between Bongou and English. Vote for a decision.

**3 Follow-up**

- Report the results of your group discussion to the class.
- Has your personal attitude to the problem changed? Why? How?

## Lessons 1-2 London

### Warm-up

1 Match these sights with the number on the picture.

- |   |   |
|---|---|
| <input type="checkbox"/> The Tower            | <input type="checkbox"/> Tower Bridge             |
| <input type="checkbox"/> St Paul's Cathedral  | <input type="checkbox"/> The British Museum       |
| <input type="checkbox"/> Trafalgar Square     | <input type="checkbox"/> Big Ben                  |
| <input type="checkbox"/> The National Gallery | <input type="checkbox"/> The Houses of Parliament |
| <input type="checkbox"/> Buckingham Palace    | <input type="checkbox"/> Westminster Abbey        |

• Which of them would you like to see and why?

### Reading

2 A. Look through the data on tourism in London.

- London had 26 million visitors in 2000 and 130 million between 1995 and 2000.
  - The population of the city is 7 million.
  - Fifty per cent of the visitors to the city are foreigners.
  - The tourism industry is worth £9.5 billion a year.
  - The tourism industry supports 275,000 jobs.
  - London has 300 galleries and museums.
  - There are more than 150 theatres in London, i.e. 60,000 theatre seats on any one night.
- How do you think tourism influences the life of London residents?

2 B. Read the text and answer the questions.

- 1 What do you think the author means by the word "brand" in the title:
  - a) the sites London is famous for?
  - b) the internationally recognised image of London?
  - c) shopping facilities in London?
- 2 What do you think Ken Livingstone's occupation is? Why do you think so?
- 3 What is the author's attitude to London? Find proof in the text.

### LONDON'S A GREAT INTERNATIONAL BRAND THAT HAS TO BE MANAGED CAREFULLY

By Ken Livingstone

Anyone who walks around the capital at the moment can see that tourism is one of London's key industries. The key to the tourist industry in London is integrating the city's strengths and history into the new economy. No other city can compare with London in that (1).





6



7



8

It is far from being a question of **historic sites** and ceremonials — important though these are. London is a 24-hour city with nightlife, clubs, restaurants and internationally known events. It (2) plays the role of any great city throughout the ages — bringing together in one place a critical mass of economic, scientific, cultural and intellectual possibilities.

But a key question is how to **unite these elements** (3) physically. What makes this (4) possible is London's combination of tradition with its status as the world's most internationalised city. Both (5) are rooted in the city's **unique** history — for several centuries London was the world's **major** port. This (6) made it possible to bring together "tradition", in the sense of a long uninterrupted history, and the greatest multicultural centre in the world.

Since London became the greatest melting pot in the world, diversity and the most modern forms of communications are integral to London's character. That (7) creates the city's unique character and attraction.

If London is to continue to develop its tourist industry, this (8) requires an **integrated approach** in policing, transport, culture, and business.

In short, strengthening London as one of the world's greatest tourist centres, which (9) is a very conscious policy of the GLA, is not going to lessen the attraction of the city for its inhabitants. What makes London a great place for tourists is not only its (10) tradition, but that it (11) is a modern, "lived-in" city.

**GLOSSARY**

**GLA** — Greater London Authority

**melting pot** — a place where there is a mixing of people of different races and nations

1 What do the underlined words substitute?

Example:

(1) integrating the strengths and history with the new economy

2 C. Look through the text again and say which of the sentences below gives the message of the text.

**To manage London's brand image carefully means:**

- a) to preserve London's traditions, historic sites and ceremonies.
- b) to enlarge the number of internationally recognised events.
- c) to strengthen London's international character.
- d) to integrate all the features of the city.
- e) to develop modern forms of communication.



9

10



## Language work

3 Read the text in Ex. 2B again and do the task alongside it.

## Vocabulary

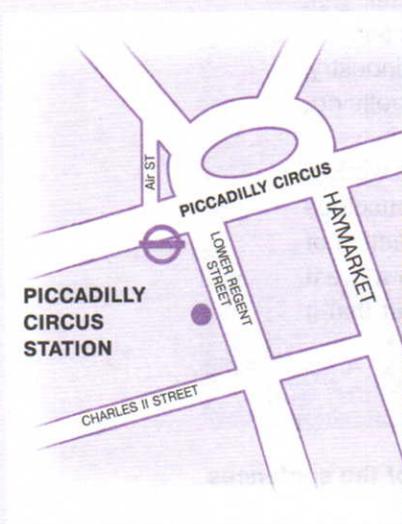
4 A. Translate the words in bold in the text (Ex. 2B).

4 B. Fill in the gaps in this summary of the text, using the words from the box.



The author thinks that tourism is one of London's (1) ... industries. London's (2) ... for tourists is not only its (3) ..., but the fact that it is a modern, "lived-in" city. At the moment a key question is how to (4) ... these elements. For London to develop its tourist industry will require an (5) ... to all sides of life in the city. According to Ken Livingstone, strengthening London as one of the world's greatest tourist centres is not going to lessen the (6) ... of the city for its inhabitants.

- unite
- integrated approach
- attraction (2)
- historic sites
- key



Piccadilly Circus

## Speaking

5 A. In pairs exchange your ideas about the following:

- 1 What makes London unique today?
- 2 What are the roots of this "uniqueness"?
- 3 Why is it difficult to bring together tradition and a modern multicultural centre?

5 B. Make a list of problems the residents in the centres of big cities like London or Moscow may have due to the development of tourism.

- Share the ideas with other groups and add to your lists.

### LANGUAGE SUPPORT

- ...might / may...
- probably...
- It's quite possible that...

## Reading

6 A. Read the text and find which of the following problems for the residents of London Simon Milton mentions:

- a) air pollution
- b) noise pollution
- c) crime
- d) littering
- e) transport problems
- f) long queues.

● Add to your list of problems (Ex. 5B).



### RIGHT OF REPLY

The leader of Westminster City Council, Simon Milton, responds to an article by Ken Livingstone, in which he argued in favour of strengthening London as a tourist centre.

Ken Livingstone claims that London's appeal to tourists is that it is a "lived-in city" ("London's a great international brand that has to be marketed carefully", 15 August). I agree with him. But if we want the reality to match the rhetoric, we need to act now to save the city.

The Mayor's endorsement (поддержка) of the "24-hour city" sits uneasily with his desire for a living city. To have a truly living city, you need residents: local communities, such as the 6,000 people who live in Soho and Covent Garden in the West End.

They live alongside about 350 bars and clubs that stay open, up to 5 a.m. already. The capacity (вместимость) of such bars is 50,000 people, bringing with them noise, **nuisance** and crime. As a result, the very **residents** who make up the "lived-in city" are being driven out.

We need to have **sustainable tourism**. If we don't act, we'll rip the heart out of London and drive away business and tourists.

At Westminster, we've introduced policies **to restrict** new licences. We want people to have a good night out, but the community needs a good night's sleep, and a genuine mix of uses must be sustained. If the Mayor wants to deliver a living city, he has to ensure that those who live in the centre of the city have a quality of life that most of us take for granted (принять как должное).

### ! For Your Info

**The City of Westminster** — is a "city within a city". It is the area of central London which contains the main tourist attractions.

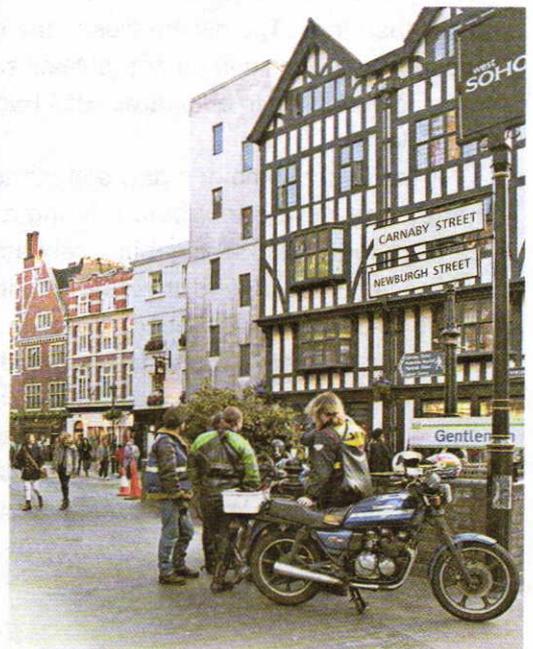
**Soho** ['səʊhəʊ] — the centre of London's night life

**Covent Garden** ['kɒvənt 'gɑːdn] — London's former fruit and vegetable market which is now full of fashionable shops and eating places

**West End** — the western part of central London, famous for its shops, pubs and theatres

6 B. Match the words in bold in the text to their definitions:

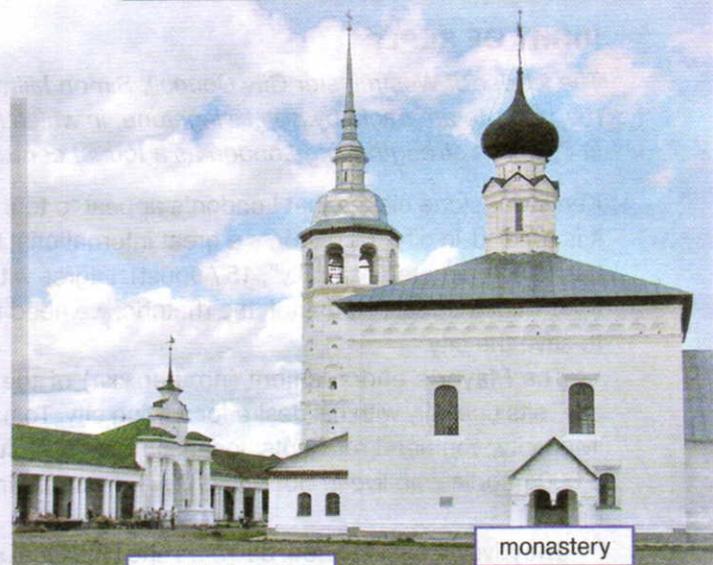
- 1 a situation that causes inconvenience
- 2 to keep within limits of size or number
- 3 a person who lives in a particular area
- 4 a tourism which brings benefits to local people and does not harm the environment.



# Lessons 3–4 A gem in the Golden Ring

## Reading

- 1 A. Look at the photographs of Suzdal. Would you like to visit this town? Why?
- 1 B. Read the newspaper article below and say which of the following is true:
  - 1 Neal likes Suzdal.
  - 2 Neal thinks Suzdal is not prosperous.
  - 3 Neal feels sorry for the town.
  - 4 Neal wishes tourism were better developed in the town.
  - 5 Neal agrees with the article from *The Moscow Times*.



### A GEM IN THE GOLDEN RING

By Neal Amis

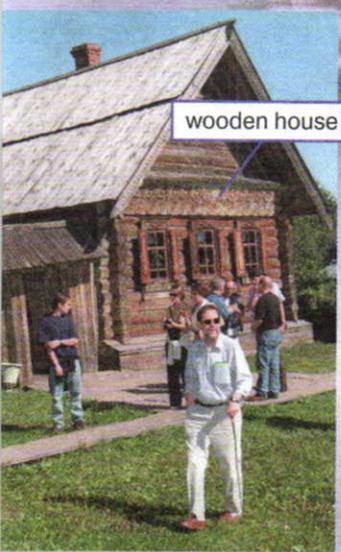
First you see tiny wooden houses **scattered across** a green plain. They creep up on you and then, all of a sudden, you find yourself in the middle of an ancient town. Everywhere you look there's a church, a monastery, or the thick red walls and the stout square towers of the Suzdal Kremlin.

I checked into a private hotel and, on the way to my room, I unthinkingly picked up a copy of *The Moscow Times* from the hall table. There was an article about Suzdal in it. It called the city "an architectural jewel" and described a "feeling of **quiet dignity**" in the historic town. That sounded promising. But the writer also noted that, "At night, the street lamps are not lit. The city budget lacks the funds. There were flies in the guesthouse, a **lack of** road signs and other problems suggesting that tourists were likely to **be scared off**." Had I come to the right place?

It was a hot summer's day, so I started with a cold honey-and-herb drink, before hiring a horse-drawn carriage for a sight-seeing tour. I sat back and enjoyed the ancient beauty and the quiet dignity of the city. It felt as if time had stopped. There was no hurry as the horse ambled through the cobbled square, past the 18th century shopping arcade and a splendid old convent, where people were selling crafts. Every detail of the town fits together perfectly, even the shops which are decorated with iron signs that have been there for centuries.



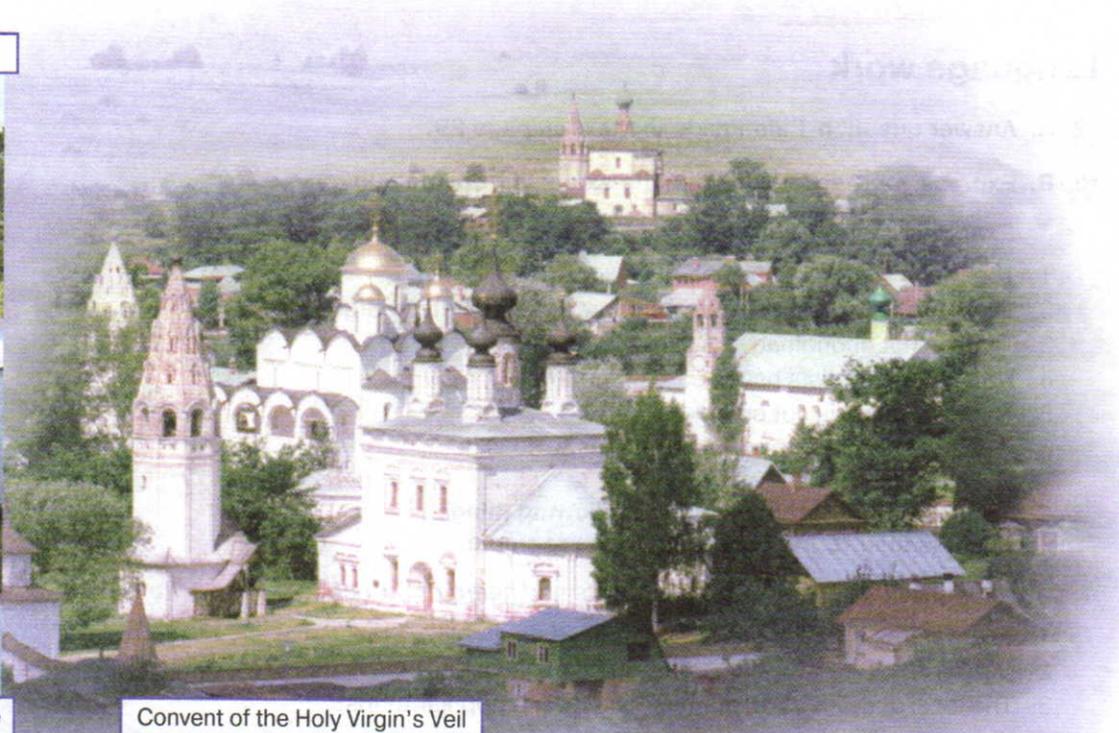
kremlin tower



wooden house



satellite dish



Convent of the Holy Virgin's Veil

The modern world has arrived in Suzdal, however. There are satellite dishes on the neat, wooden houses with lace curtains and flowers in the windows, and the occasional luxury car honks its horn in competition with the ringing of the monastery bells. In the old inn, an air-conditioner competes with dolls, candles and wooden decorations for wall space. Where were the crumbling houses and the dark streets? The little town I saw was **flourishing**. When I got back to the hotel, I checked the newspaper article again. It was written in August 1999. If only the author could come and see Suzdal now!

Of course, there is still work to do before Suzdal becomes a five-star **tourist destination**. Although greatly changed, it is anything but five-star yet. If only there were more information signs to help both Russian visitors and foreign tourists. As in so many places, the roads could be better. Above all, the town now needs some investment in publicity and advertising to attract more visitors. This "architectural jewel" deserves to be better known. Then it will really **prosper** and become a sparkling gem in the Golden Ring.

**GLOSSARY**

**creep up** — to come up secretly so as not to be seen

**splendid** — велико-  
лепный

**convent** — a building in which nuns live

**monastery** — a building in which monks live

**publicity** — извест-  
ность

- 1 What do these sentences express (choose two)
  - a) strong regret
  - b) advice
  - c) wish which is hardly possible
  - d) probability?
- 2 Is Suzdal a five-star tourist destination today?

**1 C. Find in the text the following:**

- 1 The description of places and objects labelled in the photographs of the city.
- 2 The things that make Suzdal attractive for tourists.
- 3 The reasons why there were few tourists in Suzdal in 1999.

## Language work

2 A. Answer question 1 alongside the text on page 29.

2 B. Express your regret following the example from the text.

**Example:** *If only the author could come and see Suzdal now!*

- 1 The roads are bad after winter.
- 2 There are few foreign visitors compared with St Petersburg.
- 3 There is not enough advertising.
- 4 Not enough tourists have heard of the town.
- 5 The restoration is not complete.
- 6 Many Russian tourists prefer to go to the seaside.

2 C. Local residents might regret the following things. Express their regret according to the example.

**Example:** *If only more foreign tourists had heard of Suzdal.*

- 1 There were not many bus routes to Suzdal.
- 2 Suzdal is not already a five-star tourist destination.
- 3 The local authorities didn't make the town a popular tourist destination ten years ago.
- 4 Local craftsmen didn't prosper for many years.
- 5 The convent was not rebuilt in the 1990s.
- 6 Suzdal was not near a major motorway.

2 D. Answer question 2 alongside the text on page 29.

2 E. Complete the sentences using *anything but* (что угодно, но только не...)

- 1 "This church looks old, you say? It is..."
- 2 "What? An excursion at this time of night?..."
- 3 "This so-called "information" guide-book is...!"
- 4 "I can't say that I find the architecture attractive."
- 5 "Did she call this church splendid? I think it's..."
- 6 "Did they say his business is flourishing? I've always thought it is..."

## Vocabulary

3 A. Use the words and phrases in bold (Ex. 1B) to translate the underlined phrases in these sentences.

- 1 Десять лет назад туристов могли отпугнуть проблемы города.
- 2 Стиль большинства старорусских городов отличается спокойным достоинством.
- 3 Слова гида звучали многообещающе.
- 4 Маленькие частные отели разбросаны по всему городу.
- 5 В XVII веке Суздаль процветал как культурный и религиозный центр.
- 6 Санкт-Петербург — излюбленное место туристов со всего мира.
- 7 Туристы любят покупать сувениры в таких городах.



What time does the article refer to?




**3 B. Complete the sentences:**

Towns and cities of the Golden Ring of Russia are popular (1) ... and famous religious centers. Old (2) ... stand on (3) ... squares in the middle of the towns or are (4) ... the countryside nearby. Guides invite you to take a walk along brightly-lit streets and admire the quiet (5) ... of the ancient places. Even (6) ... houses look like they have been like that (7) ... The views are usually (8) ..., businesses prosper, and tourists notice it as they wander (9) ... around souvenir shops. Even though just a few years ago these cities (10) ... funds, now they seem to (11) ... as soon as tourists start coming in.

- a) cobbled
- b) tourist destinations
- c) for centuries
- d) unthinkingly
- e) churches and convents
- f) crumbling
- g) lacked
- h) scattered across
- i) flourish
- j) dignity
- k) splendid

## Writing

**4 A. In groups make a list of features which can make Suzdal/ your city / any other town you know attractive to tourists.**

- architectural monuments
- historic sites
- landscape
- cultural life (theatres, cinemas, concert halls, local crafts)
- sports facilities
- museums and galleries
- others

**4 B. Continue the list of things that (in your opinion) are needed to make your city (town) attractive as a tourist destination.**

- good tourist routes
- trained guides
- development of local crafts
- good maintenance of historic sites

**4 C. Write three paragraphs describing your city / town as a tourist destination.**

- Use the vocabulary from Ex. 3A and 3B.

The features which make your city attractive for tourists.

The facilities your city (town) needs to be a better tourist destination.

The problems caused by tourism development that should be taken into account.

**LANGUAGE SUPPORT**

- however...
- unfortunately...
- but you should keep in mind...
- on the other hand...

# Lessons 5-6 Projects

## Warm-up

1 Look at the pictures and answer the questions.

- Why might people want to visit these places?
- What place would you prefer to travel to? Why?



1



2



3

- 1 Los Angeles
- 2 Peterhof
- 3 A Siberian village
- 4 Waterfalls



4

## Listening

2 A. Listen to the interview and choose the topics the speaker touches on:

- 1 the places he has seen in Russia
- 2 ways to make the places he has seen more attractive for tourists
- 3 achievements of the tourist industry in Britain
- 4 the problems of tourism in Britain
- 5 new British projects

2 B. Listen to the first part of the interview.

- Say which place impressed Mike with its:
  - 1 fresh air
  - 2 cosmopolitan restaurants and business people
  - 3 the wonderful old town
  - 4 ice palaces
  - 5 hospitable and friendly people

2 C. Listen to the second part of the interview.

- Say which of the following ideas for village tourism development Mike DOES NOT mention:

- 1 making it known to the public
- 2 providing places to live in
- 3 developing outdoor activities
- 4 selling handmade souvenirs
- 5 providing good eating facilities
- 6 building roads and parking places

**2 D. Listen to the third part of the interview.**

- Put a tick in the corresponding box.
- Describe every project in one or two sentences.

		Eden Project	Morwellham Quay [ki:]	Torrington
1	A 19th-century environment			
2	An attraction built on a disused mine (ex-pit)			
3	The largest greenhouses in the world			
4	Imitation battles from the English Civil War			
5	Tropical fruits and plants			
6	Recreate battles			
7	A riverside location			
8	Former centre of import and export			

**Reading**

**3 A. Read the newspaper article describing the Torrington Project and say:**

- Who is the author of the article?
- What is the idea of the project?

**THE TORRINGTON PROJECT**

Torrington is a very ordinary town in North Devon, famous for its fine glassworks but otherwise not particularly attractive to tourists, who simply pass through it on their way to the coast. There was not much **accommodation** and there were not very many things in the town centre for people to do.

A few years ago, a group of local people put their heads together to try to find a way of **drawing more tourists into the town** and getting them to spend money there. This would generate business and also create new jobs.

Torrington is the site of the last battle of the English Civil War and so the group came up with the idea of making this the focus attraction. A number of local residents already had 17th-century costumes, which they used in recreating the battle, and they were invited to **contribute** their ideas. Working groups were formed to develop different aspects of the plan, and a tourism company was employed to assess its **financial viability**. A company called Genesis was formed to **run the financial side** of the business.

The next step was to secure the capital needed to start the project. The team applied for a community project **grant** which was advertised nationally, but the first application was unsuccessful. The following year they **applied** again and were awarded £1 million.



Money soon attracts money, and the sum of £2.5 million needed **to implement the project** was soon raised. Torrington now welcomes thousands of tourists every year to events and attractions established by the project.

# TORRINGTON 1646



**3 B. Read the article again.**

- Put the stages of the Torrington Project in the proper order.
- Write the purpose of each step.

	Stage	Purpose
	Applying for grants	
1	Forming an initiative group	
	Employing a tourism company	
	Forming a working group	
	Implementing the project	
	Setting up a company	

**3 C. Discuss the following questions.**

- 1 Which step (steps) do you think could be avoided? Why?
- 2 What do you think the grant was spent on?
- 3 Could a similar project be developed in the place you live? Why? / Why not?

## Vocabulary

### 4 A. Go back to the text (Ex. 3A) and choose the best translation for the words in bold.

#### 1 accommodation

- a) приют
- b) жильё
- c) место, где можно остановиться

#### 2 contribute

- a) жертвовать
- b) предложить
- c) способствовать

#### 3 draw somebody into something

- a) вовлекать
- b) привлекать
- c) рисовать

#### 4 to run the financial side

- a) вести финансовые дела
- b) управлять денежной стороной
- c) вести финансовую сторону

#### 5 grant

- a) стипендия
- b) грант
- c) разрешение

#### 6 apply to

- a) официально обратиться с просьбой о
- b) применять
- c) просить

#### 7 implement

- a) осуществить
- b) снабдить
- c) выполнить

### 4 B. The underlined words and expressions (with the exception of one) are in the wrong sentences. Write the correct one in the space.

- 1 The authorities need a project proposal that can be contributed quickly.
- 2 The advertising campaign implemented a lot to the success of the project.
- 3 A lot of people applied to a discussion about how to improve the life of city residents.
- 4 The working group were drawn into the local authorities for the grant.
- 5 Because of the great number of visitors in London, the financial viability is very expensive.
- 6 Accommodation of the project was proved over the course of two years.

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## Writing

### 5 In groups design a project to improve the place you live in.

- Follow the steps as shown below.
- 1 Describe the town / city you live in as a potential tourist destination (Ex. 4, Lessons 3–4).
  - 2 Formulate the idea of the project. Take into account the following criteria:
    - a) Will the project be environmentally friendly?
    - b) Does it require large investment?
    - c) Will it be financially viable?
    - d) How many people will it employ?
    - e) What groups of tourists will it attract?
    - f) How will the community benefit from the project?
  - 3 Work out the steps of your project implementation (Ex. 3B, Lessons 5–6).
  - 4 Design your project.



# Lesson 7 Check your grammar & vocabulary

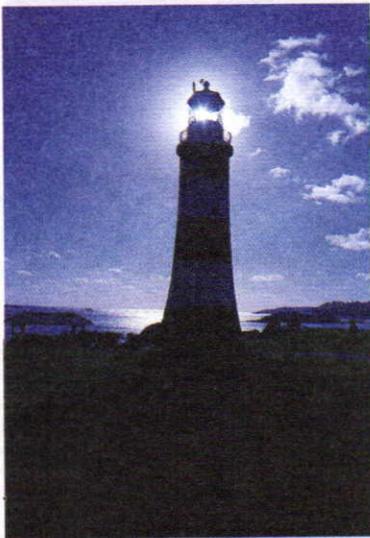
1 Fill in the gaps with the definite article where necessary.

Why not visit (1) ... Plymouth, the Waterfront City that shaped the lives of (2) ... Drake, (3) ... Pilgrim Fathers, (4) ... Darwin, (5) ... Cook and many more who set sail from its harbour?

Start your own exploration by visiting (6) ... spectacular Plymouth Hoe, climb up Plymouth's best-known landmark, (7) ... Smeaton's Tower Lighthouse and enjoy the most breathtaking view over Plymouth Sound.

If it is entertainment you are looking for, try to visit (8) ... Theatre Royal, with top-class programmes from drama to musicals. (9) ... Plymouth Pavilions is the major regional venue for both pop and classical concerts, top comedians and sporting events. (10) ... city also has an excellent spread of accommodation and B&Bs ranging from small and cosy guesthouses to the luxury of three- and four-star hotels. (11) ... modern pedestrianised city centre, with its floral displays, water features and (12) ... largest range of shops in the region is a delight for shoppers. With its unique location between Dartmoor, the last great wilderness of (13) ... Southern England, and (14) ... South Devon coast, (15) ... Plymouth is an ideal base for venturing into the countryside or onto the water.

Points \_\_\_\_ / 15



**2 Read the article and decide what the underlined words are substitutes for.**

- Choose the appropriate answer in the box on the right.

**ARE TOURIST GUIDEBOOKS ALWAYS RELIABLE?**

Most London guidebooks introduce visitors to the principal hotels, recommending a few good restaurants and the virtues of St Paul's Cathedral. But (1) those who pick up the *Lonely Planet Guide* will be educated in underground etiquette, and directed to the Millennium Dome for architectural inspiration.

While the guide is quick to point out the drawbacks of what it describes as one of the planet's most crowded cities, (2) it is also keen to stress the positive aspects of London (3) which are rarely celebrated.

London residents are controversially described as victims of increased pollution and overcrowding, which makes them aggressive.

Visitors are told of the capital's residents: "Don't try and be their friend: they're too absorbed in (4) their own world of workmates, school friends and family." The guide's authors — Steve Fallon from Boston, Massachusetts, and Pat Yale, from Bristol — are particularly exercised by the underground system ("slow, unreliable, and terribly expensive"). (5) It does, however, have a "rigid etiquette" which visitors ignore. "Where there's an escalator you absolutely must stand on the right so that people in a hurry can rush up or down on the left. This is an extremely important rule — and should you break (6) it, you risk getting pushed aside or verbally abused."

Responding to the guide, Louise Wood of the London Tourist Board denied that the capital's citizens are difficult. "All our surveys indicate tourists think Londoners are very friendly. Four out of five of (7) them thought people here were quite friendly or very friendly. And even the underground equals or exceeds (8) their expectations," she said.

- those:  
a) visitors  
b) guidebooks
- it:  
a) the drawback  
b) the guide
- which:  
a) positive aspects of London  
b) drawbacks of London
- their:  
a) visitors'  
b) capital's residents'
- it:  
a) the guide  
b) the underground system
- it:  
a) the etiquette rule  
b) the escalator
- them:  
a) the capital's residents  
b) the capital's visitors
- their:  
a) tourists'  
b) Londoners'

Points \_\_\_\_\_ / 18



**3 This tourist has a lot of problems. Write about what he regrets, paying attention to the time reference.**

**Example:** (know) what city I am in — If only I knew what city I was in.

(not be late) for the flight — If only I hadn't been late for the flight.

- 1 (not take) so much luggage
- 2 my watch (show) the right time
- 3 (have) my mother, driver and secretary with me
- 4 (not lose) my passport
- 5 (know) where the hotel was
- 6 (take) more money
- 7 (study) foreign languages
- 8 (read) a guidebook
- 9 (can remember) my friend's phone number
- 10 (can stay) at home next summer



**Points \_\_\_\_\_ / 10**

**4 A. Fill the missing words in the table.**

Verb	Noun
dignify	
integrate	
	prosperity
	restriction
attract	
accommodate	
renovate	
	lack
	contribution
	implementation

**Points \_\_\_\_\_ / 10**

**4 B. Fill in the gaps with the correct form of words from the table.**

- Pay attention to the form.
- 1 Many old Russian cities have their own special ... .
  - 2 A new hotel in our city centre can ... more than 300 visitors.
  - 3 Our town began to ... after the new mayor had been elected.
  - 4 The project of making Morwellham Quay a tourist destination was successfully ... .
  - 5 St Petersburg was considerably ... for its tercentenary celebration.
  - 6 City authorities are trying to ... the number of tourists visiting the local nature reserve.
  - 7 The Kremlin is still one of the most important ... in Nizhny Novgorod.

**Points \_\_\_\_\_ / 7**

**TOTAL \_\_\_\_\_ / 50**

**CHECK YOUR SCORE**

**45–50 points — Well done!**  
**38–44 points — Good**  
**30–37 points — Not bad**  
**29 and less — Go back and revise**

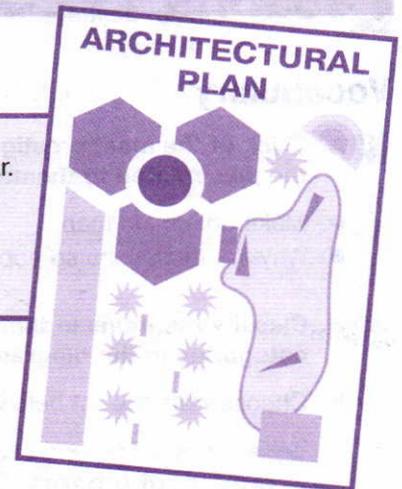


# Lesson 8 Express yourself

## TOURISM: LET'S MAKE OUR TOWN PROSPER



Tourism can make your home town rich and popular.  
Take part in the project competition!  
The sponsors can finance only TWO projects!



### 1 Preparation

- In groups prepare a presentation of your project (see Lessons 5–6, Ex. 5). Display materials in the classroom including project development plan, photographs and other visuals.
- Write questions to find out about the ideas of other groups.

ENGLISH

### 2 Activity

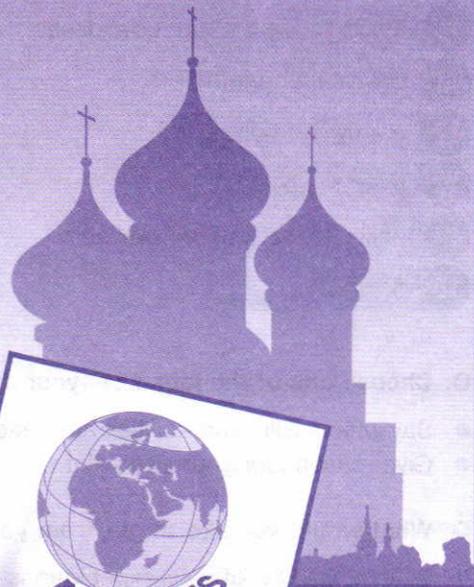
- Take turns to give short talks about the main ideas of your project. Use your display to illustrate your ideas.
- Ask questions to find out about the ideas of other groups.
- Rate the projects beginning with the most promising and finishing with the least. For the criteria see Lessons 5–6, Ex. 5.

### 3 Follow-up

- Discuss in groups and then report to the class what conclusions you come to about the resources for tourism in **your** home town.
- Who is responsible for the development of tourism in your city / town?

## Do you think our city will benefit from the project?

### PLACES THAT WILL ATTRACT TOURISTS



- ◆ old boat that could be repaired
- ◆ school students

History teacher who...

10 people...



## Lessons 1-2 A job for your future

### Vocabulary

1 A. Think of the most prestigious areas of professional activity and recall the jobs related to them.

- Make up a mind map.
- Why are these jobs so popular?

1 B. Classify the items in the list of job requirements according to the categories in the diagram.

- Choose from the list below and add your own ideas.

#### Job requirements

- 1 a sharp mind
- 2 ambition
- 3 creativity
- 4 numeracy and literacy
- 5 artistic ability
- 6 dedication
- 7 administrative skills
- 8 individuality
- 9 initiative
- 10 ability to work to tight deadlines
- 11 physical strength
- 12 teamwork skills
- 13 leadership
- 14 ability to work under pressure
- 15 flexibility



1 C. Choose one of the jobs from your mind map.

- Say which skills and abilities are needed to be successful in it.
- Give reasons for your viewpoint.

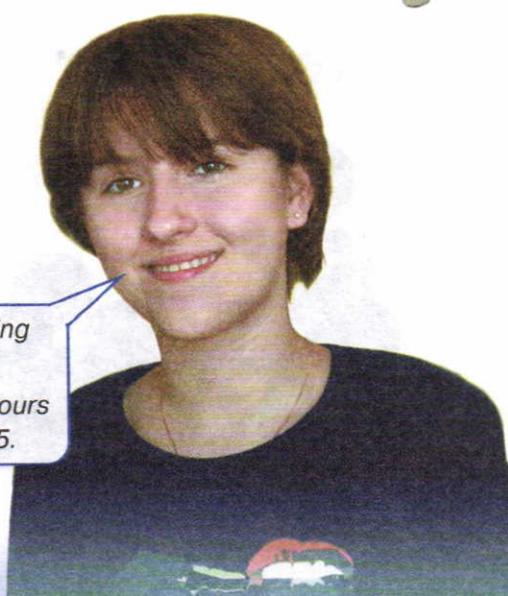
1 D. What would you like to get from your job?

- Write a wish list of your expectations in terms of:
  - satisfaction
  - salary
  - workload / intensity
  - leisure time
  - additional benefits
  - holidays

**Example:**

*I'd like to be able to buy everything I want with my salary.*

*I'd rather have flexible working hours than stay in the office from 9 to 5.*



## Reading

2 A. Look at the titles of the four job profiles and write down which skills and abilities from the list you've made are necessary for each career.

2 B. Read the job profiles and check whether you were right.

**A Sales** involves above all effective communication. It starts with identifying potential buyers of a product and their needs. The salesperson then has to explain how the product will meet these needs. While many sales representatives travel to find their customers, others spend the majority of their time selling by phone. To succeed in sales you need to be confident, persistent, determined, highly motivated and a good team player. Many sales jobs offer commission or **bonuses** for good performance and also **perks** such as company cars. New **recruits** are usually trained on the job.

**B Chef.** Service industries are growing fast in most countries. Hotels, restaurants, pubs, clubs and fast-food outlets are growing in number and all of them need staff, including chefs who are responsible for preparing food. Most chefs are trained in colleges before they enter the catering industry, where they can **work their way up** to the position of head chef. A head chef is responsible for the whole kitchen, including **supervision** of staff and **trainees** and planning and budgeting menus.

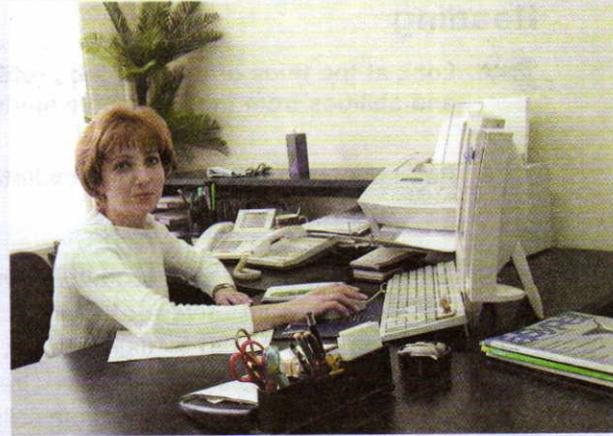
**C Graduates in the Police Service.** Are you a university graduate who doesn't enjoy the thought of being behind a desk from 9 to 5, answering the phone and making coffee? If that's the case, you may want to consider joining the police force. The police offer excellent opportunities for graduates and are keen to **promote** intelligent young people within the service. You'd start by serving a minimum of two years as a constable, mostly patrolling the streets. You should be prepared for **shift** work which will play havoc with your social life. But if you cope with all the **challenges** you will be ready for promotion, first to sergeant and then to inspector. This is a position of leadership which involves evaluating your colleagues' performance, anticipating difficulties and moving people and equipment to the right place at the right time. You'll have a lot of responsibility.

**D Holiday Representatives and Tour Guides.** This is a job which requires you to be tactful and to stay calm under pressure. You'll have to deal with the problems and needs of holidaymakers, but you'll also have to know the area you are working in and plan trips and tours that will please everyone. The perks include free travel and living abroad. However, you'll have to go where your company sends you, which may be anywhere from the peaceful Maldives to the noisy club scene on the Costa del Sol. You don't need to be a graduate to work in the travel industry, but an extensive knowledge of the world and experience of travel is definitely a **plus** for job applicants.

- 1 **Bonus** here means:
  - a) promotion
  - b) extra money as a reward.
- 2 Do people have to pay for company cars?
- 3 Where else can you get a bonus?
- 4 **Recruit** here means:
  - a) a person who has recently joined the company
  - b) a person who has just been moved to a more important job.
- 5 Are there many different **vacancies** in this profession?
- 6 **Work one's way up** means
  - a) climbing up
  - b) being given a better, more responsible job.
- 7 What does **supervision** mean here?
- 8 A **trainee** is a person who:
  - a) gets or improves his / her professional qualifications
  - b) has recently joined an organisation.
- 9 **To promote** means:
  - a) not to be allowed to leave the job
  - b) to give a more important job or rank in an organisation.
- 10 What are the ranks they get as a result of promotion?
- 11 **Shift** here is:
  - a) a period of time
  - b) a team of people.
- 12 **Challenges** are:
  - a) difficulties of the first years in the police
  - b) difficult tasks that require some skills and abilities.
- 13 What do holiday representatives get as well as their salary?

**2 C. Read the profiles again. Which ones say that:**

- 1 This position may affect the free time you have to spend with other people.
- 2 This position doesn't require specific qualifications.
- 3 Success in this career is very much determined by your personal qualities.
- 4 This profession combines working in an office and moving around.
- 5 The position requires an ability to control people.
- 6 The employer is very interested in the career development of these employees.
- 7 The employee should be ready to work in various countries.
- 8 This position involves a fixed period of initial training.



**Vocabulary**

**3 A. Answer the questions alongside the profiles text.**

**3 B. Fill the gaps with the words from the box.**

- 1 I'm looking for a job with a bit more ...
- 2 In three years she ... her way up to the position of senior manager.
- 3 The new ... will start next week.
- 4 The young army officer was ... to the rank of captain.
- 5 This exam should be conducted under close ...
- 6 A lot of people are not prepared for ... work — it is difficult for them to work at night or at unusual times.
- 7 I don't have to pay for this meal — it is one of the ... of the job.
- 8 People who stay more than two years in this job get a special ...
- 9 New ... to the police force are always welcome.

- challenge
- trainees
- supervision
- perks
- recruits
- worked
- promoted
- shift
- bonus

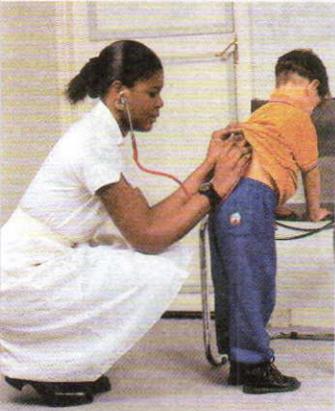


**3 C. Complete the table.**

Noun	Adjective
ambition	
creativity	
abilities	
dedication	
flexibility	

**3 D. Complete the gaps with appropriate words from the table.**

- 1 My ... is to become a pilot.
- 2 Oh, this new trainee is working hard. — Yes, he's certainly ... but really not very talented.
- 3 When should I start this course? — Oh, we can be ... about your starting date.
- 4 I am sure Ann will cope with her responsibilities. Nobody doubts her ... as a manager.
- 5 He came up with a really ... solution to the problem.



**3 E. Complete the sentences below with the appropriate noun as in the example.**

**Example:** He is my employer. He owns a small restaurant.

➡ I have worked in his restaurant for five years. I am his employee.

- 1 She is my trainee. She has been trained for two months.  
➡ I taught her basic skills in marketing. I am her ...
- 2 He is my doctor. He always comes when somebody in the family is ill.  
➡ When I am unwell I ask his advice. I am his ...
- 3 She is my hairdresser. She can arrange your hair in different styles: from traditional to avant-garde.  
➡ I come to her once a month. I am her ...
- 4 He is an interviewer. He is going to ask me some questions to write a newspaper report.  
➡ I am an ... I am ready to answer his questions.

**Speaking**

**4 A. Think of the job you would like to choose in future and answer the questions.**

- 1 What qualities do you have / lack? (Ex. 1B)
- 2 Would you like to choose any of the jobs from Ex. 3? Why? / Why not?
- 3 What do you like / dislike about these jobs?
- 4 Which job may suit your wish list (Ex. 1D) and personal qualities?

**4 B. In groups exchange your ideas about the job you have chosen. Fill in the gaps with the words from the table in Ex. 4A.**

- Ask for your classmates' advice about your choices.
- Decide whether your ambitions are realistic.

**LANGUAGE SUPPORT**

**Expressing preferences and giving reasons**

- I'm rather...
- I'd prefer...
- If I had my way, I'd...
- In my case...
- What I'm more concerned with is...
- The reason why...
- Because of that...
- Do / Don't...

**Writing**

**5 You are going to write an essay for a foreign recruitment company working with young people from different countries. They want to know what the most popular jobs among young people in Russia are.**

- The title of your essay is "A job I'd choose. / A job I'd never choose".
- Use the list of ideas from below.
- Write about 120–180 words.

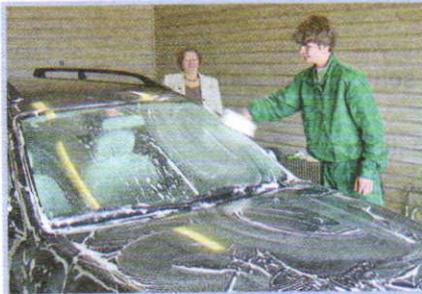
- Your ideas of what the job is like: duties and responsibilities
- Qualities and skills needed for the job
- Your personal qualities and skills
- Your ambitions and expectations of a future job
- Reasons to like / dislike it

# Lessons 3–4 A letter of application and a CV

## Warm-up

**1** Look at the pictures and discuss in pairs.

- Have you ever done any of these part-time jobs or any other job?
- Would you like to have a part-time job?
- Which one would you prefer?



## Reading

**2** A. Read the following job advertisement. Would you like to take the job? Why? / Why not?

### Happy Pizza are looking for SALESPEOPLE

We are looking for a number of friendly young people to sell our products in our new fast-food outlet near the city centre. Applicants should be prepared to work in a team and on a part-time and possibly casual basis. Previous experience is not essential.

#### Apply for the job now!

If your letter is chosen we will invite you to an interview to discuss your application further. Send your letters of application with a CV to The Manager, Happy Pizza Restaurant at the address below.

### GLOSSARY

**CV** also *curriculum vitae* (BrE) or **resume** (AmE) — a short written account of a person's education and past employment, used especially when she / he is looking for a job

**2 B. Read the following letter of application and say if the applicant meets the requirements of the advertisement.**



35 Gorky Street,  
Vladimir 600199  
e-mail: alex@vladnet.ru  
15th May 2002

The Manager,  
Happy Pizza Restaurant,  
5 New Square,  
Vladimir 600007

Dear Sir / Madam,

I am writing in reply to your advertisement in our local newspaper *Vladimir Novosty* for salespeople to work in your new outlet.

At the moment, I am a third-year student at Vladimir Teacher Training College studying English and Spanish. I would like to work for you in order to experience, at first hand, an organisation which has western roots but has developed for the last decade very successfully in Russia. I have been a customer in your restaurants several times and always been impressed by the service provided by your staff. I am hoping that I shall now have a chance to help give this sort of service to other customers.

Apart from helping on the farms in my home village at harvest time, I have had no real work experience yet, but from my farm work I know how to work in a team. However, I hope that you will be kind enough to give me an interview so that I can explain myself better. I have also given my e-mail address above so that you can contact me that way if you wish.

I am enclosing my CV for your consideration.

I look forward to hearing from you.

Yours faithfully,

*A. Popov*

Alexander Popov

**2 C. Complete the captions for the layout and organisation of a letter of application.**

1 Your full ... and ...

2 The ... or the name of the person who you are writing to and the ... of the organisation.

**3 The greeting**

*Dear Sir / Madam* if you don't ... name.

*Dear Mr / Mrs / Ms* and the surname if you ...

4 **Paragraph 1** mentions where ... about the vacancy and names the job you are applying for.

5 **Paragraph 2** presents you to the employer, explains why ... for the position.

6 **Paragraph 3** mentions your previous work experience (if any), ... and ... that make you suitable for the job and suggests ways of getting in touch with you.

**7 The ending**

*Yours faithfully* if you don't know the person's name.

*Yours sincerely* if ...

8 Your ...

9 Your ... printed underneath.

**2 D. Point out five important features of a good letter of application.**

## Language work

### 3 A. Work in pairs to find time expressions in the letter and write them out.

- What tenses are they used with? Why?

### 3 B. Fill in the gaps with the words from your list.

- Each time expression goes in two sentences.
  - 1 What are you doing ... ?
  - 2 I met them only recently. They are so nice. You know, it's like I have ... known them.
  - 3 Our financial situation has been steadily improving ... .
  - 4 The subject of another vacancy came up ... in our talks.
  - 5 The company will get an award for its contribution to business ... .
  - 6 I'm having such a sweet dream, don't wake me ... !
  - 7 I have ... got to the point where I have to look for another job.
  - 8 She has sailed ... round the world and visited hundreds of countries.
  - 9 Listen! And ... he is snoring at his desk!
  - 10 The company hasn't ... made any announcements about when it will open the new restaurant.
  - 11 As soon as we meet each other, we ... start to chat.
  - 12 ... I'm officially unemployed.

### 3 C. Answer the questions.

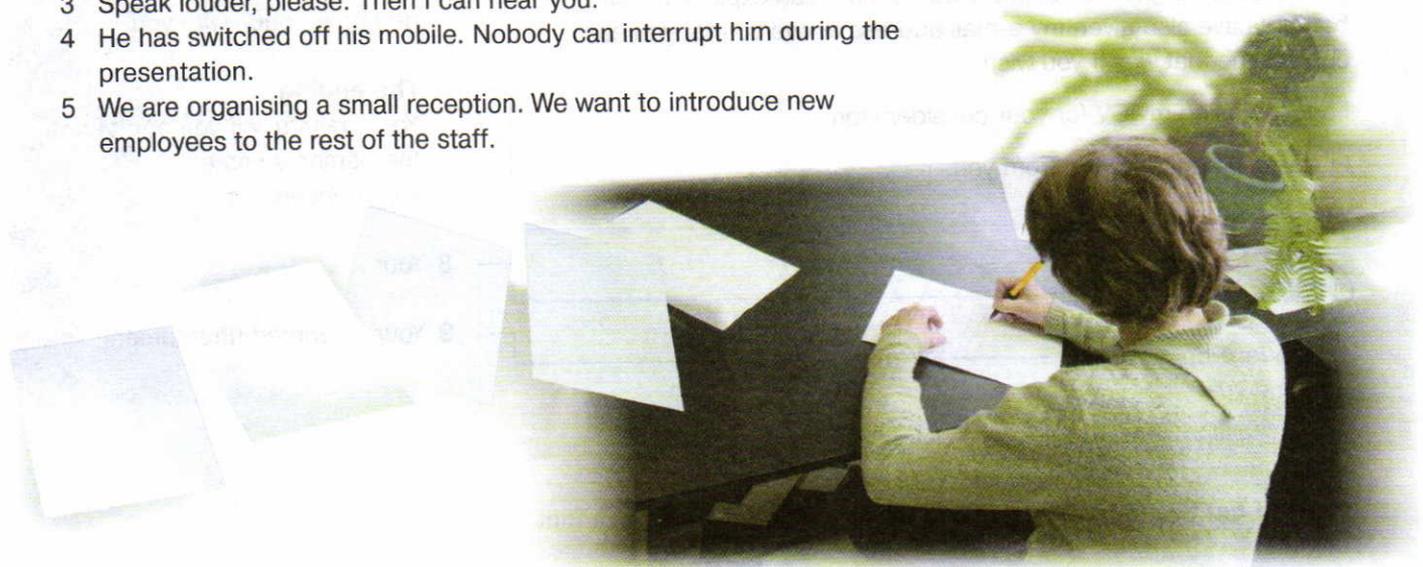
- Can we always define a tense according to / by a time expression?
- What does the choice of the tense depend on?

### 3 D. In the text find sentences with the words *to*, *in order to*, *so that*.

- What do they have in common?

### 3 E. Join the following pairs of sentences using *to*, *in order to* or *so that*.

- 1 I'll give you my address and phone number. You can contact me if necessary.
- 2 We are setting up a new branch with modern offices. We want to attract young people to work for us.
- 3 Speak louder, please. Then I can hear you.
- 4 He has switched off his mobile. Nobody can interrupt him during the presentation.
- 5 We are organising a small reception. We want to introduce new employees to the rest of the staff.



## Writing

### 4 A. Work in pairs or in small groups and read the following CV.

- Can you spot anything strange about it? What is it?
- Answer the questions alongside the CV, they will help you to understand what's wrong.



### Curriculum Vitae

**Name:** John Example

**Address:** 33, Prospect Ave, Hope Town, Bucks. HT5 4AZ

**Date of Birth:** 29.03.1985

**Marital Status:** Single

**Work experience:**

Jan 1997 to May 1997: Musical Cucumber, School Christmas Performance

July 1998 to Sept 1998: Helping Grandma in the garden

Nov 1999 to Jan 2000: Newspaper round

July 2000 to Sept 2000: Laboratory technician, Advanced Robotics Inc. Invented a robot capable of independent thought.

**Education:**

Sept 1996 to June 1999: Comprehensive School  
Three A-levels in Chemistry, Maths and Physics, nine GCSEs, Orchard Upper, Hope Town, Bucks

1991 to 1995 Grimm Brothers Primary School

**Interests:** Eating, drinking, talking

**Skills, Additional Training and Experience:**

Pages 2-15 (see overleaf)

1 Do you need to include this information?

2 Is this information relevant here?

3 Is the order of the events correct?

4 Is this likely?

5 What's mixed up here?

6 Would you write the same? Why? / Why not?

7 Is the length of information appropriate?

### 4 B. Work out three dos and three don'ts for writing a CV and exchange your ideas with your partner.

### 4 C. Compare your list with the ideas in "CV Tips" text.

- Do you find these tips useful? Why? / Why not?

### 4 D. Write your own letter of application and CV for a part-time job.

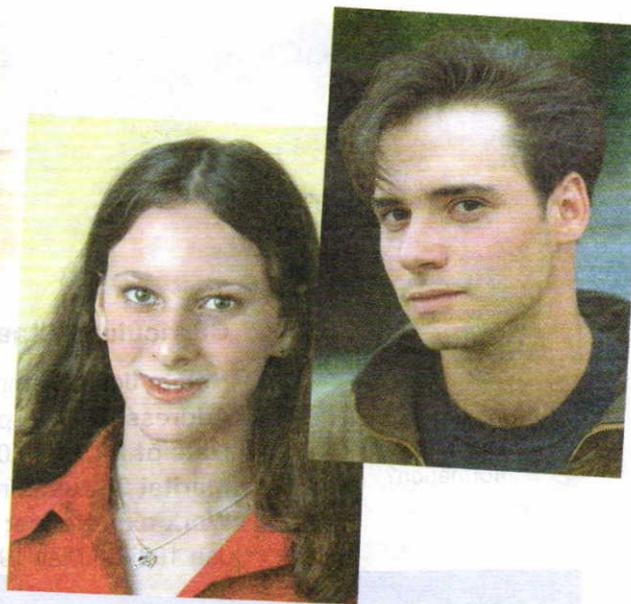
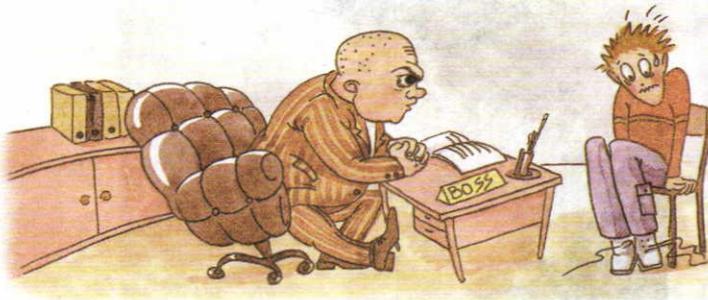
- Use an advertisement in Ex. 2B or refer to the job advertisement in Lesson 8.

# Lessons 5-6 A job interview

## Warm-up

**1 Look at the cartoon and describe what is going on.**

- How do the characters in the cartoon feel? Why?



## Listening

**2 A. Listen to two candidates interviewed for the job of a sales-person in Happy Pizza.**

- Listen carefully to the questions and to both the candidates' answers.
- Be ready to give your opinion on the answers.

- Briefly tell me about yourself, please.
  - Which candidate gives more details? What are these details?
  - Which candidate gives slightly irrelevant information?
  - Which candidate sounds more independent and mature? Why?
- What do you know about our company?
  - Which candidate seems to have prepared for the question in advance?
  - Which candidate sounds too general?
  - Which candidate sounds humorous? What effect does this have?
- Why have you applied for this job?
  - Which candidate gives the more detailed answer?
  - Which candidate sounds more attractive to the employer? Why?
- Have you any previous work experience of any sort?
  - Which candidate finds this question more difficult to answer? Why?
- Which candidate deals better with the question?
  - Which candidate shows confidence?
- What did you enjoy or not enjoy about that work?
  - What is similar in the answers?
  - In what way are the answers different?
  - Which candidate sounds more positive?
- Where do you want to be in, say, ten years time?
  - What is the question about?
  - Which candidate is more focused on professional development?
- Can you give me the name of someone we can contact for a reference? Which candidate prepared for the interview in advance?
- Is there anything else you would like to tell us?
  - Which candidate deals with this question better? Why?
  - Which answer should be avoided?
- Do you have any questions for us? Which candidate is not prepared for this question?

**2 B. Which candidate is more likely to be given the job? Why?**

## Language work

- 3 A. Read the answers the candidates give to the question "...and what didn't you like about that work?" and say what makes candidate B sound better.**

**Candidate A:** "...But it wasn't very well paid and lasted only a few days."

**Candidate B:** "...But I'm a fairly sociable person and I would much rather do something that involved working with other people..."

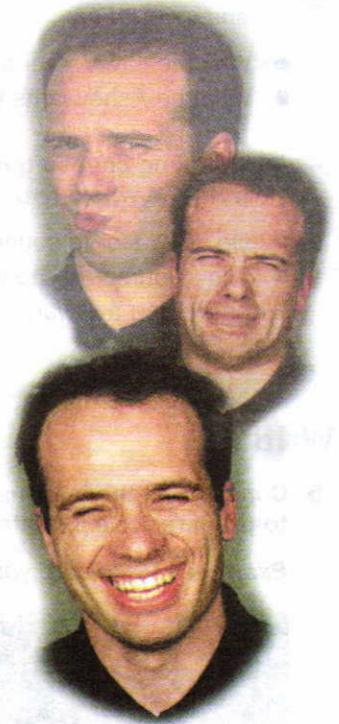
- 3 B. Read the question and rank the answers from the most positive to the most negative attitudes.**

### Are you willing to work overtime?

- I don't mind working overtime if necessary.
- I am so interested in the job itself that I am prepared to do anything required.
- It depends whether you pay extra for it.
- I'd prefer to work regular hours.

- 3 C. Change the answers to the questions below so that they sound more positive.**

- Why did you decide to change your job?  
My previous job wasn't interesting at all.
- What do you dislike doing?  
I can't stand doing monotonous jobs.
- Give me two reasons why I should not hire you.  
Because I am not good at English and I don't like being part of a team.



## Speaking

- 4 A. Look through the list of questions you could expect during a first job interview.**

- In pairs put the questions into three groups: the ones which you find easy to answer, which you find OK and which you find difficult to answer.

- |   |   |
|---|---|
| 1 Tell me about yourself.                                   | 14 What do you do at weekends?                                |
| 2 What do you expect to be doing ten years from today?      | 15 Are you afraid of criticism? Why?                          |
| 3 How many close friends do you have?                       | 16 How long have you been looking for work?                   |
| 4 Did you like school?                                      | 17 What kind of salary do you expect?                         |
| 5 Which subject did you like least? Why?                    | 18 What's your favourite colour?                              |
| 6 Are you willing to work overtime?                         | 19 What was the last book you read?                           |
| 7 What problems do you think you'll have in this job?       | 20 What is your favourite TV programme?                       |
| 8 What were your grades in English — can you write clearly? | 21 What sports do you do?                                     |
| 9 Tell me about your childhood.                             | 22 At what age would you like to retire?                      |
| 10 What has been your greatest success?                     | 23 Give me two reasons why I should NOT hire you.             |
| 11 What has been your greatest failure?                     | 24 Give me two reasons why I should hire you.                 |
| 12 What kind of people do you dislike?                      | 25 Are you always so nervous?                                 |
| 13 Do you like to be praised? Why?                          | 26 What makes you angry?                                      |
|   | 27 Have you got any questions for me?                         |
|   | 28 What are your strong / weak points in relation to the job? |

**LANGUAGE SUPPORT**

**Gaining time to think**

- Let me see...
- How shall I put it?
- Well, let me think...
- Let's put it this way...
- I'll have to think about that...
- The best way I can answer that is...
- That's a good question...
- Mmmn, that's a difficult question. Let me see...

**4 B. In pairs choose five questions, starting with the most challenging ones.**

- Take turns asking and answering the questions.
- Use the **Language Support** phrases to gain a little more time to think of your answer.

**4 C. Analyse the questions you find most difficult to answer and say:**

- Why the interviewer asks the questions?
- What he / she wants to hear?

**4 D. This time choose questions to answer at random from the whole list.**

- Do your best to sound positive.
- Allow yourself some time for thinking when answering awkward questions.

**Writing**

**5 Consider all the information from the lesson and make a list of tips on how to prepare for a job interview.**

**Example:** Make sure you have two or three questions to ask the interviewers.



**Include in your list:**

- 1 What you might need to do / find out before the interview (get references from people who can recommend you, look at the company website, talk to other people from the company, etc.).
- 2 The way you behave (see Book 10 — How to look confident).
- 3 The way you look.
- 4 How you say things (go through this lesson again).
- 5 What to do and not to do on the day of the interview.

# Lesson 7 Check your grammar & vocabulary

## 1 Read what several people say about their professions.

- Find who's who?

**A.** I look after all aspects of our company's campaign to find new customers. I'm not directly involved in selling, but I have a team of a dozen representatives who deal with our customers. I need to be very organised. I often work long hours.

**B.** I suppose I am lucky. I travel a lot in my job: all over Europe in fact. I deliver goods to customers and sleep in my lorry wherever I stop. The hours are very irregular and I have to be flexible. Sometimes I'm away from home for three or four weeks.

**C.** My work is pretty boring. I work for an office cleaning company in London, which means night shifts five times a week. Each office has to be clean and bright by 9 o'clock in the morning, so I have to work hard and carefully.

**D.** I joined the police force when I left school and after a time in uniform, I moved into crime detection. It's an interesting job which is never the same from one day to the next. You need to think quickly and read the criminal's mind.

**E.** I've always enjoyed working with children, though they can sometimes drive you crazy. They don't always learn as much as they should and I have to be inventive to find new ways of motivating them. I also need to be patient, especially with slower learners.

**F.** I'm good at communicating and quite creative so I always wanted a job in which I could use my language skills. I have to work quickly to meet deadlines — tomorrow's newspaper won't wait! What I like best about my work is meeting people.

**G.** Holidaymakers are demanding people. Perhaps that's not surprising since an annual holiday is expensive and they expect a lot. But I know a lot about the part of Greece where I work and I'm helpful and patient by nature, so I get on very well with most of my guests.

**H.** Caring for sick people takes a lot of patience and compassion. It's not well-paid but it is rewarding. The most satisfying part of my job is seeing a patient get well and leave the hospital. We work in teams on shifts, so I have to be flexible and co-operative in my work.

**I.** Dealing with customers is fascinating. I didn't pick up many qualifications at school but I have a good head for figures and I'm naturally open and sociable, so working in a big supermarket suits me. I wish it was better paid though.

**J.** Maths was my best subject at school so I suppose it was inevitable that I would get a job involving figures or money. I had to pass a series of exams to qualify, but now I have a pretty good salary and I enjoy helping people with their financial problems.

**K.** I am a good listener and I can keep a clear head in a difficult situation. I often need those qualities as I spend most of my time working with families who are going through a crisis. I also have to be able to analyse a situation objectively, without taking sides, and be persistent until a solution is found.



- 1 a lorry driver
- 2 a detective
- 3 a sales manager
- 4 a social worker
- 5 a journalist
- 6 a cleaner
- 7 an accountant
- 8 a teacher
- 9 a nurse
- 10 a tour guide
- 11 a shop assistant

Points \_\_\_\_\_ / 11

**2 Fill in the gaps in this letter of application, using the verbs in brackets.**

Flat 104  
33 Nevsky Prospect  
St Petersburg

The Manager  
Paris Boutique  
Nevsky Prospect  
St Petersburg

Dear Sir / Madam,

I (1) ... (to write) to apply for the job of part-time salesperson that (2) ... (to be advertised) in last Saturday's edition of St Petersburg Vedomosty.

At the moment, I (3) ... (to be) a fourth-year student at the College of Design and I (4) ... (to study) Fabrics and Dress Design. I (5) ... (to want) to produce and sell clothes of my own design, but first of all I would like to gain first-hand experience of selling clothes. I (6) ... (to believe) that by doing that I (7) ... (to understand) more completely what it (8) ... (to be) that women (9) ... (to look for) when they (10) ... (to buy) clothes. In this way I (11) ... (to be able) to understand customers' needs and (12) ... (to design) clothes that are more popular.

I often (13) ... (to pass) your shop and (14) ... (to admire) the clothes on display, so it would be a wonderful experience to be able to help sell these clothes.

I (15) ... (to have) some experience of selling in a shop near my parent's home and I would be very grateful for the opportunity of an interview.

Yours faithfully,  
Olga Novikova



Points \_\_\_\_ / 15

**3 Join the pairs of sentences to make a statement of purpose with *in order*, to or *so (that)*. Make minimum changes.**

- 1 I'll give you my e-mail and a contact phone number. You'll be able to find me if you need a part-time employee.
- 2 The management team called a meeting. They wanted to discuss the sales figures.
- 3 He asked me to contact him confidentially. Then nobody apart from him would be able to use the information.
- 4 He worked very hard. He wanted to become a full-time employee.
- 5 She always sits at the back of the conference room. Because of that she doesn't have to answer any questions.
- 6 The company offers some senior staff members a study tour to Britain. This will enable them to compare personnel management practices.
- 7 We need a Human Resource Department. It will deal with recruitment issues.

Points \_\_\_\_ / 7

**4 Fill in the gaps with the most suitable word or expression.**

- 1 I am afraid I will not be ... for interview on Saturday.  
a) available      b) acceptable      c) receivable
- 2 She is responsible for training new ... in our company.  
a) newcomers      b) recruits      c) vacancies
- 3 ... accountants often do the detailed but tedious aspects of auditing.  
a) trainer      b) trainee      c) train
- 4 When he was ... to be the company's Sales Director he found that he had to travel much more.  
a) prompted      b) proclaimed      c) promoted
- 5 I'm looking for a new job — I think the present one doesn't really ... me.  
a) challenge      b) chance      c) shape
- 6 A company car is often a ... of a senior position.  
a) payment      b) gift      c) perk
- 7 ... work is a feature of many jobs such as airline pilots and post office workers.  
a) shift      b) group      c) team
- 8 Many famous people have worked their ... up from tea boy to Managing Director of the same company.  
a) day      b) job      c) way
- 9 The ... of repetitive tasks is important so that the workers pay attention.  
a) television      b) supervision      c) vision
- 10 If sales are greater than last year we should get a ... .  
a) bonus      b) focus      c) status
- 11 ... work for a big company to get a wider experience to help me in my future career.  
a) I'd prefer      b) I'd rather      c) I rather
- 12 ... to work with a small team inside the company because I like the sense of belonging that you get.  
a) I'd rather      b) I rather      c) I'd prefer

**Points** \_\_\_\_\_ / 12

**5 Fill in the gaps with an appropriate time adverbial from the box.**

- 1 We often spend much time in business trips and we are ... prepared to accept difficulties of working away from our home country.
- 2 ... I am involved in a very exciting nature project in a remote corner of Africa.
- 3 ... I am leaving for Moscow for the seminar on human resources development.
- 4 The company hasn't completed the orders for Christmas ... . We have to do a lot more overtime.
- 5 I've tried all his phone numbers ... — his mobile is dead and so are both his work and home phones. Has anything happened, do you think?

- at the moment
  - always
  - yet
  - several times
  - now

**Points** \_\_\_\_\_ / 5

**CHECK YOUR SCORE**

**45–50 points — Well done!**  
**38–44 points — Good**  
**30–37 points — Not bad**  
**29 and less — Go back and revise**

**TOTAL** \_\_\_\_\_ / 50



# Lesson 8 Express yourself

## A JOB INTERVIEW



You are going to hold an interview for a job.

### 1 Preparation

- Read the job advertisement.
- Decide who will be the applicant and who will be the interviewing board.
- Read your role card and get ready for the interview.

## Job Opportunities

International law firm has an opening for a receptionist in its local office. It is based in the US and has 25 offices worldwide. The local office works closely with the Moscow, Washington and New York offices of the firm.

Receptionist duties:

- Answering the phone and dealing with visitors
- Taking messages
- Participating in various legal projects (working with legal documents, copying, filing)

Candidate requirements:

- Fluent English
- Good communication skills
- Knowledge of computer equipment and computer literacy
- Initiative
- Keyboard skills would be a plus

No legal background (education or work experience) is required.

### Role card 1: Interviewing board

You manage the local office of the international law firm. You are looking for a receptionist who will become a member of the team. A competitive salary is offered (up to \$500) plus a number of perks (flexible working hours — convenient for students, free medical care for staff, annual bonuses).

- Decide what you should ask the applicant about, what kind of person you are interested in, what qualities the applicant should have.
- Think of your questions (six or seven).
- Set up the seating.
- Take turns to ask questions.
- Be polite and friendly.

### Role card 2: Applicant

This will be your first job and you feel enthusiastic. You have prepared well for the interview and have sent a letter of application and a CV. You feel this position is interesting for you, you will get some experience and opportunities for professional development.

- Decide what qualities a successful applicant should have.
- Think how you can show that you have these qualities.
- Use the phrases from the Language Support box (see Lessons 5–6) to gain more time for thinking over the answers.
- Be polite and confident.
- Think about your body language.

ENGLISH

**2 Activity**

- Hold the interview.
- The students who have gone through the interview become observers.
- Take notes about other participants using the criteria from the self-evaluation card below.

**3 Follow-up**

- Think about your participation in the interview and give yourself a score.
- Exchange your opinions about questions / answers, using your notes.
- Avoid being judgmental. Be positive and friendly.

SELF-EVALUATION CARD FOR INTERVIEWEES		Score (1–3)
	Score your results	
1	Did I answer all the questions?	
2	Did I give reasons for my answers?	
3	Did I cope well with awkward questions?	
4	Did I sound positive enough?	
5	Did I produce the impression I wanted?	
<b>Total score</b>		

SELF-EVALUATION CARD FOR INTERVIEWERS		Score (1–3)
	Score your results	
1	Was I well enough prepared for the interview?	
2	Did I ask enough questions?	
3	Did I work in co-operation with other members of the board?	
4	Did my questions help me find out what I needed to know?	
5	Was I friendly and polite?	
<b>Total score</b>		

# UNIT 4 Mysteries

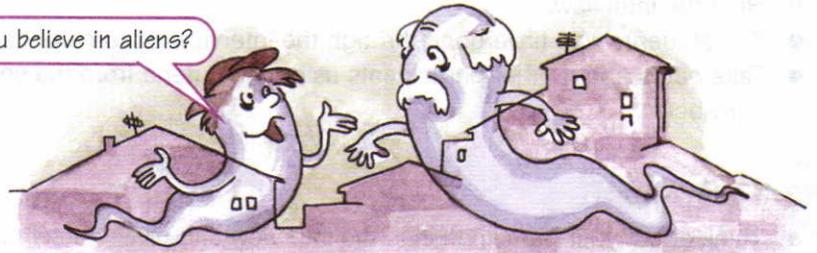
## Lessons 1–2 At the edge of the unknown

### Warm-up

#### 1 Look at the cartoon.

- What do you think its message is?
- What other supernatural phenomena do you know about?

Do you believe in aliens?



### Reading

#### 2 A. Read this story and give your first impressions of it.

- Were you interested / scared / amused? Why? / Why not?

#### MARTIN'S STORY

One November night, I happened to be at home alone. It was nearly 11 o'clock and I was just beginning to fall asleep, when I noticed a vague, musty smell. First I thought it was my imagination but it grew stronger and really nasty. I got out of bed and looked around my room, then I went out on the landing, trying to find where the smell was coming from. It seemed to be all over the house. It was weird, but I was tired and went back to bed, still wondering about the smell. I thought I'd sort it out in the morning.

About 2 o'clock in the morning, I woke up suddenly to a loud moaning sound. Once, then again. I was sure I heard it coming from downstairs. Hesitating for a moment, I quickly ran downstairs to see what it was. There was no one there and the sound had stopped.

Slowly I went back upstairs, and only then I noticed that it was very cold in the house. My whole body was shaking from the cold, it was hard to breathe and every breath made a little white mist in the freezing air. The musty smell in the house was really horrible now. I could hear my heart pounding loudly.

My hand shook as I leaned forward to open my bedroom door and I suddenly felt I wasn't alone in the house anymore. My hair stood on end. My first impulse was to run away. Instead, I quietly turned the handle and pushed the door open. The sight I saw struck terror in my heart and it nearly stopped. Standing on my bed was the transparent form of a hooded monk. His back was turned towards me and he made no sound or movement.

I was rooted to the spot by fear and couldn't think or utter a sound. I was dead scared; any movement or noise might make the monk turn and look at me. What I feared most of all was his gaze.

Then suddenly, the ghostly figure started to fade away, first the feet, then the rest. When his head finally disappeared, the house wasn't cold anymore. I was so relieved my legs felt like jelly. I had to sit down on the floor for a while.

Later on, still feeling weak at the knees, I went downstairs for a drink to calm myself down. I switched on all the lights in the house, and as soon as I got myself together, I called a friend and went to stay at his place. Never again did I sleep in that room!

#### GLOSSARY

**musty** — having a damp and unpleasant smell because something is old

**moaning** — expressing pain or unhappiness by making a noise

**transparent** — allowing light to pass through it

**to fade away** — to disappear gradually

**2 B. These are five stages in the story.**

- Put them in the correct order.
- Find the stages in the story.

**A** The gradual release from the climax.

**B** Setting the scene.

**C** Building towards the climax.

**D** The after-effect of the whole incident.

**E** The climax.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**Language work**

**3 A. What made this story dramatic?**

- Work in pairs and answer the questions.

**1 ...I was dead scared... (line 26)**

- What part of speech is the word "dead" here:
  - a) adjective?
  - b) adverb?
  - c) noun?
- How does the word "dead" change the phrase?
- Find other examples of this kind in the text and write them out.

**2 ...vague, musty smell... (line 3)**

- Continue the list of adjectives from the story.
- What effect do they have on the readers?

**3 Find in the text English equivalents for the following Russian idioms:**

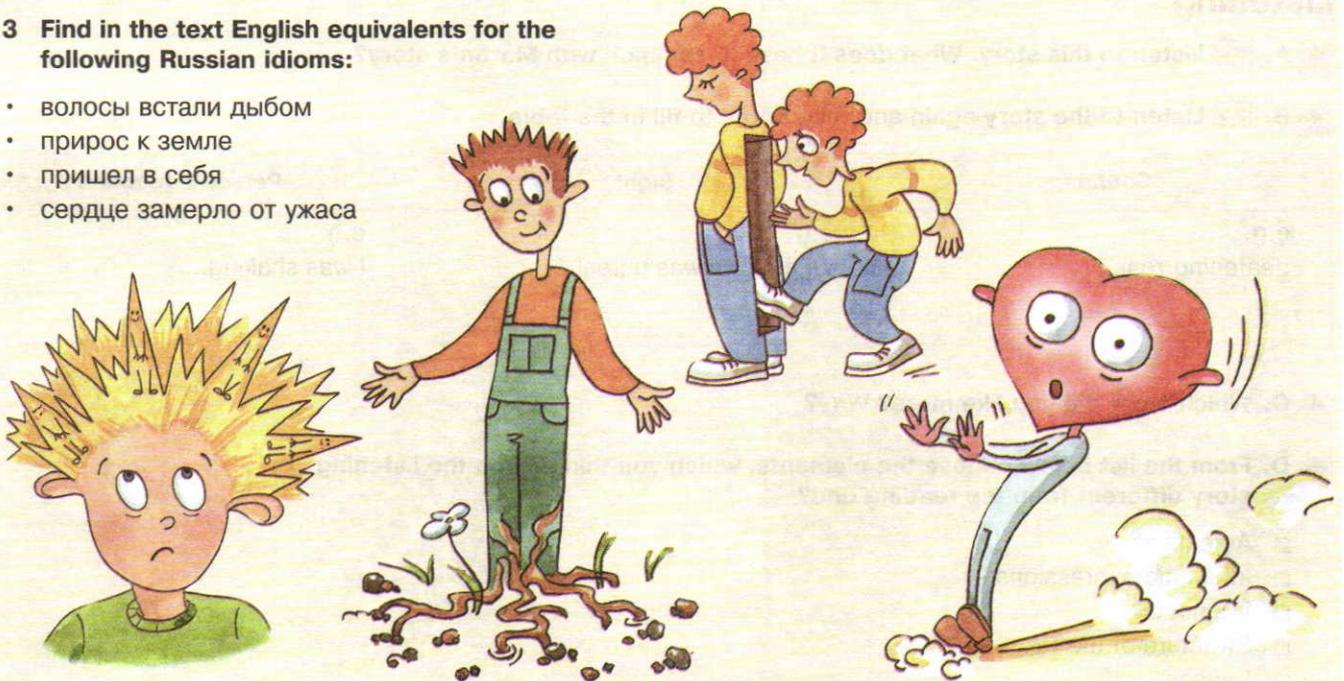
- волосы встали дыбом
- прирос к земле
- пришел в себя
- сердце замерло от ужаса

**4 Put these phrases into the table according to the senses they appeal to.**

- A ...vague, musty smell... (line 3)
- B I could hear my heart pounding loudly... (line 18)
- C ...made a little white mist... (line 17)

Sight	Hearing	Smell
...	...	...

- Find similar phrases in the text and continue filling in the table.



**3 B. In pairs analyse these sentences from the point of view of their structure.**

- Answer the questions.

**1 ...Never again did I sleep in that room! (line 33)**

- Why do you think the word order is like this? (See *Grammar reference*, p. 179.)
- Change the sentences below in the same way.
  - I had never been so frightened before.  
Never before...
  - I heard the strange sound again. I had hardly reached the corner.  
Hardly...
  - She realised what had happened only later.  
Only later...
  - You shouldn't tell this secret to anyone under any circumstances.  
Under no circumstances...

**2 ...Standing on my bed was the transparent form of a hooded monk... (line 22)**

**...The transparent form of a hooded monk was standing on my bed...**

- What is the difference between these two sentences?
- In which sentence is the emphasis on the figure of the hooded monk rather than on the bed where he was standing?
- Imagine some frightening things which could happen to you. Complete these sentences with your own ideas.
  - Waiting for me at the door was...
  - Lying on the floor next to the bed...
  - Sitting at the desk...
  - Walking slowly towards me...

**3 C. In the text find words and phrases which are associated with the word "fear".**



**3 D. Use three of these expressions in sentences referring to the frightening things you wrote about in Ex. 3B above.**

**Listening**

**4 A.** Listen to this story. What does it have in common with Martin's story?

**4 B.** Listen to the story again and take notes to fill in the table.

Sounds	Sight	Person's reaction
e.g. deafening roar...	e.g. What I saw was unreal...	e.g. I was shaking...

**4 C. Which story did you like more? Why?**

**4 D. From the list below choose the elements, which you think made the listening story different from the reading one?**

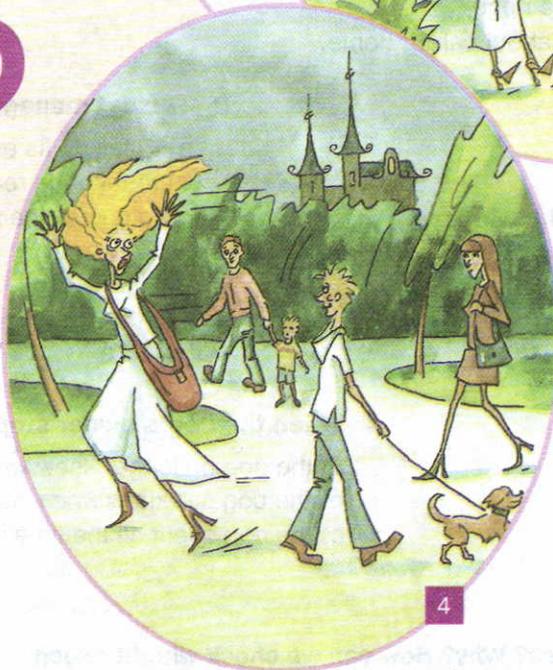
- Adjectives
- Idiomatic expressions
- Intonation
- Structure of the text
- Pauses

## Writing

### 5 A. Write a story using the pictures.

- Make it as dramatic as possible.
- Imagine what the after-effect of the incident was.
- Do you think the woman ever dared to go to the gardens again?

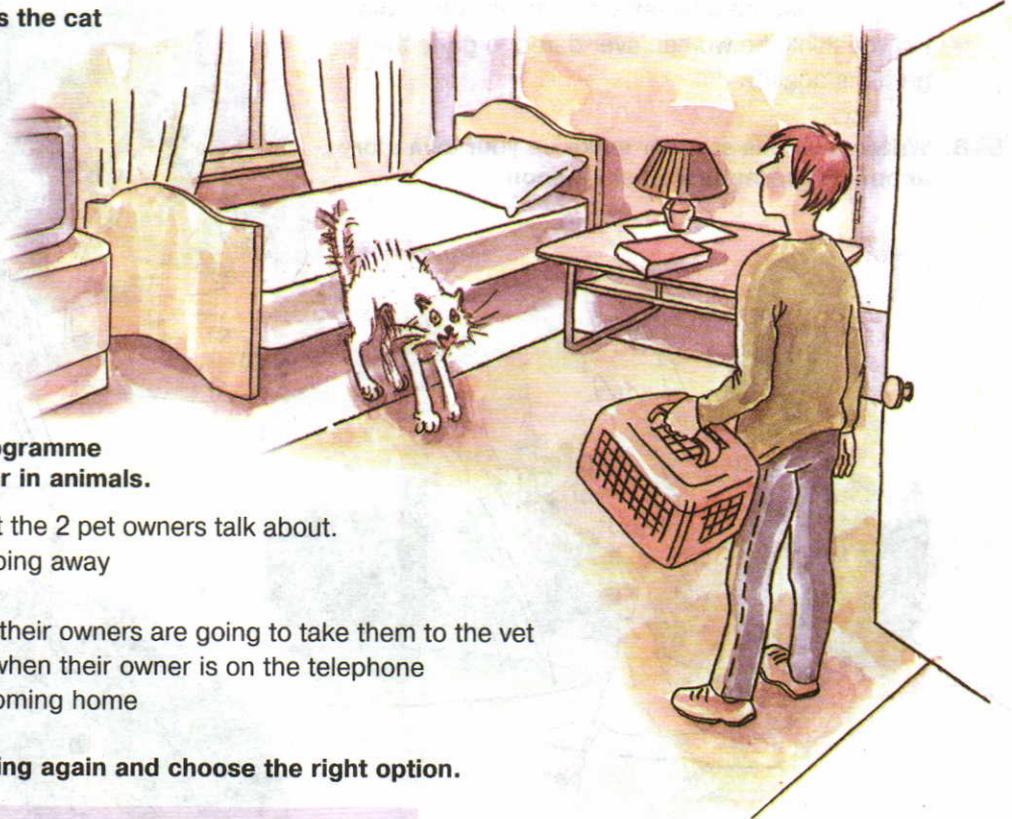
### 5 B. Write down this story or make up your own story about a supernatural phenomenon.



# Lessons 3-4 Mysteries of the animal world

## Warm-up

- 1 Look at the picture. What is the cat doing? Why?



## Listening

- 2 A. Listen to a radio programme about unusual behaviour in animals.
- In the list below tick what the 2 pet owners talk about.
  - Anticipation of owners going away
  - Anticipation of being fed
  - Cats disappearing when their owners are going to take them to the vet
  - Animals getting excited when their owner is on the telephone
  - Anticipation of owners coming home
- 2 B. Listen to the recording again and choose the right option.

**1 The cat rushes to the telephone:**

- a) when the owner rings, even before it has been answered
- b) whenever the telephone rings
- c) when the owner thinks about calling home.

**2 The cat manages:**

- a) to talk to its owner
- b) to take the receiver off
- c) to paw at the receiver.

**3 The dog went to the window:**

- a) when its owner arrived home
- b) when its owner left work
- c) when its owner was seen from the window.

**4 When the dog's owner stopped working regular hours:**

- a) the dog no longer knew when she would be coming home
- b) the dog still knew when she would be coming home
- c) the dog spent all the time looking out of the window.

- 2 C. Do you believe such stories? Why? How can we check whether such stories are true?

## Reading

### 3 A. Read the article and choose the best title for it.

- 1 Uncovered mysteries.    2 Observe the animals.    3 Better than animals.

Do animals have any unexplained powers we are unaware of? For many years pet owners and scientists have reported examples of unusual behaviour in animals. They say that pets can anticipate their owners leaving for trips or returning home. These animals somehow know when they are going to be fed or taken for a walk. Does this mean anything or is it just a **coincidence**? Maybe it has nothing to do with psychic powers, maybe pets just understand enough language to get the message? Surprisingly, little research has been done on these phenomena.

However, naturalists have carried out some experiments to investigate such behaviour. The evidence suggests that pets seem to react to their owners' thoughts and intentions but the mechanism of such communication remains unknown.

Another thing scientists are unable to explain is animals' sense of direction. How can pigeons find their way back home over hundreds of miles in unfamiliar places? The research into animal navigation has not helped to solve this mystery. In some experiments pigeons were taken away from home in closed vans to check whether they could remember their way. They were still able to find their way home easily. They could navigate on cloudy days and even at night which means they don't use the sun. And they couldn't smell their home because they were miles away from it.

It's quite remarkable to think that many animals escaped the great Asian tsunami in 2004. Elephants in Sri Lanka moved to high ground before the giant waves struck. Some dog owners were surprised by the fact that their pets refused to go to the beach for a walk on the day of the tsunami. Some local tribes on the islands were warned by the behaviour of the animals and moved away from the coast before the disaster. But how did the animals know?

They also seem to know about other disasters. Domestic animals often behave in an anxious or unusual way several hours before earthquakes strike. Similar behaviour occurs before **avalanches** or even explosions. The ability of animals to anticipate disasters could be of great help to people. In China, for example, the authorities encourage people to report unusual animals' behaviour and it has enabled cities to be evacuated before earthquakes, saving lots of lives.

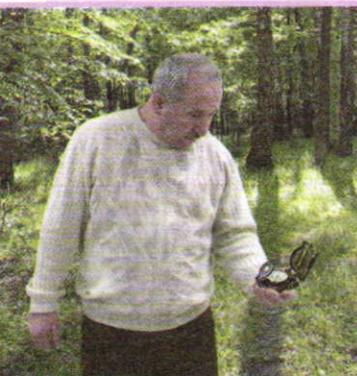
Do we have any unexplained powers? Have you ever felt like someone was staring at you while you had your back turned to them? Have you ever felt like you knew what someone was going to say before they said it or even that you were familiar with a place that you knew you had never been to before? These may all be **indications** of the powers which we might have lost just because we no longer need them: telephones and television have replaced the feelings, maps and global positioning systems have replaced the sense of direction. But still we have much to learn from animals about their nature, and about our own.

### GLOSSARY

**coincidence** — совпадение

**avalanche** — лавина

**indication** — a sign that something exists



**3 B. Read the article again and decide whether the statements are true or false. Correct the false statements.**

- 1 Some animals can understand what their owners think about.
- 2 Scientists have thoroughly studied the unusual behaviour in animals.
- 3 Pigeons were placed in vans so that they are not nervous.
- 4 The research helped to understand how pigeons can find their way back home.
- 5 Animals helped some people to survive the great Asian tsunami.
- 6 Some local tribes escaped the tsunami because they had psychic powers.
- 7 People widely use the ability of animals to anticipate disasters.
- 8 It's worth observing animals.

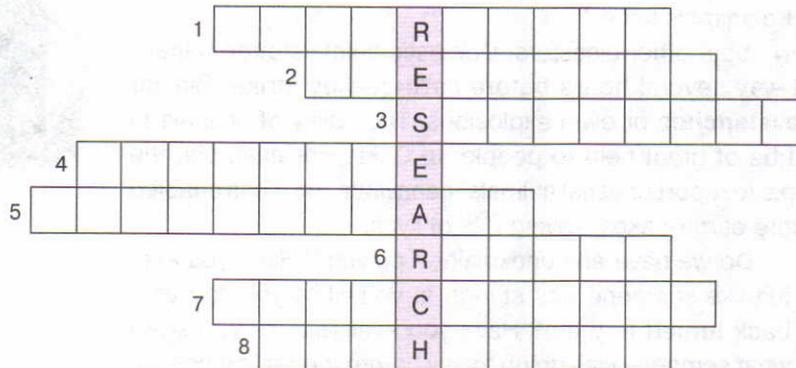
**3 C. Work in groups. Answer the questions.**

- 1 What unexplained powers of animals are mentioned in the article?
- 2 What do scientists do to solve the mystery?
- 3 Why are there so many questions in the text?
- 4 Does the author sound certain? Find in the text the words and phrases which show it.
- 5 What is the main message of the article?

**Vocabulary**

**4 A. Look through the text again and complete the puzzle with the words related to research.**

- 1 a scientific test
- 2 events or situations that happen or exist
- 3 someone whose job is to do scientific research
- 4 facts that help to prove something
- 5 to try to find out the facts about something in order to learn the truth
- 6 to provide information about something
- 7 the situation in which separate things happen by chance at the same time or in the same way
- 8 a method or process for getting something done



**4 B. Match the parts of the sentences.**

<ol style="list-style-type: none"> <li>1 Researchers now need to do</li> <li>2 A new product</li> <li>3 It was just a coincidence</li> <li>4 They are studying</li> <li>5 Evidence shows</li> <li>6 They sent a reporter</li> </ol>	<ol style="list-style-type: none"> <li>a) that she appeared at that particular moment.</li> <li>b) to investigate the situation.</li> <li>c) further experiments.</li> <li>d) that sense of direction is better developed in animals than in humans.</li> <li>e) the phenomenon of unusual animals' behaviour.</li> <li>f) was tested in 2003.</li> </ol>
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## Listening

- 5 A. Do you think people have any unexplained powers?
- 5 B. Listen to a person recalling his experience. What is he talking about?
- 5 C. Work in small groups. Answer the questions from the last paragraph of the text.

## Speaking

- 6 Play the game "Fact is stranger than fiction". Follow the steps:

- Divide in groups of 4-5.
- Decide whether the statements are fact or fiction. Get prepared to explain your answers.
- Write your answers down and pass them to the teacher.
- Take turns to give the answers and explanations.
- The winners are the group who have given the most correct answers.

- 1 Tigers have striped skin, not just striped fur.
  - a) Fact
  - b) Fiction
- 2 Sharks will suffocate and die if they stop moving.
  - a) Fact
  - b) Fiction
- 3 There is an African lizard that can walk on water.
  - a) Fact
  - b) Fiction
- 4 The red dye carmine, used in everything from lipsticks to Coca-Cola, can only be obtained from dried bugs.
  - a) Fact
  - b) Fiction
- 5 Cobras strike and kill 1,000 people annually in India alone.
  - a) Fact
  - b) Fiction
- 6 A Blue Whale could swallow a car.
  - a) Fact
  - b) Fiction
- 7 In ancient Egypt killing a cat was a crime punishable by death.
  - a) Fact
  - b) Fiction
- 8 Flamingos are pink because shrimps are one of their main sources of food.
  - a) Fact
  - b) Fiction
- 9 If you put a baby crocodile in an aquarium, it will grow out of it and break it.
  - a) Fact
  - b) Fiction
- 10 Sharks grow a new set of teeth every two weeks to replace worn teeth.
  - a) Fact
  - b) Fiction



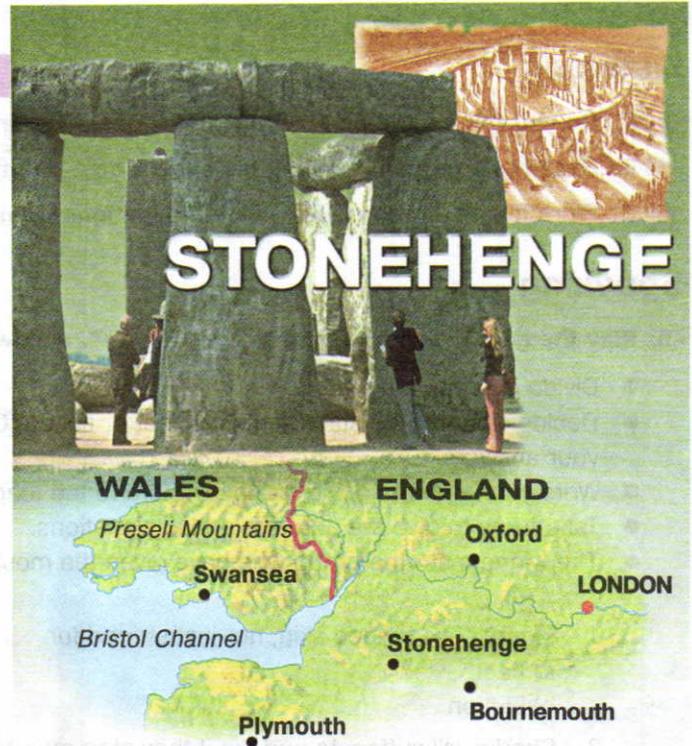
### LANGUAGE SUPPORT

It seems to be true.  
 Maybe it's true.  
 It can't be true.  
 I doubt it is so.  
 I really don't know.  
 I can't believe it.

# Lessons 5-6 Stone me!

**GLOSSARY**

**Stone me!** — (BrE) old-fashioned informal (used for expressing surprise, disbelief)



**Warm-up**

**1** Look at the pictures and the map. What do you think the answers to the questions could be?

- 1 How old is the structure? / When was it built?
- 2 What was it built for?
- 3 What is the weight of the stones?
- 4 How was it built?

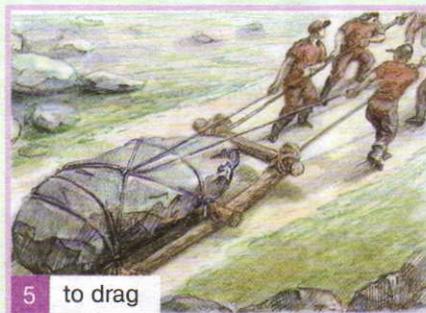
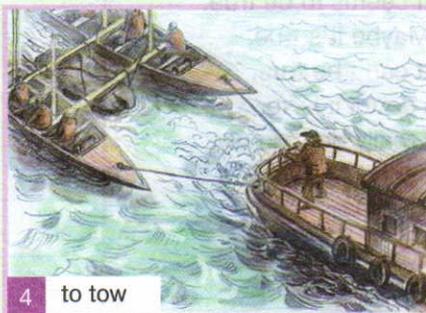
**Vocabulary**

**2** Look at the pictures and match the sentences with the pictures.

• There are two extra sentences that may help you to understand the story.

- a) The stone has **sunk**.
- b) They never **reached** the site of Stonehenge.
- c) They **loaded** the stone **onto** a wooden platform.

- d) They **dragged** the stones using ropes.
- e) The stone is **slung** between two boats.
- f) The stone is being **towed** by the boats.
- g) The stone is **sliding** into the water.
- h) It's hard **to transport** heavy stones over long distances.



## Listening

3 A. In pairs look at the pictures again and decide on the correct order of the events in the story.

- Use the two extra sentences as well.

3 B.  Listen to the interview with someone who took part in the experiment and check whether you have worked out the story correctly.

3 C. Listen to the interview again, take notes and fill in the table below.

- Check the answers in pairs.

1	What was the experiment designed to investigate?	
2	Who did it?	
3	What did they do?	
4	What was the result?	
5	What did they feel?	
6	What are their future plans?	

3 D. In groups discuss the questions and share your answers with another group.

- Why do you think the experiment failed?
- Is it possible to solve the mystery of how Stonehenge was built?
- What changes should be made in the experiment next time to make it successful?

### LANGUAGE SUPPORT

- They should have...
- I would rather...
- They should...
- They had better...
- Why didn't they...
- Perhaps they could...
- They haven't thought about...

## Language work

4 A. Read the text and answer the questions alongside it.



### SCEPTICAL MAGICIAN

*Dr Robin West is a leading British parapsychologist who has spent much of his career investigating the paranormal. Here, he recounts his experience of a seance in London.*

I started out as a professional magician. In a job like that, you soon develop interest in the supernatural and unexplained phenomena. However, I had never really believed in stories about contacting **the** spirits of **the** dead and had remained sceptical about seances. But I've always been driven by curiosity and I decided to set up an experiment.

I gathered a group of acquaintances together in London, and we decided to try to contact the spirit of a famous music-hall singer who was murdered around 1990. We sat in a circle round a table in a darkened room and **held hands**. It was vital that we did not break **the** circle. It was a tense half hour. Luminous objects moved around the room and messages really arrived from the spirit world. For us all it was both terrifying and puzzling. We didn't have any idea what caused the objects to move. If I hadn't experienced it all first-hand, I'm not sure whether I would have believed it.

Now I'm planning to investigate these mysteries more thoroughly. Experiments in Edinburgh have shown that human beings can communicate without using any of their five senses, so I'm keen to do **some** research into telepathy.

- 1 Does the author mean that he is the only professional magician or he wants to say that he is one member of a professional group?
- 2 Does it mean all spirits or some particular ones?
- 3 What part of speech do you think it is? Why is the definite article used here?
- 4 Why is there no article? If we put the article here would it change the meaning?
- 5 Why has the article changed this way?
- 6 Could "some" be replaced by "a"?

**4 B. Fill in the gaps in the following sentences with articles if necessary.**

I joined the experiment as (1) ... volunteer. Our mission was to transport (2) ... huge bluestone 240 miles to Stonehenge. We discovered dragging (3) ... bluestone was much more difficult than we expected. (4) ... boats were too small to transport it. Finally, the journey was delayed as (5) ... tired helpers dropped out. I think, next time they should invite (6) ... more enthusiastic people, if they want to succeed.

**Writing**

**5 A. Read the report by a famous magician again and match the paragraphs of the text with their main functions.**

**Paragraph \_\_\_\_\_**

An account of the main events (a detailed description of the experiment).

**Paragraph \_\_\_\_\_**

The immediate aftermath and future plans (the author's conclusions and intentions).

**Paragraph \_\_\_\_\_**

Background and build-up (justification of the author's attempts to investigate the phenomenon).

**5 B. Imagine that you are one of the team members of the Stonehenge experiment.**

- Write a personal experience report of about 180-200 words about any aspect of the experiment.
- Use the same three-paragraph structure as in Robin West's report.

**LANGUAGE SUPPORT**

**Useful phrases for writing a report**

- This is a report about...
- The report is based on...
- The aim of this report is...
- First,...
- After...
- Later...
- Then...
- Finally,...
- Incidentally,...
- As a result...
- In conclusion...
- By the next year...



# Lesson 7 Check your grammar & vocabulary

## 1 Read the story and put the verbs in brackets in the correct tenses.

It was so weird, it still freaks me out to think about it. About a year ago, I (1) (shop) in Marks and Spencer. I (2) (be) to a lot of shops and I was feeling a bit tired. Finally, I (3) (think) I'd go up to the next floor of the shopping centre and look for a CD.

As I was going up, I (4) (notice) a girl ahead of me almost at the top of the escalator. She was wearing a red jacket like mine. You know how you always (5) (feel) curious about people you see wearing the same clothes, so I kept looking at her absent-mindedly. With growing amazement, I saw that the girl (6) (look) just like me from behind — same hairstyle, same colour, even her black bag was exactly like mine.

The girl (7) (get) to the top of the escalator before me. When I (8) (reach) the top I looked around for her, but she (9) (disappear) in the crowd of Saturday shoppers.

I thought it was funny, until I went to look at some CDs in a shop window. I noticed another reflection in

the window. I (10) (know) it wasn't me, it was the girl I had seen on the escalator. She (11) (stand) just behind me and looking at the same things. It was so weird. I turned round slowly but there was no one there. The next moment I caught a glimpse of the red jacket disappearing round the corner.

But the weirdest bit was when I dashed after her and ran into my friend who was out shopping that day too. She (12) (look) surprised when she saw me. She said she had just seen me walk straight past her without even saying hello. She was sure the girl she had seen was me.

I (13) (read up) about it quite a lot, and the only explanation that fits what happened is that I (14) (see) my Doppelgänger — my double. What bothers me, though, is that people usually see their Doppelgänger before they (15) (die). I'm not easily scared, but I (16) (not wear) that red jacket anymore.

## 2 Match these English and Russian expressions.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1 I was rooted to the spot.     | a) Я пришел в себя.             |
| 2 My heart nearly stopped.      | b) Я прирос к земле.            |
| 3 I got myself together.        | c) У меня волосы встали дыбом.  |
| 4 It made my hair stand on end. | d) Мое сердце замерло от ужаса. |

Points \_\_\_\_ / 16

Points \_\_\_\_ / 4

## 3 Choose the best alternative to fill in the gaps in each of the following sentences.

- I've ... some research on sea animals.  
a) made      b) done      c) prepared      d) ended
- The theory will be ... by computer simulation.  
a) made      b) helped      c) tested      d) experimented
- It's difficult to ... animals' unexplained powers and obtain reliable results.  
a) experiment      b) look for      c) search      d) investigate
- Scientists found no ... for the existence of life on other planets.  
a) ways      b) evidence      c) facts      d) signs
- A good understanding of mathematics is sufficient to explain a wide variety of natural ...  
a) events      b) causes      c) effects      d) phenomena
- Unfortunately, the investigation did not run as smoothly as had been ...  
a) done      b) worked out      c) anticipated      d) decided
- Pets sometimes ... to know what we are thinking about.  
a) seem      b) look      c) think      d) feel
- There have been some ... on unusual animals' behaviour.  
a) evidence      b) reports      c) stories      d) articles

Points \_\_\_\_ / 8

**4 Do the crossword.**

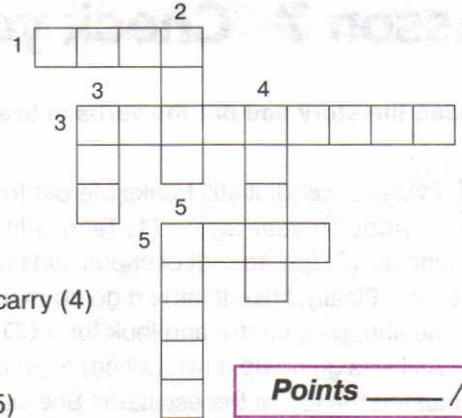
- All the words refer to the movement of things.

**Across**

- To put an amount of something on or into a vehicle (4)
- To take goods, people, etc. from one place to another (9)
- To go down below the surface of water (4)

**Down**

- To pull something along the ground because it is too heavy to carry (4)
- To pull a vehicle using a rope or a chain (3)
- If you ... a rope over a tree branch you throw it (5)
- To move smoothly over a surface while continuing to touch it (5)



**Points \_\_\_\_\_ / 7**

**5 Read the story and rewrite the underlined sentences starting with the words given alongside the text.**

It was a nice sunny morning and I felt exhilarated and confident. I had hardly got into the class when a paranormal phenomenon occurred; all my talkative and lively classmates were sitting dead silent as if they were rooted to the spot. Some horrible, trembling voice started to dictate something to us. I had never heard anything so scary before. I got myself together and started following the instructions. In two hours the nightmare which struck terror in my heart suddenly came to an end. I understood only later that I shouldn't have panicked. I managed to do all the tasks. But I have never visited this frightful place since then. I decided that I wouldn't participate in this kind of experiment again under any circumstances. It was my final exam in physics!!!

- Hardly...
- Never before...
- Only later...
- Never again...
- Under no circumstances...

**Points \_\_\_\_\_ / 5**

**6 Read the text and fill in the gaps with articles where necessary.**

**THE MOST EXTREME**

"The Most Extreme" is (1) ... long-running documentary TV series on (2) ... American television. It first aired on July 1, 2002. Each episode focuses on (3) ... specific animal feat, such as strength, speed, diet, etc., and examines and ranks 10 animals which portray extreme or unusual examples of that quality. (4) ... rankings are not made by a scientific process; they serve only to give (5) ... broad picture.

As well as that, (6) ... program also presents (7) ... computer graphics part which compares (8) ... animal's ability with something equivalent in (9) ... humans, and then there is (10) ... interview part of some type with people who have a similar trait.

**Points \_\_\_\_\_ / 10**

**TOTAL \_\_\_\_\_ / 50**

**CHECK YOUR SCORE**

- 45-50 points — Well done!
- 40-44 points — Good
- 30-39 points — Not bad
- 29 and less — Go back and revise

# Lesson 8 Express yourself

## DO YOU BELIEVE IN...? TV SHOW



You are invited to take part in a TV show called "Do you believe in...?"  
The show will start in 10 minutes.

### 1 Preparation

- Take a role card and get ready to play your role.
- Think what to say and how to say it.
- Use your notes from Lessons 1–6.

#### Presenter

You are the presenter of the programme. Your responsibility is to be in control of the whole TV show. Think over the order of speakers, get prepared to manage arguments and questions. Use the following plan:

- Greet the audience and introduce the experts.
- Inform the audience that at the end of the programme they will be invited to make up their minds whether they believe in the supernatural or not.
- Give the floor to one of the experts.
- Let two or three witnesses from the audience express their opinions and tell stories.
- Give the floor to another expert.
- Invite the audience to ask questions.

At the end of the show let the audience vote.

#### Witness No 1

You have witnessed a very strange event but you still are very sceptical about it. You think it was probably a trick your friends played on you. Be prepared to report what you saw.

#### Witness No 2

You are a pet owner and you've witnessed its strange behaviour. You are sure it can't be a coincidence. You are sure that animals possess unexplained powers and scientists should do more research into it.

#### Participant in the Stonehenge experiment

You took part in the Bluestone experiment (Lessons 5–6) and you believe that Stonehenge could not have been built by humans and that this was proved by the experiment. You are convinced that it was built by aliens.

#### Expert No 1

You are a scientist who has always been interested in unexplained phenomena. Be prepared to explain the situations described by the witnesses and answer the questions from the audience.

#### Expert No 2

You are a scientist who believes that to answer such questions more research should be done. You are sure that most of the stories about strange phenomena are made up to gain popularity.

### ENGLISH

#### 2 Activity

- Take part in the show, try to be as active as possible.

#### 3 Follow-up

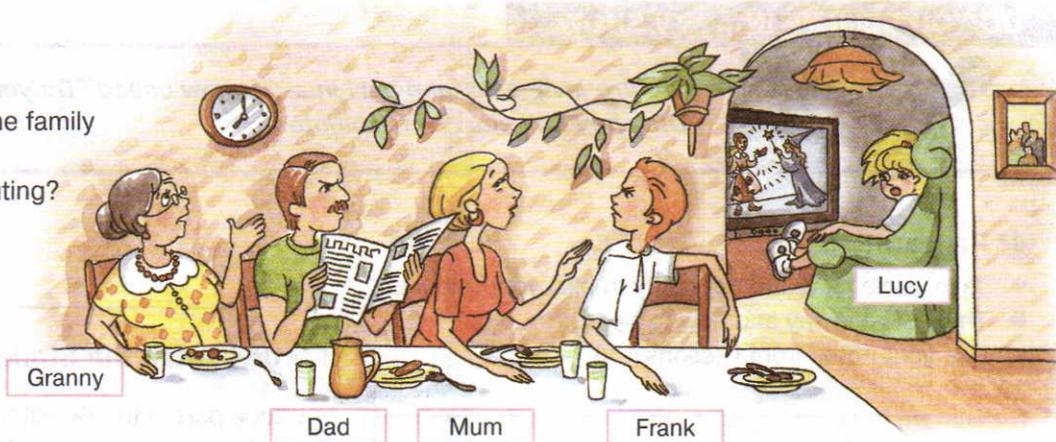
- Vote on the question in the programme:  
*Do you believe in supernatural phenomena?*

## Lessons 1–2 What's on the box?

### Warm-up

1 Look at the cartoon.

- What do you think the family is arguing about?
- What is the girl shouting?



### Listening

2 A. Look at the list below.

- What kinds of TV programmes do you like?

## What are we watching tonight puzzle

1 phone-in

2 game show / quiz show

3 show

4 soap opera

5 cartoon

6 sitcom

7 series

8 movie / film

9 the news

10 wildlife programme

11 documentary

12 music show

2 B. Match the types of TV programmes in Ex. 2A with the programmes from the TV guide.

BBC1	BBC2	ITV	Channel4	Channel5	Sky movies
<b>The National Lottery Stars</b> (7.00–8.30 pm) Glaswegian rock band Texas perform live in the studio.	<b>Residents</b> (7.50–8.0 pm) Elspeth throws a dinner party for the feuding Nut and Singh families that ends in more than one revelation, prompting Hilary to take an overdose.	<b>Cinderella</b> (6.50–7.30 pm) Walt Disney's version of the famous fairy tale.  <b>Food and Drink</b> (7.30–8.00 pm) Cooking tips, recipes, features and consumer news from the team of top television chefs.	<b>Politics Isn't Working: More Unequal Than Ever</b> (7.15–8.50 pm) Andrew Dilnot, Director of the Institute for Fiscal Studies, reveals the true state of inequality in Britain today and asks why politicians of all major parties are unwilling to confront the problem.	<b>Greed</b> (6.45–7.30 pm) Jerry Springer hosts the quiz in which contestants vie for a potential prize of £1 million.  <b>Mountain Men</b> (7.30–8.20 pm) The extraordinary history of Alaska's Mount McKinley.	<b>It Could Happen To You</b> (7.00–8.50 pm) Nicolas Cage, Bridget Fonda and Rosie Perez star in this irrepressible romantic comedy inspired by the true story of a humble cop who leaves a \$2 million tip to a hard-luck waitress.

2 C. Listen to the members of the family in the picture talking.

- Say which programme the family have decided to watch tonight.
- Which of the programmes from the TV guide would you choose to watch?

## Reading

### 3 A. Look at the pictures and discuss:

- What kind of programme do you think it is?
- What kind of people might like it? Or hate it?

### 3 B. Read the text and answer the questions.

- What was the author's purpose in writing?
- What is the author's attitude to the programme?

Richard Peplinski  
Chicago, IL, USA

1 **T**he series *La Femme Nikita* is one of the few that I attempt to regularly tune into each week. Some friends **talked me into giving this show a try and I have never regretted it.**

2 It is about a woman falsely accused of a murder and sentenced to life in prison. Then people who belong to a counter-terrorism group take her away and make her work for them. The **lead character** Nikita (Peta Wilson) is beautiful — tall, blonde, blue-eyed, well-built. She can also offer a full range of acting ability and facial expressions.

3 I'm not a **die-hard** fan analysing every sentence, glance, or breath of every character in every **episode**, but I certainly enjoy the show. A person who says this show has poor acting or poor character and plot development is most likely disappointed by any TV series and not being fair to the genre. This show says more with a moment of silence than most shows say in an hour of dialogue. It is impossible for a show that has run as long as this one to **dot every "i" and cross every "t"**, and of course there will be holes. **But by and large** the show remains true to itself and at the top of its genre. The acting and action are appropriate, the plot works well enough to create suspense and the character development is the best that I've witnessed from any long-term series.

4 If you want to see a good drama / **action show**, watch *La Femme Nikita*. The next **season** begins January 9th.

### GLOSSARY

- accuse** — обвинять
- sentence** — приговорить
- counter** — cf контр-

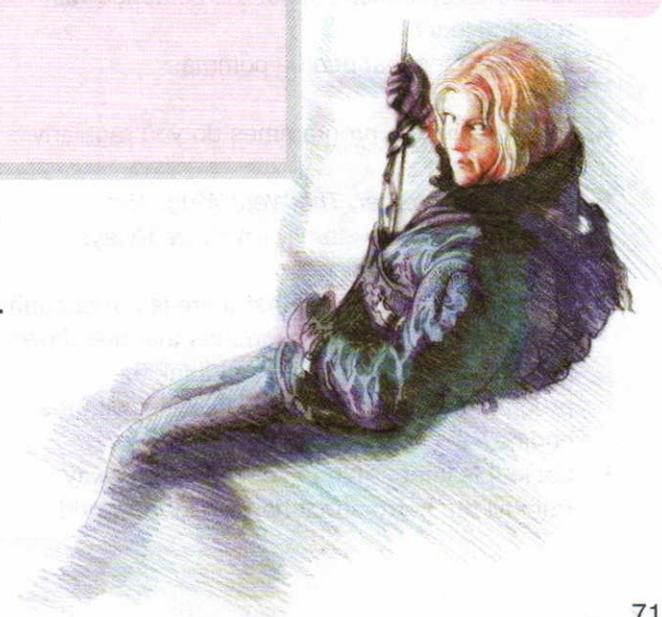
- 1 Can you replace that with "which" here? With "who"?
- 2 Is it possible to take this out from the sentence? Why? / Why not?
- 3 Does the underlined phrase:
  - a) give additional information?
  - b) explain what show is meant?
- 4 Can you leave that out here?

## Vocabulary

### 4 A. Translate the words below, then look back at Ex. 3B.

- Try to translate the same words according to their meaning in the text. Is there any difference?

- 1 lead character
- 2 episode
- 3 action show
- 4 season



**4 B. Match each phrase in bold with the correct definition.**

- Translate the phrases in bold. If necessary, go back to the text in Ex. 3B.

1 I <b>tune into</b> this game show every week. It is my favourite.	a) pay attention to all the details when you are finishing something
2 I didn't want to, but Max <b>talked me into</b> going to the cinema and I enjoyed the film.	b) watch or listen to a broadcast on radio or television
3 There are some things I don't like about the film, but <b>by and large</b> it is very good.	c) feel sorry about something you have done and wish you had not done it
4 If you have never watched this sitcom, I think you should <b>give it a try</b> . I'm sure you'll enjoy it.	d) on the whole, in general
5 He is a <b>die-hard</b> who will never agree with us.	e) be willing do something at least once
6 The contract is nearly ready. We only need to <b>dot the i's and cross the t's</b> .	f) persuade somebody to do something
7 <b>You'll regret it</b> , if you don't watch the game show. This is the only chance to see it.	g) stubborn, not wishing to change one's mind

**4 C. Read the dictionary definition of "idiom" and answer the questions.**

- 1 Which of the phrases in Ex. 4A are idioms according to the definition?
- 2 What is the function of idioms?
- 3 Why is it difficult to translate idioms?

**idiom** — a group of words with a meaning of its own that is different from the meanings of each separate word put together

**Language work**

**5 A. Answer the questions alongside the text in Ex. 3B. See Grammar reference.**

**5 B. Read the interview with James Slow.**

- 1 Find six relative clauses.
  - 2 Which of the relative clauses can you take out from the sentences so that the sentence will remain clear?
  - 3 Tick the ones that need a comma.
- A. Which television programmes do you regularly tune into?
- B. Mainly *Big Brother*, *The West Wing*, *The Sopranos* and *Newsnight* which we always watch over supper.
- A. People are complaining that there is not enough distinction between programmes that are shown before and after 9 pm. Do you think the programmers should be more careful with the choice?
- B. Look. It is impossible to keep children away from all the horrors that happen in the world.



- A. Do you think that the standard of TV documentaries is falling?
- B. Not at all. I'd say the questions which are being discussed today and the way of presenting material haven't become less exciting since the times which I watched in 1988. And the computer graphics are better.

- A. What has been your favourite television programme to date?
- B. I suppose the thing that would still make me cry with happiness is *Daffy Duck* between 1959–1967, when Fritz Freleng and Chuck Jones were in charge. My brother and I know some episodes by heart.

## Writing

**6 A. Continue the list of the features Richard Peplinski likes in *La Femme Nikita* (Ex. 3B).**

- 1 The beauty of the lead character
- 2 Acting abilities of the lead character
- 3 ...

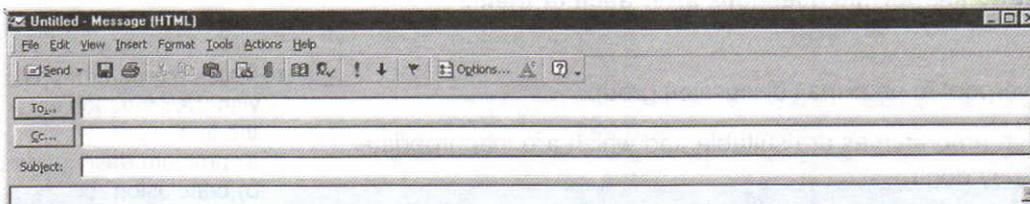
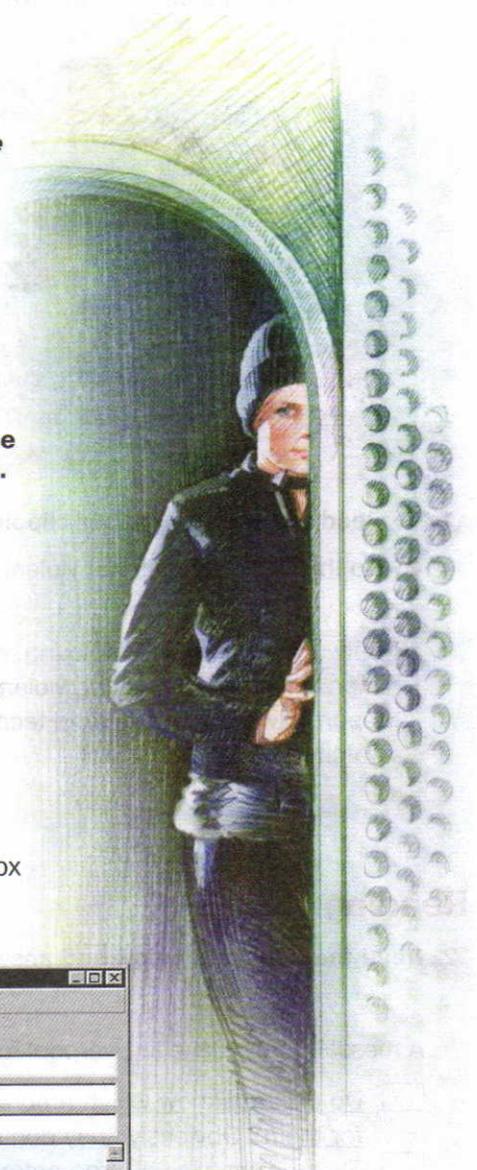
- What words and expressions helped you to understand that this was a positive review? Take notes.

**6 B. Read the TV programme review (Ex. 3B) again. In the boxes write the number of the paragraph in the text according to the function it has.**

- Personal opinion
- Conclusion — giving advice
- Programme description
- Introduction of topic

**6 C. Read the beginning of another review of the series *La Femme Nikita* and do the tasks.**

- Is it a positive or a negative review? Why do you think so?
- Continue the review, or write your own review of any programme you have watched.
- Follow the structure of a review (Ex. 6B). Use the Language Support box or your notes for Ex. 6A.



A friend of mine talked me into watching the series *La Femme Nikita*. The first episode was not a complete disaster, but all the remaining episodes were absolutely dreadful!

This is...

**LANGUAGE SUPPORT**

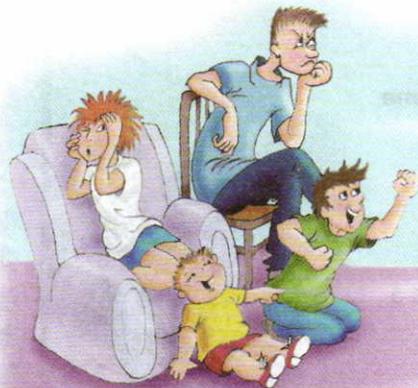
- ...was / were not even half good as...
- Nothing could be worse than...
- The ... is / are awful!
- Even the ... was / were bad.
- ...lacks...
- ...has / have little style.
- It was a complete failure.

# Lessons 3-4 Whose choice is it?

## Speaking

**1 A. Look at the pictures and discuss the questions.**

- 1 Which of these programmes would be inappropriate for children under six? Under 12? Under 18?
- 2 What do all of these scenes have in common?



**1 B. Read the two newspaper clippings.**

- Do these facts mean that violent programmes should be forbidden?

Between 22 and 34% of young males imprisoned for committing violent crimes report having imitated crime techniques watched on TV.

Dr Ming, University of Illinois, found that youngsters who watched a lot of TV when they were eight years old were more likely to be arrested for criminal acts as adults.

## Reading

**2 Read the two texts below and answer the questions after each of them.**

A message from Jake in Liverpool to an e-mail discussion group.

- Do children know which programmes are suitable and which are inappropriate for them? Obviously, they don't.
- These days, violent programmes are attracting bigger and bigger audiences, especially among the young. Did you know, for example, that 64% of all violence takes place in cartoons? And how many parents would stop a child from watching a cartoon? In any case, few parents actually check up on what their kids are watching, especially now that so many of them have a TV in the bedroom. And that's where the problems start. It's not always easy for children to determine the difference between reality and fantasy, and some of them begin to imitate the violent behaviour they see in their favourite programmes.

- 1 Match the paragraphs with their function in the text.
  - a) problem description
  - b) conclusion
  - c) introduction of topic
  - d) example
- 2 Who is the question addressed to? Why is the author asking it?
- 3 Why does the author use the second person here?
- 4 Why not simply "The problems start here"?

- Has anyone heard about the experiment with dolls? I read about it recently. Apparently, psychologists showed two groups of children separate versions of a video. The first group saw a girl playing with a doll, whereas the second group saw another girl kicking and hitting the same doll. Afterwards, the children (I'm not sure how old they were — sorry!) were left alone in a room with a doll like the one in the videos. The first group played normally with the doll and the other toys, but (you've guessed it!) the second group soon started behaving violently with the doll. Surely the evidence couldn't be clearer!
- Violence on the TV has a negative effect on children's behaviour.

- 5 Why does the author use the first person here?
- 6 Why are two phrases in brackets?

- 1 What is Jake's point of view on TV violence?
- 2 What facts does he use to prove his opinion?
- 3 Do you think violence on TV should be forbidden? Who should be responsible for that?

### APPEAL TO HOLLYWOOD

- American parents today are deeply worried about their children's exposure to an increasingly toxic popular culture.
  - According to a recent CNN-USA Today-Gallup poll, 76 per cent of adults agree that TV, movies and popular music are negative influences on children. Moreover, there is a direct link between our violent and degrading entertainment culture and the horrifying new crimes among our young.
  - Therefore we, the undersigned, **call upon** executives of the media industry to join with America's parents in a new social compact aimed at renewing our culture and making our media environment more healthy for our society and safer for our children.
  - We **appeal to** industry leaders in all media to develop a new voluntary code of conduct. The code we envision would:
    - 1 state the industry's vital responsibilities for the health of our culture;
    - 2 establish certain minimum standards for violent, sexual and degrading material;
    - 3 forbid the practice of selling adult-oriented programmes to youth markets;
    - 4 make the industry develop good family-oriented entertainment.
- We **strongly urge** parents to express their support for a new voluntary code of conduct by signing this Appeal.  
There are now over 10,000 signatories to the Appeal.

- 1 Match the paragraphs with their function in the text.
  - a) general proposition (offer)
  - b) conclusion (appeal)
  - c) introduction of topic
  - d) problem statement
  - e) detailed proposition (offer)
- 2 What impression do these phrases produce?
- 3 Why the first person here?
- 4 What is the function of these phrases?

- 1 According to the writer of the appeal, who is responsible for dealing with violence on TV?
- 2 Why is it important that the code of conduct should be voluntary?
- 3 Does the code sound easy to implement?
- 4 Is this an effective way to deal with TV violence? Why? / Why not?

## Vocabulary

### 3 Read the dictionary definitions and fill the gaps in the sentences below.

- Pay attention to the form.

- |   |   |
|---|---|
| <p>1 <b>demand</b> — to ask strongly for something, especially because you think you have a right to it</p> <p>2 <b>call for</b> — if someone, especially a group of people, <b>calls for</b> something such as justice, equality, etc., they ask for it strongly and publicly because they think an unfair situation needs to be changed</p> <p>3 <b>call on / upon someone</b> — if someone, especially an organisation in a bad situation,</p> | <p><b>calls on</b> someone to do something, they ask strongly and urgently for that person to do it because their help is needed</p> <p>4 <b>appeal to</b> — to make a strong and urgent public request for help, money, information, etc., especially to help someone in a very bad situation</p> <p>5 <b>urge</b> — to strongly advise someone to do something because you think it is very important</p> |
|---|---|

- 1 I ... you not to let your daughter watch this programme, as it is really violent.
- 2 We were very noisy and the teacher ... an explanation for our behaviour in the lesson.
- 3 All Parents Associations ... a ban on programmes showing violent scenes or using offensive language on TV before 9 pm.
- 4 Parents ... executives of the media industry to develop a new code of conduct against violence on TV.
- 5 The organisation ... the public to support the action against drug abuse.

## Language work

- 4 **A. Do the tasks alongside the two reading texts (Ex. 2).**
- 4 **B. Answer the questions below and fill in the chart. If necessary, go back to the texts.**

- 1 What is the purpose of each text?
  - a) to persuade / influence and change opinion
  - b) to inform
  - c) to describe
  - d) to narrate

	Opinion letter	Letter of appeal
The purpose of the text		
The language used		

- 2 What language features are used in each text?
  - a) rhetorical questions
  - b) forms which resemble spoken English
  - c) more formal written style
  - d) inverted word order
  - e) first person
  - f) second person
  - g) emotionally coloured vocabulary

## Writing

- 5 **A. Do you think violent programmes on TV should be forbidden?**

- Split into groups according to your opinions.
- Brainstorm ideas to support your point of view.

- 5 **B. Work individually.**

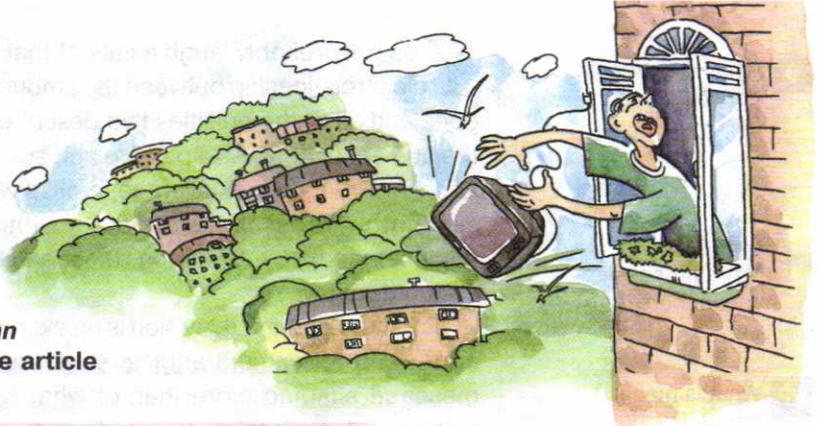
- Choose one of the tasks below.
  - Complete the task. Pay attention to the text structure (Question 1 alongside Texts 1 and 2). Use Ex. 4B and vocabulary from Ex. 3.
- a) You are a member of an online discussion group. Today's topic is TV violence. Write an e-mail stating your viewpoint on the problem.
  - b) Write a letter of appeal against TV violence to the television executives of Russia, in the name of all teenagers.
  - c) Write a letter of appeal to parents explaining that television violence doesn't influence teenagers.

# Lessons 5-6 TV-Turnoff Week turns me on

## Warm-up

### 1 Interpret the picture.

- What do you think could make the man do this?



## Reading

### 2 A. Read a title from the magazine *American Reporter* and guess by the title what the article is going to be about.

#### TV-TURNOFF WEEK TURNS ME ON

by Joe Shea, Correspondent, *American Reporter*, Hollywood, California

### 2 B. Read the first part of the article and check if your ideas were right.

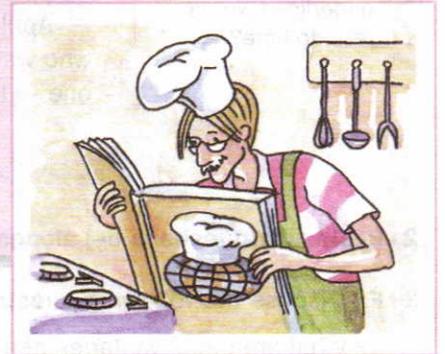
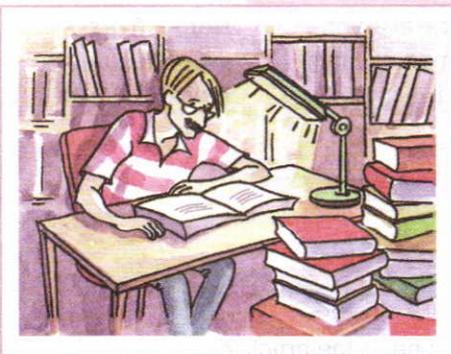
- a How old is the author now?
- b Why small letters here?
- c Can he speak 15 languages?
- d Who is the author comparing himself with?

**I**t's been nearly 35 years now since I left my parents' home at 19 and entered into a life without television. In all the time I have never had a tv in any place I've called home.

I have read more than 2,000 books, seen more than 1,000 movies, spent 5,000 hours in conversation with some 10,000 people, spent thousands of hours in public service to my community, traveled to 18 countries and learned bits and snatches of 15 languages.

I am less inclined to talk in sitcom clichés, less likely to mention brand names, and less likely to be afraid to go outside at night. I know far more about world events, speak better English, know more of my neighbors, have more opinions about everything, and am more inclined to help a stranger in need.

- 1 What is unusual about the spelling of the underlined words?



### 2 C. Answer questions a-d alongside the text.

2 D. Read the second part of the article.

- What was the author's purpose in writing this article?

e What list is meant here?

f What process is meant here?

g What is meant here?

h What is the author's attitude to commercials? How do you know?

i Does "though" introduce a contrast or does it add an argument?

j What do the underlined words refer to here?

You will probably laugh a little at that list, but there is a clear relationship between the amount of tv viewing one does and all of the qualities I've described. After all, being the audience for a tv is a passive act; scientists told the Los Angeles Times that on average, a child watching television slips into the passive brain state within 30 seconds of beginning to watch television. Most adults I know seem to start out that way.

For me, watching television is an exercise in observation; I am aware of camera angles, stage-setting, editing and message-shaping more than of what tv tries to sell me; indeed, it doesn't take much to become a sophisticated tv viewer — all you have to do is turn it off for a while to see how empty and manipulative it is when you turn it on again.

That unreality was never more painfully real than the time I watched Mike Wallace recap key moments of the '70s during a New Year's Eve broadcast. The most powerful of the images was of the terrorists at the 1972 Munich Olympic Games. I re-experienced the horror of the murders of the Israeli athletes growing more deeply involved in the story with every passing second.

With no warning, a Miller Beer commercial suddenly blared onto the screen, and it was as though a fully-loaded garbage truck had plowed into my gut. I almost vomited with the shock and sense of violation.

Admittedly, I have spent a few great moments in front of the tube. Live [larv] coverage of the Detroit riots in 1966, the assassination of Lee Harvey Oswald by Jack Ruby in 1963, and the end of President Reagan's first State of the Union address might qualify, though.

Each of those events, I would note, was broadcast live, free of commercial interruption. But I suspect that television executives would decide whether to show Jack Ruby's act today. That's another problem with tv: It's carefully controlled and information is fed to Americans by just a few huge corporations, and they seem unable to understand it.

April 23-29 is National TV-Turnoff Week, and I urge everyone who wants to see another world in this lifetime — namely, this one — to join those of us who have learned how to live in it.



2 What are the British equivalents for "garbage", "truck" and "tube" used here?

GLOSSARY

- angle** — угол
- blare** — make very loud unpleasant noise
- plow into** — *AmE* for "plough" — пахать
- gut** — stomach
- riot** — бунт
- assassination** — political murder

2 E. Answer questions e-j alongside the second part of the text.

2 F. Discuss the following questions.

- a) What are the advantages of a "television-free" life according to the article?
- b) What are the disadvantages of TV?
- c) What is the tone of the article?
- d) Do you share the author's point of view? Why? / Why not? Did the article sound convincing?

## Language work

### 3 A. Answer questions 1 and 2 alongside the text.

### 3 B. Read the dictionary entries.

- Are the sentences below examples of British English or of American English?
- Translate them into Russian.

**tube** [tju:b] *n* **1.** a round pipe made of metal, glass, rubber, etc., especially for liquids or gases to go through; ... **4.** [the] *BrE informal* the system of trains that run under the ground in London; ... **6.** [the] *AmE informal* the television; **7.** the part of a television that creates the picture

**biscuit** ['bɪskɪt] *n* **1.** *BrE* a thin, flat, dry, usually sweet cake that is usually sold in packages or tins; **2.** *AmE* a type of bread baked in small round pieces

**subway** ['sʌbweɪ] *n* **1.** *BrE* a path for people to walk under a road or railway; **2.** *AmE* a railway that runs under the ground

**purse** [pɜ:s] *n* **1.** *BrE* a small flat bag, usu. made of leather or plastic, used esp. by women for carrying coins or paper money (*AmE* wallet) **2.** *AmE* a woman's handbag

- 1 Descriptions and illustrations of subway signals and marker signs can be found at the information desk of every station.
- 2 THE NATIONAL INSTITUTE ON MEDIA AND THE FAMILY HELPS PARENTS "TAME THE TUBE".
- 3 All the trains in the subway are safe during "daytime" hours (loosely defined, daytime is 5:00 am to midnight).
- 4 Officer! My purse has just been stolen in the subway! It was in my handbag and there was a man standing nearby!
- 5 The biscuit was old and dry and I didn't like the cream cheese either!
- 6 There weren't many people in the tube and I found a seat.

### 3 C. Study the chart below.

Ways of introducing a contrast between two points		
	Use	Position in the sentence
<b>although</b> <i>more formal than "though"</i>	a subject + verb after them	<b>Although</b> television is very entertaining, it is often violent. Television is very violent, <b>although</b> it is very entertaining.
<b>though</b> <i>more often in spoken English</i>		<b>Though</b> I was tired, I helped Mother about the house. I helped Mother about the house <b>though</b> I was tired. I helped Mother about the house. I was tired <b>though</b> .
<b>even though</b> <i>stronger form of "although"</i>		<b>Even though</b> I was really tired, I helped Mother. I helped Mother <b>even though</b> I was really tired.
<b>despite</b>	a noun, a pronoun, or V-ing after them	<b>Despite</b> the bad weather, we had a nice trip. We had a nice trip, <b>despite</b> the bad weather.
<b>in spite of</b>		<b>In spite of</b> being tired, I helped Mother about the house. I helped Mother about the house, <b>in spite of</b> being tired.

**3 D. Join the sentences and the contrasting ideas from the For Your Info box.**

- Use the words in brackets.
- Make changes in the sentences where necessary.

**Example:** *American children spend 900 hours a year at school. (although) – Although American children spend 900 hours a year at school, they spend 1,500 hours a year in front of the TV.*

- 1 American parents are caring and thoughtful. (despite)
- 2 All children spend hours and hours watching TV. (although)
- 3 Parents think it necessary to control what TV programmes children watch. (though)
- 4 It is very harmful to watch television while eating. (even though)
- 5 There are worries that children are not getting enough exercise. (in spite of)

**For Your Info**

- 1 American children spend 1,500 hours a year in front of the TV.
- 2 American parents spend only 38.5 minutes a week in meaningful conversation with their children.
- 3 Only one out of seven named TV when asked what their idea of a good day was.
- 4 Over 50 per cent of British children have their own TV in their bedroom.
- 5 Sixty-six per cent of Americans regularly watch television while eating dinner.
- 6 Parents often do not allow children onto the streets so children end up watching TV.

**Speaking**

**4 A. Discuss the facts given in the For Your Info box above (Ex. 3D):**

- 1 Do you find any of these facts striking / interesting / unbelievable?
- 2 Do you think the figures would be the same for Russia?
- 3 What idea do they support? Do you support this idea? Why? / Why not?

**4 B. Would you prefer life without television?**

- Work in pairs where one person is for and one is against television.
- Try to persuade each other to change his / her opinion.
- Use the Language Support box.

**LANGUAGE SUPPORT**

**Language of persuasion**

formal

- I can assure you that...
- I urge you to...
- I call upon you to...
- I appeal to you to...

less formal

- Please consider + V-ing...
- As I'm sure you'll agree...
- You can take my word for it that...
- You can take it from me that...
- You need to think about...

fairly informal

- The truth / fact is that...

informal

- Believe me,...

## Lesson 7 Check your grammar & vocabulary

### 1 Fill in the gaps with one of the relative clauses from the box.

Children (1) ... are less aroused by violent scenes than those who only watch a little. One example: in several studies, those (2) ... were slower to stop the fight or to call for help when they saw younger children fighting or playing destructively.

Findings from the laboratory, (3) ..., are supported by field studies (4) ... . Leonard Eron, Ph. D., and his associates at the University of Illinois, found that children who watched many hours of TV violence when they were in elementary school tended to show a higher level of aggressive behavior when they became teenagers. By observing these youngsters until they were 30 years old, Dr Eron found that the ones (5) ... were more likely to be arrested for criminal acts as adults.

In spite of this accumulated evidence, broadcasters and scientists continue to debate the link between the viewing TV violence and children's aggressive behavior. Some broadcasters believe that there is not enough evidence to prove that TV violence is harmful. But scientists (6) ... say that there is a link between TV violence and aggression, and in 1992, the American Psychological Association published a report (7) ... . The report, (8) ..., shows that the harmful effects of TV violence do exist.

who watched a violent program instead of a non-violent one  
 which is involved in the research  
 which is entitled "Big World, Small Screen: The Role of Television in American Society"  
 that have shown the long-range effects of televised violence  
 who had watched a lot of TV when they were eight years old  
 who watch a lot of TV  
 who have studied this issue  
 that confirms this view

Points \_\_\_\_\_ / 8



**2 Read people's opinions about TV programmes and fill in the gaps with words from the box. There are two extra words.**

**1. Boy Meets World**

You can (1) ... this show every Friday night on ABC's TGIF. This particular programme portrays the life of a teenager. The (2) ..., Cory Matthews, and his friends get into a problem in every (3) ..., and usually resolve it by the end of 30 minutes! The show describes life as a teen and is great for school students to watch.

**2. Friends**

I'm not (4) ... becoming a fan of this show, but this is a show admired and loved by thousands nationwide! It's just about a few friends who face countless problems each week. Admittedly, the show hasn't (5) ..., but it is fun and you'll never (6) ... watching it!

**3. Buffy the Vampire Slayer**

Full of suspense fantasy drama (7) ... about a teenage girl who fights to rid the (8) ... world of supernatural evil. Buffy finds herself at odds with her new roommate and is also troubled by a series of disturbing dreams involving a soul-sucking demon.

Just give it (9) ... and you won't be able to move yourself from the (10) ...!

**For Your Info**

**TGIF** — abbreviation for *Thank God it's Friday*. Here it is the name of a programme.

- violent
- by and large
- screen
- talking you into
- series
- tune into
- episode
- a try
- lead character
- die hard
- regret
- dotted every i and
- crossed every t

**Points \_\_\_\_\_ / 10**

**3 Do the C-stairs puzzle.**

c										
	c									
		c								
			c							
				c						
					c					
						c				

- 1 Film for children, made by photographing a series of drawings
- 2 An ... film is one with a lot of shooting and fights
- 3 Programme that gives facts about a serious subject
- 4 Funny programme with a different story each week about the same people
- 5 ... show is an entertaining TV programme with songs, clips, etc.
- 6 The lead ... is the main hero of a film
- 7 Short TV programme aimed at advertising

**Points \_\_\_\_\_ / 7**

**4 Choose the best connector.**

*La Femme Nikita* has a unique place among the action adventure shows on TV. Although / Despite (1) the female lead isn't a complete disaster and the show has a little style, it is still a pretty bad and unintelligent show.

The first episode was OK, even though / though (2) the remaining episodes were dreadful. Although / In spite of (3) the fact that the idea was good, I could only see five plots that they repeatedly use.

Then there is the character of Nikita. Peta Wilson is beautiful and does a good job, although / even though (4) the rest of the cast is awful! Roy Dupuis (Michael) was nothing more than a sneer.

If you are not afraid of a show that will bore you, go watch it. I would prefer to devote my time to something worthwhile, although / though (5).

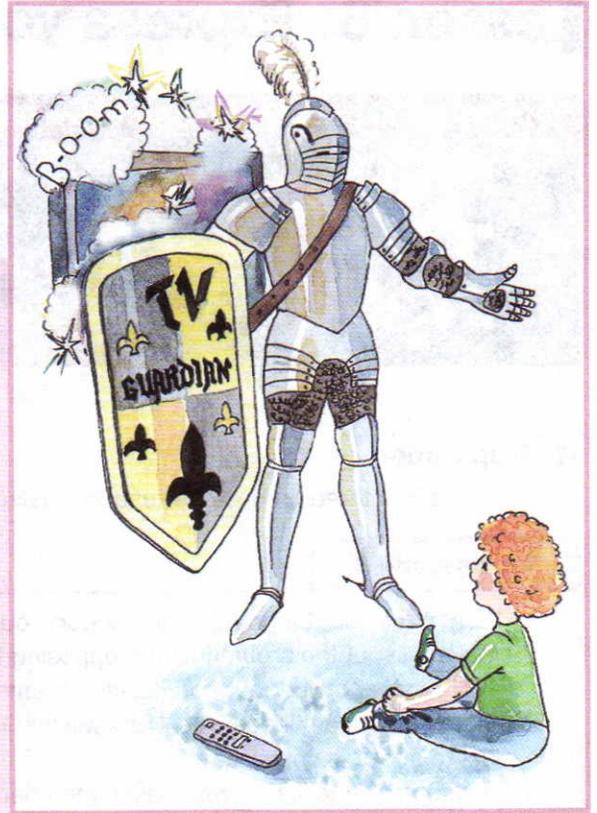
**Points \_\_\_\_\_ / 5**

**5 TV Guardian is a device that filters out offensive language from television.**

- Read this letter from a TV viewer who bought a TV Guardian.
- It is written in British English.
- Correct the underlined words according to the norms of American English.

I just wanted to take a minute to thank you for a great product! We have had our TV Guardian for a couple of months and it's wonderful to be able to sit down in front of the (1) telly with your family, invite the (2) neighbours and watch your (3) favourite (4) film without being bombarded with that (5) rubbish. There is a number of good (6) films out there that we've not watched because of the language. Now, that's not a big problem! My wife runs a childcare (7) centre in our home and the TV Guardian helps in that situation as well. There are many (8) programmes that are fun to watch, but also contain language that is inappropriate. We hope to order a second unit when funds are available.

Again, thanks for a wonderful product. We will, as soon as we can afford it, (9) realise our dream about the second TV / VCR in the (10) flat! I'm spreading the word about TV Guardian.



Points \_\_\_\_ / 10

**6 Translate the underlined words or phrases into English.**

- 1 Автор настоятельно советует меньше смотреть телевизор.
- 2 Я никогда не сожалел о том, что сделал.
- 3 Я требую объяснить Ваше поведение!
- 4 Я не могу разговаривать с этим твердолобым поклонником боевиков.
- 5 Организаторы акции призывают вас присоединиться к неделе без телевидения.
- 6 Он уговорил меня пойти с ним в кино.
- 7 Пора поставить все точки над "i".
- 8 Ассоциация медиков воззвала к правительству обратить внимание на качество программ для детей.
- 9 Не люблю жесткие сцены в фильмах.
- 10 В целом фильм мне понравился.

Points \_\_\_\_ / 10

TOTAL \_\_\_\_ / 50



**CHECK YOUR SCORE**

- 45–50 points** — *Well done!*  
**37–44 points** — *Good*  
**30–36 points** — *Not bad*  
**29 and less** — *Go back and revise*

# Lesson 8 Express yourself

## DEBATES: ALL RUSSIA TV-TURNOFF WEEK



- You are going to have a debate:  
"Do we need an All-Russia TV-Turnoff Week?"

A **debate** is a formal discussion in a public place, in which two or more groups take it in turns to state their opinions on a subject and then vote for or against it.

### 1 Preparation

- Divide into three groups and read the task for your group.

#### Teams A and B

- Work out a list of arguments to support your idea.
- Make a list of the arguments the opposing team might use and work out counter-arguments.
- Choose the team leader. He / She will be first and last to speak in your team.
- Distribute the tasks between team members: to give arguments and to give counter-arguments.
- Choose a secretary who will take notes of the arguments of the opposite team during the debate.
- Study the Language Support box in Ex. 2.

#### Audience

- Work out a list of questions for Teams A and B.
- Choose the Chair.
- The Chair is responsible for the smooth running and timing of the debate. The Chair gives the floor to every speaker! The Chair is also responsible for making quick decisions about any problem that arises during the debate.
- Study the evaluation card below.

#### You may use the following for ideas:

- Entertainment
- Educational values
- Role models
- Mind-expanding
- Exposure for violent scenes
- Copy violent behaviour
- Violation of human rights
- Become addicted to television
- Distract from duties
- Integral part of progress

#### LANGUAGE SUPPORT

##### For the Chair

- Ladies and gentlemen, could I have your attention, please.
- Let me open / close the discussion...
- I give the floor to...
- May I ask you to...
- Unfortunately, your time is up.
- Does the audience have any questions?  
I invite the audience to vote for the decision.

#### EVALUATION CARD FOR THE AUDIENCE

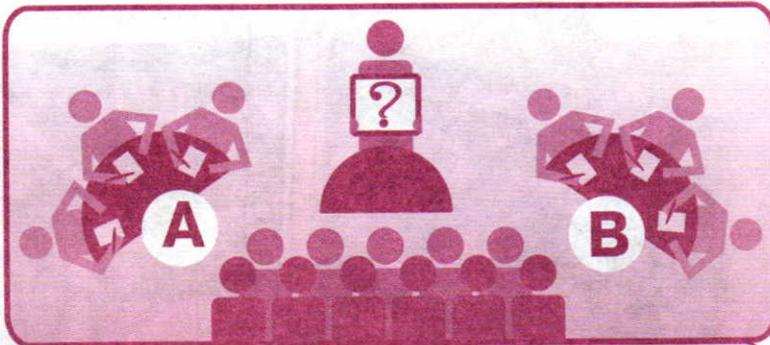
	Very poor	1	2	3	4	5	Excellent
How convincing is the argument?		1	2	3	4	5	
How convincing is the counter-argument?		1	2	3	4	5	
How prepared was the team to answer the questions?		1	2	3	4	5	

- All together go over the debate procedure described in the section activity.

ENGLISH

**2 Activity**

- Follow the debate procedure.



**LANGUAGE SUPPORT**

**Trying to change someone's opinion:**

- Yes, but do you really think...
- Yes, but look at it like this...
- I agree, but on the other hand...
- That's true, but if you look at it from the point of view...

**Saying you approve / disapprove**

- That's a good idea.
- I'm all for it.
- I approve of...
- I disapprove of...

1 The Chair announces the debate, introduces the teams to the audience. Gives the floor to Team A. Tell the team they will have five minutes to present their case. Team A present their arguments within five minutes.

2 The Chair asks Team B to present their view on the problem. They also have five minutes.

3 Team B present their arguments within five minutes.

4 The Chair asks Team A to present their counter-arguments. The time limit is three minutes.

5 Team A present their counter-arguments within three minutes.

6 The Chair asks Team B to present their counter-arguments.

7 Team B present their counter-arguments within three minutes.

8 The Chair gives the floor to the audience.

9 The audience ask both teams questions. The time limit is ten minutes.

10 The Chair invites the audience to vote for the decision.

11 The members of the audience vote according to their evaluation cards. Each criterion should be rated from 1 (very poor) to 5 (excellent). If the vote is equal, the Chair has the casting vote.

12 After the vote the Chair announces the results.

**3 Follow-up**

- Discuss the debate.
- 1 Why did the debate have this result?
- 2 Which team was stronger? Why? Refer to your evaluation cards.
- 3 What was the role of the audience? Did it play its role?

## Lessons 1–2 What science can do

## Warm-up

- 1 Look at the picture of a home of the future.
- How does this home differ from yours?

## Reading

- 2 A. Which of the questions from the list below can you answer before reading the text?

- 1 How will homes be powered?
- 2 How will food be cooked?
- 3 What will homes be like?
- 4 What will furniture be like?
- 5 How will homes be kept clean and tidy?
- 6 How will homes be heated?
- 7 How will home security be provided?
- 8 How will crops be cultivated and harvested?
- 9 How will livestock be reared (выращивать, о животных)?
- 10 How will diseases be treated?
- 11 How will fuel be produced?
- 12 How will disabled people be helped to lead fuller lives?

- 2 B. Read the five short texts and say which of the questions from Ex. 2A you can answer after reading.

## A. Powerful but cordless

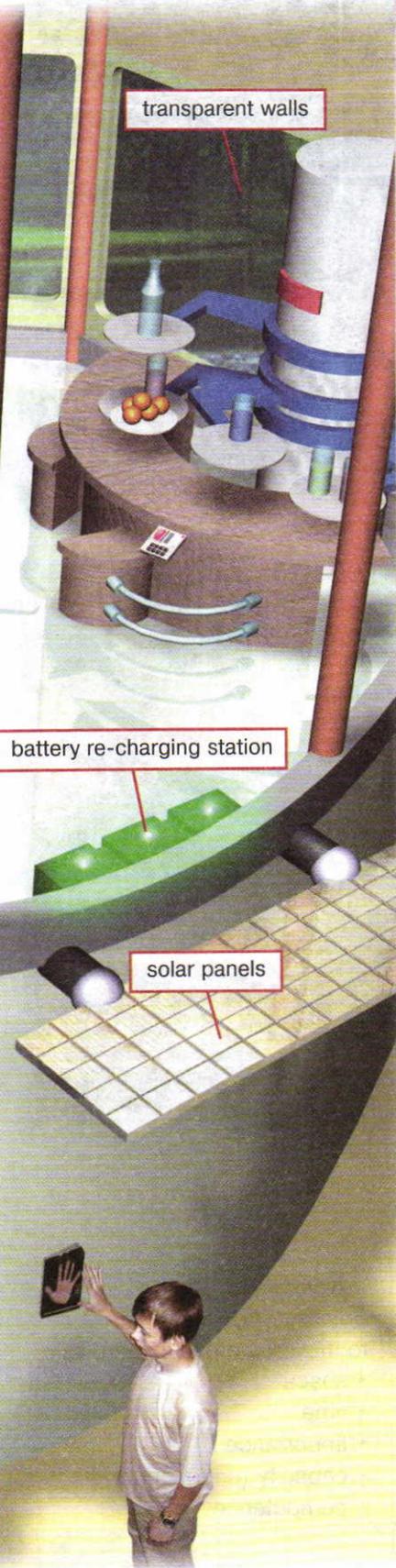
Cords and wires are likely to disappear from our homes after 2015. Extremely **efficient** batteries will provide cable-free operation of many household devices, including vacuum cleaners, computers and irons. For this reason plug sockets will be replaced by battery re-charging stations. Most of the electricity required in such wireless power networks will be generated by **conventional** technology, although **advanced** solar panels, wind and wave power generators will become quite common. Some **high-tech** homes will use other alternative energy sources.

## B. User-friendly space

Movable walls made of lightweight sound-proof materials will allow us to section off another bedroom for a visitor or create a large single space



- 1 Does this mean batteries:
- a) producing a good result?
  - b) working well without wasting time, money, energy?
- 2 Which of the Russian equivalents suits the context best:
- a) обычный?
  - b) привычный?
  - c) удобный?



to host a party in just half an hour. Other walls will function as huge screen displays. Still more flexibility will be achieved with multi-purpose furniture. At our request it will change structure and shape, or even the colour and texture of the covering.

### C. Who'll clean the house?

By 2050 computers will be almost in complete control of our homes. Small and cheap, they will sense changes outside and inside and adjust light, temperature and humidity levels automatically. They will check efficient use of energy for heating and cooling and operate numerous electro-mechanical devices, e.g. they will immediately detect litter dropped on the floor and send a robot vacuum cleaner to clean it up.

### D. My home is my castle

**Sophisticated** networks of small TV cameras linked to sensors will make our homes safe and secure. Police will be automatically alerted if an unauthorised visitor tries to enter. You will never lose your key, as biometric locks will replace traditional ones. To get in, a sensor will scan your hand or eye.

### E. Kitchens will be smart too

Kitchens filled with vegetable peelings, dirty dishes and unpleasant smells will become things of the past. Advances in both microchip and biotechnology will change them completely. A smart fridge will keep an eye on the quantity and quality of the food stored in it and automatically notify the nearest shop if you are short of fruit or milk. Cookers will scan cooking data on the food and **apply** the right amount of heat for the right amount of time. Electric dish-washers will probably become outdated too as dirty dishes made of biodegradable materials will be used to fertilise the soil in the garden.

3 What do these devices have in common?

4 Which is a better translation:

- a) регулировать?
- b) настроить?
- c) приспособить?

5 What do you think it means? Find two more words close in meaning in these five texts.

6 What sort of person is this?

7 Which is the best translation for this word:

- a) использовать?
- b) применить?
- c) other?

2 C. Answer the questions alongside the texts.

## Vocabulary

### 3 A. What do the words below mean in Russian?

- Find a Russian equivalent.
- Pay attention to the pronunciation.
  - v detect, function, generate, monitor, neutralise, section off
  - n battery, texture, sensor, production, protein, photosynthesis, electron, bacteria, injection, gene, dose / dosage
  - a biodegradable

### 3 B. Build the English equivalents for the Russian words in the table.

- Look through the list of words in the box and make sure you know what they mean.
- Use the word-building elements from the first line of each section.

wire (проволока) charge (зарядить) detect sound  
move purpose adjust

#### -less

беспроволочный  
беззвучный  
бесцельный

#### re-

перезарядить  
передвинуть  
перенастроить  
заменить проводку

#### -able

такой, который можно:  
передвинуть  
перезарядить  
настроить  
обнаружить

#### -proof

звуконепроницаемый  
непромокаемый

#### multi-

многоцелевой  
многоцветный  
многофункциональный

### 3 C. Study the meanings of the words in the box.

- Read the sentences below and say what sort of advance it is about.
- Think of the best translation for the word in each case.

**Example:** I should warn you in advance, we may be delayed.  
(“A move forward in time”, the Russian equivalent may be “заранее”.)

- 1 Recent advances in biotechnology have raised moral questions.
- 2 The factory has installed advanced machinery at enormous expense.
- 3 The United Nations has done a lot to advance the cause of world peace.
- 4 In May 1681, a force of about 2,500 troops advanced on the target.
- 5 At the time he was teaching a course for advanced students.
- 6 He has received an advance on his salary.

#### advance (n)

#### advance (v)

to move / a move forward in

- space
- time
- importance
- capacity (способность)
- competence

## Language work

### 4 A. Translate the highlighted sentence in Text A.

- 1 How does it differ from the other predictions in the text?
- 2 How is this difference expressed in Russian?

### 4 B. Express the following with a lesser degree of certainty.

**Example:** *Biotechnologies will considerably lessen pollution of the environment.*

⇒ *Biotechnologies are likely to lessen pollution of the environment.*

*Education will never become an automated process.*

⇒ *Education is unlikely to become an automated process.*

- |  |  |
|--|--|
| 1 Petrol-fuelled transport will be prohibited in the 21st century.   | 4 Domestic robots will be used to take care of the old and the disabled.                         |
| 2 Experiments carried out on space stations will lead to many unexpected advances in science.              | 5 Although it is possible technically, people will not substitute nutrient pills for real meals. |
| 3 Human-like robot servants will not take over from real people, as two-legged machines are very unstable. | 6 In the near future, virtual reality will be used to treat some psychological problems.         |

## Speaking

### 5 A. Read the text your teacher gave you.

- Which question from the list in Ex. 2A can you answer now?
- Prepare to tell other students what your article is about.

### 5 B. Find out the rest of the answers for the questions in Ex. 2A and other interesting things from your classmates.

- Talk to one of your classmates about what you have read. Together you can now answer two more questions in Ex. 2A. Talk to another classmate and so on, until you can answer all the questions in Ex. 2A.

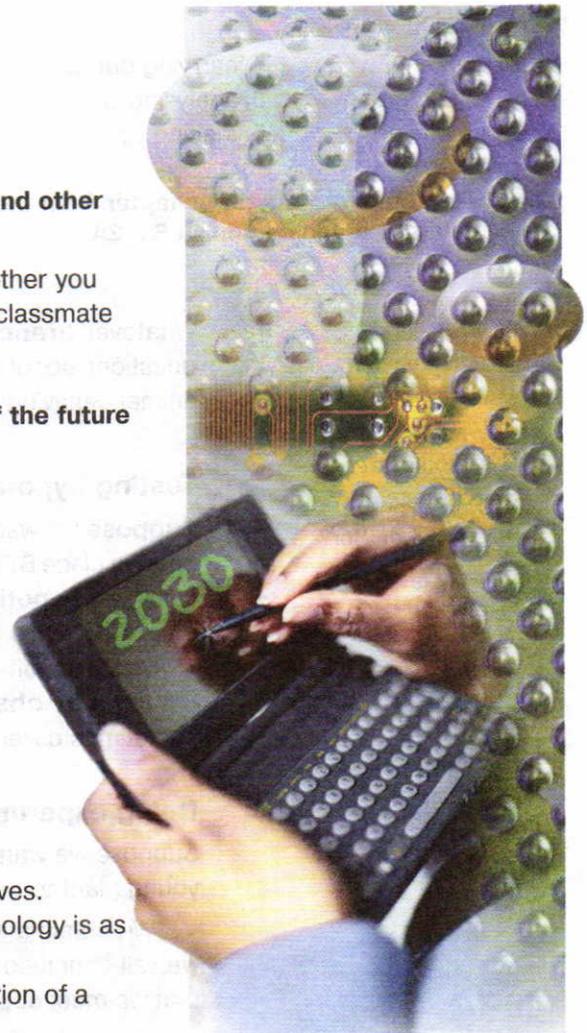
### 5 C. In groups, make a list of predictions about the technology of the future you have read and heard about in the lesson.

- Review the list and say:
  - 1 which of them you would welcome. Why?
  - 2 which of them you find rather scary. Why?
  - 3 which of them do you find most likely / unlikely? Why?
- Report in class the results of your discussion.

## Writing

### 6 Write about a normal day for someone in 2030.

- Imagine yourself living a normal day in the year 2030.
- Think how the technology of the future may change people's lives.
- Remember that for the people of the future this fantastic technology is as common as the telephone or TV for us.
- Your text could be a diary, an adventure story, or just a description of a person's day.



# Lessons 3–4 What is science?

## Speaking

1 Read the question and discuss in pairs the bullet points below.

Is the distance at which we start hearing a sound and stop hearing a sound the same?

- Do you know the answer?
- If yes, how can you prove that your answer is right?
- If no, how can you find the answer now, in the classroom?

## Reading

2 A. Complete each line if you can.

- If you don't know / don't feel sure about how to complete some items, leave them for now. You'll be able to do them after reading the text.

The method of scientific research is a procedure consisting of the following steps:

- |                |                    |
|----------------|--------------------|
| 1 putting ...  | 4 carrying out ... |
| 2 stating ...  | 5 analysing ...    |
| 3 planning ... | 6 making ...       |

2 B. Read the introductory chapter from the textbook *Biology for Life* and see if you can finish Ex. 2A.

- a What does research start from?
- b What is a hypothesis?
- c What is an experiment for?
- d What is scientific method?

Whatever **branch** a scientist is interested in, he **observes** things and asks questions about them. What is that structure for? How does it work? Why is the animal behaving like this? Why are weeds growing here but not there?

### Testing hypotheses

**Suppose** we want to know why a certain type of plant grows well in place A but badly in place B. The first thing to do is to put forward a possible reason. Scientists call this a **hypothesis**. The next step is to test this hypothesis to find out if it is true or not. This is done by carrying out an experiment.

Scientists often investigate things by first thinking of a hypothesis, and then testing it by **observing** things or by doing experiments. This **procedure** is sometimes called the scientific method.

### Doing experiments

Suppose we want to test the hypothesis that light is needed for the leaves of a young plant to become green.

We obtain a plant and put it in the dark. If the green colour fails to develop, we will conclude that light is needed for it. However there is something more that we must do: we must obtain a second plant and put it in the light. We need

### GLOSSARY

**procedure** [prə'si:ʃə] —  
cf Russian процедура



e What is the control?

f What are the necessary conditions for testing a hypothesis?

### GLOSSARY

**variable** — переменная величина (*cf constant*)

this second plant in order to provide a standard with which to compare the first plant. The second plant is called the control. In carrying out experiments it is **essential** that the two plants should be kept in exactly the same **conditions**, except for the light they receive. To put it in a general way: *we keep all the variables constant **except** for the one whose effect we want to investigate.*

An experiment of this kind, in which the experimenter controls the conditions, is called a controlled experiment.

2 C. Answer the questions alongside the text.

2 D. Reflect on the experiment you did in Ex. 1.

- What stage / stages did you skip? Why?

## Vocabulary

3 In the text find the words which mean:

- 1 one part of a large subject of study or knowledge
- 2 something that must happen first before something else can happen
- 3 extremely important or necessary in order to do something successfully
- 4 leaving out or not including
- 5 to try and find out the truth about something
- 6 to watch something or someone carefully
- 7 correct or normal way of doing something
- 8 asking someone to imagine that a particular situation existed

## Language work

4 A. Explain the use of the articles with “plant” in the highlighted paragraph in Ex. 2B above.

- In which cases do we talk about particular plants, and in which about plants / a plant in general?

4 B. Insert the indefinite, definite or zero article depending on whether the meaning is general or particular.

The trick is to drop (1) ... playing card into (2) ... hat resting at your feet. If (3) ... card is held vertically when released, it flutters wildly and completely misses (4) ... target. Held horizontally, it settles gently, with little wayward motion, directly into (5) ... hat.

This phenomenon, sometimes displayed with (6) ... coins dropped in (7) ... liquids instead of (8) ... cards in (9) ... air, is not only (10) ... subject of (11) ... amusement and bets, but also (12) ... topic of considerable interest to (13) ... researchers studying (14) ... chaotic dynamics. It has applications in chemical engineering, meteorology, sedimentology and other fields.



## Writing

### 5 A. Read these guidelines on writing up an experiment.

- Write your own report on the experiment you did in Ex. 1 or you read about in Ex. 2B.
- You should write up your experiment under these headings:

#### Aim

Why did you do the experiment? What hypothesis were you testing?  
*E.g. The experiment is aimed at testing the following hypothesis: ...*

#### Method

What did you do, and how did you do it? Give labelled diagrams where these help to explain what you did. Remember to include details of the control.  
*E.g. To do it, ...*

#### Results

As you carried out your experiment, you observed things and perhaps made measurements. These are the **results**. It's often convenient to put the results together in a **table**. Sometimes it is useful to go a step further and present the results in the form of a **graph**.

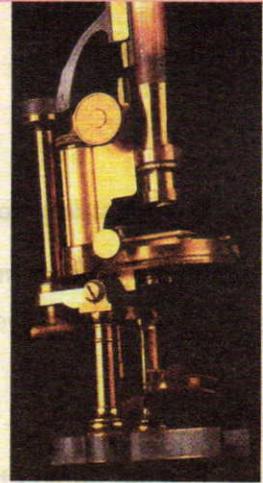
#### Interpretation

This is where you look carefully at your results and answer the question: What do they mean? Do they show any kind of a pattern? Graphs and charts are particularly good at showing up patterns.  
*E.g. The results obtained show that...*

#### Conclusions

Do your results answer your original question? Do they support your hypothesis?  
*E.g. Our hypothesis was proved / not proved.*

**Remember:** A negative result in science is still a result. If you wish to find a prince, be prepared to kiss many frogs. The chance of finding a prince grows each time you find a new frog.  
 (Experimentalist folklore)



### 5 B. Prepare a presentation for the Student Science Conference.

- Choose one of the research questions from the list offered by your teacher (or add your own).
- Plan and carry out your experiment.
- Describe your experiment as in Ex. 5A and prepare to present it at the science conference.

# Lessons 5-6 Why do people become scientists?

## Warm-up

1 Look at the collage and say what you know about the events and the people in it.

- Are they connected? How?

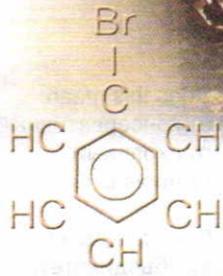


Isaac Newton

Galileo Galilei

Gregor Mendel

James Maxwell



$$E = mc^2$$

## Listening

2 A. Listen to eight people talking about a career in science.

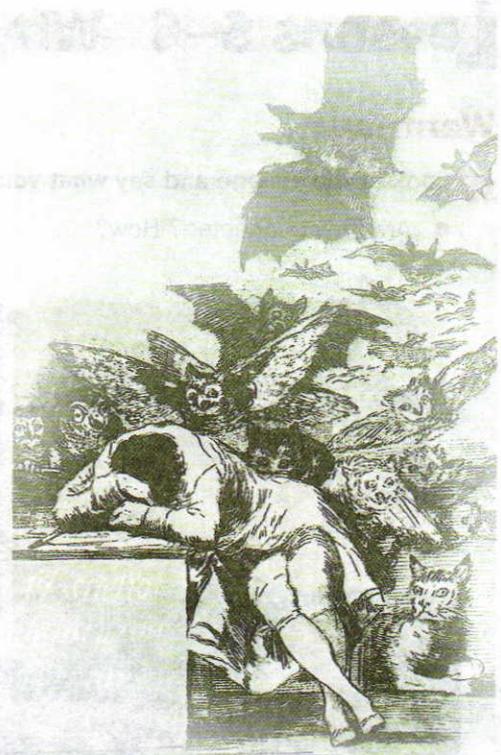
- Put a tick in the box opposite the name of the ones who DO NOT talk about themselves.

- 1 Benjamin B. Katz, Professor of Physics.
- 2 William K. Huggard, Ph.D., Department of Cellular and Structural Biology.
- 3 Susan Feretti, a graduate student, Physics Department.
- 4 Merilyn Stewart, Ph.D., Medicine.
- 5 James Whitmore, a college lecturer.
- 6 Chien Chang, a student in the School of Oceanography.
- 7 Victoria Castro, a Chemistry student.
- 8 Fred Bowfort, a student in the School of Oceanography.

2 B.  Listen again. In the boxes write the numbers of the speakers who are attracted to a scientific career, because they:

- a) think it is fun \_\_\_\_\_
- b) want to have unique knowledge \_\_\_\_\_
- c) like to create order out of chaos \_\_\_\_\_
- d) enjoy intellectual challenge \_\_\_\_\_
- e) want to have freedom to do what they like \_\_\_\_\_
- f) want to uncover the mysteries of nature \_\_\_\_\_
- g) feel thrilled when they learn new things \_\_\_\_\_
- h) like working for the benefit of society \_\_\_\_\_

2 C. Which reason seems most attractive to you?



### Reading

3 A. Read the four paragraphs from an introduction to a book called *Science and Society*, a collection of lectures given by 11 Nobel laureates in 1994 in Toronto.

- What, according to the author, motivates people to do science? Do you find it surprising?
- Would you agree with it? Why? / Why not?

To say that curiosity **motivates** science is to say that the process ends there, and certainly it does end there with most people [...]. Scientists go further, however. They make models which express the underlying pattern in the observations, such as Newton's laws or quantum mechanics [...].

I believe that the impetus to condense **data** into a theory **originates from** an aesthetic sense, the same sense that inspires artists [...]. We consider a theory elegant and great when it is able to integrate and simplify phenomena in a simple and conservative fashion. The same **criteria** are applied to great art. For example, it is generally conceded that Goya and Turner improved their art as their style evolved from a complex to a more simple and austere one.

How similar this was to the work of James Clerk Maxwell, who was able to unify all classical, electrodynamic, magnetostatic, magnetodynamic, electromagnetic and optical effects into one **phenomenon** describable by four rather simple **equations**. In fact, it was this drive to unify which directed Maxwell to the conclusion that light has electronic origin [...].

The physical laws which constitute our theories, simplify our perception of nature, nature being infinitely more complex than our theories in the same way that the subject portrayed in a painting is more complex than the painting itself. Consider the famous and powerful prehistoric cave painting of a horse discovered in the Lascaux cave. It is obvious at a glance that part of the power of the painting stems from the fact that not all the details of the horse are given — some are **implied** — and we are grateful for and moved by that simplification. This, then, is art's great appeal, and science's, too, except that this aspect of science is not as generally known as it is in art... Science, like art, is very much a thing of the spirit. It is not the philosophical but aesthetic motives that drive most scientists...

### GLOSSARY

**austere** — строгий, суровый  
**impetus** — a force that makes an object start moving

- 1 Does this mean:  
 a) консервативный?  
 b) охранный?  
 c) прочный?
- 2 Does this mean:  
 a) объединять?  
 b) унифицировать?
- 3 Cf equal, equality
- 4 Does this mean:  
 a) предмет?  
 b) модель?  
 c) субъект?
- 5 Does this mean:  
 a) change place or position?  
 b) go to live or work to a different place?  
 c) cause someone to have strong feelings?

3 B. Answer the questions alongside the text.

3 C. Translate the highlighted phrases.

## Vocabulary

4 A. Discuss in pairs and decide which of the following statements about the language of science are true.

- 1 The language of science is meant:
  - a) for anybody who cares to hear or read it
  - b) for those who have some knowledge of the subject.
- 2 It is so because scientists:
  - a) want to be objective and precise
  - b) don't want to be understood by non-specialists.
- 3 Most scientific terms were borrowed from dead languages (ancient Greek and Latin) in order:
  - a) to show that the language of science is for educated and learned people
  - b) to avoid the emotional colouring of a living language
  - c) to make it understandable for specialists only
  - d) to make it understandable for all scientists in the world.

4 B. Study the meanings of the words in the box.

- Read the sentences below and say what sort of implication / implied meaning is referred to in each one.
- Think of the best translation in each case.

**Example:** *What are the implications of uncontrolled fishing in this area?*

— *The speaker means effect; a possible translation is "К чему приведет бесконтрольный лов рыбы в этих местах?"*

- 1 This decision has serious political implications.
- 2 What are the theoretical implications of these results?
- 3 He didn't call me a liar but that was obviously the implication.
- 4 The way he spoke to her implied that he liked her.
- 5 What are you implying — that my work is useless?
- 6 The level of radiation in the samples implies that they are of natural origin.

### For Your Info

Some scientific terms of Greek or Latin origin have become widely used in modern English, such as:

**data** *n* — *pl* uncountable

**phenomenon** *n* — *pl* phenomena

**criterion** *n* — *pl* criteria

**hypothesis** [haɪ'pɒθɪsɪs] *n* —  
*pl* hypotheses [haɪ'pɒθɪsɪz]

Note that they still preserve some of the original features, e.g. plural forms.

**imply** (*v*)

**implication** (*n*)

suggest / a suggestion that something is true without saying it directly, e.g.

- result
- effect / influence
- meaning
- something that is said
- a sign of something

## Writing

5 Choose one of the topics and write an essay (200 words).

- Why science is different from / similar to other careers.
- Why a scientific career is attractive / not attractive to me.

# Lesson 7 Check your grammar & vocabulary

1 Read these definitions from a specialised dictionary and choose the words which fit them.

- Use the words from the box.
- There are three extra words.

- observation
- condition
- sophisticated
- hypothesis
- procedure
- criterion
- essential
- phenomenon
- applied

1. ... *n*  
 Those items which make up the environment of an object, substance or organism and which may have an effect on a process in which the object, substance or organism is involved e.g. the presence of oxygen (air) and water are a necessary ... for the rusting (ржавление) of iron.

2. ... *adj.*  
 A part of a whole is ... if, when removed, the identity of the whole is destroyed, i.e. the whole can no longer be identified, e.g. a wick (фитиль) is essential to a candle because if a wick is removed only a block of paraffin wax is left, which cannot be identified as a candle.

4. ... *n*  
 A rule, principle, definition or standard used to test or to assess a statement, fact or object for placing it into a class. E.g. the ... for assessing speaking ability is both accuracy and fluency.

3. ... *n*  
 An idea that is suggested as a possible way of explaining a situation, or proving an idea, etc., which has not yet been shown to be true.

5. ... *n*  
 Any property we have knowledge of, directly or indirectly, through our senses, e.g. magnetism, mass, atmospheric pressure, electricity or gravitation is a ...

6. ... *n*  
 The intentional use of the senses for a special purpose, e.g. when a seed is germinated (проращивать), a student records the ... on the events and the changes in form which take place.

2 Use the words you have learned in Unit 6 or their derivatives to substitute the words and phrases in italics.

- 1 In this experiment all conditions were constant, *only one was variable*.
- 2 A small *change in the position* of the objective lens in the microscope brought the object into focus.
- 3 These students are too *well prepared* in their studies to talk to them in terms of elementary physics.
- 4 The conventional pump *makes use of* atmospheric pressure.
- 5 A force of 12 newtons was *used* at the point shown in the diagram.
- 6 *Commonly used* telescopes are not powerful enough to observe this phenomenon.
- 7 Newton started a new *area of research in* Physics which was later called Optics.
- 8 This experiment requires *very clever and complex* equipment.
- 9 *Let's imagine that* the force applied to this point equals the force of friction. Will the object be able to move?
- 10 Curiosity is *a strong enough* factor in attracting people to do science. But it is definitely not strong enough to keep them in laboratories for years.



**3 A group of students estimated the probability of the following advances of future technology as shown below.**

Degree of probability (%)	
100	1 Solar, wind and convection energy / substitute conventional sources.
100	2 New lightweight, soundproof materials / be used for construction and making furniture.
50	3 By 2025, robots / learn how to tend plants and rear animals.
55	4 Inherited diseases / be treated with the help of modified viruses carrying the corrected gene.
20	5 Complete artificial internal organs / be available in thirty years from now.
50	6 Doctors of the future / be able to tailor specific pills for each patient.
100	7 Playback systems / be the size of a matchbox.
80	8 Most waste / be processed and recycled.
5	9 The environment and atmospheres of other planets / be transformed so that people, animals and plants can live there.
0	10 Petrol / be extracted from genetically modified oil-bearing plants.

- Rewrite the statements using the appropriate way of expressing the degree of probability: will V / will not V / likely to V / unlikely to V.

**4 Fill in the gaps with a word built with the help of these word-building elements:**

**-less, re-, -able, -proof, multi-**

- The words in italics will help you.
- Change the form if necessary.

- Oxygen has no *colour* and *taste*, but although it is ... and ... we can sense immediately if it is missing in the atmosphere.
- People in this area have to be .... They speak the *languages* of the neighbouring villages.
- On board a spaceship in the absence of acceleration, objects and people *weigh* nothing. ... is one the main difficulties for astronauts.
- We *considered* this question last year and made a decision. Anyway, under the pressure of the new facts we have to ... it.
- Don't mind the *water*. This material is ...
- One can *observe* some organic molecules through a powerful electron microscope. But, normally, molecules are not ..., they are too small.
- Don't worry about bad *weather* with these new synthetic materials. The house is completely ...
- The waste is processed for *use* as fertilizer. The aim to make 95% of it ...
- What if some *foo* presses this red button? — Don't worry, this device is ...
- This criterion can be *applied* to any research paper. In fact, it is ... to any paper which has a clearly defined purpose.

**5 Use a, the or zero article to fill in the gaps.**

On its way to (1) ... near-Earth asteroid, (2) ... spacecraft late last month took some 500 snapshots of a tiny rock called 431 Mathilde. After viewing (3) ... images, which depict (4) ... battered rock pitted with (5) ... craters, planetary scientists had one key question: Why does this asteroid still exist?

(6) ... craft, known as NEAR (near-Earth asteroid rendezvous), spied five craters more than 20 kilometers in diameter gouged into (7) ... sunlit side of Mathilde which is about 50 km across. "This rock has been through collisional hell," says Joseph Veverka of

Cornell University, yet its surface indicates it has survived for at least 2 billion years.

An initial analysis of radio wave observations suggests (8) ... possible explanation. (9) ... data indicates that the dark rock has (10) ... low density, like that of (11) ... pile of sand loosely bound by (12) ... gravity. When (13) ... object strikes such a body, notes Veverka, "it's like hitting a sponge." Rather than shattering Mathilde, (14) ... shock wave from (15) ... impact may be absorbed (поглощать).

# Lesson 8 Express yourself

## A STUDENT SCIENCE CONFERENCE

- You are going to take part in the International Student Science Conference.  
In turn, you will be a speaker, a participant, an interpreter, and some of you may wish to be the Chair.

Dear Sir, Madam,  
Thank you for your interest in the International Student Science Conference "World of Mysteries" held annually and for the wish you expressed to contribute a paper

### 1 Preparation

- Choose one of the topics from the teacher's list or think of one of your own.
- Carry out the research and write it up (see Lessons 3–4).
- Make a list of technical terms.
- Look through the papers prepared by your colleagues in advance.
- Read the role cards.

### LANGUAGE SUPPORT

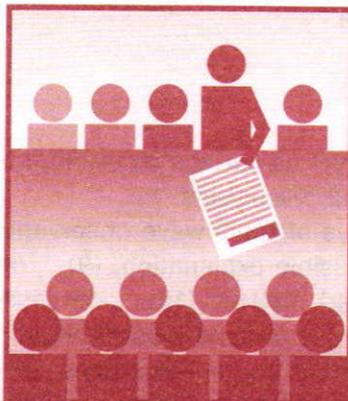
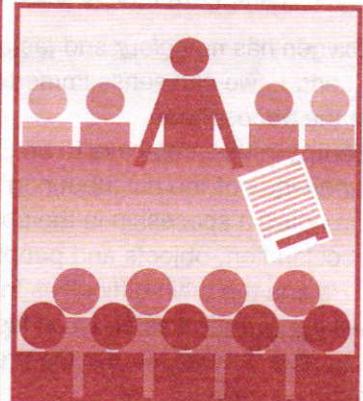
- Ladies and gentlemen, I declare the conference open / closed.
- I give the floor to...
- Questions please.
- I would like to say thank you to...

### Chair

- You declare the conference open and closed.
- You introduce the speakers, keep order and time the presentations.
- You summarise the discussion at the end of the session.

#### Tips for the Chair

- Do not allow the speaker and the discussion to exceed the time — interrupt politely.
- Make notes of what is said to summarise at the end.
- At the end, say something nice to every speaker and thank the interpreters.



### Speaker

- You will present your research work and answer the questions from the audience.
- Your talk including interpreting will take three minutes.

#### Tips for speakers

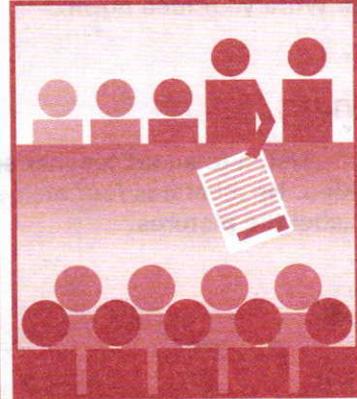
- Prepare hand-outs and visuals to save time.
- Make your phrases short and clear.
- Allow sufficient time for the interpreter to do his / her job.
- Do not panic if the translation is not quite accurate — you cannot understand it, after all.

## Interpreter

- 1 You translate the talks from English into Russian.
- 2 You translate the questions from English into Russian.
- 3 You translate answers from English into Russian.

### Tips for interpreters

- Look through the list of technical terms prepared by the speakers and keep it at hand.
- Keep focused on the meaning, not on the words.
- Do not hesitate to ask the speaker to rephrase or explain the idea more clearly.
- Interrupt politely, if the speaker speaks for too long.
- Write down numbers and names.



## Participant

- 1 You listen to the talks.
- 2 You ask questions (at least three during the whole session).
- 3 You express your opinion on the research presented.

### Tips for participants

- Listen carefully and put down the questions that come into your mind while listening.
- Remember, you are supposed to ask at least three questions.

ENGLISH

## 2 Activity

Be in turn speaker, interpreter and participant.

## 3 Follow-up

- Take a few minutes to think about what was the most difficult role for you personally. Why?
- Share your observations with your classmates.

## Lessons 1-2 Line

### Warm-up

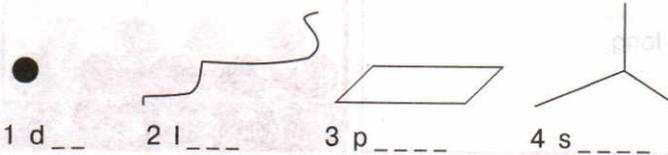
- 1 Look at the drawing by Paul Klee and give it a name of your own. Write your idea down.



Drawing by Paul Klee

### Listening

- 2 A. Listen to an art teacher speaking about the artist Paul Klee. He mentions four elements of art. What are they? Label the pictures.



- 2 B. Listen to the continuation of the lecture and draw a "line story".

- Display your "line stories" in the class and see how different they are.
- Why do you think this is so?

### Reading

- 3 A. Look at the painting by Seurat and answer the questions.

- What do you think its name is?
- What are your first impressions of this painting?
- The words from the list may help you.



- mysterious
- painting in dots
- shapes
- untidiness
- landscape
- peace
- formal elegance
- noisy place
- silence
- disorder
- poetry
- speed
- loneliness
- sunlit world

**For Your Info**

Sister Wendy Beckett is a British nun, described by *The Washington Post* as “a woman plucked from another world, who had never watched TV, never been on it, who looks, acts and talks like no one who has, who shows up on TV one day and becomes a most beloved TV art critic”

In **SISTER WENDY’S STORY OF PAINTING** the 67-year-old, self-taught “art nun” guides television viewers through each great era of Western art. Sister Wendy believes that each great work of art has a fascinating story to tell about what it means to be human. “So often people are held back because they fear their own ignorance,” says Sister Wendy. “The **STORY OF PAINTING** is my guide for those who want to look, but lack the courage.”

**GLOSSARY**

**Seurat** [səˈrɑː] —

**transcendence** [trænˈsendəns] — неординарность

**fathom** [ˈfæðəm] — understand what something means after thinking about it carefully

**painstakingly** — thoroughly

**bugle** — горн

**concision** — clarity

**encroach** — вторгаться, посягать

**harry** — attack repeatedly

**3 B. Read the description of this picture made by Sister Wendy Beckett and say whether the author’s impressions are similar to yours.**

Seurat’s *Sunday Afternoon on the Island of the Grande Jatte* is one of those rare works of art that stands alone; its transcendence is instinctively recognised by everyone. What makes this transcendence so mysterious is that the theme of the work is not some **profound** emotion or momentous event, but the most **banal** of workaday scenes: Parisians enjoying an afternoon in a local park. Yet we never seem to fathom its **elusive** power. Stranger still, when he painted it, Seurat was a mere 25 (with only seven more years to live), a young man with a scientific theory to prove; this is hardly the recipe for success. His theory was optical: the conviction that painting **in dots**, known as pointillism or divisionism, would produce a brighter colour than painting **in strokes**.

Seurat spent two years painting this picture, concentrating painstakingly on the **landscape** of the park before focusing on the people; always their **shapes**, never their personalities. Individuals did not interest him, only their formal **elegance**.

There is no untidiness in Seurat; all is beautifully balanced. The park was quite a noisy place: a man blows his bugle, children run around, there are dogs. Yet the impression we receive is of silence, of control, of nothing disordered. I think it is this that makes *La Grande Jatte* so moving to us who live in such a disordered world: Seurat’s control. There is an intellectual clarity here that sets him free to paint this small park with an astonishing poetry. Even if the people in the park are pairs or groups, they still seem alone in their concision of form — alone but not lonely. No figure encroaches on another’s space: all coexist in peace.

This is a world both real and unreal — a sacred world. We are often harried by life’s pressures and its speed, and many of us think at times: Stop the world, I want to get off! In this painting, Seurat has “stopped the world,” and it reveals itself as beautiful, sunlit, and silent — it is Seurat’s world, from which we would never want to get off.

- 1 What does the word “**profound**” here mean:
  - a) strong?
  - b) weak?
- 2 Think of a Russian word that sounds similar to “**banal**”.
- 3 What does the word “**elusive**” mean here:
  - a) необъяснимая?
  - b) ускользающая?
- 4 Label the pictures:
  - a) **in dots**.
  - b) **in strokes**.



- 5 What do you normally see in a **landscape**?
- 6 Does “**shapes**” here mean:
  - a) forms of something that you see?
  - b) a combination of qualities and features that something has?
- 7 Think of the Russian word that sounds similar to “**elegance**”.

**3 C. Read the text again and fill in the table with brief notes from the article.**

1	What makes the picture special?	
2	Background information	
3	What you can see in the picture?	
4	Manner / Technique used by the artist	
5	The artist's focus	
6	Associations (sounds, smells, etc.)	
7	Contrast	
8	Comparison with other forms of art	
9	Overall impression	
10	Interpretation	



**Vocabulary**

**4 A. Answer the questions alongside the text.**

**4 B. Match the words from column A to the words from column B to form meaningful expressions.**

- More than one match is possible.

A	B
profound	scene
banal	in dots
elusive	emotion
painting	landscape
concentrating on	shapes
focusing on	elegance
formal	in strokes
painting	power

**4 C. Read the dictionary entry and say:**

- What thing or place can be described with the phrase given as an example.

**Oxymoron** [ɒksɪ'mɒrən] — a deliberate combination of two words that mean the opposite of each other to get a new meaning, such as “ugly beauty”.

- Look at the table below and make up oxymoronic expressions.

dotted	light	shapeless	beauty
exceptional	joy	powerful	fire
elegant	wisdom	sad	banality
black	form	ugly	line
straight	weakness	organised	ugliness
cold	ice	foolish	chaos

**4 D. Fill in the gaps with the words in bold from the text.**

- 1 His work is very .... It makes viewers think and sympathise with the people in the picture.
- 2 The ... of his pictures attracted hundreds of people to the gallery.
- 3 You can recognise the building in the background by the ... of its spire.
- 4 The artist was sure that painting ... rather than ... is much more impressive.
- 5 Critics called his works ... because of a lack of new ideas.
- 6 The ... idea of the picture is difficult to understand.
- 7 This artist never painted people, he adored nature and became famous for his ....

**Speaking****5 A. Look again at the drawing by Paul Klee and think what you can see in it.**

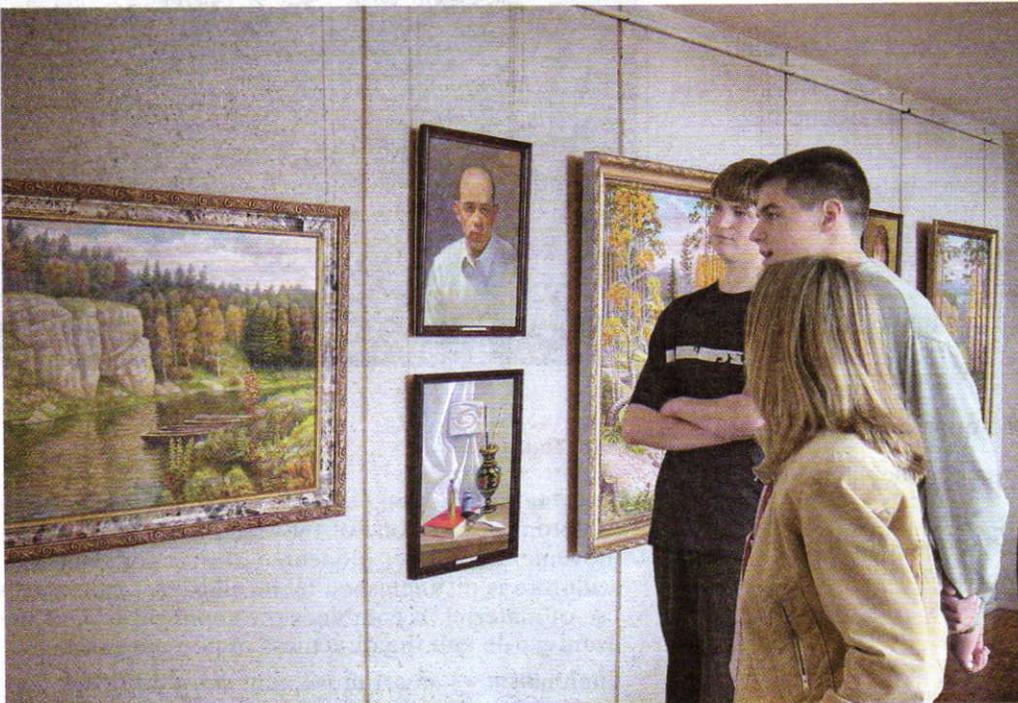
- The table in Ex. 3C and the words in bold from the text (Ex. 3B) may help you with ideas but you may like to choose only some of them.
- Make notes for yourself.

**5 B. In groups take turns to interpret the drawing.****5 C. Summarise.**

- Did you have similar or different interpretations?
- Why do you think this is so?

**LANGUAGE SUPPORT****Language for expressing opinions**

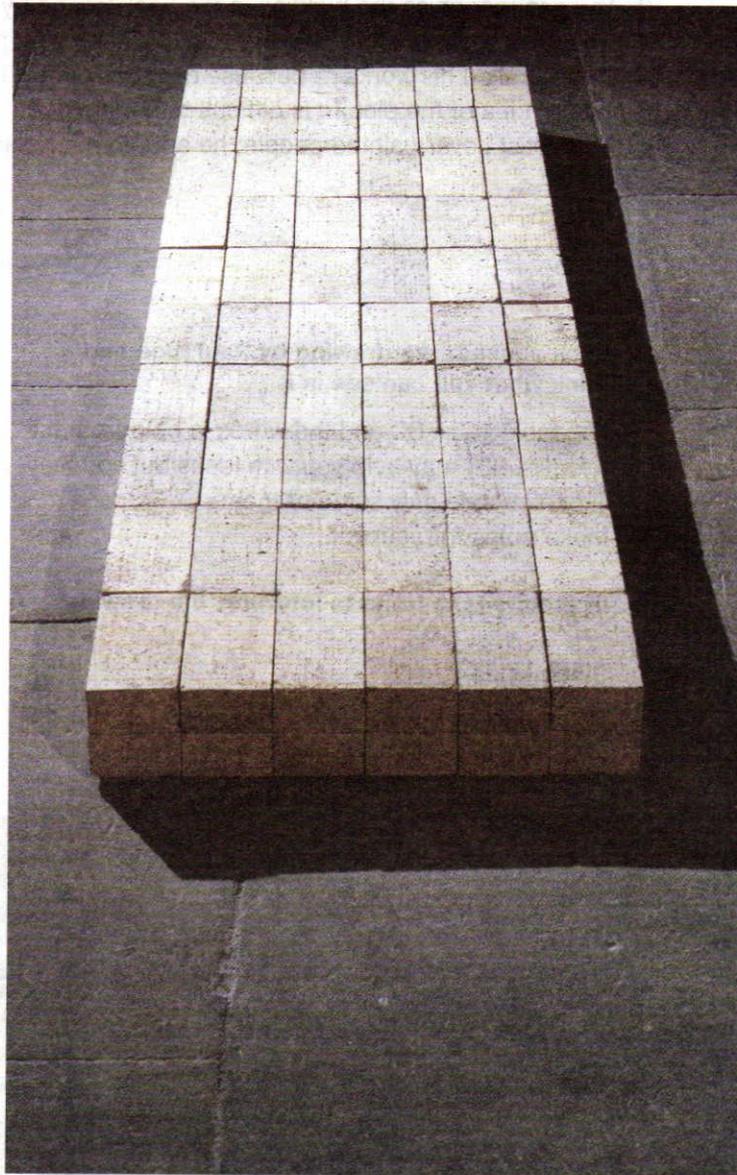
- The way I see it...
- As far as I can see...
- This looks like...
- This seems / appears to be...
- It might / could be...
- It makes me feel...
- It reminds me of...
- I have no idea what is painted.
- I can't figure out what is painted.



# Lessons 3–4 Modern art

## Warm-up

- 1 Look at the photo.
- Where do you think the picture was taken?
  - What do you think of it?



## Listening

- 2 A. Listen to the interview and tick the names of the people and places mentioned in it.

1	Paris	
2	Sister Wendy Beckett	
3	Massachusetts	
4	Seurat	
5	Brancusi	
6	Stonehenge	

- 2 B. Listen once more and decide which statements are true (T) or false (F).

- 1 Carl Andre's works of art have changed a lot since the start of his career.
- 2 1958 was an extremely important year for the artist.
- 3 The idea of space doesn't matter much to him.
- 4 He prefers to have nothing around his sculptures.
- 5 He finds elusive power in mathematics and geometry.
- 6 He always sticks the pieces of his sculptures together.
- 7 He doesn't like it when people touch his sculptures.

- 2 C. In pairs discuss these questions.

- Why and how is the idea of space important to the sculptor?
- Do you find beauty in mathematics and geometry? Why? / Why not?

### For Your Info

**Constantin Brancusi** (1876–1957) — a Romanian sculptor, who was one of the leaders of the modern movement and later pioneered abstraction. His sculpture is distinguished by its elegance and sensitive use of material. It combines the sophistication of the avant-garde and the directness of peasant carving.

**minimalism** — an art movement started in New York in the 1960s. Simple forms and an impersonal style are characteristic of minimalist sculptures.

**Reading**

**3 A. Work in pairs. Read the extract from an article about Carl Andre and answer the question.**

- What does the sculpture in the picture actually represent, according to its author?

**3 B. Look at the words and expressions in bold and answer the questions alongside the text.**

I can remember being in a gallery once and realising I was standing on an Andre sculpture. After the shock, the piece began to assert its power — the sheer simplicity of it, the humility of the materials, the silence of it. It had the effect of undermining a lot of what was around it. “Art is not a form of communication,” said Andre many years ago, and he stands by it now. “A great work of art is about new experiences... it **changes your state**.” He feels that good art only **conveys** something that cannot be conveyed in any other way, just as a great poem cannot be paraphrased. In his own work, he aspires to make the **visual** equivalent of silence.

The decibel level around us continues to rise, both literally and in terms of all our senses being assaulted. In galleries, the tide of text and educational explanation continues to lap at the sandcastle of the art itself. The work of Carl Andre stands **in opposition to** this tendency.

He speaks of order and calm **in connection with** his sculpture. When his work is going well, Andre feels that “thought and act become one, and that’s a great state to reach.”

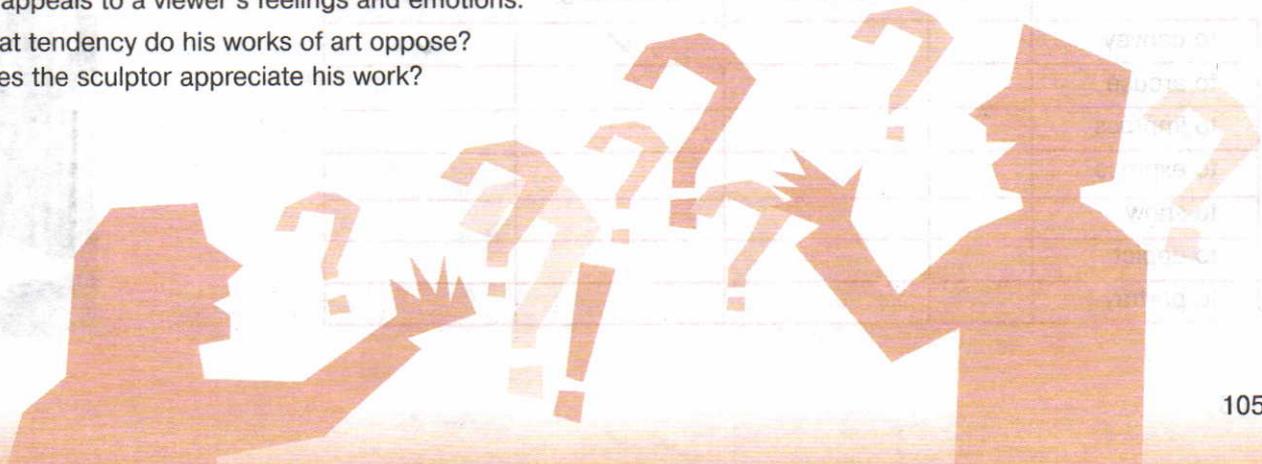
- a** Have you ever seen a work of art that changed your state of mind? Give examples.
- b** A sculpture can convey an idea. What other things can convey an idea?
- c** Can you see or hear it?
- d** Which words link the ideas in these sentences? Which contrast?

**GLOSSARY**

- assert** — influence strongly
- sheer** — with nothing else mixed with it
- humility** — скромность
- undermining** — gradually making less strong or effective
- aspire** — desire and work towards achieving something important
- assault** — affect something in a way that makes you uncomfortable or upset

**3 C. Read the text again and answer the questions.**

- 1 Did Carl Andre’s sculpture produce a strong impression on the viewer? How do you know?
- 2 How does the sculptor explain his idea of art? Find the words in the text where he:
  - a) contrasts art with communication
  - b) states what his idea of art is
  - c) appeals to a viewer’s feelings and emotions.
- 3 What tendency do his works of art oppose?
- 4 Does the sculptor appreciate his work?



**3 D. These are different features which may be discussed in connection with a work of art.**

- Search the text and tick the features which appear in it.

1	effect the sculpture produced on the viewer	
2	circumstances of the first encounter	
3	later impressions	
4	background information	
5	associations caused by the work of art	
6	first impressions	
7	possible message it conveys	
8	comparison with poetry	
9	contrast with other forms of art	
10	reference to its uniqueness	



**Vocabulary**

**4 A. Choose the words and expressions from the box to fill in the gaps in these sentences.**

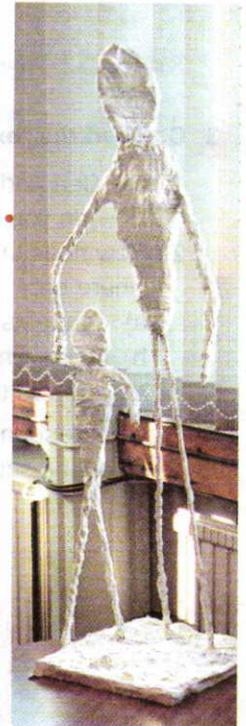
- Make any changes as necessary.

- Nothing can beat the quiet beauty and great ... of his sculptures.
- Many galleries have rejected old-fashioned realistic works of art in favour of ... modern designs.
- "I concentrated on the eyes ... my early paintings," explained the artist.
- The ... memories of this exhibition will last for a long time, I suppose.
- Some art schools were set up ... the existing art movements.
- Although the painting was created hundreds years ago, it is full of larger-than-life characters and ... a vivid sense of "being there".
- Eternal youth and beauty have been ... since time began.
- Try joining the ..., copying the ..., mixing the brush ... — and you'll get a sample of modern art and some fun.
- Art could well have a more ... influence on people than science.
- The clean and simple ... of the drawings started to ... as soon as I saw them.

- reference to its uniqueness
- convey
- in opposition to
- in connection with
- visual
- change one's state of mind
- elegance
- banal
- shape
- dot
- stroke
- line
- elusive
- profound

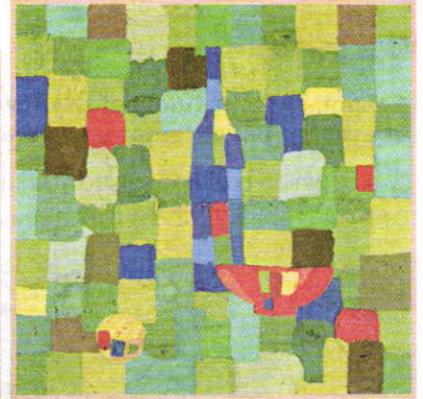
**4 B. Complete the table putting ticks in the boxes to make collocations.**

	Life	A person / people	An idea / a meaning	A feeling / an emotion
to convey			✓	✓
to arouse				
to impress				
to express				
to show				
to depict				
to portray				



## Speaking

5 Choose one of these pictures.

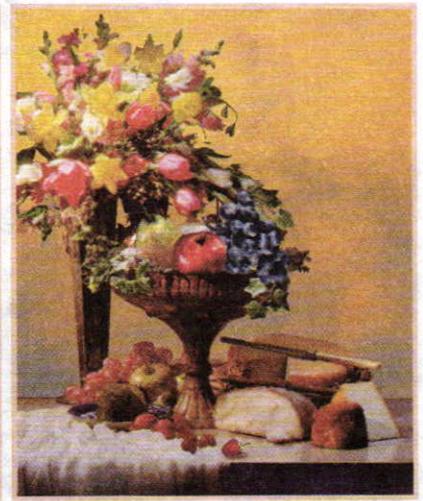
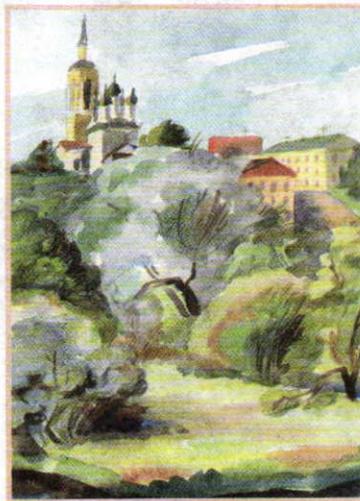


- What do you think of it?
- Explain your opinion in four or five sentences.

### LANGUAGE SUPPORT

#### Giving personal opinions

- It strikes me that...
- As I see it / In my opinion...
- I feel very strongly that...
- I'm inclined to believe that...
- I am absolutely convinced that...
- I tend to think that...
- On balance, I'd say that...



## Writing

6 There is a plan to exhibit a work of contemporary art in your school hall. All students are invited to vote for the work they like best.

- Choose one work of art from those shown in Ex. 5 and write an essay explaining your choice.

### LANGUAGE SUPPORT

#### Writing an essay:

##### Opening phrases and linking words

- I am writing in response to...
- I am writing to inform you...
- I just had to write and tell you about my...
- I am totally opposed to / in favour of... because...
- My only choice would be... since...
- Also I'd like to present my own understanding of...
- Moreover, it seems to...
- Added to this...
- I would suggest that...
- I'd like to recommend...
- All things considered, I feel that...

#### Introduction:

- Reasons for writing

#### Main body:

- Stating your choice
- Arguments and reasons supporting your choice
- Reinforcing your choice with your interpretation of a picture

#### Conclusion:

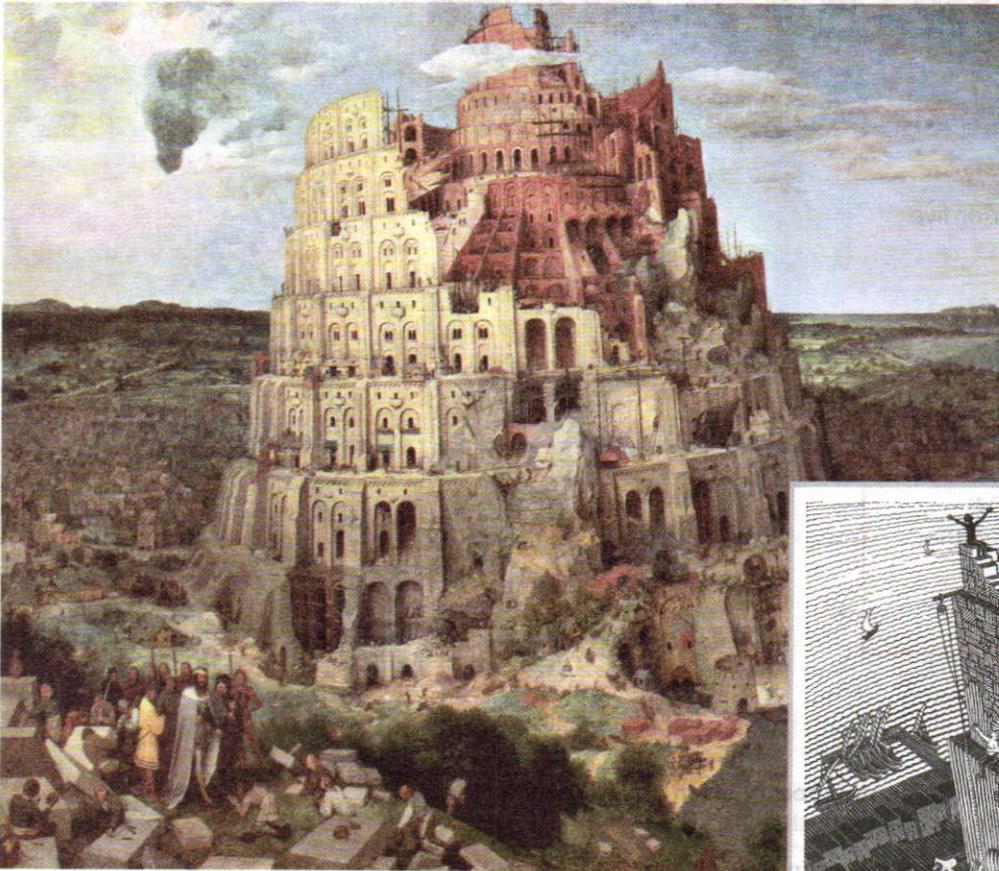
- Giving recommendations
- Summing up

# Lessons 5–6 Great myths in art

## Warm-up

1 Look at the pictures of the Tower of Babel which were done by two different artists from different times and answer the questions.

- Which one appeals to you more and why?
- What might these pictures have to do with language?



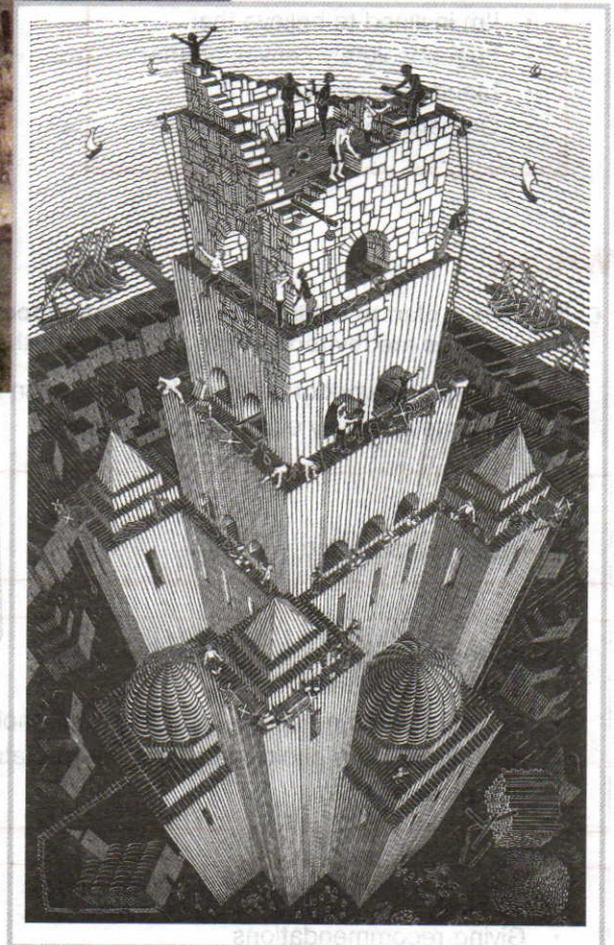
The Tower of Babel by P. Brueghel, 1563

### For Your Info

The biblical tale of the Tower of Babel describes how, in the early days of the world, all mankind spoke the same language. Journeying from the east, people came to the Great Plains of Babylonia and settled there. They wished to build a tower so high that its top could reach heaven. This made God angry and one day they found themselves all speaking different languages. They could not understand each other and were unable to finish building the tower. People sometimes mention the Tower of Babel when describing a scene of confusion, disorder and the noise of many voices.

Although the story of the Tower of Babel is often thought to be purely a myth, there are archaeological indications that a tower really existed in the ancient city of Babylon.

The Tower of Babel has been gone for many years, but has continued to inspire artists and intellectuals throughout the ages.



M. C. Escher's *Tower of Babel*  
© 2002 Cordon Art B. V. — Baarn — Holland. All rights reserved.

## Reading

### 2 A. Read and listen to this extract from *Paradise Lost* (1667) by John Milton and choose the sentence which best conveys the main idea.

- 1 Because they could not hear what the others were saying, the builders did not build the building according to the plan and it looked a ridiculous mess.
- 2 Instead of understanding each other, as a result of an act of God, all the builders spoke to each other using strange words, so that what they built did not conform to any plan.
- 3 God appeared to the builders and they were all scared, so that they became speechless and could not work properly.

God ... comes down to see the city, ... and in derision sets  
 Upon their tongues a various spirit, to raze  
 Quite out their native language, and instead  
 To sow a jangling noise of words unknown.  
 Forthwith a hideous gabble rises loud  
 Among the builders; each to other calls  
 Not understood ... Thus was the building left  
 Ridiculous, and the work Confusion named.

### GLOSSARY

**in derision** — в насмешку

**raze** — полностью разрушить, стереть с лица земли

**sow** — посеять

**forthwith** — сразу

**jangling** — издающий резкий звук

**hideous gabble** — безобразное бормотание

### 2 B. Which of the pictures of *The Tower of Babel* from Ex. 1 do you associate with the poem? Give your reasons.

## Listening

### 3 A. You are going to listen to a person describing his impressions of the two pictures above.

- Look through the ideas below and decide which picture they refer to. Mark them "B" for Brueghel's painting and "E" for Escher.

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | 1 The artist saw even the smallest details.          |
| <input type="checkbox"/> | 2 The artist liked working with straight lines.      |
| <input type="checkbox"/> | 3 Massive structure reaching into the clouds.        |
| <input type="checkbox"/> | 4 The artist worked with symmetry.                   |
| <input type="checkbox"/> | 5 This picture is like a documentary record of life. |
| <input type="checkbox"/> | 6 A monument to man's folly.                         |
| <input type="checkbox"/> | 7 The building is a mess.                            |
| <input type="checkbox"/> | 8 The artist had an extremely organised mind.        |
| <input type="checkbox"/> | 9 The soaring height of the Tower.                   |

### 3 B. Listen to the description and check whether your guesses were correct.

### 3 C. Listen to the description again and tick the phrases the speaker uses to describe his impressions and interpret the pictures.

- |                          |   |                          |  |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | 1 I find them...                          | <input type="checkbox"/> | 7 And that struck me in the picture.       |
| <input type="checkbox"/> | 2 This looks like...                      | <input type="checkbox"/> | 8 So you get this strong sense of...       |
| <input type="checkbox"/> | 3 I can look at them for hours.           | <input type="checkbox"/> | 9 I also have this strong impression of... |
| <input type="checkbox"/> | 4 It reminds me of...                     | <input type="checkbox"/> | 10 There is none of...                     |
| <input type="checkbox"/> | 5 What I see when I see the picture is... | <input type="checkbox"/> | 11 It might / could be...                  |
| <input type="checkbox"/> | 6 I can't figure out what is painted.     |                          |  |

**3 D. In pairs choose the picture you like most.**

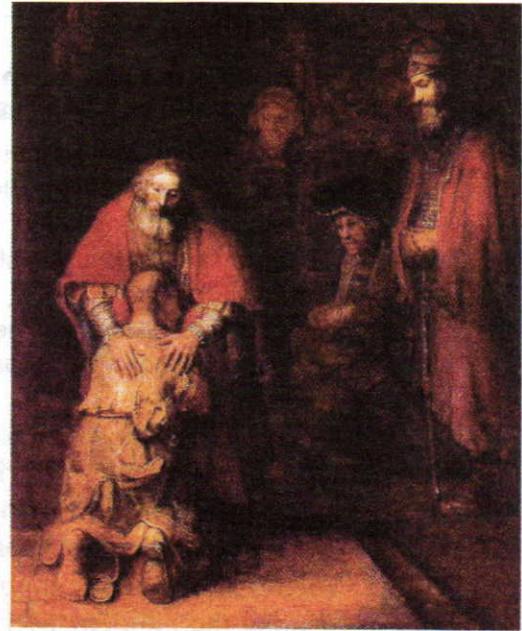
- Describe your impressions of it to your partner.

**Vocabulary**

**4 A. Read the following description of Rembrandt's picture *The Return of the Prodigal Son*.**

- Match the words in bold with the explanations below.

"...I was standing in front of Rembrandt's picture *The Return of the Prodigal Son* and that was a moment I would have liked to be stretched out longer. I love his work, I love the way he **depicts** people and his **sensitivity** and the darkness of his colours. When I was looking at *The Return of the Prodigal Son* I could really have stayed there for hours probably because there is so much to see in the picture, so many emotions, such **intensity** in the moment when the father welcomes the son back from his wanderings. It's such an **evocative** picture — one, which I could just look at for ages. Rembrandt's use of colour and light and shade is something that's always impressed me, particularly the blend of light and shade. In that picture, which, I think, is one of his later works, he seems to accomplish it in a masterful way. So much to see... And somehow the parable that is in the picture, is quite close to my own experience, and I would really have loved to have stayed with it for a longer time, but that's a picture gallery for you, you can't escape the need to go on to the next thing!"



*The Return of the Prodigal Son* by Rembrandt van Rijn, 1662

- 1 How will the meaning of the sentence change if you take away "so" and "such"?
- 2 Compare the phrases with "such". Why is there an article in one of them?
- 3 Will there be an article if you call two pictures evocative?

**GLOSSARY**

*The Return of the Prodigal Son* — Возвращение блудного сына  
**accomplish** — выполнить  
**parable** — притча

1 ...	a) a very strong effect or feeling
2 ...	b) ability to understand other people's feelings
3 ...	c) show or describe something in a way that gives a clear idea of a real situation
4 ...	d) making people remember something

**4 B. Read the text once again and fill in the chart with words connected with seeing and feeling.**

What the person sees (objects, colours, shades, techniques)	What the person feels (emotions, ideas, thoughts)

**4 C. Fill in the gaps with the words in bold from the text in Ex. 4A.**

The painter (1) ... details carefully. I was impressed by the (2) ... of his images and the (3) ... of his colours. It's a very (4) ... piece of art.

## Language work

5 A. Answer the questions alongside the *The Return of the Prodigal Son* text in Ex. 4A.

5 B. Fill in the gaps with *so*, *such* or *such a*.

Two friends in a cloakroom of the local museum.

- ... You are leaving now, aren't you? Did you like it?
- It's (1) ... good exhibition!
- Really?
- (2) ... much to see, (3) ... great ideas! It's (4) ... impressive!
- You've got to be joking? Modern art is (5) ... primitive and messy!
- It's (6) ... great event that you shouldn't miss it.
- Do you really think it's worth seeing?
- Yes, it's too good to miss.

5 C. Paraphrase the sentences with *so*, *such a(n)*.

- 1 The performance we saw was very sensitive.
- 2 This is important news.
- 3 The parable is close to my own experience.
- 4 These are banal pictures.
- 5 The movie is too good to miss.
- 6 The concert was very exciting.



## Speaking

6 Choose a picture from the unit or any other picture and give your own interpretation of it.

- You can use the text in Ex. 4A as an example.

### How to interpret a work of art

Facts

Impressions  
and  
emotions

- artist's name
- name of the picture
- background information
- what you can see in the picture (people and objects)
- colours, shades, techniques

- the viewer's impressions, thoughts and ideas
- the viewer's feelings and emotions
- his / her interpretation of the artist's message

# Lesson 7 Check your grammar & vocabulary

## 1 Make the sentences more intensive in meaning by adding *so / such, such a* or *too* to them.

- Make changes if necessary.

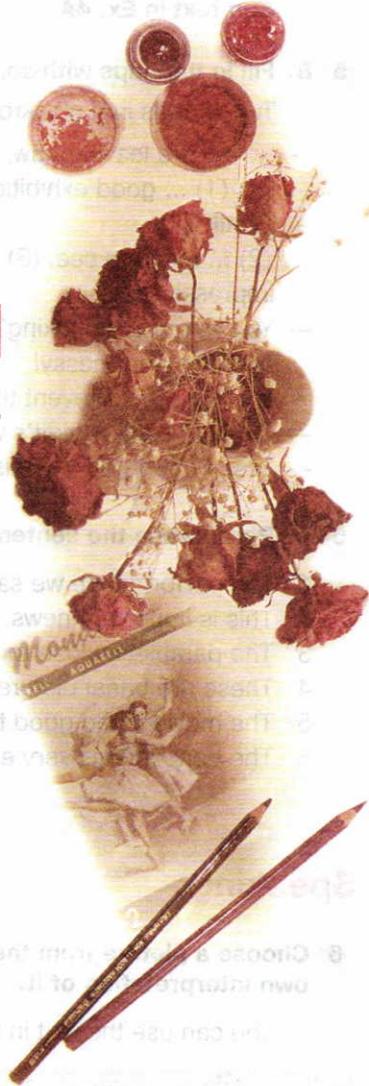
- I find the picture fascinating.
- I think it is a remarkable painting.
- We shouldn't miss this event.
- The pines in the picture stand tall and strong.
- People who have seen the exhibition have different opinions of it.
- The sky in the picture looks real.

Points \_\_\_\_ / 6

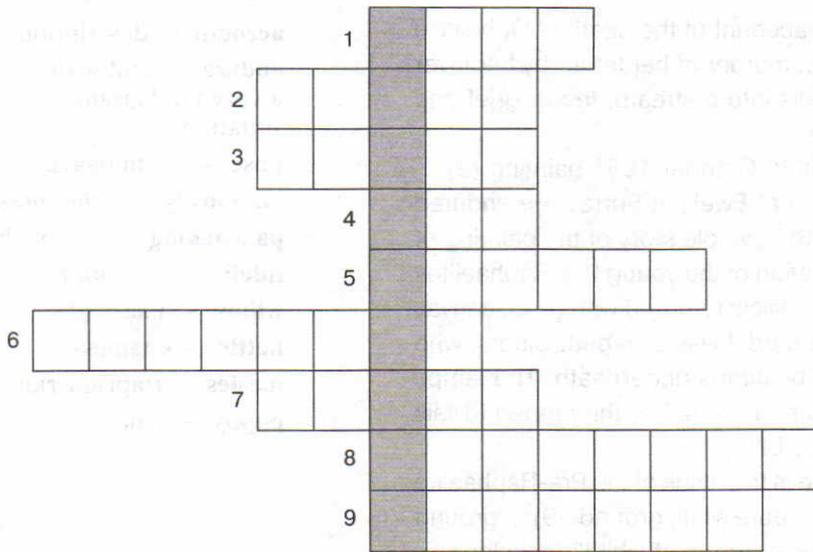
## 2 Choose the best alternative to fill in the gaps in each of the following sentences.

- The painting ... to have some reference to the artist's childhood.
  - says
  - appears
  - likes
  - comes
- The scene framed by two trees forming a Gothic arch reminded me ... his earlier works.
  - of
  - about
  - back
  - to
- I have to admit I have no ... what is drawn in the picture.
  - thought
  - theory
  - idea
  - understanding
- The sculpture looks ... a human figure seen from a distance.
  - as
  - like
  - alike
  - similar
- It took me a long time to figure ... who drew this landscape.
  - about
  - of
  - out
  - in
- This work is untypical of the artist — it stands in ... to what he usually does.
  - contrast
  - line
  - comparison
  - opposition
- I can remember ... to the Hermitage for the first time.
  - coming
  - come
  - came
  - to come
- We can speak of his works in ... with African art.
  - opposition
  - connection
  - relation
  - combination
- The idea it ... is a lack of liberty in society at large.
  - compasses
  - compares
  - combines
  - conveys
- I hope this success will ... you to greater efforts.
  - promote
  - expand
  - inspire
  - turn
- What I like about the novel is that it ... life in pre-Revolutionary Russia so realistically.
  - develops
  - depicts
  - designs
  - determines
- In the picture you could see a huge room ... of the sun and bright colours of the seaside.
  - sensitive
  - elusive
  - evocative
  - elegant
- When you look at the picture you get this strong ... of belonging to the place.
  - meaning
  - sense
  - belief
  - opinion
- The ... of the colours in her flat made me exhausted.
  - intensity
  - sensitivity
  - elegance
  - clarity

Points \_\_\_\_ / 14



3 If you do the crossword correctly you will get a word which is connected with the theme of arts.



- 1 It is long and thin and used to show a limit or border (4)
- 2 A completely flat surface (5)
- 3 Ordinary and not interesting (5)
- 4 A small round mark or spot (3)
- 5 A single movement of a pen or brush when you are writing or painting (6)
- 6 Beauty and grace (8)
- 7 The outer form of something (5)
- 8 Showing great knowledge and understanding (8)
- 9 Difficult to describe or understand (7)

Points \_\_\_\_ / 10

4 Fill in the gaps in the sentences with suitable words.

- To form these words use the words in bold.

- 1 When you see his paintings you ... feel they convey a very powerful idea.  
**INSTINCT**
- 2 Some critics are ... that the artist's manner has a medieval quality.  
**CONVINCE**
- 3 The ... we receive when we look at the sculpture is of the mystery of life and death.  
**IMPRESS**
- 4 I didn't expect such ... in the artist's style.  
**SIMPLE**
- 5 It was ... the natural beauty of the sculpture that attracted people to it.  
**PURE**
- 6 There is no ... in his paintings — everything is neatly arranged.  
**TIDY**
- 7 The sculptor wanted to express ... in these moving forms.  
**SENSITIVE**
- 8 The ... world created by the artist reminds you of your dreams.  
**REALITY**
- 9 The ... of the idea makes you exhausted when you spend too long looking at the composition.  
**INTENSE**
- 10 The artist's ... of vision impressed all who knew him.  
**CLEAR**



Points \_\_\_\_ / 10

## 5 Read the description of a painting and fill in the gaps with the correct articles.

The source for this painting is Shakespeare's account of the death of Ophelia in *Hamlet*. Ophelia has been driven mad by (1) ... murder of her father by her lover Hamlet. Out picking flowers, she slips and falls into a stream. In her grief and madness she allows herself to drown.

Millais spent nearly four months from July to October 1851 painting (2) ... background, on the bank of the River Hogsmill at Ewell, in Surrey. He endured considerable difficulties and discomfort and (3) ... whole story of the painting of *Ophelia* is evidence of the extraordinary dedication of the young Pre-Raphaelites to their goal of "truth to nature". In December, Millais returned with (4) ... canvas to London, where he inserted the figure. The model was Elizabeth Siddal, who posed in (5) ... bath full of water kept warm by lamps underneath. The lamps once went out, she caught (6) ... severe cold and her father threatened Millais with legal action if he didn't pay (7) ... doctor's bill.

The brilliant colour and luminosity of *Ophelia* is the result of the Pre-Raphaelite technique of painting in pure colours onto (8) ... pure white ground. (9) ... ground was sometimes laid fresh for each day's work — the "wet white" technique — which gave added brilliance and was used by Millais in *Ophelia* particularly for the flowers.

The picture contains dozens of different plants and flowers painted with the most painstaking botanical fidelity and in some cases charged with symbolic significance. For example, the willow, the nettle growing within its branches and the daisies near Ophelia's right hand are associated with forsaken love, pain and innocence respectively. The poppy is (10) ... symbol of death.

## GLOSSARY

<b>account</b>	— description
<b>endure</b>	— deal with a very unpleasant situation
<b>pose</b>	— позировать
<b>luminosity</b>	— brightness
<b>painstaking</b>	— thorough
<b>fidelity</b>	— точность
<b>willow</b>	— ива
<b>nettle</b>	— крапива
<b>daisies</b>	— маргаритки
<b>poppy</b>	— мак

Points \_\_\_\_ / 10

TOTAL \_\_\_\_ / 50

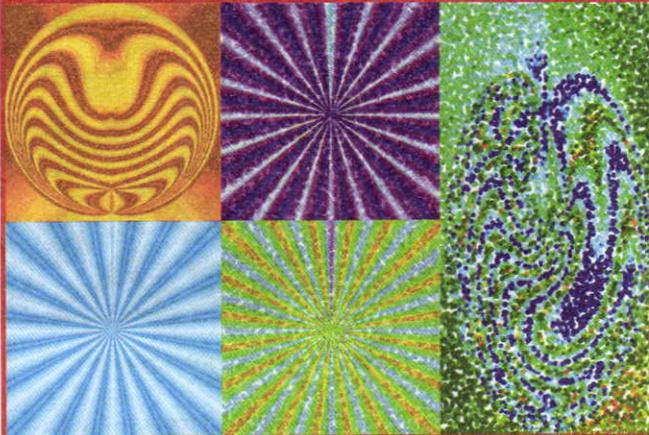
## CHECK YOUR SCORE

- 45–50 points — **Well done!**  
 38–44 points — **Good**  
 30–37 points — **Not bad**  
 29 and less — **Go back and revise**



# Lesson 8 Express yourself

## ART EXHIBITION



You are going to organise your own art exhibition and guide your guests through it. You may bring any piece of art from home (a painting or reproduction, a sculpture, a photograph of an art object or your own piece of art). Don't be afraid to free your imagination and creativity as long as you are able to explain the idea behind your work of art and interpret it for your guests!



### 1 Preparation

- Remember that you should be prepared in advance! (You may use your notes from Lessons 1–2, 5–6 of this unit.) Use the Tips For Being a Good Guide.
- Decide how to arrange your works of art in the classroom.
- Agree on the timing of each presentation.

### ENGLISH



### 2 Activity

- Take turns to show your classmates around your group exhibition, giving explanations and interpretations.
- Be prepared to answer their questions.
- You may ask your guests to comment on your exhibition.

#### Tips For Being a Good Guide

- Prepare in advance.
- Explain your ideas clearly.
- Sound emotional and personal.
- Interact with your audience.
- Answer your guests' questions.



### 3 Follow-up

- In your group discuss the results of your work.
- Was it a success? Why? / Why not?
  - Fill in the Student's Peer / Self-evaluation card and give yourself a score.

## EVALUATION CARD FOR STUDENTS

Name \_\_\_\_\_

Needs improvement

Excellent

Criteria	1	2	3	4	5
Originality / Creativity					
Clear explanations					
Good English					
Presentation skills					

## Lessons 1–2 Is it a crime?

### Warm-up

1 Listen to the joke and answer the questions.

- Was the situation on board really dangerous?
- Why did the air traffic controllers take it so seriously?



### Reading

2 A. Guess the chronological order of the events in the story you are about to read.

a) The customs officials searched the plane.	
b) The seamen threatened to release the snake.	
c) The parrot was put into quarantine.	
d) The plane landed.	
e) The parrot squawked.	
f) The passengers checked under their seats for a snake.	
g) The crew tried to confiscate the parrot.	
h) The plane took off.	

### For Your Info

**Heathrow Airport** — an important international airport, west of London, the largest airport in Europe

**Gatwick Airport** — one of the airports serving London, south of the city, which is used for international flights and handles a large number of passengers

2 B. Read the text and check your guesses.

### MID-AIR CHAOS AND A STOWAWAY PARROT

PERHAPS the parrot could smell dinner being served. Or maybe — stuffed as it was in a battered sports bag — it just wanted to spread its wings.

Whatever the reason, the African grey stowaway on the British Airways jet suddenly let out a ferocious squawking that gave the game away and prompted an international incident at 30,000 feet.

5 Its muffled cries coming from an overhead baggage rack were heard by a stewardess serving meals on the flight from Cape Town to Heathrow.

10 Its owners, 14 burly Ukrainian seamen en route to Kiev, had grown rather attached to the bird, which was said to be their ship's mascot. As soon as the cabin crew took the parrot the seamen said they would release a snake if they declined to hand the parrot back.

Then, in broken English, they played their trump card by refusing to reveal the location of the snake — a move that left around 400 passengers anxiously checking under their seats.

15 The stand-off caused a degree of chaos on the 12-hour flight last week. "Since we were in mid-flight, we could hardly throw the men or the parrot off," said a BA spokesman yesterday.

20 At Heathrow, the Ukrainians were marched off the aircraft while the parrot — dubbed Yuri by airport staff — was put into quarantine at the animal reception centre.

Officials from the Customs and Excise Endangered Species Division searched the plane for the snake. Nothing was found.

### GLOSSARY

**battered** — old and in bad condition

**ferocious** — strong and unpleasant

**squawking** — sharp angry sound of a bird

**muffled** — not heard clearly

**burly** — big and strong

**en route** [ɒn 'ru:t] — *French*, on the way

**mascot** — талисман

**trump card** — козырная карта

**stand-off** — тупиковая ситуация

**to march somebody** — to force somebody to walk somewhere

**dub** — to give a nickname

**plea** — an urgent, serious or emotional request

**to rummage** — перерывать в поисках чего-либо

25 The men, who by now had missed their bus to Gatwick and connecting flight to Kiev, were confronted with this information as well as the discovery of an illegal ivory statuette in their baggage.

After the Ukrainians received a caution from the police, BA refused their pleas for a bed for the night and sent them on their way.

30 A Customs spokesman said, "The captain had radioed ahead that there was trouble with this parrot. They also told us about the snake. While we normally search for drugs, pornography and firearms we also have officers who hunt for endangered species by rummaging through the plane. But there was no snake to be found."

35 She added: "The parrot will be rehoused in this country after the 35-day quarantine period has expired. There is no question of us sending it abroad again."



**2 C. For the following questions choose the answer which you think fits best according to the text.**

- 1 The international incident was started by:
  - a) the smell of the dinner being served
  - b) the parrot's squawking
  - c) the stuffy atmosphere on the plane.
- 2 The cabin crew:
  - a) tried to confiscate the parrot
  - b) threatened to confiscate the parrot
  - c) managed to confiscate the parrot.
- 3 The seamen took the parrot on the plane because:
  - a) they wanted to hijack the plane
  - b) they said it brought them good luck
  - c) they wanted to sell it in Kiev.
- 4 The word "move" in line 13 means:
  - a) action
  - b) going to a new place
  - c) progress.
- 5 The situation on the plane was chaotic because:
  - a) the seamen couldn't speak good English
  - b) there was a snake under the seats
  - c) no one could find a way to resolve it.
- 6 The seamen were accused by the officials of:
  - a) missing their bus to Gatwick
  - b) having an ivory statuette in their luggage
  - c) having no tickets for Kiev.
- 7 After receiving a police caution the seamen:
  - a) were allowed to continue their journey
  - b) were sent to a hotel
  - c) were put in to quarantine.
- 8 Finally the officials decided:
  - a) to keep the parrot somewhere in Britain
  - b) to give the parrot back to the seamen
  - c) to send the parrot back home.

## Vocabulary

**3 A. Match the words from the text with their definitions.**

- |                                   |   |
|-----------------------------------|---|
| 1 give the game away              | a) to like someone very much because you have known them for a long time  |
| 2 be attached to                  | b) a spoken official warning given by someone in authority when you have done something wrong that is not a serious crime |
| 3 confront somebody with evidence | c) tell someone a secret plan, idea, etc.   |
| 4 caution                         | d) to accuse someone of doing something by showing them the proof   |

**3 B. Paraphrase the sentences using the words in bold. Check the text to see how these words are used.**

- |   |  |
|---|--|
| <p>1 The secret was revealed by the parrot's squawking.<br/><b>gave away</b><br/>The parrot...</p> <p>2 The seamen loved the parrot very much. That's why they decided to take it on the plane.<br/><b>grow attached to</b><br/>The seamen explained...</p> | <p>3 The officials discovered an illegal ivory statuette in the seamen's baggage.<br/><b>confronted with</b><br/>The seamen...</p> <p>4 The seamen were told that if they did something illegal again they would be punished.<br/><b>caution</b><br/>The seamen...</p> |
|---|--|

**3 C. Consider the situation described in the text and answer the questions.**

- 1 Did anyone want it to happen?
- 2 Was anyone hurt on the plane?
- 3 Was there any damage caused to the plane?
- 4 Was it an accident or an incident?

**3 D. State whether each of the following events from newspaper headlines is an incident or an accident.**

1 **TWO CARS  
CRASH  
ON STREET CORNER!**

2 **PROTESTERS THROW  
EGGS AT FAMOUS POLITICIAN**

3 **STREET FIGHT  
FASHIONABLE NIGHT CLUB  
OUTSIDE**

4 **INFAMOUS CRIMINAL ARRESTED AT AIRPORT**

5 **BOY INJURED  
WHILE CLIMBING  
IN MOUNTAINS**

6 **FIGHT BETWEEN  
SOLDIERS ON BORDER**

**3 E. Fill in the gaps in the sentences with the word *incident* or *accident*.**

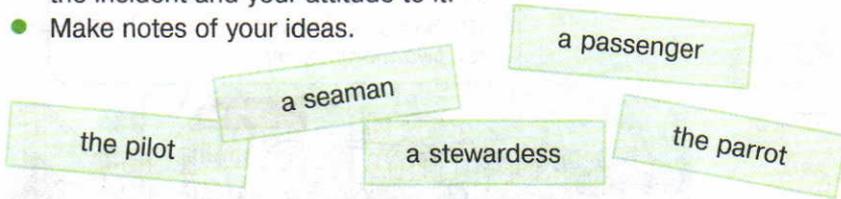
- 1 Five people have been injured in a climbing ... in Nepal.
- 2 Her father has been involved in a car ...
- 3 After the children had been punished, nobody mentioned the ... again.
- 4 I met her by ...
- 5 Despite my fears the meal passed without ...
- 6 A serious ... has blocked the road.
- 7 The demonstration proceeded without ...
- 8 The ... in which she claimed to have seen a ghost was reported in the news.

**For Your Info**  
Remember that **by accident** is a set phrase and it means that something happened in a way that had not been planned or intended.

## Speaking

### 4 A. Imagine that you were involved in the incident on the plane.

- Identify yourself with one of the characters below.
- Think carefully about the feelings and emotions you had during the incident and your attitude to it.
- Make notes of your ideas.



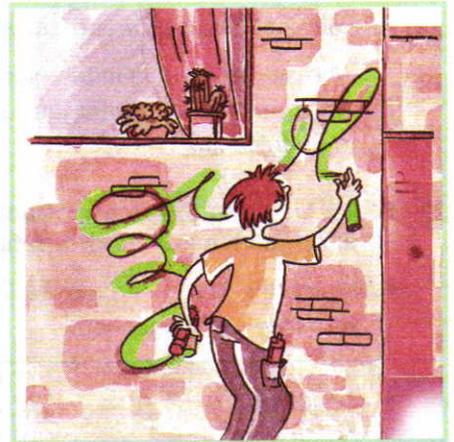
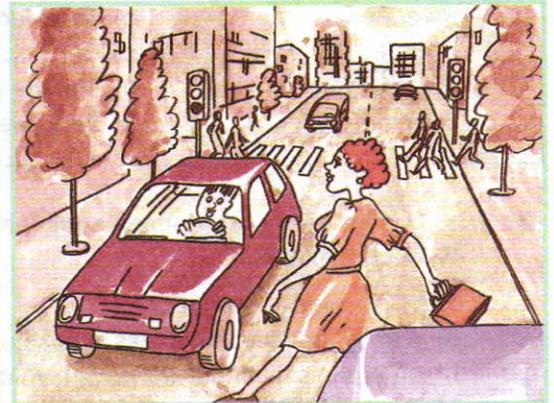
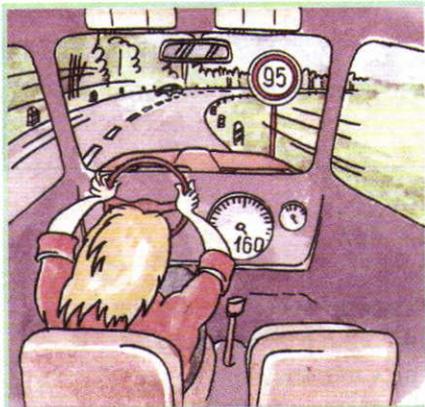
### 4 B. Form new groups so that every group has all the characters involved. Share your emotions.

### 4 C. Answer the questions.

- 1 Did you find the story funny? Why? / Why not?
- 2 Was it a minor crime or a serious one?
- 3 What would you do with the parrot and the seamen if you had to decide?

### 4 D. Look at the pictures and say what is happening. Say what the consequences of such irresponsible behaviour could be? Think of:

- a person's life being in danger
- violence
- damage to public / personal property
- psychological damage
- loss of money



## LANGUAGE SUPPORT

### Feelings

- nervous / scared / terrified
- amused
- shocked
- cross / irritated / furious
- pleased / delighted / thrilled
- depressed / miserable / heartbroken
- worried
- guilty
- relieved

### 4 E. How do you think society should deal with irresponsible behaviour?

- Discuss in pairs which solution is best.
- Explain your point of view.

Possible ways out:

- educating people from an early age
- talking to people
- isolating people
- doing community service
- giving a caution
- fining people

### For Your Info

**community service** — a punishment given by a court for certain less important crimes, in which an offender must do socially useful work, e.g. repairing old people's homes or helping handicapped people, instead of going to prison

# Lessons 3-4 Should we be cruel or be kind?

## Warm-up

1 Do you agree with this saying?

**Once a criminal,  
always a criminal**

Taking into account this shop and your robbery of the bank last week, I'm sure you deserve a trip to Tahiti for two months, Sir.



## Listening

2 A. Look at the picture and answer the questions.

- 1 Who are the people in the picture?
- 2 Why does the man want the robber to go to Tahiti?

2 B. Listen to this extract from a radio programme about alternative methods of treating criminals.

- Match the places mentioned in the extract with the reasons why they are mentioned.

- |                    |  |
|--------------------|--|
| 1 South Wales      | a) The public disapprove of sending young offenders there.                     |
| 2 Africa           | b) Barry is now working there.   |
| 3 Pyrenees         | c) The Medlin Centre is there.   |
| 4 Greece           | d) Barry went there on his first trip.   |
| 5 North of England | e) The presenter wonders whether it is possible to send young offenders there. |
| 6 Britain          | f) Barry went there on his second trip.  |

2 C. Listen to the programme again and choose the best answers to the questions.

- 1 The Bryn Medlin Centre is:
  - a) a travel agency that works with students
  - b) an organisation that works with young criminals
  - c) a school for teenagers who have problems in families.
- 2 People who work in the Centre believe that:
  - a) putting young criminals in prison doesn't work
  - b) young offenders don't get any education in prison
  - c) young criminals need some rest.
- 3 Barry was sent to the Centre because:
  - a) he came from a bad family
  - b) no one could deal with him
  - c) he wanted to go abroad.
- 4 The social worker who accompanied Barry:
  - a) prevented him from running away
  - b) taught him how to behave
  - c) discussed his problems with him.
- 5 Today Barry is 18 and:
  - a) is looking after people who need special care
  - b) is working in the Medlin Centre
  - c) is travelling in Greece with a female guide.
- 6 The statistics prove that after being sent abroad, young people:
  - a) are more likely to re-offend
  - b) are less likely to re-offend
  - c) stay the same.

**2 D. In pairs discuss what is good and what is bad in the new approach.**

- Fill in the table with your ideas.

For the new approach		Against the new approach	
1	Involves the positive side of human nature	1	Large sums of public money needed
2	...	2	...
3	...	3	...

**2 E. In pairs discuss the questions.**

- 1 Do you think this programme is a good way of dealing with juvenile crime?  
Why? / Why not?
- 2 Is it worth introducing it in our country?

**Translation**

**3 A. The words below appear in a letter written by one of the listeners in reply to the programme.**

- Guess what meanings these words have in the letter.

1 harsh treatment a) жестокое отношение b) суровое отношение c) твердое отношение	3 major crime a) главное преступление b) тяжкое преступление c) тяжелое преступление	5 soft measures a) мягкие меры наказания b) малые меры наказания c) гибкие меры наказания
2 offender a) преступник b) обидчик c) заключенный	4 the innocent a) невинные b) невиновные c) невиноватые	6 victim a) проигравший b) жертва c) павший

**3 B. Read the letter below and check whether your choice is appropriate for the context.**

Britain prides itself on being a humane and civilised country and adopts **soft measures** against the criminal, because various experts repeatedly tell us that "brutality breeds brutality". In other words, **harsh treatment of offenders** does not have the effect of putting them off crime and sooner or later they are bound to re-offend.

I have been wondering if these experts have ever considered other methods. If they did, they might find that there are some systems that seem to contradict their beliefs. Take Singapore, for example:

- Streets are clean and free from vandalism.
- Public and private property can be safely left unattended.
- There are fewer than 200 **crimes** a year (**from minor to major!**).

The point about Singapore is that it is notorious for its extremely harsh system of punishment, which includes public flogging, something unheard of in modern Britain! And yet the statistics show that no one flogged in the last five years has re-offended.

Is it really a sign of civilisation that British society seems more concerned with the well-being of thugs and murderers than with protecting their **victims**? Do the **innocent** deserve less consideration than criminals?

**GLOSSARY**

**brutalise** — to affect somebody so badly that they lose their normal human feelings

**barbaric** — варварский

**flog** — to beat a person or animal with a whip or stick

**thug** — a violent man

3 C. Work in two groups and translate your part from English into Russian. Write it down.

3 D. Exchange your translations with the other group and with your books closed translate the other part back from Russian into English.

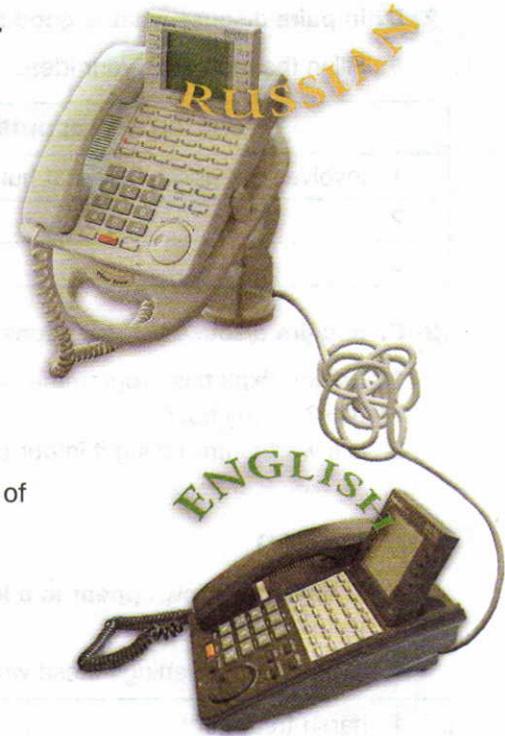
- Compare it with the original text.
- Discuss the differences.

3 E. Find the words in the text which you found most difficult to translate into Russian.

- Why do you think this was?

3 F. Read the text again and answer the questions.

- 1 What kind of words does the writer of the letter use to describe systems of punishment in Singapore and in Britain? Why?
- 2 Do the questions he asks require answers?
- 3 Is his position strong enough? What evidence does he give to justify it?
- 4 Did your translation sound the same as the original? Why? / Why not?
- 5 Do you agree with the writer of the letter?



### Language work

4 A. How does the word “extremely” change the meaning of this sentence?

“Singapore, which practises an extremely harsh system of punishment of offenders, contradicts all these beliefs.”

4 B. Put the adjectives from the box in two categories.

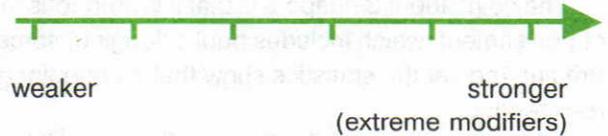
“Strong” adjectives which already have the meaning of **very (limit adjectives)**, e.g. *marvellous*.

Adjectives which can have different strengths and degrees, can take the meaning of **more or less (gradable adjectives)**, e.g. *good*.

crazy	wrong	harsh	tired
soft	innocent	unprotected	big
important	right	angry	wonderful
dirty	guilty	perfect	terrified
difficult	nice	delicious	nervous

4 C. Rearrange these modifiers going from weaker to stronger.

extremely
highly
absolutely / completely / totally / utterly / quite
quite / fairly / rather / pretty
a little / a bit / slightly
very



**4 D. Which of the adverbs do you think can go with limit adjectives and which with gradable adjectives?**

- Work in pairs. Use the nouns from the box and make at least five collocations, adding adjectives and modifiers to them.

adverbial modifier	+	adjective	+	offence violence treatment criminal victim incident accident theft robbery .....
--------------------	---	-----------	---	---

**Example:** an extremely amusing incident

**Speaking**

**5 A. In groups discuss these statements and express your opinion by giving your arguments.**

- If somebody drops litter in public places, they should be fined.
- If somebody vandalises a bus stop, they should be given a caution.



**5 B. Do you think that society should punish criminals severely or treat them in another way?**

- Explain your point of view, using the arguments from the table you completed in Ex. 2D.
- Share your group's decision with the rest of the class.

# Lessons 5–6 Survival skills

## Warm-up

**1 Look at the pictures. Discuss in pairs.**

- 1 What is going on?
- 2 What is the link between the pictures?
- 3 Which sport would you like to do? Why?
- 4 What helps you choose a sport?



## Reading

**2 A. Read the article and choose the summary which is the closest to the text.**

- 1 Martial arts are sports which make you quick, strong and supple, both mentally and physically, usually after ten years' practice. You can practise them even in the office or while driving a car.
- 2 A black belt in karate is essential for martial arts. It is the result of ten years' practice, three times a week, which results in a torn suit, cracked ribs and a fight outside a pub every ten years.
- 3 Martial arts are a group of pointless ways of keeping fit — pointless because you get injured by practising with others and you will probably never have a chance to use these skills to defend yourself against an attacker.

**I** must warn you — I have a black belt in karate." Roughly translated, this means, "I must warn you — I have a black belt in advanced paranoia and I'm so terrified of you beating me up that I've devoted ten years of my life to making sure that you can't."

Martial arts, no matter what anyone tries to tell you, have only one purpose: to hurt people. So people who do them have to offer a variety of excuses for their peculiar habit:

"It's a great way of keeping fit." So is badminton.

"It's a wonderful mental discipline." So is backgammon.

"It gives you an inner confidence." Now we are getting warmer.

The martial arts practitioner, you see, is almost invariably the person you'd least suspect. Little Perkins in Accounts, for example; such a quiet, mild mannered chap. Who'd have thought he spent three nights a week learning how to kill people?

### GLOSSARY

**backgammon** — a board game

**supple** — able to bend and move easily and gracefully

**a** Why does the author think people do karate?

**b** What sort of person is Little Perkins?

The whole practice of martial arts does, to the casual observer, seem more than a little odd. Strange people wearing pyjamas kicking, shouting and bowing to one another. Don't these people deserve our pity for the anguish they must undergo in pursuit of their "art"?

Let's assume that it takes, say, ten years of training to reach black belt. That's ten years of minor (and possibly even major) injuries along the way. Broken fingers, sprained wrists, cracked ribs, bruised shins — week in, week out for ten years. Wouldn't you simply prefer to get a good kicking outside a pub once every ten years. Surely it would be a lot less painful.

Most painful, however, must be the fact that all these ersatz Bruce Lees rarely, if ever, get a chance to show off their skills. Just imagine the frustration. It must be like owning a fancy Mercedes-Benz, but being banned from driving for life.

Most people, thankfully, have no great wish to practise various methods of inflicting grievous bodily harm on their fellow men. But what about those who do? Perhaps you're one of them and take great exception to what you've just read. In which case, what are you going to do about it? Come round and beat me up?

**c** Find an adjective which means the opposite of "attentive".

**d** Find words close in meaning to "suffering", "in search of".

**e** Find the English equivalents of the following words and expressions:  
сломанный палец,  
растянуть запястье,  
сломанные ребра,  
синяки на голениках.

**f** Find a noun which means "imitation".

**g** Find an expression meaning more or less the same as "to hurt very seriously".

**2 B.** Answer the questions alongside the text.

**2 C.** Read the article again and find the arguments for and against practising martial arts presented by the writer.

**2 D.** Discuss the questions in pairs. Explain your answers.

- 1 Do you think martial arts can help in a difficult situation?
- 2 Would you like to practise martial arts?

### For Your Info

**Bruce Lee** — US "Chinese American" film actor, who popularised oriental martial arts.

## Listening

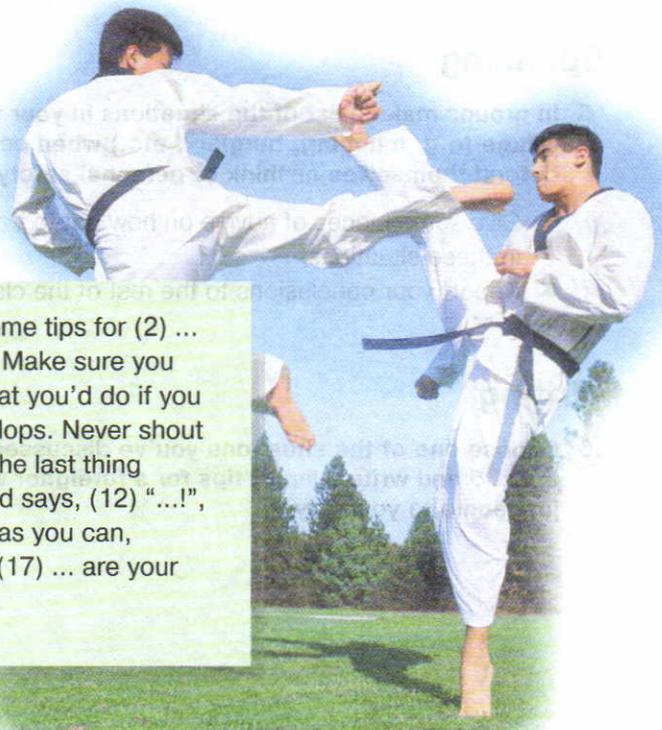
**3 A.** Listen to Laura Long, a self-defence instructor, who runs personal safety courses.

- Count how many pieces of advice she gives in her introduction to the course.

**3 B.** Listen to the introduction again and fill in the gaps.

- Write a word or a short phrase in each gap.

Make sure you don't allow (1) ... to affect your life. Here are some tips for (2) ... on the streets. Don't (3) ... Always look strong and confident. Make sure you have a (4) .... Work out an effective strategy thinking about what you'd do if you (5) .... Be careful not to be taken by (6) ... if the situation develops. Never shout (7) ..., the best thing is to shout (8) ... (9) ... back if you can, the last thing attackers expect is (10) ... or (11) .... If someone stops you and says, (12) "...!", take a step back, shake its contents (13) ... and shout as loud as you can, (14) "...!" Get in touch with your (15) .... Your (16) ... and your (17) ... are your best defences.



## Language work

**4 A. Read the sentences from the listening text and say if they express:**

- |                 |                              |
|-----------------|------------------------------|
| a) requests     | “Don’t look like a victim.”  |
| b) instructions | “Make sure you have a plan.” |
| c) opinions     | “Never shout ‘Help!’”        |

**4 B. Look at the text in Ex. 3B once again. Find:**

- three ways of giving a positive instruction or warning
- four ways of giving a negative instruction or warning.

**4 C. Use the Language Support box to change these “anti-instructions” into useful advice.**

- Never check if the windows are closed when you leave the house. Let a burglar get in through the window.
- Be careful not to leave your car in a parking place, otherwise you can’t be fined by the police.
- Don’t make sure the locks are safe or it can prevent somebody from burgling your flat.
- Always panic when you see an accident and never call the police.
- Don’t cross the street in the right place otherwise you may avoid a caution from the police officer.
- Always look after somebody’s luggage at the airport and you will enjoy being a victim of crime.
- Make sure you get into a lift with strangers or you risk not being attacked.

### LANGUAGE SUPPORT

#### Giving positive and negative instructions / warnings

- |                          |                |
|--------------------------|----------------|
| • Make sure you...       |                |
| • Always...              |                |
| • Never...               | ..., otherwise |
| • Make sure you don’t... | ..., or...     |
| • Be careful not to...   |                |
| • Don’t...               |                |

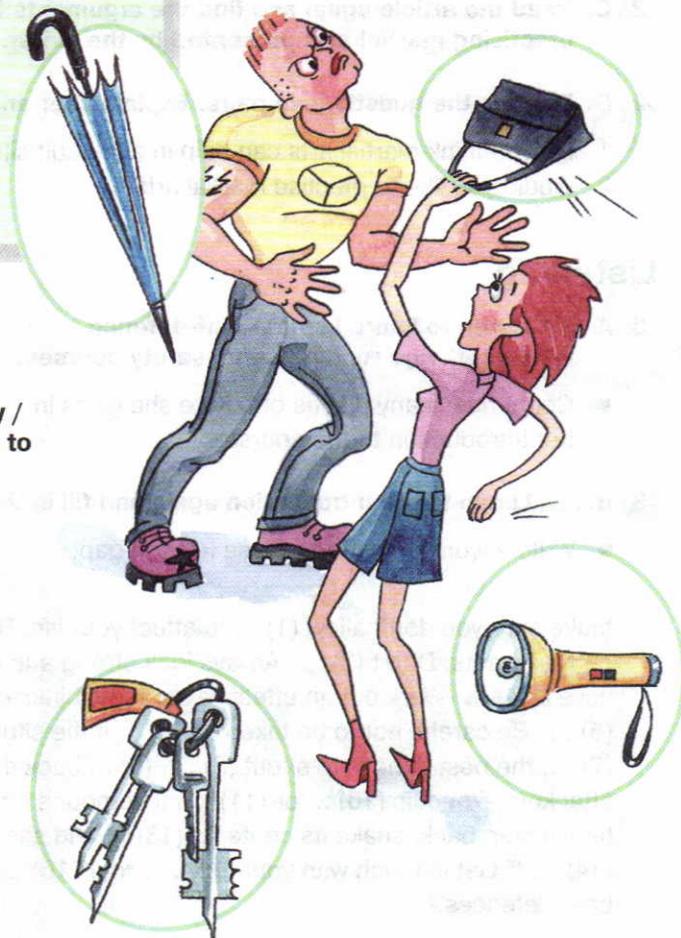
## Speaking

**5 In groups make a list of the situations in your town / city / village (e.g. mugging, burglary, etc.) when people have to defend themselves or think of personal safety.**

- Give some pieces of advice on how not to be a victim in these situations.
- Report your conclusions to the rest of the class.

## Writing

**6 Choose one of the situations you’ve discussed in class in Ex. 5 and write a list of tips for a foreigner who has just come to your city.**



# Lesson 7 Check your grammar & vocabulary

## 1 Fill in the gaps in the sentences with the word *accident* or *incident*.

- John's had an ... at work and he's had to go to hospital.
- Five people have been killed in a car ... this morning.
- Apart from the ... in the travel agency our vacation was completely trouble-free.
- A serious ... is blocking the southbound side of the M1.
- I am really sorry about your camera: it was an ...
- After the criminal had been found nobody mentioned the ... again.
- In her story she remembers many humorous ... from her life in the country.

Points \_\_\_\_\_ / 7

## 2 Match words and expressions from list A with words and expressions from list B that have the opposite meaning.

A

- victim
- minor crime
- innocent
- soft measures

B

- major crime
- harsh treatment
- offender
- guilty

Points \_\_\_\_\_ / 4

## 3 Fill in the gaps in these sentences with a suitable word from Ex. 2.

- Some people believe that sending a young criminal to warm countries to relax will encourage the ... to return as a law-abiding citizen.
- Street vandalism is an example of a ... that may lead to more serious of the law.
- The Independent* reports that nearly 1 person in 3 was a ... of a crime in 1999.
- The terrorist gang that killed thousands of ... people on 11 September 2001 in New York deserves very severe punishment.
- In the past a ... would inevitably lead to a barbaric punishment, nowadays the laws seem to have become less harsh.
- The Juvenile Crime Committee decided to work out a series of further ... that would ensure that they didn't re-offend in the future.
- Many people consider capital punishment to be exceptionally ... , which is unacceptable in a civilised society.
- After being found ..., the murderer was sentenced to life imprisonment.

Points \_\_\_\_\_ / 8

## 4 Choose the best alternative to fill in the gaps in each of the following sentences.

- John looked at the policeman's face but it didn't give ... his thoughts.  
a) in                      b) away                      c) up
- We had to repair our old car after the accident — my father is deeply attached ... it.  
a) in                      b) with                      c) to
- After the burglary detectives ... the yard for clues.  
a) searched              b) looked                      c) found
- When the police confronted her ... the evidence, she admitted everything.  
a) of                      b) with                      c) to
- "I'll let you off with a ... this time", the policeman said to the driver.  
a) notice                      b) remark                      c) caution
- He was sentenced to 100 hours of ... service.  
a) community              b) commuter                      c) communal
- He was ... heavily for breaking the speed limit.  
a) cautioned              b) warned                      c) fined
- They gave Monica a final ..., and told her that if she was late again she would lose her job.  
a) statement              b) warning                      c) sentence
- The teacher accused a student ... cheating during the exam.  
a) in                      b) of                      c) with

Points \_\_\_\_\_ / 9

**5 Choose the best alternative in the sentences below.**

- 1 The increasing crime rate makes some people feel *extremely* / *absolutely* unprotected.
- 2 It is *very* / *totally* important to inform the public about the recent burglaries in the district.
- 3 The thief claimed to be *absolutely* / *very* innocent.
- 4 Their treatment of criminals seems *extremely* / *absolutely* harsh!
- 5 — The picture, you stole in the museum is *totally* / *extremely* big!  
Are you going to take it on the plane?  
— But you know, it's *absolutely* / *very* marvellous!  
— Tell that to the customs officer.
- 6 Punishment for burglary is *very* / *completely* harsh in some countries.

**Points** \_\_\_\_\_ / 7

**6 Read the text and fill in the gaps with appropriate articles where necessary.**

**POLICE "STING" NETS STOLEN CONSTABLES**

Two stolen John Constable paintings, worth an estimated £11million, have been recovered and three men arrested during (1) ... secret police operation.

The "sting" was carried out yesterday at (2) ... hotel near Heathrow airport by officers from the National Crime Squad posing as dishonest art buyers.

(3) ... suspected art thieves are understood to have asked just £100,000 for (4) ... sketches, which were stolen from the Victoria and Albert Museum in London in November 1998.

(5) ... works are *Dedham Lock and Mill* and *Sketch for Valley Farm* which were painted near (6) ... birthplace of (7) ... great painter on the Suffolk-Essex borders.

A secret operation was set up (8) ... few days ago following (9) ... tip off that criminals were trying to sell (10) ... paintings on the black market. NCS officers made (11) ... deal with three men, aged 34, 36 and 37, and arranged a handover at the Crown Plaza Hotel, in (12) ... West Drayton.

Detective Chief Inspector, Mick Deats, said: "Not only have we managed to recover (13) ... two important and very valuable paintings, we have arrested three people."

Dr Alan Borg, director of (14) ... museum, said: "We are absolutely delighted. These are two very important pieces of (15) ... our artistic heritage."

**GLOSSARY**

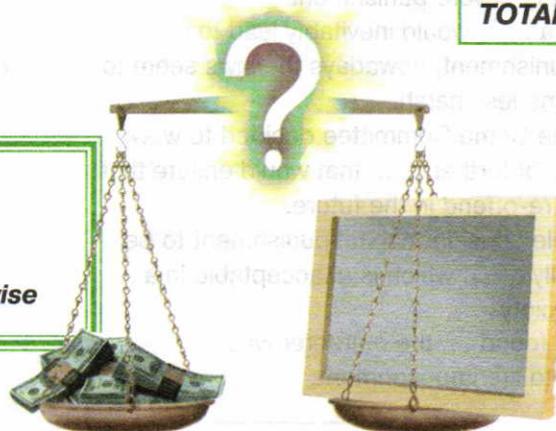
**sting** — a situation in which the police catch criminals by pretending to be involved in criminal activity themselves

**Points** \_\_\_\_\_ / 15

**TOTAL** \_\_\_\_\_ / 50

**CHECK YOUR SCORE**

- 45–50 points** — *Well done!*
- 40–44 points** — *Good*
- 30–39 points** — *Not bad*
- 29 and less** — *Go back and revise*



# Lesson 8 Express yourself

## A CONFERENCE



**You are going to take part in a conference on a particular incident that happened to a student from your school.**  
 The conference has to decide:

- who is responsible for the incident.
- how to deal with the person who is guilty.

### 1 Preparation

A teenager was going home from martial arts classes late in the evening when a group of teenagers approached him in an aggressive manner. They started to mock him, saying rude words and making fun of him, although nobody touched him physically. To get past he had to push the biggest boy, using his newly acquired martial arts techniques. The boy fell down and was seriously injured.

- Start working in a mini group with people holding the same role card. Study your role card thoroughly.
- In your mini group brainstorm and prepare and collect arguments carefully. Take notes while discussing.
- Regroup so that each new group contains people with different roles.
- Note that none of the cards offers a solution to this case and you will need to find your own.

### 2 Activity

- In your new groups discuss the case and try to come to a common decision on the questions above.
- Choose a person who will state your group's opinion and present the arguments on behalf of the whole group.
- Address the audience; ask them to vote for your decision. Jot down the number of votes your group gets.

### 3 Follow-up

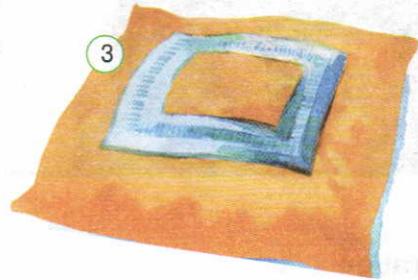
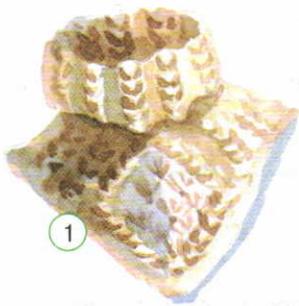
- Did the audience vote in favour of your point of view? Why? / Why not?
- Assess your own contribution to the conference. The table below will help you.

EVALUATION CARD FOR STUDENTS					
Name _____	Needs improvement			Excellent	
Criteria	1	2	3	4	5
Ideas produced					
Ideas developed					
Language used during discussion					
Participation in group work					

## Lessons 1-2 Most treasured possession

### Warm-up

1 Look at the pictures and say what these things may tell you about their owners.



### Listening

2 A. Listen to four people speaking about their treasured possession and complete the table.

		Treasured possession	Why has it become treasured?	Feelings about this thing
1	Monica Booth 15, schoolgirl, USA			
2	Baba Dlamini 48, chief of a South African tribe			
3	Armando Robles Godoy 76, writer and film-maker, Lima, Peru			
4	Heather Slenkamp 21, waitress, Alaska, USA			

2 B. Listen again and write which of the speakers mentions:

a) national identity	
b) family relationships	
c) the way their treasured possession smells / looks	
d) professional matters	
e) the period of time the possession has been with the owner	
f) the origins of a word	
g) travelling	
h) historical facts	
i) a risky situation	



## Speaking

**3 A. Discuss together whether the descriptions you heard were just physical descriptions of the objects.**

- Give reasons for your answer.

**3 B. Look at the list of possible situations in which you might need to describe an object.**

- Think whether you would choose a physical description or a more emotional one for these purposes:
  - 1 a competition in your English class for the best description of a treasured possession
  - 2 a letter to a lost property office about an object you left on a train
  - 3 a police witness report
  - 4 talking to a friend describing something you bought for yourself.

## Language work

**4 A. Look at the list of adjectives and group them according to the following categories:**

1	your opinion	beautiful,...
2	size / dimension	heavy,...
3	age	old,...
4	texture	soft,...
5	shape	round,...
6	colour	black,...
7	where from	American,...
8	material	wool,...

metal	plastic	old
old-fashioned	heavy	black
soft	German	useful
square	valuable	woollen
light	warm	red
long	American	ancient
expensive	sharp	round
cylindrical	smooth	wooden
traditional	powerful	stinky
hard	oval	precious
glass	pink	silver
tiny	disgusting	modern
comfortable	convenient	pointed

**4 B. Put the adjectives in the correct order.**

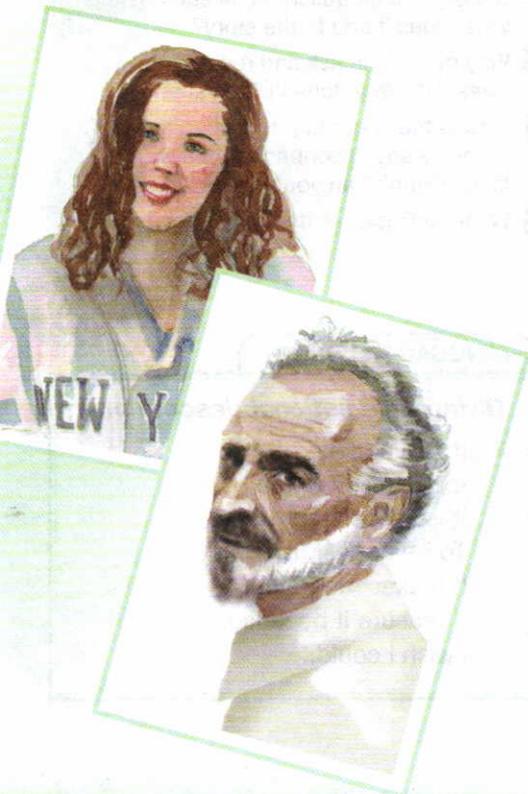
- The table in Ex. 4A gives the normal order of adjectives.
  - 1 She was wearing a (woollen / blue / comfortable / loose) sweater.
  - 2 My favourite toy was a(n) (old / soft / pretty / black) teddy bear.
  - 3 The thing I lost was a (silver / smooth / plain / small) ring.
  - 4 In his hands he was holding a(n) (British / old / creased) newspaper.

**4 C. Choose the correct adjective for the following phrases.**

- See Grammar reference.
  - 1 *Silk / silky* dress, *silk / silky* hair
  - 2 *Wood / wooden* table
  - 3 *Wool / woollen* scarf
  - 4 *Gold / golden* hair, *gold / golden* watch
  - 5 *Stone / stony* wall, *stone / stony* look

**4 D. Describe the objects in the pictures (Ex.1).**

- For the order of adjectives see the table in Ex. 4A.



## Reading

### 5 A. Read the text and say who is telling the story.

I had my treasures laid out on the windowsill. There was Odin's first collar, matted with hair, one earring, and a half eaten sugar pig. The pig had been my father's. He'd had it since he was a boy, and on a visit to London I'd come across it, abandoned and forgotten in the debris of his desk. I'd picked it up, stared at it, warmed it in my palm, until eventually he'd noticed and asked if I'd like to take it home.

"Thank you, yes, if you're sure..." And then that evening Jake had bitten off its head.

I'd been asleep, my ear against the window of the train, when I was woken by a horrible yowl. "That's disgusting!" Jake snarled, pink splinters dribbling on his chin. "I think I might be sick." And through my sobs I explained the pig was an antique.

"No wonder it tastes so disgusting," Jake threw the cracked remains into my lap.

Mum helped me sellotape it back together, a jagged strip around its neck and leg, and as soon as we were home I put it on my treasure shelf, propped between an eggcup and a three-legged silver box.

"How do you know Dad had it all those years?" Jake asked that night, leaning down towards me, draped like a bat over his bunk. "How do you know?" But I refused to tell him pretending stubbornly to be asleep, and eventually he gave up and swung into his bed.

### 5 B. Read the text again and answer the questions alongside it.

## Speaking

### 6 A. In groups describe your treasured possessions.

- Include physical descriptions of the objects but make your description emotional and engaging.

### 6 B. What do the treasured possessions tell you about the owners? Have you learned anything new about your classmates?

## Writing

### 7 Write a composition about your most treasured possession for a competition held in the class.

- In your factual description don't forget to mention:
  - measurements and age
  - materials and techniques
  - colour, shape and origin
  - distinguishing features

### For Your Info

Tess and Jake live with their mother, stepfather and stepfather's children. Their stepfather is nice, but they miss their father, who has a new family, and Tess keeps writing letters to him. Sometimes they go to visit him.

Odin is Tess's cat, which she got for her seventh birthday and named after one of the most powerful gods because the cat was really ferocious.

### GLOSSARY

- bunk** — a narrow, two-tier bed that is fixed to the wall
- matted with hair** — covered with hair
- yowl** — long, loud cry
- snarl** — say something in a nasty, angry way
- jagged** — having a rough, uneven surface
- splinters** — осколки
- sobs** — рыдания
- sellotape (v)** — склеить скотчем
- draped like a bat** — свесившись, как летучая мышь

- What does the collection of treasures tell us about the owner? (age, sex, feelings)
- What did Tess feel about the sugar pig when she found it? How do you know?
- Why did Jake think he might be sick?
- Was the sugar pig a real antique?
- Why is the episode with Jake biting off the pig's head described in such detail? What does it add to the story?
- Why does Jake ask and repeat this question? Why doesn't Tess answer?
- How is the sugar pig described in the story? Is any description of the way it looks given? Can you picture the pig?
- What feeling does the story describe?

### LANGUAGE SUPPORT

#### Giving an emotional description

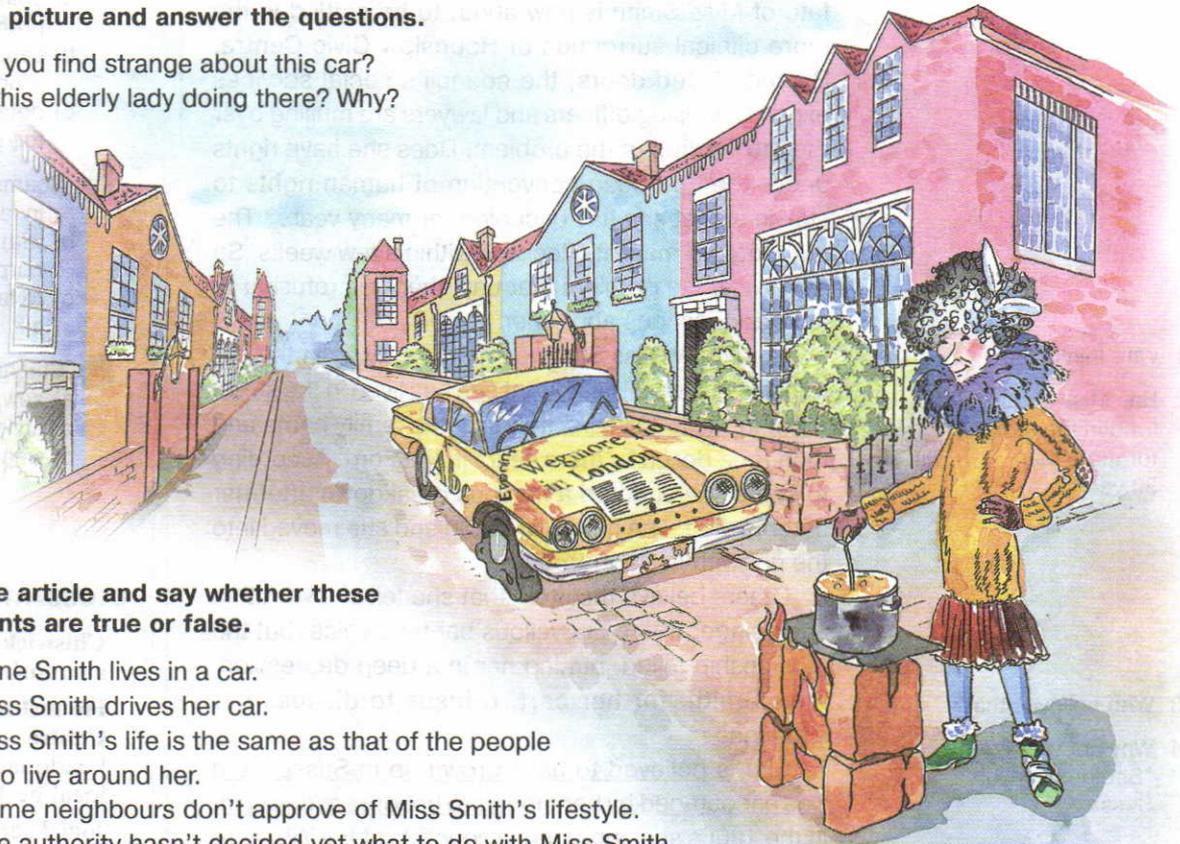
- It reminds me of...
- It was given to me by...
- It is associated with...
- To be honest, it...
- It makes me feel...
- I treasure it because...
- I wish I could...

# Lessons 3–4 Alternative lifestyles

## Warm-up

### 1 Look at the picture and answer the questions.

- What do you find strange about this car?
- What is this elderly lady doing there? Why?



## Reading

### 2 A. Read the article and say whether these statements are true or false.

- 1 Anne Smith lives in a car.
- 2 Miss Smith drives her car.
- 3 Miss Smith's life is the same as that of the people who live around her.
- 4 Some neighbours don't approve of Miss Smith's lifestyle.
- 5 The authority hasn't decided yet what to do with Miss Smith.
- 6 The problem is not so difficult to understand.
- 7 People tell different stories about Miss Smith.
- 8 Miss Smith used to be a professional musician.
- 9 Miss Smith uses feathers to decorate her dress.

For longer than most of her neighbours can remember, the slight, grey-haired woman has lived an eccentric but blameless life in one of West London's streets. Anne Smith has become a well-known local character, and her **unconventional** home — a battered old Ford Consul covered in colourful spots, slogans and poems — a neighbourhood landmark.

- 5 Some neighbours in the Chiswick street where her home is parked believe she should be moved on, worried that her continuing presence could **affect** the value of their half-million-pound homes. Others are prepared to accept Miss Smith's alternative lifestyle. This **well-heeled** community's support or rejection of 10 58-year-old Miss Smith has come to stand for society's attitudes to those who do not, or cannot, **conform**.
- 15

**a** "Unconventional" means:

- a) unusual  
b) old  
c) wrong.

**b** "Affect" means:

- a) do something that produces an effect or change  
b) make someone feel strong emotions  
c) pretend to have a particular feeling.

**c** "Well-heeled" means:

- a) well-dressed  
b) well-off  
c) well-educated.

**d** "Conform" means:

- a) behave in the way that most other people behave  
b) change your lifestyle  
c) work for society.

20 The argument has long been a topic of conversation at the neighbourhood's dinner tables but the fate of Miss Smith is now about to be settled in the more clinical surrounds of Hounslow Civic Centre. Behind closed doors, the council's social services experts, housing officers and lawyers are mulling over the **intricacies** of the problem. Does she have rights under the European convention of human rights to stay in a spot she has occupied for many years? The authority will make its decision within a few weeks. So emotive is the problem that until then it is refusing to answer questions about her.

- 1 Who thinks that?
- 2 Has Miss Smith lived in the street for more than 30 years?

25 Quite how Miss Smith came to be living in the car remains unclear. It is thought she has lived in the street for more than 30 years, at first in the family home and then for a dozen or more years in the Ford. According to some she suffered a nervous breakdown after her parents died. The house was sold and she moved into the car with her dog Bouncer.

- 3 Who believes that?
- 4 Why not simply "She grew up in Sussex"?

35 Others believe the story that she fell in love with a choir singer with a marvellous baritone voice, but the relationship failed, putting her in a deep depression. Miss Smith, for her part, refuses to discuss her situation.

45 She is believed to have grown up in Sussex and was encouraged by her mother to become a musician. In the 1960s she appeared in concerts at the Wigmore Hall in London and performed under the watchful eye of Sir Adrian Boult, conductor of the first BBC Symphony Orchestra. She went on to teach at a convent school. By coincidence one of her former pupils, Jane O'Brien, lives in the same street.

50 Now she roams the neighbourhood dressed in rags, which she stitches together herself, and shoes patched with pieces of plastic and feathers "borrowed" from the pigeons she feeds. She cooks on a rudimentary barbecue and washes and gets drinking water from a local shop.

- e "Intricacies of the problem" means:
  - a) opinions about the problem
  - b) causes of the problem
  - c) detailed aspects of the problem.
- f "Roams" means walks:
  - a) in fast steps
  - b) with no clear purpose or direction
  - c) to take some fresh air.
- g "Stitches" means:
  - a) sews
  - b) styles
  - c) wears.

**GLOSSARY**

**Chiswick** ['tʃɪzɪk] — a suburb of London

**Hounslow Civic Centre** — the headquarters of the local authority  
**social services** — department which deals with social problems in the local community

**to mull over** — to think carefully about something

**2 B. Read the text again and guess the meaning of the words given in questions a–g.**

- Pay attention to the context.

**2 C. Work in pairs and discuss the following questions.**

- 1 Why do you think Anne Smith lives in a car?
- 2 Why are social services dealing with the problem?
- 3 Is Anne Smith a danger to the local community?

## Language work

**3 A. Look at the underlined sentences in the text (Ex. 2B) and answer questions 1–4 alongside the text.**

**3 B. Read the sentences from the text and answer the questions.**

- 1 It is thought she has lived in the street for more than 30 years,...  
She is believed to have grown up in Sussex...
  - Which sentence(s) contain(s) the verb in the passive voice?
  - Which sentence(s) contain(s) the infinitive?
- 2 It is thought she has lived in the street for more than 30 years,...  
She is thought to have lived in the street for more than 30 years,...
  - Has the meaning of the sentence changed?
- 3 She is believed to have grown up in Sussex...  
She is believed to be a well-known local character...
  - Do the underlined parts of the sentences refer to present or past time?

**3 C. Choose the best Russian translation for the phrase “She is said...”.**

- |                         |                       |
|-------------------------|-----------------------|
| 1 Говорится, что она... | 3 Говорят, что она... |
| 2 Ей говорят, что...    | 4 Она сказала, что... |

**3 D. Paraphrase the sentences about Anne Smith using an infinitive.**

**Example:** *It is said that she suffered a nervous breakdown after her parents died.*  
*She is said to have suffered a nervous breakdown after her parents died.*

- 1 It is known that she fell in love with a choir singer.
- 2 It is believed that her house was sold.
- 3 It is thought that her presence affects the value of the expensive houses.
- 4 It is known that she performed in concerts in the 1960s.
- 5 It is reported that she sews her own clothes.
- 6 It is believed that she had a nervous breakdown after her parents' death.

**3 E. Translate the sentences you made in Ex. 3D into Russian.**

**3 F. Look through the text again and make up three more possible facts about Anne Smith's life (see Grammar reference, p. 179).**

## Vocabulary

**4 A. Read this extract from remarks made by a spokesperson for social services.**

- Fill in the gaps with the correct forms of words in bold from the text.
- Pay attention to the verb forms.

“We are planning to consider all the (1) ... of the issue in the near future. I'm absolutely convinced that Miss Smith (2) ... the life of the local community. In my opinion, her (3) ... lifestyle sets a bad example for children and teenagers, her unwillingness (4) ... seems unusual and attractive to them. I feel very strongly that we should deal with the case as soon as possible.”

**4 B. Find phrases in the text that express people's approval / disapproval of the situation (paragraph 2).**

- Write them down in the table.
- Are they mild or strong?

Approval	Disapproval

**Listening**

**5 A. Read the phrases below said by some of Miss Smith's neighbours and add the numbers of their comments to the table in Ex. 4B.**

- 1 Being different is not always a bad thing.
- 2 I care strongly about her right to remain living in a place which is home to her.
- 3 I feel for her as a fellow human being.
- 4 I think she should be made to move.
- 5 In some ways people like Miss Smith represent all our freedoms and enrich our society...
- 6 It's time Miss Smith's car was moved on.
- 7 She adds to the fragile sense of community that exists here.
- 8 She does no harm.
- 9 She was here before us and her car is her home.
- 10 She's our village character.



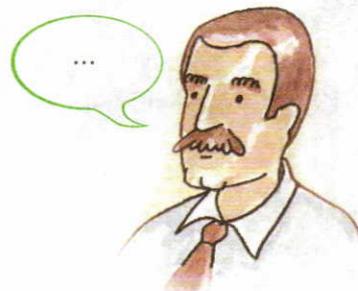
**5 B. Listen to five of Miss Smith's neighbours giving their opinions on the situation.**

- Mark the phrases from the list above S1, S2, S3, S4 or S5 according to the speaker who says it.



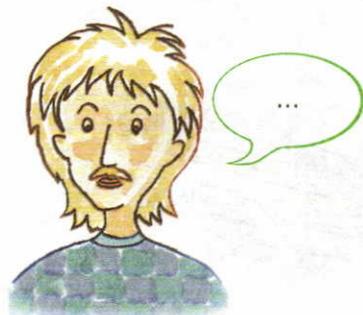
**5 C. Listen again and write down the reasons the speakers give to support their opinions.**

Number of the speaker	Reasons the speaker gives to prove his / her opinion
Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	



**5 D. Which of the speakers would you most agree with?**

- Explain your opinion.



**Speaking**

**6 In pairs answer the questions.**

- 1 If you were Miss Smith how would you solve the problem? What lifestyle would you choose?
- 2 If you were to decide what would you do with Miss Smith?
- 3 Do you know anyone who has an alternative lifestyle?
- 4 Do you think it is good / bad to conform?

# Lessons 5–6 Back or forward?

## Warm-up

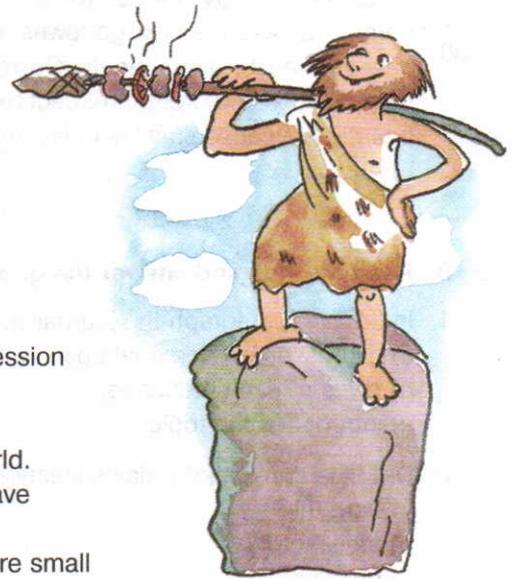
### 1 Can you imagine people's lifestyle in prehistoric times?

- Work in small groups and list your ideas.

## Reading

### 2 A. Read the article and say what ideas from the list below are mentioned in it.

- 1 The hobbies of modern people can be explained by their Stone Age way of thinking.
- 2 Stone Age people had a number of modern problems such as depression and ill-health.
- 3 Junk food is harmful for people's health.
- 4 Football and shopping are substitutes for hunting in the modern world.
- 5 Contemporary people are not touched by real-life tragedies, they have TV series instead.
- 6 Personal computers may make people's lives better because they are small and environmentally-friendly.



## HEALTH AND HAPPINESS THE FLINTSTONE WAY

(Geoffrey Lean on a call for Stone Age lifestyles)

Humanity's way forward is back towards the Stone Age, a leading scientist says. He is **calling on** governments to build "a Paleolithically correct future".

- 5 Dr Gustav Milne, of the Institute of Archeology, believes that the modern love of soap operas and shopping, and such recreations as stamp collecting, football and picnicking, all prove that we have never grown out of a prehistoric mentality and that this may be partially responsible for "today's diseases of anxiety, depression and ill-health".

- 10 He says we still have the bodies of hunter-gatherers, and our digestive systems have "not yet **caught up with** the Neolithic farming revolution".

- 15 Designed for unprocessed, fresh foods, our stomachs rebel against junk food and we become unhealthy if we do not get enough exercise and fresh air. Our minds, too, are "languishing to some extent in the Paleolithic", writes Dr Milne in the current *British Archeology Journal*, and "our hunter-gatherer emotional demands" **come out** in our enjoyment of open fires and picnicking and the psychological satisfaction of keeping pets or filling homes with pot plants.

Playing football and shopping are "attempts to **make up** for the terrible psychological vacuum felt by hunter-gatherers lost in the 20th century".

- 20 Football is a compensation for the hunt, combining the elements of male bonding, adrenalin and the prospects of reward. And when we shop, we sublimate our need to **comb** the hedgerows **for** ripe and interesting foodstuffs.

"We all retain the Stone Age need to acquire, collect and store, although foodstuffs have been replaced by stamps, sea-shells or antiques."

- 25 People respond to artificial crises in soap operas while often being left cold by great tragedies in the real world, Dr Milne believes, "because we have a

## GLOSSARY

**The Flintstones** — a funny American television cartoon about a family of cavemen and their friends

**digestive system** — human organs that change food you have just eaten into substances that your body can use

**languish** — to be forced to stay somewhere where you are unhappy

**bonding** — a special relationship that develops between people

**adrenalin** — a chemical produced by your body when you are afraid, angry or excited which makes your heart beat faster so you can move quickly

**hedgerow** — a line of bushes or small trees growing along the edge of a field or road

Paleolithic need to identify with a small extended family or tribal unit, and find it difficult to respond emotionally to over-large groups”.

Compelled by market forces and economies of scale to work in big companies and live in large towns, we should instead design more PC (in the new sense of Paleolithically Correct) lifestyles that are based on smaller communities and greater respect for the countryside, he concludes. “Small is beautiful because small is Paleolithic.”



**2 B. Read the text and answer the questions.**

- 1 In the first paragraph the journalist:
  - a) expresses his personal opinion
  - b) gives a recommendation
  - c) introduces the topic.
- 2 Dr Milne thinks that today’s lifestyle is:
  - a) harmful
  - b) satisfactory
  - c) enjoyable.
- 3 The Neolithic Age was:
  - a) earlier than the Paleolithic Age
  - b) later than the Paleolithic Age
  - c) at the same time as the Paleolithic Age.
- 4 According to Dr Milne we all enjoy some common activities because:
  - a) we want to be healthy
  - b) ancient people did the same things
  - c) we are very emotional.
- 5 Hunter-gatherers in the 20th century:
  - a) didn’t have to hunt or gather
  - b) couldn’t play football or go shopping
  - c) felt lonely.
- 6 Compared to prehistoric people, modern people:
  - a) have become less emotional
  - b) have become more emotional
  - c) have stayed as emotional.
- 7 Calling on people to design a more PC lifestyle the scientist:
  - a) wants to persuade people to use more computers
  - b) invites people to return to a prehistoric lifestyle
  - c) wants people to reflect on their lifestyle and change it.
- 8 The overall tone of the article is:
  - a) serious
  - b) thought-provoking
  - c) entertaining.

**2 C. Work in pairs and discuss the following questions.**

- Do you find the scientist’s arguments convincing? Why?/ Why not?

**Language work**

**3 A. Read the text again and answer these questions.**

- Notice how some words and expressions reinforce the ideas expressed in the text.
- 1 Find the related words in paragraphs 3 and 4 which refer to the way our body suffers from the modern lifestyle.
  - 2 Which words associated with a bad state of health are repeated in paragraphs 2 and 4?
  - 3 Paragraph 2 contains the phrase “...we have never grown out of a prehistoric mentality”. How is the same idea repeated in paragraph 4? What word is used instead of the word *mentality*?
  - 4 How are the emotional demands of modern people met (paragraph 4)? Find the word opposite in meaning to the word *demand*.



- 5 Paragraph 6 contains the clarification of the idea of paragraph 5. In what way is the idea clarified?
- 6 What word field dealing with people's communities appears in paragraphs 8 and 9? In what way do the adjectives change in these paragraphs?
- 7 Which words are echoed in the first paragraph and in the concluding paragraph?
- 8 Why do you think the author sometimes uses direct speech?

**3 B. Match the words in bold in the text with the definitions.**

- 1 Make a bad or unpleasant situation seem better, by providing something pleasant.
- 2 Search a place thoroughly.
- 3 Formally ask someone to do something.
- 4 Become clear.
- 5 Improve so much that you reach the same standard as other people in your group.

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**3 C. Paraphrase the sentences using the words in bold in the text.**

- Go back to the text to see how these words are used there.
- 1 Scientists **appealed** officially to the authorities to promote healthy lifestyles.
  - 2 Ms Smith's unconventional lifestyle **compensated** for the monotony of life we had had in the area.
  - 3 Our contemporaries will never reach the level of Stone Age people in **hunting**.
  - 4 The prehistoric mentality of our contemporaries is demonstrated in such hobbies as football and **picnicking**.
  - 5 Social services experts **searched** the archives thoroughly for information about Ms Smith's relatives.

**Listening**

**4 A. Work in pairs and answer the questions.**

- 1 Can our modern lifestyle be called unhealthy? Why?/ Why not?
- 2 Would you like to change your present lifestyle? Why?/ Why not?
- 3 Do you think people in future will be more concerned about having a healthy lifestyle?

**4 B. Listen to the interview with a person answering the same questions and say whether the ideas are similar to yours.**

**4 C. Listen to the interview again and fill the gaps in the text below.**

Our modern lifestyle is unhealthy because we work (1) ... and we don't have (2) ... near our workplace to keep fit and healthy. The worst thing about our modern lifestyles is the lack of (3) ... between work and leisure time. The employers' focus is on (4) ... . If the employers recognised the human needs of their employees, they would be (5) ... and deliver (6) ... . The speaker likes to (7) ... and enjoys (8) ... . She would like to follow (9) ... and to have more time to (10) ... . Nowadays people are encouraged to go to the doctor for (11) ... and are more concerned about (12) ... . There is a saying in English "You are (13) ...".



## Writing

**5 A. Work in pairs. Ask each other questions and make notes of the answers.**

- 1 Would it be better if we went back to live in caves? Why?/ Why not?
- 2 Would you like to change your lifestyle: to live in a car / to move to the countryside / a big city? Why?
- 3 How can you make your lifestyle healthier?

**5 B. Write an article “A New Lifestyle?” for a school magazine.**

- Summarise the ideas and give your opinion.
- Use the plan and the Language Support box.

**Introduction:**  
State your opinion.

**Main body:**  
Give some points supporting your opinion.

**Conclusion:**  
Restate your opinion using different words.

**LANGUAGE SUPPORT**

- Personally I believe...
- It strikes me that...
- I feel very strongly that...
  
- The first reason for...
- For example,...
- Moreover,...
- Not to mention the fact that...
- Apart from this...
  
- Contrary to popular belief,...
- Taking everything into account,...
- As I have said,...
- To sum up,...



# Lesson 7 Check your grammar & vocabulary

## 1 Put the adjectives in the correct order.

- 1 Sarah had enormous / brown / sad eyes and lovely skin.
- 2 It was a battered / blue / old Ford Consul, all covered in colourful spots.
- 3 The street looks terribly unimaginative — grey / concrete / identical tower blocks.
- 4 I still remember that bright / sunny / warm day no matter how many years have passed.
- 5 He is a fair-haired / skinny / tall teenager, you'll easily recognise him.
- 6 She has dark / brown / long hair, which immediately catches the eye.
- 7 He was dressed in a worn-out / short / untidy coat.
- 8 We have flat-screen / sophisticated / brand-new monitors in the office.
- 9 He has bought an expensive / new / spacious house.
- 10 The house was located in a suburban / prestigious / green area.

Points \_\_\_\_ / 10

## 2 Choose the right noun, adjective or word combination.

- 1 stone-deaf / stony-deaf
- 2 stone-hearted / stony-hearted
- 3 silk voice / silky voice
- 4 silk hat / silky hat
- 5 wood-headed / wooden-headed
- 6 wood yard / wooden yard
- 7 gold rush / golden rush
- 8 gold hair / golden haired

Points \_\_\_\_ / 4

## 3 Read the following advertisements and write out the phrases which give factual information about the items described.

A

Would you like to be the proud owner of a new five-piece set of lightweight, strong, durable designer luggage from Churchill? We can offer it at less than half price for just £199.99. Your belongings will have never travelled so smartly, or been so well protected. Every piece of luggage is made from advanced ABS material. A reinforced aluminium frame also adds strength, while reducing weight. All cases have a triple-lock security system (two key locks plus a combination lock) for maximum security. Purchase a new set today, and you'll also enjoy the convenience of having them delivered to your door for free!

B

If you're looking for someone to make choosing your computer, laptop or peripherals easier, you're in the right place. We'll bring you all the details to make an informed decision — Compaq is back with even more to offer than before. This PC defies comparison with its trim frame and wireless keyboard, mouse and remote control. It comes with a super slim 15" TFT monitor, which has everything built in, so there's no need for a base unit. It has an Intel Pentium VI processor and DVD multimedia. The operating system is Microsoft Windows ME. We will add a free digital camera. All for the price of £1,699! It's the latest technology with a great modern look.

Points \_\_\_\_ / 12



your  
door for  
free!



**4 Rewrite these sentences in another way.**

- Use the underlined word in your sentence.
- The first one has been done for you.

**Example:** It is said that the strike (забастовка) had finished. – The strike is said to have finished.

- 1 It is thought that he grew up on a remote farm, which belonged to distant relatives.
- 2 It is believed that the majority of school-leavers this year have chosen to continue their education.
- 3 It is believed that they took a different route.
- 4 It is understood that he hasn't turned up again.
- 5 It is said that the terms and conditions have already been discussed.
- 6 It is reported that the expedition has vanished somewhere near the summit.
- 7 It is thought that they have all perished.
- 8 It is reported that many of the security precautions were ignored.

**Points** \_\_\_\_\_ / 7

**5 Rewrite these sentences, using one of the phrasal and idiomatic verbs from the box.**

- 1 Do write to me, as I really want **to be informed about** what you have been doing.
- 2 I bought you these flowers **to compensate** my being late.
- 3 After an attack on a backpacker near the village, the police **searched** the nearby fields for evidence, especially for the weapons used.
- 4 I was going **to visit** you, but my car broke down and it got too late.
- 5 In some cities drivers' lack of consideration **is shown by** the aggressive way they approach pedestrian crossings.

- to call on
- to catch up with
- to make up for
- to come out in
- to comb (something for)

**Points** \_\_\_\_\_ / 5

**6 Fill in the gaps using an appropriate form of the word in the box.**

Often, as people's lifestyles improve, they take less exercise and become more (1) .... So if you are concerned about your health, you should make a habit of exercising (2) .... One reason why an (3) ... lifestyle can lead to poorer health is that people (4) ... to the idea that as you rise up the career ladder you should not walk, run or cycle to work! A (5) ... lifestyle is one when you are able to buy what you think you (6) .... Modern (7) ... city life is often very complicated, requiring people to balance work and (8) ... carefully and seriously. To live (9) ... in a modern city, you must accept the idea that there will be many (10) ... . For many people, their time at home with their families is their most precious time and a great escape.

- HEALTH
- REGULAR
- IMPROVE
- CONFORMIST
- COMFORT
- REQUIREMENT
- CONVENTION
- RELAX
- HAPPY
- PRESS

**Points** \_\_\_\_\_ / 10

**TOTAL** \_\_\_\_\_ / 48

**CHECK YOUR SCORE**

- 45–48 points** — Well done!
- 40–44 points** — Good
- 30–39 points** — Not bad
- 29 and less** — Go back and revise



# Lesson 8 Express yourself

## DESERT ISLAND PROJECT



### A World of Difference

You are going to participate in a project which involves surviving on a desert island.

To be accepted in the project it is necessary to prepare in advance and to make some very important decisions. You will also have to present your ideas to the rest of the class.

### 1 Preparation

- Form teams of four or five people.
- Have a group discussion and decide:
  - what three useful things you will take with you.
  - what three things of value will be taken to the island.
  - where you are going to live on the island.
  - what five most important laws will apply here.
- Think of ways to explain your choices and justify your decisions.
- Think of a way of presenting your decisions (a poster, a wallpaper, just a talk).

### 2 Presentation

Present your "programme" to the rest of the class.

### 3 Evaluation

- Vote for the best team in the project.
- Think about your own work during the lesson and give yourself a score by filling in the self-evaluation card.

### SELF-EVALUATION CARD FOR STUDENTS

	Criterion	Question to ask yourself	Score (1–3)
1	Balance of contribution	Did I participate equally with the rest of the group when we prepared the presentation?	
2	Content	Did I bring any useful / original ideas?	
3	Language	Did I use any language from the unit?	
4	Task achievement	Did my group and I achieve the task we set for ourselves?	
<b>Total score</b>			

## Lessons 1–2 Cause or effect?

### Warm-up

**1** Finish these lines from Cree Native American philosophy retold by H. D. Thoreau.

Only after the Last Tree has been Cut Down  
 Only after the Last River has been Poisoned  
 Only after the Last Fish has been Eaten  
 Only THEN will you Find  
 That...

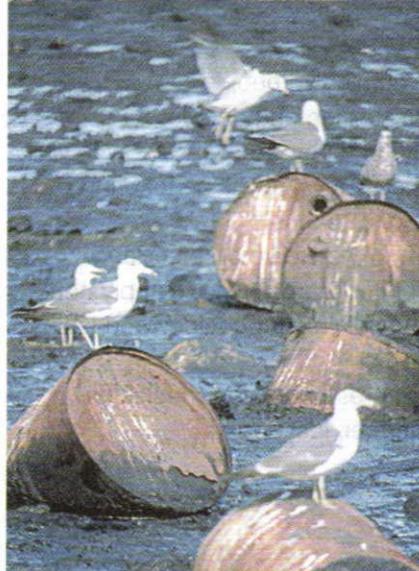
**! For Your Info**

**Cree** — a tribe of Native Americans who live mainly in Canada and Northern Montana, USA.

### Reading

**2 A.** Read the magazine article and answer the questions.

- 1 What problem does the author focus on?
- 2 What causes this problem?
- 3 Why do you think Chris Mead considers cleaning birds not to be cost effective?
- 4 What is the most effective way of solving the problem?
- 5 What is the purpose of this article?



### SLICK TO DEATH

**A**

Oil pollution is like a recurring nightmare. Sea birds like gulls are always the most common victims. Covered in a thick black coating of oil, such birds are unable to fly or feed themselves. Cleaning them is a painstaking business and volunteers sometimes have to spend 40 minutes or more cleaning one bird.

**B**

Last Saturday, the tanker *Sea Queen* was wrecked near the coast of Wales. Over 70,000 tonnes of oil escaped into the sea. As soon as they heard that the *Sea Queen* was in trouble, local **volunteers** and members of environmental groups rushed to the area to see what they could do to help.

**C**

According to Chris Mead, Britain's leading ornithologist, it is not **cost-effective** to clean the birds and **release** them. He told reporters, "I can understand the desperate feelings of the rescuers that they should do something to help the birds, but realistically it may be kinder to put them to sleep immediately."

**D**

Surely the best way to solve the problem is to prevent accidents from happening in the first place. Pressure groups are still calling for changes to **safety regulations**. They also want oil tankers to be made much smaller. Since cleaning up the mess after such disasters is so expensive, perhaps the oil companies should start listening.



- 2 B. Look through the text again and arrange these headings for the parts of the article in the proper order to present the article structure alongside the text.

- Expert's opinion                       Ways of solving the problem  
 Stating the problem                 Description of the case (facts)

## Vocabulary

- 3 A. Explain the meaning of the words in bold in Ex. 2A.

- 3 B. Go back to the text and find the words and phrases in bold to replace the underlined phrases in the sentences below.

- 1 A lot of ecological catastrophes occur because people do not observe official rules for preventing danger.
- 2 Factories and plants let a lot of waste go into the air and water.
- 3 In summer a lot of young people join groups of people who offer their help without payment, taking care of animals in wildlife reserves.
- 4 It is not worth spending money to work hard on the effects of the pollution problem. It's much better to deal with its cause.

## Language work

- 4 A. Read the following sentences and find the cause and effect in each of them.

- What phrases introduce cause? effect?

- 1 As a result of the wreck of the *Sea Queen* over 70,000 tonnes of oil escaped into the sea.
- 2 Chris Mead thinks it is unreasonable to clean the birds because it is not cost-effective.
- 3 The birds' death is caused by oil pollution in the sea.
- 4 Human ignorance about ecology often results in a catastrophe.

- 4 B. Read the text and decide which of the phrases in bold express cause and which express effect according to the context?

Every year the world's industries pollute the atmosphere with about 1,000 million tons of dust and other substances. The waste from factories and industrial plants, electric and atomic power stations gets into lakes, rivers and seas; it **poisons the air**, it destroys plants and animals. Pollution of the environment **threatens human health**. It can lead to different diseases of **the central nervous system** and so on. **Ignorance about ecology** leads to further destruction of nature and **worsens living conditions** for all living beings. A lot of forests are being cut down, marshes and lakes are drying up. This breaks the ecological balance and **deprives lots of animals of places to live**. People have destroyed nature by building huge cities, cutting down trees, excavating mountains and digging mines. In pursuit of new inventions and discoveries, as well as higher and higher profits man has forgotten about nature and it has led him to the edge of ecological catastrophe.

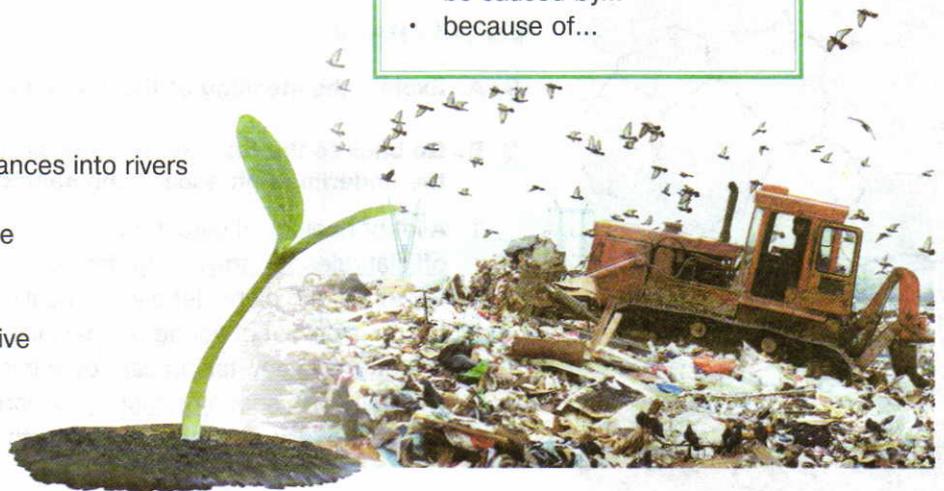
**4 C. Read the list of problems below.**

- Make sentences establishing the relation between cause and effect. Use the ideas below for both.  
**Example:** *Polluting the air causes disease in humans.*
- deforestation (cutting down woods / fires)
- polluting the air
- species extinction
- affecting human health
- ecological ignorance
- worsening living conditions
- the release of poisonous substances into rivers and lakes
- telling on the ecological balance
- building huge cities
- poisoning water
- depriving animals of places to live
- global warming

**LANGUAGE SUPPORT**

**Means for expressing cause and effect**

- result in...
- cause...
- be caused by...
- because of...



**Speaking**

**5 A. Listen to part of a radio programme and answer the questions.**

- 1 Who or what was found dead?
- 2 Has the outbreak been stopped?
- 3 What caused the weakening of the animals' immune system?

**5 B. Read the list of suggested solutions to the problem with the seals in the Caspian Sea (Ex. 5A).**

- In pairs discuss which of the solutions are preventive measures and which are directed at effects.
- 1 Forming groups of volunteers to treat sick seals
- 2 Banning drilling for oil
- 3 Banning poisoning of the sea
- 4 Developing effective medicines
- 5 Establishing stricter safety regulations
- 6 Developing environmentally-friendly technologies
- 7 Introducing a system of fines
- Choose the best solution and give reasons. (You may suggest ideas of your own.)

**5 C. Work in groups. Choose three or four problems in Ex. 4C and discuss ways of solving them.**

**Writing**

**6 A. The teacher will give you jumbled items of information from an article about an accident that took place in summer 2000.**

- Read the items and arrange them according to the following headings:
- 1 Title
- 2 Stating the problem
- 3 Description of the case
- 4 Expert's opinion
- 5 Solution to the problem

**6 B. Read the sequence of items you have agreed on.**

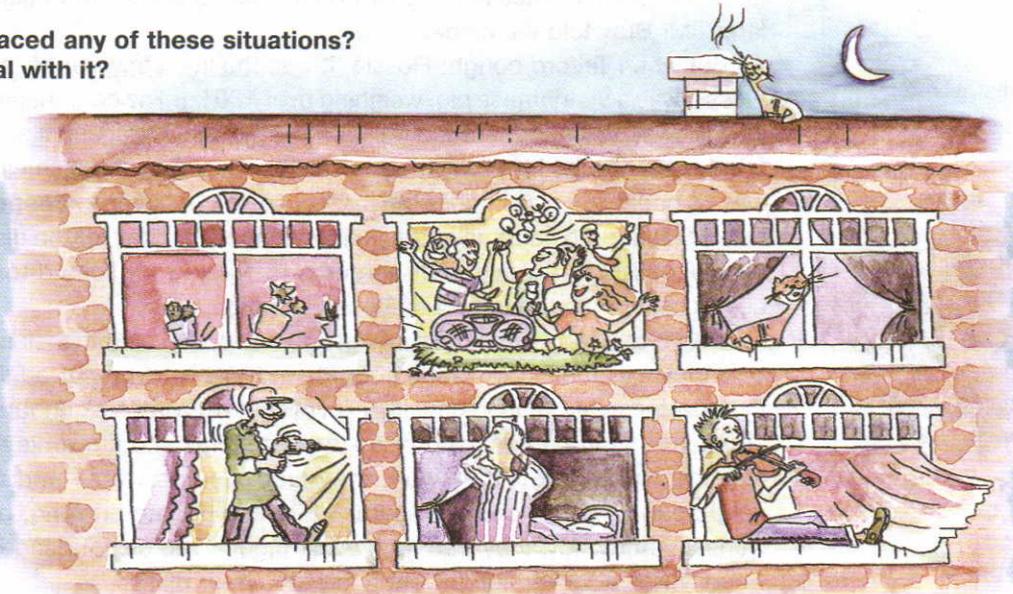
- Do you think it is the complete text of the article? Why? / Why not?
- Answer the questions and complete the first draft of your article.
- 1 Are the items arranged in logical order within each part of the article?
- 2 Do you think linking words are needed? Which and where?
- 3 What title could be given to the article?
- 4 What solution to the problem can you suggest?

**6 C. Edit your article.**

# Lessons 3–4 Love thy neighbour

## Warm-up

- 1 Have you ever faced any of these situations?  
How did you deal with it?



## Reading

- 2 A. Read these subtitles for the article below and guess what problems are described in it.

Lottery Win Ruined Neighbours  
Love Thy Neighbour  
Pig War  
Keeping The Peace  
Dog Tape

- 2 B. Match the subtitles with the paragraphs of the text.

- Were you right in your prediction about the problems?

### NEIGHBOURS FROM HELL

1 How well do you get on with the people who live next door? Recent statistics show that over 131,000 British people were so fed up with their neighbours that they **took the trouble** to make an official complaint. According to the latest figures, Britain's cities are getting louder and louder. It's not just because hi-fi systems and car stereos are getting more powerful, it's because there are more people living closer to each other than they used to.

2 It's not just noise that causes **arguments**, there's an endless list of other things that can come between neighbours. Sometimes, simple **disputes** turn into long-running conflicts. Frank and Mary Bray had been looking forward to a quiet retirement when they moved into their bungalow in a small town. The Brays were a typical retired couple, with a pet dog called Jet. But soon afterwards, Paul Telford, a 35-year-old company director, moved into the house next door. It wasn't long before Mr Telford was complaining about Jet's barking.



- 1 Explain what Telford did.
- 2 What state of mind were Mr and Mrs Bray in?
- 3 What does "it" refer to?



- 4 Why are they called "silly"?
- 5 What word would you choose to explain "sport" here:  
a) physical activity?  
b) entertainment?

Soon afterwards, Telford made a tape recording of the barking dog and **blasted it out at high volume** throughout the night. "The tape would go on for about 20 to 25 minutes and then it would reset itself and start again 10 minutes later," Mr Bray told the judge.

But when Telford bought Flossie, **it was the last straw** for Mr and Mrs Bray. Flossie was a Vietnamese pig, weighing over 130 kg. The court heard that Flossie was allowed to wander around Mr Telford's garden, attracting flies and rats. For four years, Mr and Mrs Bray tried to sell their house, but the smell from Flossie was so bad that it was impossible for them to find a buyer. In **desperation**, they took Mr Telford to court. In court, Telford blamed Mr Bray for the dispute, calling him "obsessive". The judge disagreed and ordered Mr Telford to pay £15,000 compensation and to get rid of Flossie the pig.

Wendy and Neil Norris were a quiet couple and got on with their neighbours — until they won the lottery. Soon after Mr and Mrs Norris received the £350,000, they started to show off — causing a lot of **resentment**. Neighbours complained about late-night parties, loud new stereo systems and fireworks going off late into the night. "After they won, they just became worse and worse," said neighbour Mr O'Donohue. "They used to stay up late drinking, but after they won all that money, they were at **it** every night". The dispute ended in violence when Norris attacked Mr O'Donohue with a beer glass.

What lessons can be learned from these strange disputes? The Bible advises us to love our neighbours but unfortunately it seems to be easier to love humanity in general than it is to respect the people who live next door. As long as there are neighbours, there will be **silly** disputes between them.

In 1798, the famous English novelist, Jane Austen, wrote, "**For what do we live, but to make sport** for our neighbours, and laugh at them **in our turn**?" It seems that little has changed since then.

3

4

5

6

7

2 C. Answer the questions alongside the text.

Vocabulary

3 A. Look through the text and choose the best translation for the words in bold:

1 **took the trouble**

- a) взяли на себя труд
- b) причинили беспокойство

2 **arguments**

- a) аргументы
- b) ссоры

3 **disputes**

- a) диспуты
- b) разногласия

4 **at high volume**

- a) на полную громкость
- b) в большом объеме

5 **desperation**

- a) безрассудство
- b) отчаяние

6 **resentment**

- a) обидчивость
- b) возмущение, негодование

7 **in our turn**

- a) в свою очередь
- b) в нашу очередь

**3 B. Complete the sentences using the words from Ex. 3A in the proper form.**

- 1 When music is very loud, we say it is played ...
- 2 The state of being ready for any wild act and not caring about danger, especially because of loss of hope is called ...
- 3 Your room is a complete mess! ... to tidy it up!
- 4 We did not talk to each other for a long time because of our silly ...
- 5 I couldn't agree with his ideas, and our ... led to nothing.
- 6 They felt ... that nobody paid attention to their request.
- 7 He said to me that I was a two-faced scoundrel, and I ... called him a cheat.



**Speaking**

**4 A. Read the tips for conflict resolution below and say which of them were not taken into account by:**

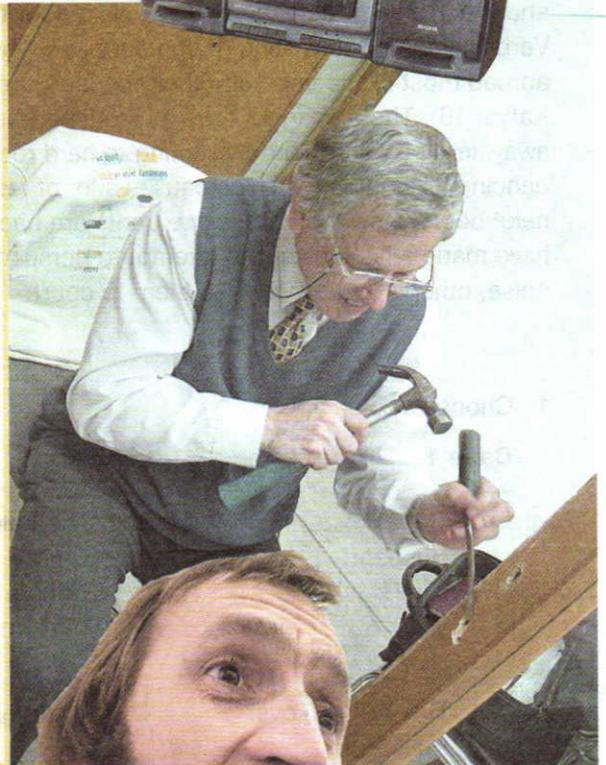
- |               |                 |
|---------------|-----------------|
| a) The Brays  | c) The Norrises |
| b) Mr Telford | d) Mr O'Donohue |

- What should they have done to resolve their conflicts?



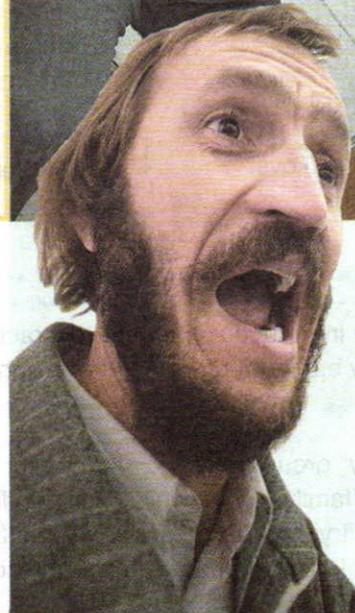
**Tips for conflict resolution**

- 1 Deal directly with the person you are in dispute with. This is usually far better than letters, messages, shouting, banging on walls, throwing things, or talking to everyone else except "that person".
- 2 Plan a convenient, sensible time and place to talk to the other person. Think beforehand about what you want to say.
- 3 Don't be too quick to lay the blame on the other person. Try to be positive.
- 4 Don't interpret the other person's behaviour. "You park outside our entrance deliberately to annoy us" sounds much worse than "parking outside our entrance causes a lot of inconvenience".
- 5 Do give the other person a chance to give their side of the story. Let them know you are listening to what they are saying even if you disagree with it.
- 6 Work on the problems co-operatively. See what you can both do to resolve the dispute.
- 7 Bring all the issues out into the open. Make sure that the difficult ones don't get swept under the carpet.



**4 B. Which of the above tips has been ignored in the sentences below?**

- Rephrase the statements in a way that is more positive.
- 1 "You play the violin really loudly to stop me sleeping."
  - 2 "You deliberately switch on your electric drill every night. It gets on my nerves."
  - 3 "You walk your dog without a leash to frighten my daughter."
  - 4 "You are always hanging your wet carpet on the balcony to make my windows dirty."



**5 Role play: Conflict Resolution.**

We often face different problems dealing with our neighbours. Read these descriptions of two conflicts. Choose one of them and try to settle the conflict between the neighbours without applying to the court.

- Make use of the tips (Ex. 4B and the Language Support box).

**Case 1.** The Nikolaevs (a married couple and their 10-year-old son) live on the third floor of a block of flats. Their neighbours, the Troubnikovs, living directly above them are very careless about their taps and pipes, and water often comes through into the Nikolaevs' flat, so that they have had to repair the ceilings and change the wallpaper. They have already had several arguments, but it didn't help. The water which came through recently was the last straw, and the Nikolaevs are going to apply to the court for damages.

**Case 2.** Dimitry Zelenov and his wife, Tamara Antonovna, are retired and live in a semi-detached house. Next door to them lives the Verbitsky family consisting of comparatively young parents, who work abroad most of the time, and their teenage children (Max, 18, and Katya, 16). The teenagers have a nice time when their parents are away, inviting their friends, listening to hard rock at high volume and dancing all night long, which causes a lot of resentment in their neighbours. Now the Verbitsky parents are back home, the Zelenovs have made a last desperate attempt to persuade them to stop the noise, otherwise they will take them to court.

- 1 Choose a role.

**Case 1**

**A** The Nikolaevs:  
Husband  
Wife  
Son

**B** The Troubnikovs:  
Husband  
Wife

**C** You may introduce some other characters into the role play e.g. a friend or another neighbour

**Case 2**

**A** The Zelenovs:  
Dmitry  
Tamara Antonovna

**B** The Verbitskys:  
Max  
Katya

- 2 In your "family" group think of a strategy for your behaviour.
- 3 Join another "family" group which is in conflict with you.
- 4 Play your role trying to settle the conflict in front of the class.
- 5 Work as a whole class. Choose the best resolution of each conflict.

**LANGUAGE SUPPORT**

**Complaint**

- I am sorry to have to say that...
- We've got a bit of problem here,...
- You see...
- I'm sorry to trouble you, but...
- I'd like to point out that...
- I think it is pretty awful (unpleasant)...
- I am fed up (with)...
- I can't take any more of this.

**Disagreement**

- You don't seem to realise that...
- I can't possibly...
- Well, I wouldn't go quite that far...

**Agreement**

- Yes, I agree entirely here.
- It stands to reason.
- That's my way of looking at it, too.
- What you say is perfectly true.

**Request and compromise**

- I'd be happy if...
- Would you be so kind as to...
- Could you...
- Let's meet half way.
- You'd better (do sth.)

**Apology**

- Oh, dear, I'm really sorry.
- I'm ever so sorry.
- I'm sorry I didn't realise...
- I just don't know what to say.

**Threat**

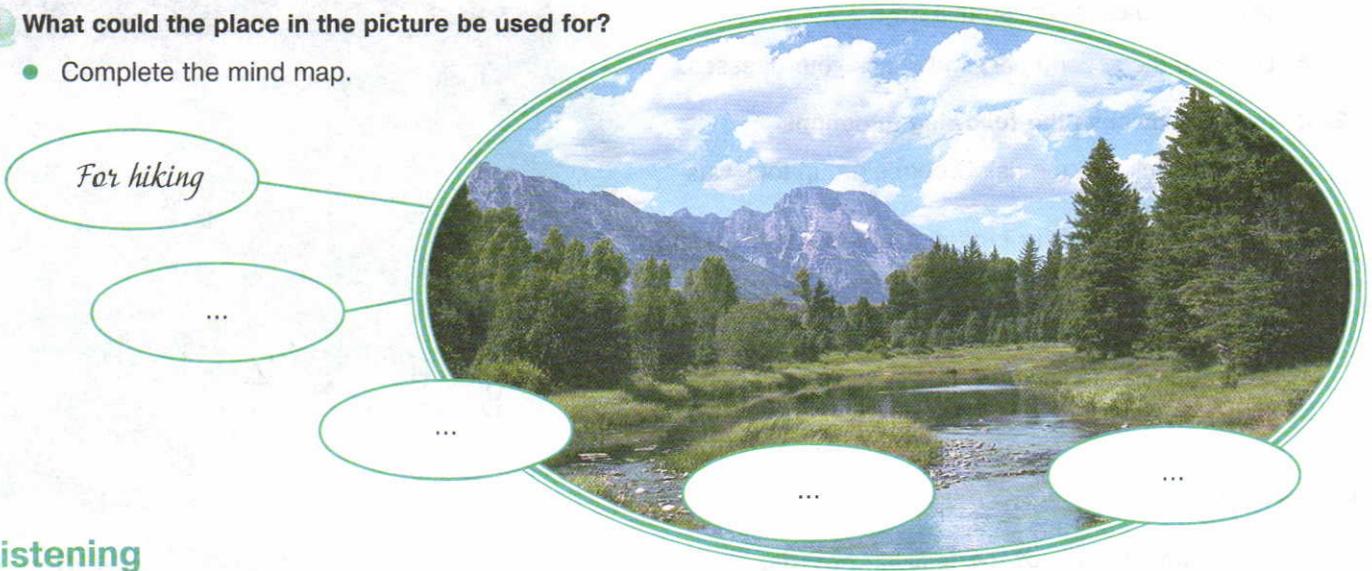
- If you ... I'll...
- I'm warning you...
- This is your last chance to...

# Lessons 5–6 Explorers or intruders?

## Warm-up

1 What could the place in the picture be used for?

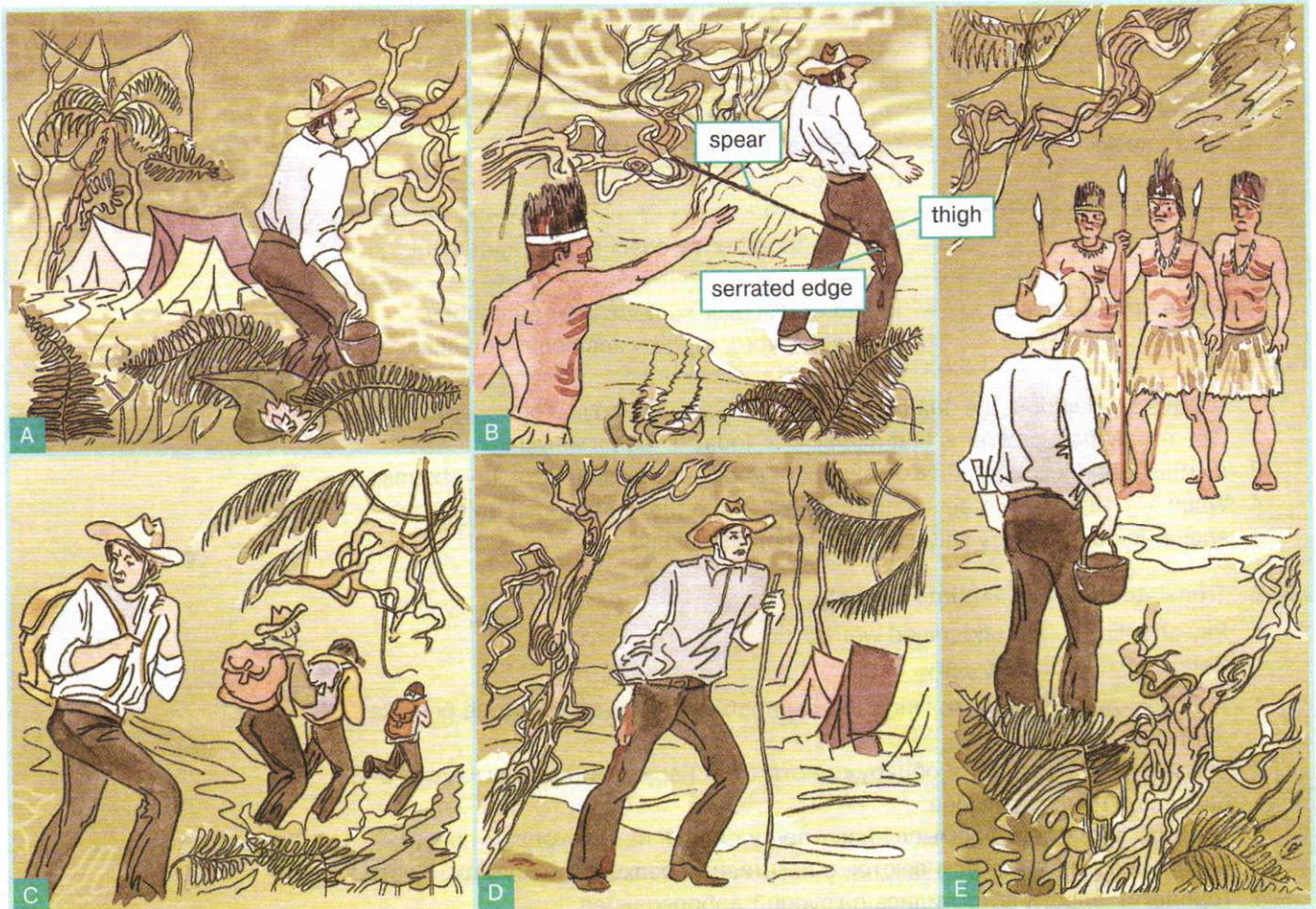
- Complete the mind map.



## Listening

2 A. Listen to the first part of a travel documentary on the radio.

- Arrange the pictures in the order the events took place.

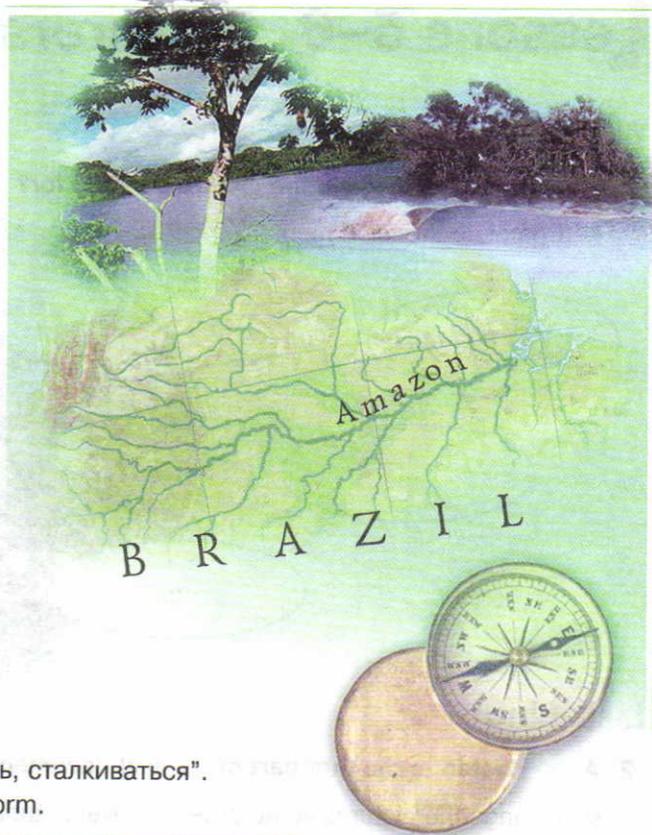


**2 B. Try to guess:**

- 1 what John Groom's responsibility was.
  - 2 what they were doing in Ecuador's Amazonian rainforest.
  - 3 why the Tagaeri behaved this way.
- Listen to the second part and check your guesses.

**2 C. In pairs, discuss the following questions.**

- 1 Do you think that the risk Groom's group took was justified? Why?
- 2 What do you think the Tagaeri might feel about being invaded? Explain your viewpoint.
- 3 Did the expedition have the right to go to the Tagaeri's area?
- 4 Would you like to join an expedition like this? Why? / Why not?



**Vocabulary**

**3 A. Study the meaning of the following words.**

- All of them can be translated into Russian as “встречать, сталкиваться”.
- Fill in the gaps using the words in Ex. 3A in the proper form.

to encounter (event)	— to experience problems, difficulties or opposition when you are trying to do something — to meet a person by chance
to face (state)	— to confront a difficult situation, danger, a problem
to meet (event)	— to come together by chance or arrangement
to come across (event)	— to find or discover something or somebody (a book, a word, etc.) by accident or by chance

- 1 I ... this article about the death of seals in the Caspian Sea in a newspaper today.
- 2 One of the main problems that mankind ... today is global warming.
- 3 In 1999 world leaders ... in Kyoto, Japan, to discuss environmental problems.
- 4 When a group of volunteers started working on a project to found an animal shelter in our city, they suddenly ... a lot of difficulties.

**3 B. Translate the following into English.**

- Pay attention to the underlined words.
  - Refer to Ex. 3A if necessary.
- 1 Человек сталкивается со множеством проблем из-за того, что не бережет природу.
  - 2 Просматривая газеты, я обнаружил статью о нарушении экологического баланса в нашем регионе.
  - 3 Если руководители промышленных предприятий не соблюдают правила безопасности, они сталкиваются с негативной реакцией общественности.
  - 4 Городские власти встретились с группой добровольцев.

## Speaking

- 4 A. Read the text about the Lykovs and say what the situation described has in common with the Tagaeri's situation.



### LOST IN THE TAIGA

A hundred miles from any settlement in the midst of the wilderness the Lykov family lived, spoke and thought in the manner of the 17th century. In 1932, Karp Lykov had taken his wife into the remote Siberian taiga, deep into the Abakan River valley in response to disturbing events in Russian society. The family grew, and the men and women lived separately in a pitch-dark house with no lighting. It was a tiny colony with the primitive living conditions of the time of Peter the Great. They missed World War II and all the shake-ups that followed. The family had lived there for 46 years all alone, until geologists discovered them in 1978. Within a month three of the five family members suddenly died one after another and there is still little explanation for it. Soon Karp Osipovich, the family head, passed away, too. The remaining younger daughter Agafia, in her fifties, began to build a fragile relationship with the outside world with thoughtful dignity...

- 4 B. Discuss the questions.

- 1 Why did geologists come to the place where the Lykovs lived?
- 2 What do you think caused the death of the three members of the Lykov family?
- 3 Were the Lykovs happy with their life in the wilderness? Why? / Why not?
- 4 Do you think this is the only case of people living shut away from the world in Russia?

- 5 Discuss the problem of exploring "white spots" on the Earth. Follow the steps.

- Choose one of the view points which you most agree with.
  - a) Exploring "white spots" on the Earth should be banned.
  - b) Exploring "white spots" on the Earth should be encouraged.
- In your opinion group, work out arguments supporting your viewpoint.
  - a) For more ideas you may use the For Your Info boxes.
  - b) Write your arguments on a poster.
- Exchange your posters with the opposite group. Think of counter-arguments for each of their arguments and write them down.
- Present your poster to the class.
- Look through both posters. What conclusion do you come to?

#### ! For Your Info

##### Universal Declaration of Human Rights

*Adopted and proclaimed by General Assembly resolution of 10 December 1948*

Article 1. All human beings are born free and equal in dignity and rights.

Article 3. Everyone has the right to life, liberty and security of person.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

#### ! For Your Info

Man must change what is given by nature. We must produce what we need for life: grow food and build shops, chop down trees and erect houses, explore natural resources and design planes, do research into all forms of life and make medicines. None of these things happens naturally. We bring them into being only by changing our "natural environment".

*Anthony Donahoe*

# Lesson 7 Check your grammar & vocabulary

## 1 Fill in the gaps with one of the four options below.

### MAN TELLS STORY ABOUT CREEPY HOUSE

I am often asked about the sources for the ghost stories I write. A fair number of them are collected from people who have heard stories growing up about their (1) ... or neighborhood.

One of the more intriguing (2) ... that has come my way was sent to me by a man (3) ... lived on the mainland. He (4) ... to the province on vacation with his family, and while here had experienced something which can only be (5) ... as unusual.

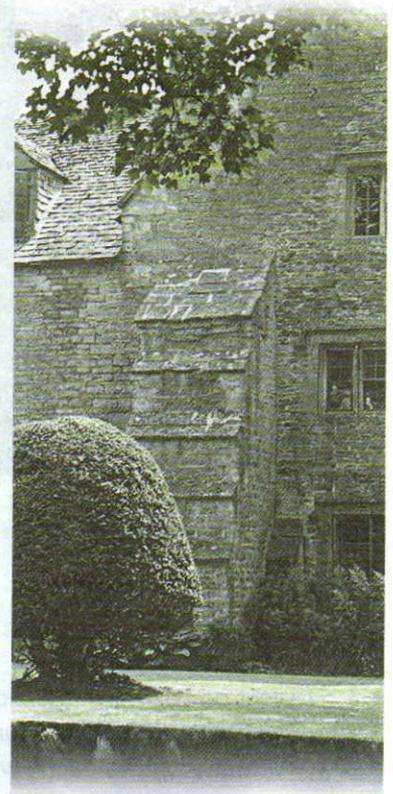
(6) ... the family was driving through Kelligrews, they realized their car was getting low on gas, and they stopped to fill up their tank at a local gas station. While the attendant (7) ... the tank, the couple's (8) ... child mentioned what the man described as the "creepy-looking house across the street." Curiosity got the better of them, and when the tank was full, they drove over to have a look at the place.

When they drove by the front door, the father noticed that it was open, and therefore figured somebody was at home. He walked up to the door and had a peek into the darkness inside. The house seemed (9) ...

Even (10) ... by this point, the father wanted to see what the porch (крыльцо) was like, so he lit his lighter. As he (11) ... the hallway, the first thing he noticed was a picture of the children who must have lived there long ago. As he looked at the picture, he was startled (напуган) by a sudden noise above his head. It sounded (12) ... children playing upstairs.

His (13) ... thought was that it was just a couple of local kids fooling around in the old building. He walked up the old stairs, to tell the children that they should not be playing in such an (14) ... location. But there was not a soul to be found.

Mystified, he turned around to descend the stairs and found his exit (15) ... by a young boy. The boy pulled a face at the man, and then vanished into thin air right before his eyes.



Points \_\_\_\_\_ / 15

- |                     |                  |                 |                   |
|---------------------|------------------|-----------------|-------------------|
| 1 A. society        | B. community     | C. humanity     | D. mankind        |
| 2 A. stories        | B. accidents     | C. incidents    | D. episodes       |
| 3 A. what           | B. which         | C. he           | D. who            |
| 4 A. had driven     | B. is driven     | C. has driven   | D. have driven    |
| 5 A. told           | B. depicted      | C. described    | D. conveyed       |
| 6 A. while          | B. during        | C. in time      | D. on time        |
| 7 A. is filling up  | B. has filled up | C. fills up     | D. was filling up |
| 8 A. four-years-old | B. four-year-old | C. four-year    | D. four-years     |
| 9 A. abandoned      | B. alone         | C. lost         | D. loaded         |
| 10 A. curiouser     | B. curiousest    | C. more curious | D. most curious   |
| 11 A. entered into  | B. entered       | C. entered in   | D. entered to     |
| 12 A. as if         | B. what          | C. like         | D. as             |
| 13 A. quick         | B. urgent        | C. immediate    | D. fast           |
| 14 A. non safe      | B. imsafe        | C. insafe       | D. unsafe         |
| 15 A. blocked       | B. block         | C. blocking     | D. was blocking   |

**2 Fill in the gaps with the articles *a* / *the*.**

Police found (1) ... crashed car two miles outside North End. In (2) ... driver's seat was (3) ... dead woman. By (4) ... dead woman's feet a driving licence was found on the floor. A check showed that (5) ... car belonged to (6) ... owner of (7) ... driving licence, but the driving licence was in (8) ... man's name.

Enquiries revealed (9) ... body was that of (10) ... woman who had been buried a week earlier. Personnel at the local cemetery confirmed that the body was missing from the grave. (11) ... investigating police officer said it seemed (12) ... extraordinary case. She could not imagine why the woman's body was stolen and who could have committed such (13) ... crime.

Points \_\_\_\_ / 13

**3 Fill in the gaps with the right tense form of the verb (passive or active).****SPONSORS SAY POLE REACHED AFTER ALL**

HISTORY (1) ... (re-write) yesterday as the sponsors of David Hempleman-Adams' solo balloon expedition claimed that he in fact (2) ... (make) it to the North Pole after all.

On Thursday afternoon, the Britannic Challenge's control centre (3) ... (decide) to stop the attempt when the explorer's balloon (4) ... (be) 12.9 miles short of true north.

At 4 pm yesterday the expedition website (5) ... (go) offline. When it (6) ... (reappear) half an hour later, it claimed that the Pole itself (7) ... (conquer).

"David Hempleman-Adams, the solo pilot of the Britannic Challenge balloon, (8) ... (become) the first person to reach the North Pole by balloon, (9) ... (trumpet) the website's home page.

"He (10) (reach) the North Pole plateau at 3 am this morning, and in the last hour David actually (11) ... (manage) to manoeuvre the Britannic Challenge balloon to the North Pole itself."

Elsewhere, a carefully worded press release, which (12) ... (replace) Thursday's version, said: "As the weather conditions were bad at the Pole, a landing (13) ... (be) not possible."

Expedition spokeswoman Claire Ingman (14) ... (blame) the inaccuracy on technical problems, adding: "It all comes down to this definition of what actually is reaching the Pole."

Points \_\_\_\_ / 14



**4 Fill in the gaps with the words from the box.**

- There are two extra words.

Pollution from the leaking tanker in the Galapagos islands will not, in the end, cause as much destruction as the development of tourism. Tourism and fishing are becoming a real (1) ... to the marine environment, the most important (2) ... of the area.

There are laws in place (3) ... the contacts with wildlife, but they are not always followed. Tourists have made many animals dependent on them for food. The (4) ... problem is that from being a (5) ... natural laboratory of wildlife, the islands are becoming a laboratory to see how man affects a whole ecology.

Making the Galapagos Islands a (6) ... was encouraged by the Ecuador government's need for foreign currency. The islands are (7) ... now, the number of (8) ... has increased from 6,000 to about 16,000 in the past 10 years.

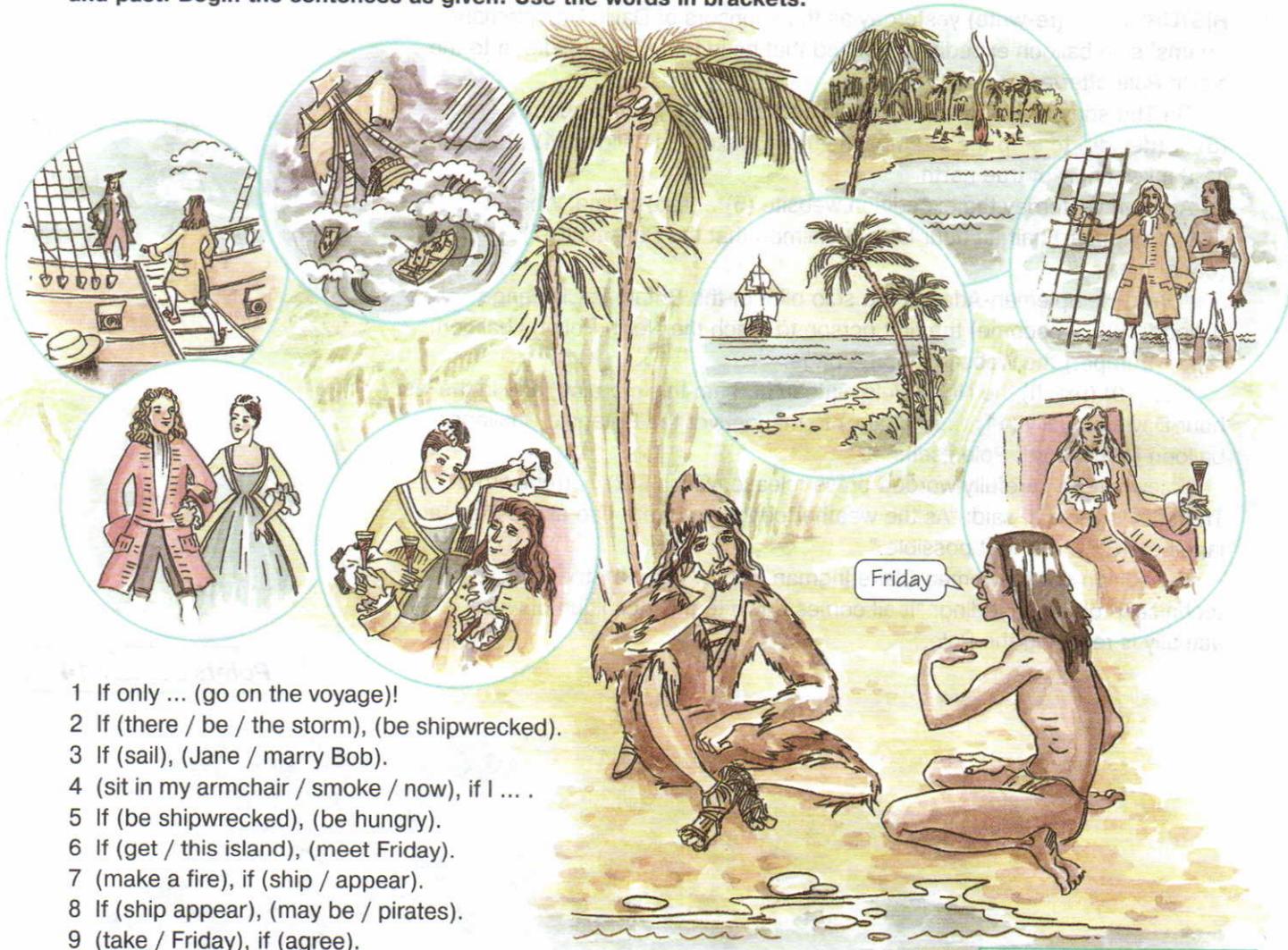
At the same time tourists are increasing the pressures on Galapagos resources, from fresh water to seafood.

The (9) ... has started a campaign for (10) ... tourism in their homeland.

- attraction
- historic sites
- local community
- major
- threat
- prospering
- renovate
- residents
- restricting
- sustainable
- tourist destination
- unique

**Points** \_\_\_\_\_ / 10

**5 Write ten sentences that Robinson Crusoe might say of his future, present and past. Begin the sentences as given. Use the words in brackets.**



- 1 If only ... (go on the voyage)!
- 2 If (there / be / the storm), (be shipwrecked).
- 3 If (sail), (Jane / marry Bob).
- 4 (sit in my armchair / smoke / now), if I ...
- 5 If (be shipwrecked), (be hungry).
- 6 If (get / this island), (meet Friday).
- 7 (make a fire), if (ship / appear).
- 8 If (ship appear), (may be / pirates).
- 9 (take / Friday), if (agree).
- 10 If (get / home), (sit in my armchair, smoke, drink wine).

**Points** \_\_\_\_\_ / 10

**6 Do the Monster crossword.**



**Across**

- 1 Exactly correct.
- 2 A fact or event of scientific interest.
- 3 Necessary to complete something.
- 4 Statement of the meaning of a word or a phrase.
- 5 To request something officially.
- 6 The quality of having grace, beauty and style.
- 7 To have to deal with something is to be ... with it.
- 8 Productive with minimum waste.



**Down**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>9 Be without or have not enough of something.</li> <li>10 Something that causes annoyance.</li> <li>11 To increase in size, volume, degree.</li> <li>12 Someone who causes displeasure, especially criminal.</li> <li>13 To make feelings and ideas known.</li> </ol> | <ol style="list-style-type: none"> <li>14 Following accepted standards.</li> <li>15 To keep away from.</li> <li>16 The quality of being skilled, well practised.</li> <li>17 The quality of containing many complicated details.</li> <li>18 Something especially unpleasant or damaging that happens by chance.</li> </ol> |
|--|---|

**CHECK YOUR SCORE**

<p><b>72–80 points</b> — <i>Well done!</i></p> <p><b>60–71 points</b> — <i>Good</i></p> <p><b>48–59 points</b> — <i>Not bad</i></p> <p><b>47 and less</b> — <i>Go back and revise</i></p>
---

**Points** \_\_\_\_ / **18**

**TOTAL** \_\_\_\_ / **80**

# Extensive reading

## What is there in the language?

### 1 A. Read a definition of language in the box and the statement below.

- Do you agree with this definition and the statement?

**language** — a way of expressing meaning or giving information through sounds, signs, movements, etc.

**Music, art, ballet and poetry are languages.**

### 1 B. Using the definition of language as a model define *music*, *art*, *ballet*, *poetry* as languages.

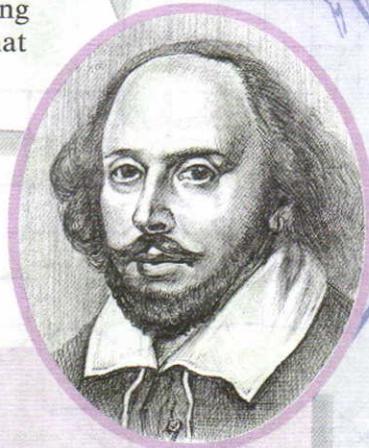
### 2 A. Read this definition and pick out the four main features of poetry.

- Which of them do you think is the most important?

**poem** — a piece of writing arranged in patterns of lines and of sounds which often rhyme, expressing thoughts, emotions, and experiences in words that excite your imagination

### 2 B. Listen to and read three poems about love.

- Answer the questions alongside each poem.



- What does this apostrophe signal? Are there other cases of the kind in the text?
- Who does "she" refer to?
- Is "compare" a noun or a verb here? How do you know?
- How are the lines rhymed?
- Why are the last two lines separated from the rest of the text?

### SONNET

My mistress' eyes are nothing like the sun;  
Coral is far more red than her lips' red;  
If snow be white, why then her breasts are dun;  
If hairs be wires, black wires grow on her head.  
I have seen roses damask'd, red and white,  
But no such roses see I in her cheeks;  
And in some perfumes is there more delight  
Than in the breath that from my mistress reeks.  
I love to hear her speak, yet well I know  
That music hath a far more pleasing sound;  
I grant I never saw a goddess go;  
My mistress when she walks treads on the ground:

And yet, by heaven, I think my love as rare  
As any she belied with false compare.

William Shakespeare

### GLOSSARY

**mistress** — *poet.* a woman loved by a man

**dun** — a dull brownish-grey colour

**wires** — metal in the form of a thread

**damask rose** — a pink rose with a beautiful smell

**damask** — a kind of cloth with a pattern woven into it, used in the past by very rich people for clothes and curtains

**reek** — to smell strongly and unpleasantly of something

**rare** — not seen or found very often, or not happening very often

### A RED, RED ROSE

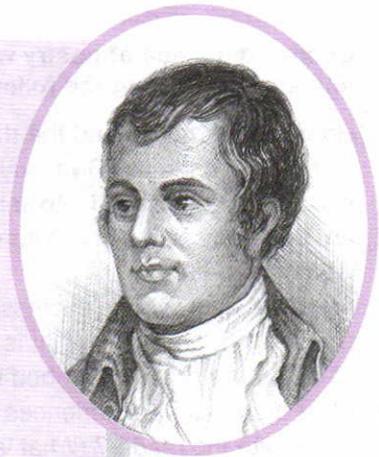
O, my Luve is like a red, red rose,  
That's newly sprung in June.  
O, my luv<sup>e</sup> is like the melodie,  
That's sweetly played in tune.

As fair art thou, my bonnie lass,  
So deep in luv<sup>e</sup> am I,  
And I will luv<sup>e</sup> thee still, my dear,  
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,  
And the rocks melt with the sun!  
And I will luv<sup>e</sup> thee still, my dear,  
While the sands o' life shall run.

And fare thee weel, my only luv<sup>e</sup>,  
And fare thee weel a while!  
And I will come again, my luv<sup>e</sup>,  
Tho' it were ten thousand mile!

Robert Burns



#### GLOSSARY

**thou art** — *old use* used to mean “you are” when talking to one person

**bonnie** (bonny) — especially *ScotE* — pretty and healthy

**lass** — *ScotE & NengE*  
a girl or a young woman

**thee** — *pron old use* [object form *thou*] you

**gang** — *ScotE* go

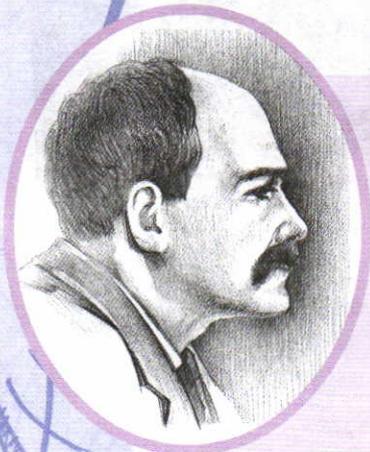
### FROM “THE LIGHT THAT FAILED”

Roses red, and roses white  
Plucked I for my love's delight.  
She would none of my great poses —  
Bade me gather her blue roses.

Half the world I wandered through  
Seeking where such flowers grew.  
Half the world upon my quest  
Answered but with laugh and jest.

It may be beyond the grave  
She will find what she will have:  
Oh, it was an idle quest —  
Roses red, and white are best.

Rudyard Kipling



#### GLOSSARY

**pluck** — *literary* to pick a flower or a fruit

**bid** — **bade** — **bidden** *old use or literary* to order or tell somebody what to do

**seek** — to look for something

**quest** — especially *literary* a long search for something such as truth or knowledge

**jest** — *old-fashioned* something that you say or do to amuse people; joke

**grave** — a place in the ground where a dead body is buried

- 1 Why do you think the spelling is unusual? Are there other cases of the kind in the poem?
- 2 What is the full form? Why do you think it is contracted?
- 3 How are the lines rhymed?
- 4 What do you think makes the text so melodious?

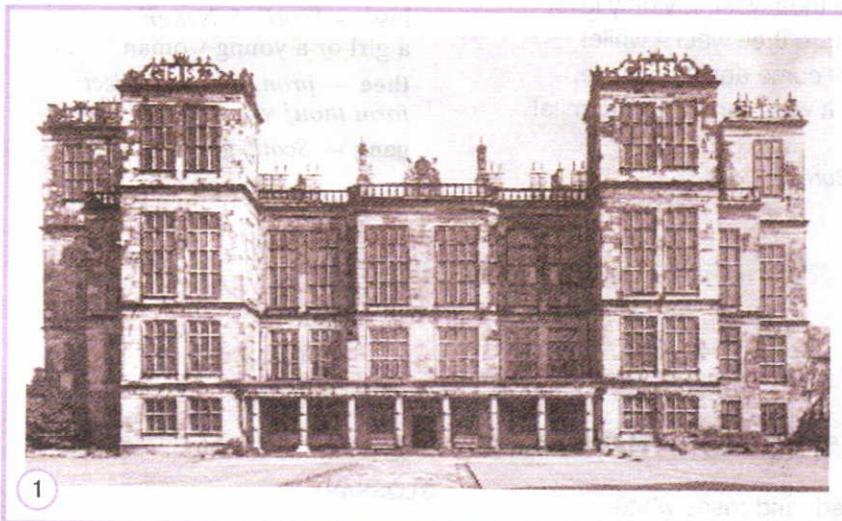
- 1 What does this line mean?
- 2 What do “blue roses” mean here?
- 3 How are the lines rhymed?

**3 A. Choose the piece of poetry which is most to your liking and analyse it using the following questions to guide you.**

- 1 How are the rhythm and the rhyme observed: strictly? sometimes broken? (Give examples.) What is the effect?
- 2 How is the text divided into verses? What is the effect?
- 3 Are there any cases of a "wrong", i.e. inverted, word order? What is the effect?
- 4 Are there many words expressing strong emotions in your piece? What are they? What is the effect?
- 5 What is the woman described in the poem like?
- 6 What thoughts or experiences does the author want to share with the reader? (What is the message of the text?)
- 7 How is the idea developed? (Talk about the composition of the text.)

**3 B. Look at these pictures.**

- Which of them is closer to the poem you analysed in the way the poet perceives the world?



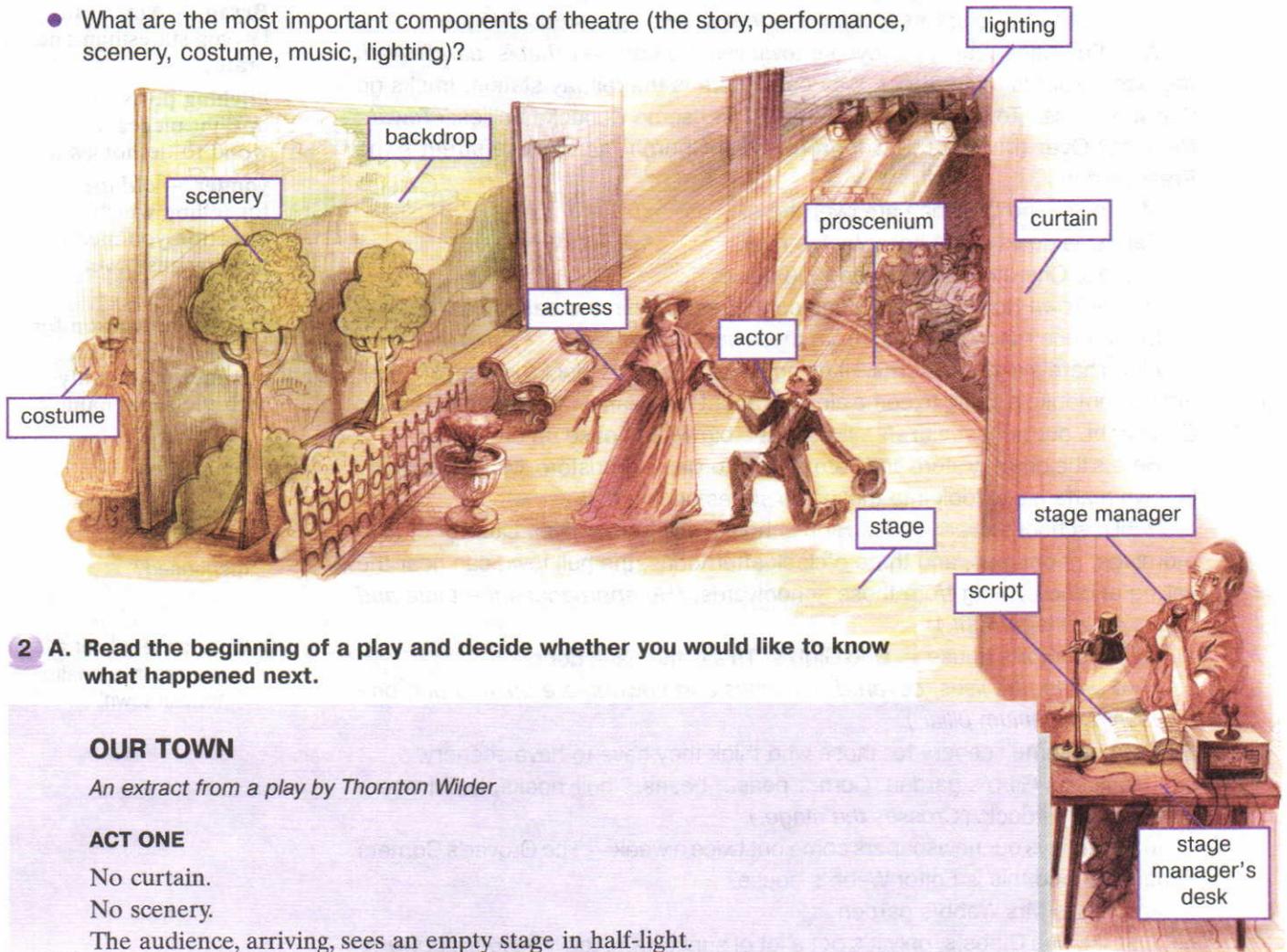
**3 C. Listen to the translations of the first two poems and compare your impressions with the ones you had when reading the originals.**

**4 Translate the third poem.**

# People and places

1 Look at the pictures, discuss them in pairs and answer the questions.

- What are the most important components of theatre (the story, performance, scenery, costume, music, lighting)?



2 A. Read the beginning of a play and decide whether you would like to know what happened next.

## OUR TOWN

An extract from a play by Thornton Wilder

### ACT ONE

No curtain.

No scenery.

The audience, arriving, sees an empty stage in half-light.

Presently the STAGE MANAGER, hat on and pipe in mouth, enters and begins placing a table and three chairs downstage left, and a table and three chairs downstage right. He also places a low bench at the corner of what will be the Webb house, left.

“Left” and “right” are from the point of view of the actor facing the audience.

“Up” is toward the back wall.

As the house lights go down he has finished setting the stage and leaning against the light proscenium pillar watches the audience.

When the auditorium is in complete darkness he speaks.

**STAGE MANAGER:** This play is called *Our Town*. It was written by Thornton Wilder; produced and directed by A \_\_\_\_\_. [...] In it you see Miss C \_\_\_\_; Miss D \_\_\_\_; Miss E \_\_\_\_; and Mr F \_\_\_\_; Mr G \_\_\_\_; Mr H \_\_\_\_ and many others. The name of the town is Grover’s Corners, New Hampshire — just across the Massachusetts line: latitude 42 degrees 40 minutes; longitude 70 degrees 37 minutes. The first act shows a day in our town. The day is May 7, 1901. The time is just before dawn.

(A rooster crows.)

- 1 Is this only geographic information? If not, what does it add?

The sky is beginning to show some streaks of light over in the East there, behind our mount'in.

The morning star always gets wonderful bright the minute before it has to go — doesn't it? (*He stares at it for a moment, when goes upstage.*)

Well, I'd better show you how our town lies. Up here — (*That is, parallel with the back wall.*) is Main Street. Way back there is the railway station; tracks go that way. Polish Town's across the tracks, and some Canuck families. (*Toward the left.*) Over there is the Congregational Church; across the street's the Presbyterian.

Methodist and Unitarian are over there.

Baptist is down in the holla' by the river.

Catholic Church is over beyond the tracks.

Here's Town Hall and Post Office combined; jail's in the basement.

Bryan once made a speech from these very steps here.

Along here's a row of stores. Hitching posts and horse blocks in front of them. First automobile's going to come along in about five years — belonged to Banker Cartwright, our richest citizen... lives in the big white house up on the hill.

Here's the grocery store and here's Me. Morgan's drugstore. Most everybody in town manages to look into those two stores once a day.

Public school's over yonder. High school's still farther over. Quarter of nine mornings, noontimes, and three o'clock afternoons, the hull town can hear the yelling and screaming from those schoolyards. (*He approaches the table and chairs downstage right.*)

This is doctor's house — Doc Gibb's. This is the back door.

(*Two arched trellises, covered with vines and flowers, are pushed out, one by each proscenium pillar.*)

There is some scenery for those who think they have to have scenery.

This is Mrs Gibb's garden. Corn... peas... beans... hollyhocks, heliotrope... and a lot of burdock. (*Crosses the stage.*)

In those days our newspapers come out twice a week — The Grover's Corners *Sentinel* — and this is Editor Webb's house.

And this is Mrs Webb's garden.

Just like Mrs Gibbs's, only it's got a lot of sunflowers, too. (*He looks upward, center stage.*)

Right here ...'s a big butternut tree. (*He returns to his place by the right proscenium pillar and looks at the audience for a minute.*)

Nice town, y'know what I mean?

Nobody very remarkable ever come out of it, s'far as we know.

The earliest tombstones in the cemetery up there on the mountain say 1670, 1680 — they're Grovers and Cartwrights and Gibbses and Herseys — same names as are here now.

Well, as I said: it's about dawn.

The only lights on in town are in the cottage over by the tracks, where a Polish mother's just had twins. And in the Joe Crowell house, where Joe Junior's getting up so as to deliver the paper. And in the depot, where Shorty Hawkins is gettin' ready to flag the 5:45 Boston.

(*A train whistle is heard. The STAGE MANAGER takes out his watch and nods.*)

Naturally, out in the country — all around — there've been lights on for some time, what with milkin's and so on. But town people sleep late.

So — another day's begun.

GLOSSARY

**Canuck** [kə'nʊk] — French Canadian

**William Jennings**

**Bryan** — American lawyer, statesman and orator

**hitching posts** — upright pieces of wood to tie horses to

**yonder** — *old use* for telling which direction you mean, here means "over there"

**Jr.** — abbreviation for junior, the younger member of a family with the same name

2 Why do you think these facts are mentioned?

3 What is the role of a drugstore in a small American town?

4 What does this remark add?

There's Doc Gibbs's coming down Main Street now, comin' back from that baby case. And here's his wife comin' downstairs to get breakfast.

*(Mrs GIBBS, a plump, pleasant woman in the middle thirties, comes "downstairs" right. She pulls up an imaginary window shade in her kitchen and starts to make a fire in her stove.)*

Doc Gibbs died in 1930. The new hospital's named after him.

Mrs Gibbs died first — long time ago, in fact. She went out to visit her daughter, Rebecca, who married an insurance man in Canton, Ohio, and died there — pneumonia — but her body was brought back here. She's up in the cemetery there now — in with a whole mess of Gibbises and Herseys — she was Julia Hersey 'fore she married Doc Gibbs in the Congregational Church over there.

In our town we like to know the facts about everybody.

There's Mrs Webb, coming downstairs to get her breakfast, too — That's Doc Gibbs. Got that call half past one this morning. And there comes Joe Crowell, Jr., delivering Mr Webb's *Sentinel*.

5 What "baby case"?

6 What call?

**2 B. Answer the questions alongside the text.**

**3 A. Read the description of the stage in italics again and answer the following questions.**

- 1 Is it easy to visualise the description? Why?
- 2 Who is the description meant for?
- 3 Is this acceptable in a text like this?

**3 B. In pairs discuss the role of the stage manager.**

- 1 What time does the stage manager live in? Find evidence in the text.
- 2 What details help him remain inside the story as well?
- 3 Does the stage manager use standard English? Find evidence in the text.
- 4 Is it typical that a narrator uses a local accent? What is the effect?

**3 C. Read the highlighted paragraph again.**

- What is the effect of repeating "and" and "where"?

**3 D. When does the author mention the deaths of the characters? What is the effect?**

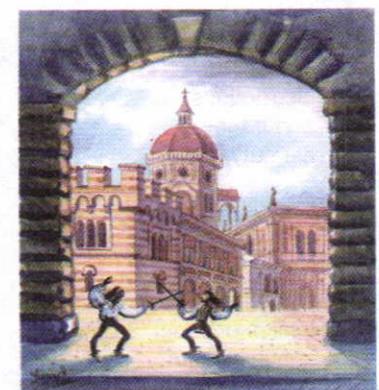
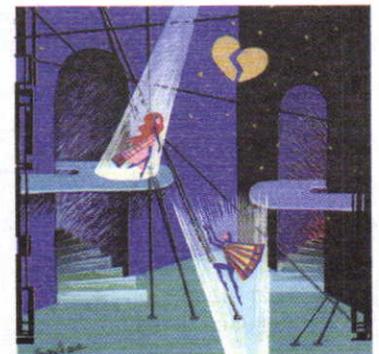
**3 E. What is the general tone? Ironic? Cheerful? Nostalgic? Sad? Heroic?**

- What contributes to the tone?

**4 Suppose you are going to produce this play. Discuss in pairs then report to the class on the following:**

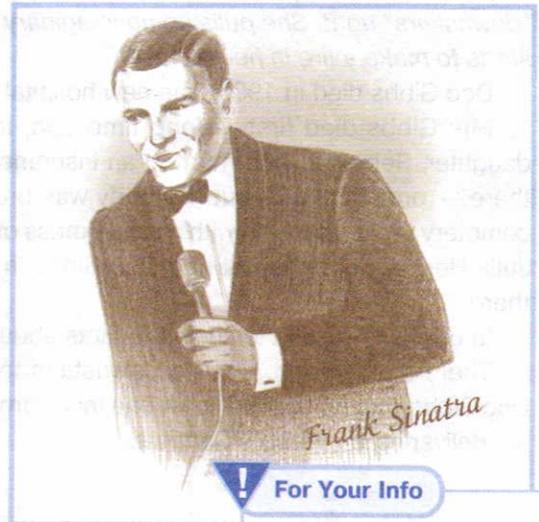
- 1 What actor (from among Russian or British or American actors) would you choose to perform the stage manager. Could this be a woman?
- 2 Look at the two models of the set for other plays. Which of the designers would you invite?

**5 Make a poster to announce the performance.**



# A job for life?

1 Look at the picture. What do you think the story will be about? List your ideas.



**For Your Info**

**Wall Street Crash** — a sudden crash of the US stock market. The worst example of this was in 1929, which led to the Great Depression.

**Frank Sinatra** — a US singer

2 A. Read the story and check your guesses.

2 B. Do the tasks alongside the text.

## CUSTOMERS MUST HAVE HAIR

It is going awry. Seriously awry. There are even British skiers at the Winter Olympics who have done better than this. Barney catches the customer's eye in the mirror, and smiles. Best not to let them know the full horror of what is happening. Sometimes, when the brain is still fuzzy and your fingers have yet to warm up, the first haircut of the day can be a calamity. A quick brush with the best intentions, before plummeting into the hair-dressing equivalent of a Wall Street Crash. It will begin with a smile and a whistle of hope, but somewhere along the way it becomes a horror story.

He studies the work he has done so far, and realises the shambles which he is creating. The customer requested the most straightforward of haircuts, a Frank Sinatra '62, but things have tumbled dramatically out of hand.

Barney considers the only two options open to barbers when things have gone as badly wrong as this. Firstly, you can continue to cut, evening everything up, until the hair is the same length all round. However, this will likely leave the victim looking like a prisoner at a maximum security prison, and if he thinks like a prisoner at a maximum security prison, you're in trouble. Secondly, completely drown the customer's head in water, deny him the use of a hairdryer, and let the full horror of what has been inflicted upon him be revealed much later when his hair has dried naturally. It will be an unlucky man who, under

- a What is going awry?
- b Why are British skiers mentioned here?
- c Why is the Wall Street Crash mentioned here?
- d Has Barney followed his customer's instructions about the haircut?
- e Who is the victim and why?
- f What do you think a prisoner at a maximum security prison (тюрьма строгого режима) looks like? What might he think like?
- g What are the two options Barney is thinking of?

### GLOSSARY

**awry** [ə'raɪ] — not the way it has been planned

**fuzzy** — not clear

**calamity** — a terrible, unexpected event that causes a lot of damage or suffering

**plummet** — fall very suddenly and quickly from a great height

**shambles** — when there is a lot of damage, destruction or confusion

**tumble** — to fall quickly and suddenly downward

**even up** — make of equal length

**h** Is the client really that wide? Do you know what such a literary device is called?

**i** Translate the headline.

**j** Why has the barber rejected the first option?

**k** Why could using a hairdryer ruin his image?

**l** What was the decision he made and why did he imagine himself to be Steve McQueen?

**m** Describe in your own words what happened a quarter of an hour later.

**n** Say in your own words what Barney is / isn't going to do for the next few weeks.

**o** Which of these two pictures shows the customer's haircut after he left the barber's shop? Give your reasons.

those circumstances, finds himself on a date with a girl whom he desperately does not want to look stupid in front of.

Barney's customer is of immense bulk. Seven or eight feet wide, thinks Barney, and he can imagine the headlines in the newspapers. Sumo Wrestler Squashes Barber To Pulp. Judge Acquits Goliath For Revenge Murder Of Inept Barber. Option one is out. It will have to be number two, with the hope that such a titan will not ask for the hairdryer, lest other customers think him stupid.

He hesitates, but there can only be one decision. Imagining himself to be Steve McQueen, he attempts to look composed and cool, and sets to work with all the certitude he can muster. Quarter of an hour later he breathes a sigh of relief as the customer, with his hair horrendously butchered and then drowned under a jug of water, retreats from the shop. Barney makes a note, to add to the list which is growing longer by the day, to ensure that he avoids the bloke in the street for the next few weeks.

He looks round at the waiting area where there is a solitary figure in the queue. Recognising him as a regular of one of the other barbers, he nods at the man with no little resentment, then begins sweeping up the hair from the previous customer — noticing as he does so that a disproportionate amount of it lies on the right-hand side.

From *Barney Thomson*  
by Douglas Lindsay



**GLOSSARY**

**bulk** — the size of something

**pulp** — something very soft, almost liquid

**revenge** — something you do in order to punish someone who has harmed you

**inept** — having no skill

**certitude** — state of being certain

**butcher** — to kill animals and prepare them to be used as meat

**bloke** — *BrE, informal* man

**resentful** — feeling anger and dislike about something

**regular** (*n*) — *here* customer who goes to the same shop very often

**For Your Info**

**Steve McQueen** — an American film actor best known for doing his own stunts. His characters always do dangerous actions.

**Goliath** [gə'li:θ] — a very strong giant killed by the boy David in the Bible.

**3 Answer these questions.**

- 1 Is Barney good at his job? Find words in the text to support your opinion.
- 2 Do you think Barney is good at hiding the fact that he is not a very skilful barber? Why? / Why not?
- 3 If you were a barber and noticed a mistake, what would you do?
- 4 What may happen next if a client realises what a barber has done to his hair?
- 5 Why do you think Barney does this job?
- 6 Did you find the story funny? Why? / Why not?
- 7 What would you do if you hated your job?
- 8 What does job satisfaction mean to you?

# Mysteries

**1 Work in pairs. Look at the picture and discuss the questions.**

- Where do you think the story is set?
- Who might be the main characters of the story?
- What might the story be about?

**2 A. Read the story and check your predictions.**

**2 B. Read the story again and answer the questions alongside the text.**



One evening Lila wasn't in when Farrel came home from work at the bookstore. She had left a note on the table, under a can of tuna fish. The note said that she had gone up to the Bronx to have dinner with her mother, and probably be spending the night there. The salad in the refrigerator should be finished up before it went bad.

Farrel ate the tuna fish and gave the salad to Grunewald. Grunewald was a half-grown Russian wolfhound, the colour of sour milk. He looked like a goat, and had no outside interests except shoes. Farrel was taking care of him for a girl who was away in Europe for the summer. She sent Grunewald a tape recording of her voice every week.

Farrel went to a movie with a friend, and then to the West End afterwards for a beer. Then he walked home alone under a full moon, which was red and yellow. He reheated the morning coffee, played a record, read through a week-old "News Of The Week In Review" section of the *Sunday Times*, and finally took Grunewald up to the roof for the night, as he always did. The dog had been accustomed to sleep in the same bed with his mistress, and the point was not negotiable. Grunewald mooed and scabbled and butted all the way, but Farrel pushed him out among the looming chimneys and ventilators and slammed the door. Then he came downstairs and went to bed.

He slept very badly. Grunewald seemed to have gone off the air — perhaps it was the silence that had awakened him. Whatever the reason, he never really got back to sleep.

He was lying on his back, watching a chair with his clothes on it becoming a chair again, when the wolf came in through the open window. It landed lightly in the middle of the room and stood there for a moment, breathing quickly, with its ears back. There was blood on the wolf's teeth and tongue, and blood on its chest.

Farrel, whose true gift was for acceptance, especially in the morning, accepted the idea that there was a wolf in his bedroom and lay quite still, closing his eyes as the grim, black-lipped head swung towards him. Having once worked at a zoo, he was able to recognize the beast as a Central European subspecies: smaller and lighter-boned than in the northern timber wolf variety, lacking the thick, ruffy mane at the shoulders and having a more pointed nose and ears. His own pedantry always delighted him, even at the worst moments.

**GLOSSARY**

**Bronx** — district of New York

**looming** — неясно очерченных

**ruffy mane** — пышная грива

**blunt** = not sharp

**caress** — ласка

**perking** = фильтроваться

**percolator** — кофеварка

**grove** — роща

**a** Is Grunewald a usual name for a dog? Is salad normal dog food?

**b** Who is the dog compared to? What is his main interest? Why?

**c** Do you think these facts about the moon are significant for the plot of the story?

**e** Did Grunewald like sleeping on the roof or not? How do you know?

**f** This is said of radio or TV when it is silent or blank. Why is it said here about the dog?

**d** Any humour here? Can Farrel really negotiate anything with Grunewald?

**g** What clues to Farrel's character can you find in this paragraph?





Blunt claws clicking on the linoleum, then silent on the throw rug by the bed. Something warm and slow splashed down on his shoulder, but he never moved. The wild smell of the wolf was over him, and that did frighten him at last — to be in the same room with that smell and the Miro prints on the walls. Then he felt the sunlight on his eyelids, and at the same moment he heard the wolf moan softly and deeply. The sound was not repeated, but the breath on his face was suddenly sweet and smoky, dizzyingly familiar after the other. He opened his eyes and saw Lila. She was sitting naked on the edge of the bed, smiling, with her hair down.

“Hello, baby,” she said. “Move over, baby. I came home.”

Farrel’s gift was for acceptance. He was perfectly willing to believe that he had dreamed the wolf; to believe Lila’s story of boiled chicken and bitter arguments and sleeplessness on Tremont Avenue; and to forget that her first caress had been to bite him on the shoulder, hard enough so that the blood crusting there as he got up and made breakfast might very well be his own. But he left the coffee perking and went up to the roof to get Grunewald. He found the dog sprawled in a grove of TV antennas, looking more like a goat that ever, with his throat torn out. Farrel had never actually seen an animal with its throat torn out.

The coffeepot was still chuckling when he came back into the apartment, which struck him as very odd. You could have either werewolves or Pyrex nine-cup percolators in the world, but not both, surely. He told Lila, watching her face.

*Lila the Werewolf, Peter S. Beagle*

**h** What striking images and collocations can you find in this section? And in the whole text? Make a list of them.



**k** What did Farrel tell Lila about?

**i** Why does the author again mention Farrel’s main personal quality?

**j** What image is created?

**3 A. Read the extract again and continue the list of words and expressions describing:**

- 1 Sounds: (Grunewald) moored
- 2 Shades and colours: the colour of sour milk...
- 3 Smell: the wild smell of the wolf...
- 4 Direct characteristics: (Farrel’s) true gift was for acceptance...
- 5 Movements: (Farrel) pushed him out...

**3 B. How does the author make the story sound really dramatic?**

**4 A. Work in two groups. Each group is going to create a film script. Take the episode where Farrel saw a wolf in his room (from “He was lying on his back...” up to “She was sitting naked on the edge of the bed, smiling, with her hair down.”) and read it again carefully.**

- The first group is going to describe what the camera shows in two or three shots. Follow the

flow chart below. Remember that each shot should be described in the same way.

**Panoramic view (describing the setting):** We see rather a large room in the attic, the light is very dim,...

**Close-up (describing what the characters are doing, important details you want to draw attention to):** Farrel is lying on its back, his eyes are wide open, watching a chair with his clothes on it becoming a chair again,...

- The second group writes a short dialogue of no more than four to five exchanges imagining that Farrel talked to Lila when he saw her sitting on the edge of his bed. What could they have said to each other? Start with: Lila: “Hello, baby. Move over, I came home.”

**4 B. Act out this part of your film script.**

# World of science

## 1 Read the text and do the tasks after the text.

### ARROWSMITH

From a novel by Sinclair Lewis

Liberty Street, as he raced along it, was sleeping below its towers. It was McGurk's order that the elevator to the Institute should run all night, and indeed three or four of the twenty staff-members did sometimes use it after respectable hours.

That morning Martin had isolated a new strain of staphylococcus bacteria from the carbuncle of a patient in the Lower Manhattan hospital, a carbuncle which was healing with unusual rapidity. He had placed a bit of the pus in broth and incubated it. In eight hours a good growth of bacteria had appeared. Before going wearily home he had returned the flask to the incubator.

He was not particularly interested in it, and now, in his laboratory, he removed his military blouse, looked down to the lights on the blue-black river, smoked a little, thought that he was a dog not to be gentler to Leora, and damned Bert Tozer and Pickerbaugh and Tubbs and anybody else who was handy to his memory before he absent-mindedly wavered to the incubator, and found that the flask, in which there should have been a perceptible cloudy growth, had no longer any signs of bacteria — of staphylococci.

"Now what the hell!" he cried. "Why, the broth's as clear as when I seeded it! Now what the — Think of this fool accident coming up just when I was going to start something new!"

He hastened from the incubator, in a closet off the corridor, to his laboratory and, holding the flask under a strong light, made certain that he had seen aright. He fretfully prepared a scope. He discovered nothing but shadows of what had been bacteria: thin outlines, the form still there but the cell substance gone; minute skeletons on an infinitesimal battlefield.

He raised his head from the microscope, rubbed his tired eyes, reflectively rubbed his neck — his blouse was off, his collar on the floor, his shirt open at the throat. He considered:

"Something funny there. This culture was growing all right, and now it's committed suicide. Never heard of bugs doing that before. I've hit something! What caused it? Some chemical change? Something organic?"

...A detective, hunting the murderer of bacteria... he rushed upstairs to the library, consulted the American and English authorities and, laboriously, the French and German. He found nothing.

He worried lest there might, somehow, have been no living staphylococci in the pus which he had used for seeding the broth — none there to die. At a hectic run, not stopping for lights, bumping corners and sliding on the too perfect tile floor, he skidded down the stairs and galloped through the corridors to his room. He found the remains of the original pus, made a smear on a glass slide, and stained it with gentian-violet, nervously dribbling out one drop of the gorgeous dye. He sprang to the microscope. As he bent over the brass tube and focused the objective, into the gray-lavender circular field of vision rose to existence the grape-like clusters of staphylococcus germs, purple dots against the blank plane.

"Staph in it all right!" he shouted.

### GLOSSARY

**carbuncle** ['kɑːbʌŋkəl] — a large painful lump under someone's skin

**pus** — thick yellowish liquid produced in an infected part of your body

**broth** — a liquid used for cultivating microbes in a microbiology lab

**incubate** — to keep the microorganisms in a broth warm until they become numerous

**seed** — insert bacteria into broth for growing them

- a What happened on that night and before?
- b Martin expected:
  - a) something great to happen.
  - b) nothing special to happen.
 How do you know?
- c Martin:
  - a) immediately realised that something great had happened.
  - b) didn't realise that something great had happened.
 How do you know?
- d Martin was:
  - a) aware
  - b) unaware of what was happening around.
 How do you know?
- e When Martin realised what had happened he felt:
  - a) happy.
  - b) curious.
 How do you know?
- f Did Martin read French and German very well? How do you know?
- g Martin checked for a possible mistake:
  - a) quietly.
  - b) excitedly.
 How do you know?

Then he forgot Leora, war, night, weariness, success, everything as he charged into preparations for an experiment, his first great experiment. He paced furiously, rather dizzy. He shook himself into calmness and settled down at a table, among rings and spirals of cigarette smoke, to list on small sheets of paper all the possible causes of suicide in the bacteria — all the questions he had to answer and the experiments which should answer them. [...]

By this time it was six o'clock of a fine wide August morning, and as he ceased his swift work, as taunted nerves slackened, he looked out of his lofty window and was conscious of the world below: bright roofs, jubilant towers, and a high-decked Sound steamer swaggering up the glossy river.

- Summarise in three or four sentences what happened that night.
- Answer questions **a–i** alongside the text.



**2 Read and say what Martin did during the next week.**

For a week Martin's life had all the regularity of an escaped soldier in the enemy's country, with the same agitation and the same desire to prowl at night. He was always sterilizing flasks, preparing media of various hydrogenion concentrations, copying his old notes into a new book lovingly labeled "X Principle, Staph," and adding to it further observations. [...]

When he was sure that the X Principle did reproduce itself indefinitely, so that in the tenth tube it grew to have as much effect as in the first, then he solemnly called on Gottlieb and laid before him his results, with his plans for further investigation.

- Answer questions **j** and **k** alongside the text.

- h** Why did he do that?
- i** In the morning Martin felt:  
a) very tired.  
b) happy.  
c) worried.  
How do you know?
- j** Why do you think he felt like that?
- k** What is the "X Principle"?

**3 Read and give the gist of the Director's suggestions.**

- Answer questions **l–n** alongside the text.

When the work on the X Principle had gone on for six weeks, the Institute staff suspected that something was occurring, and they hinted to Martin that he needed their several assistances. He avoided them. He did not desire to be caught in any of the competing factions. [...]

How the Director first heard that Martin was finding gold is not known. [...]

One morning he burst in, whiskers alive, and reproached Martin:

"What is this mysterious discovery you're making, Arrowsmith? I've asked Dr Gottlieb, but he evades me; he says you want to be sure, first. I must know about it, not only because I take a very friendly interest in your work but because I am, after all, your Director!"

Martin felt that his one ewe lamb was being snatched from him but he could see no way to refuse. He brought out his note-books and the agar slants with their dissolved patches of bacilli. Tubbs gasped, assaulted his whiskers, did a moment of impressive thinking, and clamored:

"Do you mean to say you think you've discovered an infectious disease of bacteria, and you haven't told me about it? My dear boy, I don't believe you quite realize that you may have hit on the supreme way to kill pathogenic bacteria... And you didn't tell me!" [...]

And then he took Martin to the top of the mountain and showed him the kingdoms.

- l** The Director is described in a:  
a) respectful way.  
b) ironic way.  
c) frightening way.  
Why do you think so?
- m** Martin was:  
a) reluctant  
b) happy  
c) eager  
to show his discovery.  
How do you know?
- n** What does this phrase mean? How can you find out? Do you know what to call this literary device? Can you give examples from Russian literature?

"Yes, the best room for you would be that big one on the upper floor, right next to the elevator. That's vacant now. And your office across the hall.

"And all the assistance you require. Why, my boy, you won't need to sit up nights using your hands in this wasteful way, but just think things out and take up possible extensions of the work — cover all the possible fields. We'll extend this to everything! We'll have scores of physicians in hospitals helping us and confirming our results and widening our efforts..."

**4 Read the text and describe Martin's state after he had heard the news.**

Next morning Gottlieb came slowly into Martin's room. He stood by the window; he seemed to be avoiding Martin's eyes. He sighed, "Something sort of bad — perhaps not altogether bad — has happened."

"What is it, sir? Anything I can do?"

"It does not apply to me. To you."

Irritably Martin thought, "Is he going into all this danger-of-rapid-success stuff again? I'm getting tired of it!"

Gottlieb ambled toward him. "It is a pity, Martin, but you are not the discoverer of the X Principle."

"Wh-what —"

"Someone else has done it."

"They have not! I've searched all the literature, and except for Twort, not one person has even hinted at anticipating — Why, good Lord, Dr Gottlieb, it would mean that all I've done, all these weeks, has just been waste, and I'm a fool —"

"Vell. Anyway. D'Herelle of the Pasteur Institute has just now published in the *Comptes Rendus, Académie des Sciences*, a report — it is your X Principle, absolute. Only he calls it 'bacteriophage'. So."

"Then I'm —"

In his mind Martin finished it, "Then I'm not going to be a department-head or famous or anything else. I'm back in the gutter." All strength went out of him and all purpose, and the light of creation faded to dirty gray...

"Bacteriophage, the Frenchman calls it. Too long. Better just call it *phage*. Even got to take his name for it, for my own X Principle! Well, I had a lot of fun, working all those nights, Working —"

He was coming out of trance. He imagined the flask filled with staph-clouded broth. He plodded into Gottlieb's office to secure the journal containing D'Herelle's report, and read it minutely, enthusiastically.

"There's a man, there's a scientist!" he chuckled.

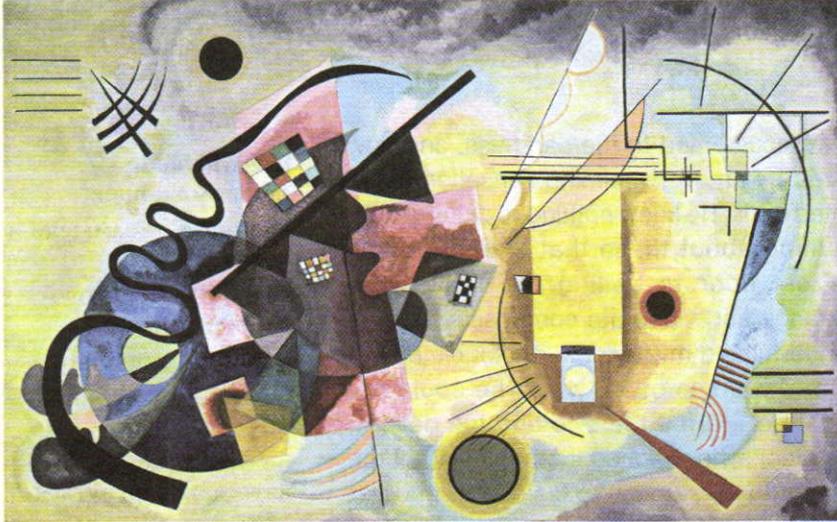
**5 In groups, discuss the following questions and report the results in class.**

- 1 Could Martin have avoided the disappointment if he had published his discovery immediately?
- 2 Why didn't he do that?
- 3 What was Martin's motive for being a scientist?
  - He wanted to become rich.
  - He wanted to defeat disease.
  - He wanted to become famous.
  - He enjoyed his work.
  - He was curious to find the truth.
  - He wanted to become head of the laboratory.
- 4 In the text find facts to support your choice in question 3.

# Understanding art

**1** Work in pairs or in small groups and discuss.

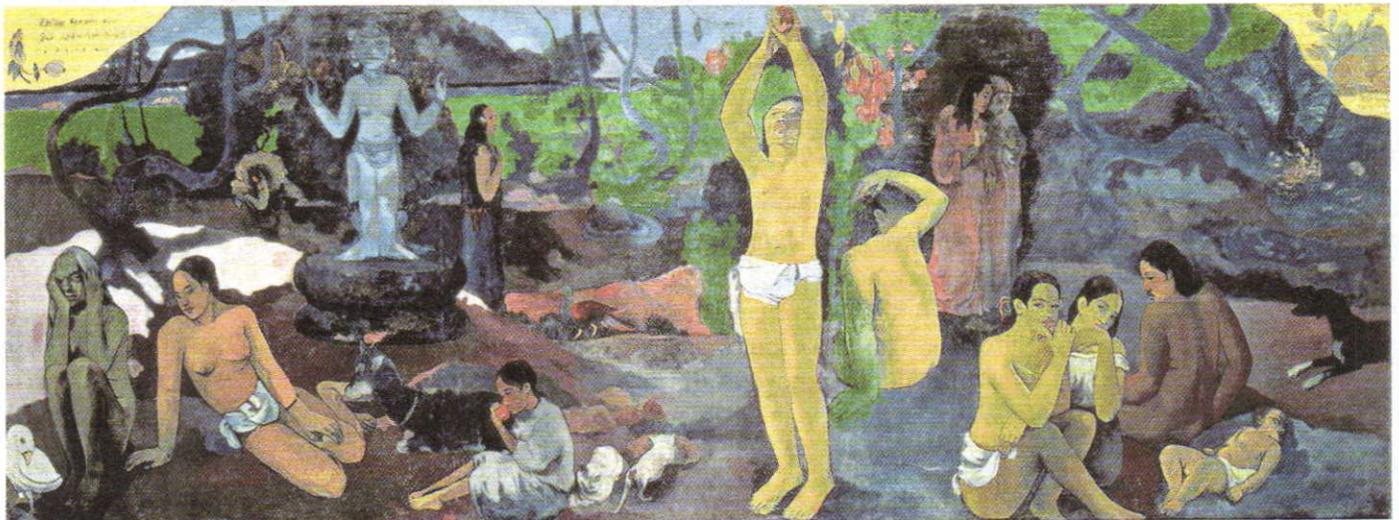
- Which picture if any appeals to you most of all? Why? / Why not?



1

2

3



- 1 *Yellow, Red, Blue*, 1925 (oil on canvas) by Wassily Kandinsky (1866–1944), Musée National d'Art Moderne, Paris, France / Bridgeman Art Library.
- 2 *Where do we come from? What are we? Where are we going? (D'où venons nous...?)*, 1897 by Paul Gauguin (1848–1903). Museum of Fine Arts, Boston, Massachusetts, MA, USA / Bridgeman Art Library.
- 3 *La Primavera (Spring)* by Sandro Botticelli, 1478.

- 2 A. Read the extract from a novel and choose the picture in Ex. 1, which suits the description best of all.
- 2 B. Read the text again and answer the questions beside it.

**Somerset Maugham** (1874–1965), an English writer. A penetrating observer of human behaviour, his writing is essentially anti-romantic and there is a vein of cynicism running through his work.

1 Why does the author use so many adjectives in this paragraph?

His eyes grew accustomed to the darkness, and now he was seized by an overwhelming sensation as he stared at the painted walls. He knew nothing of pictures, but there was something about these that extraordinarily affected him. From floor to ceiling the walls were covered with a strange and elaborate composition. It was indescribably wonderful and mysterious. It took his breath away. It filled him with an emotion, which he could not understand or analyse. He felt the awe and the delight, which a man might feel, who watched the beginning of the world. It was tremendous, sensual, passionate; and yet there was something horrible there too, something which made him afraid. It was the work of a man who knew things, which it is unholy for men to know. There was something primeval and terrible. It was not human. It brought to his mind vague recollections of black magic. It was beautiful and obscene. [...]

2 Why French here and later in the text?

*Mon Dieu*, this is genius.

The words were wrung from him, and he did not know he had spoken. [...]

I had been thinking of it too. It seemed to me that here Strickland had finally put the whole expression of himself. Working silently, knowing that it was his last chance, I fancied that here he must have said all that he knew of life and all he divined. And I fancied that perhaps here he had at last found peace. The demon, which possessed him, was exorcised at last, and with the completion of the work, for which all his life had been a painful preparation, rest descended on his remote and tortured soul. [...]

3 Why does he compare the picture with the Sistine Chapel?

I have never seen a painting, which had made so deep an impression upon me. *Tenez*, I had just the same feeling as when I went to the Sistine Chapel in Rome. There too I was awed by the greatness of the man who had painted that ceiling. It was genius, and it was stupendous and overwhelming. I felt small and insignificant. But you are prepared for the greatness of MichaelÁngelo. Nothing had prepared me for the immense surprise of these pictures in a native hut, far away from civilization, in a fold of the mountain above Taravao. And MichaelÁngelo is sane and healthy. Those great works of his have the calm of the

**GLOSSARY**

- overwhelming** — ошеломляющее
- elaborate** — замысловатая
- awe** [əʊ] — благоговейный трепет
- unholy** — порочно
- obscene** — неприлично
- be wrung** [ɪɹʌŋ] — вырваться, исторгнуться
- exorcised** — изгнан
- descend** — снизойти

sublime; but here, notwithstanding beauty, was something troubling. I don't know what it was. It made me uneasy. It gave me the impression you get when you are sitting next door to a room you know is empty, but in which, you know not why, you have a dreadful consciousness that notwithstanding there is someone. You scold yourself; you know it is only your nerves — and yet, and yet... In a little while it is impossible to resist the terror that seizes you, and you are helpless in the clutch of an unseen horror. Yes: I confess I was not altogether sorry when I heard that those strange masterpieces had been destroyed. [...]

“I think Strickland knew it was a masterpiece. He had achieved what he wanted. His life was complete. He had made a world and saw it was good. Then, in pride and contempt, he destroyed it.”

*The Moon and Sixpence*, Somerset Maugham

- 3 Read the extract again and fill in the chart, describing what the author saw or might have seen in the picture and what feelings it caused.**

In the picture	The feelings it caused

- 4 Work in pairs or in small groups and discuss the following issues.**

- Who does the writer compare Strickland with? What are the similarities between the two painters and what are the differences?
- Why do you think the author felt so strongly about the picture?
- Why did the artist destroy his masterpiece?
- Has a picture ever impressed you so much? Why?/ Why not?

- 5 In a circle like this write out all the words and phrases the author uses to describe the effect Strickland's painting had on him.**

- Work out which ones can be regarded as negative and which are positive and place them in the opposite parts of the circle.
- Are there any neutral ones? If yes, write them out separately in the middle of the circle.



# Crime and punishment

- 1 What kind of things do you think people steal? / Why?
- 2 Listen to the poem and describe your impressions of it.

## STEALING

The most unusual thing I've ever stole? A snowman.  
Midnight. He looked magnificent; a tall, white mute  
beneath the winter moon. I wanted him, a mate  
with a mind as cold as the slice of ice

5 within my own brain. I started with the head.

Better off dead than giving in, not taking  
what you want. He weighed a ton; his torso,  
frozen stiff, hugged to my chest, a fierce chill  
piercing my gut. Part of the thrill was knowing  
10 that children would cry in the morning. Life's tough.

Sometimes I steal things I don't need. I joy-ride cars  
to nowhere, break into houses just to have a look.  
I'm a mucky ghost, leave a mess, maybe pinch a camera.  
I watch my gloved hand twisting the doorknob.

15 A stranger's bedroom. Mirrors. I sigh like this — Aah.

It took some time. Reassembled in the yard,  
he didn't look the same. I took a run  
and booted him. Again. Again. My breath ripped out  
in rags. It seems daft now. Then I was standing  
20 alone among lumps of snow, sick of the world.

Boredom. Mostly I'm so bored I could eat myself.  
One time, I stole a guitar and thought I might  
learn to play. I nicked a bust of Shakespeare once,  
flogged it, but the snowman was the strangest.

25 You don't understand a word I'm saying, do you?

Carol Ann Duffy

## GLOSSARY

**better off** — here better

**joy-ride** — a ride just for pleasure in a vehicle, esp. a stolen car, often with careless driving

**pinch** — informal steal

**reassembled** — put all the parts of sth together again

**breath ripped out in rags** — вырваться ключьями

**daft** — silly, not sensible

**nick** — informal steal

**flog** — here sell

- 3 Read the poem and answer the questions.

- What did the person steal?
- Was it difficult to steal? How do you know?
- What did he / she do to the snowman later?
- Has the person become happier as a result of what was done?
- What other things did the person steal? Make a list of stolen things.





- 4 **Summarise the poem in two or three sentences.**
  - What does the story lack if you tell it this way?
- 5 **In pairs discuss the following questions and find proof in the text.**
  - 1 Is the thief male or female?
  - 2 How old do you think the person is?
  - 3 What kind of person is the thief?
  - 4 What background does he / she come from?
- 6 **Read the poem again.**
  - What is special about this poem in terms of:
    - 1 Rhyme and rhythm
    - 2 Choice of words: formal / informal, neutral / emotionally coloured.
    - 3 Length and type of sentences used.
- 7 **Make a list of words which are normally associated with feeling cold.**
- 8 **Summarise all your observations from Ex. 5–7 and say what the effect of these features of the poem is.**
- 9 **Why do you think:**
  - a) The poem starts and finishes with a question?
  - b) The main character asks the question in the last line?
  - c) Sometimes the sentence starts on one line and finishes on the next?
  - d) The thief says “Life’s tough”?
  - e) The thief sighs when seeing his / her reflection in the mirror?

# The way we live

- 1 Read the poem, close the book and write down as many words or fragments as you can remember.
- 2 Work in pairs or in small groups. Read the poem again, close the book and working together write down as much as you can remember.
- 3 Join another pair or group and help each other to complete the poem.
- 4 Read the poem for the third time and check if you have written it down correctly.

## MESSY ROOM

Whoever room this is should be ashamed!  
His underwear is hanging on the lamp.  
His raincoat is there on the overstuffed chair,  
And the chair is becoming quite mucky and damp.

His workbook is wedged in the window,  
His sweater's been thrown on the floor.  
His scarf and one ski are beneath the TV,  
And his pants have been carelessly hung on the door.

His books are jammed in the closet,  
His vest has been left in the hall.  
A lizard named Ed is asleep in his bed,  
And his smelly old sock has been stuck to the wall.

Whoever room this is should be ashamed!  
Donald or Robert or Willie or —  
Huh? You say it's mine? Oh dear,  
I *knew* it looked familiar!

Shel Silverstein

### GLOSSARY

**underwear** — clothes that you wear next to your body under your other clothes

**mucky** — dirty

**to wedge** — to force something into a narrow space

**pants** *AmE* — trousers

**to jam** — to push something somewhere using a lot of force, or to push too many things into a small place

**closet** *AmE* — cupboard built into the wall of a room from the floor to the ceiling

**vest** *AmE* — жилет

**lizard** — ящерица

## 5 Answer the questions.

- 1 What is this poem about?
- 2 What is messy in the room?
- 3 What can you say about the owner of the room?
  - How old is he?
  - Does he do well at school?
  - What are his hobbies?
  - What is his relationship with his parents?

## 6 Look closely at the language of the poem.

- Answer the following questions.
  - 1 Is the language of the poem very special or close to everyday language?
  - 2 There are seven lines beginning with the word "his" and three lines beginning with the word "and". How can you explain that?
  - 3 Find pairs of words which rhyme. Can you see any pattern in these rhymes?

## 7 How do you feel about the poem?

- Is there anything deeper in this poem than just a joke?

## 8 What is the message of the poem?

## 9 Choose one of the following options:

- 1 Draw a picture of the room from the poem and talk about it.
- 2 Translate the poem into Russian.
- 3 Write a short description of the writer's lifestyle (a maximum of 120 words).

# Whose world is it?



## 1 Read the poem and answer the question.

- Does the narrator think the hoe has a right to strike him a blow?

### THE OBJECTION TO BEING STEPPED ON

- Does a hoe have toes?
- If "sense" is "feeling, mind", where is the "seat of my sense"?
- What name did he call the hoe?
- What did he think about the hoe?
- What rule does he refer to?

At the end of the row  
I stepped on the toe  
Of an unemployed hoe.  
It rose in offence  
And struck me a blow  
In the seat of my sense.  
It wasn't to blame  
But I called it a name.  
And I must say it dealt  
Me a blow that I felt  
Like malice prepense.  
You may call me a fool,  
But was there a rule  
The weapon should be  
Turned into a tool?  
And what do we see?  
The first tool I step on  
Turned into a weapon.

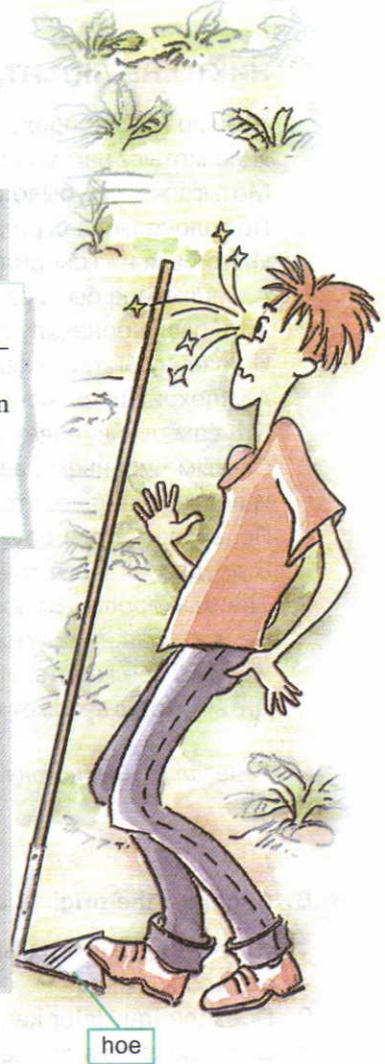
*Robert Frost*

### For Your Info

**Robert Frost (1874–1963)** — American poet. His poetry showed interaction between nature and humans. He regarded nature as a beautiful but dangerous force.

### GLOSSARY

**objection (law)** — something that you say to show opposition  
**step on somebody's toes** *AmE* — to offend somebody  
**seat** — place where sth is found *cf* seat of Parliament, government  
**malice prepense** ['mæls] (*law*) — со злым умыслом



## 2 Answer the questions alongside the text.

## 3 Discuss these questions.

- Does the narrator treat the hoe as an object? Find evidence in the text.
- Does the writer use legal terms:
  - to give a hint that the narrator is a lawyer?
  - to emphasise that the poem is about the rights of everyone living in the world?
  - to emphasise that the narrator feels almost ready to go to court?

4 Why does the narrator ask the question “But was there a rule the weapon should be / turned into a tool?”

5 What is the message of the poem?

- a) Everybody and everything has a right to be treated with respect.
- b) You may get in danger, if you do harm to anybody or anything.
- c) Everyone and everything should live in peace and not fight with each other.

6 A. Read a translation of the poem and answer the questions alongside the text.

**НИКТО НЕ ЛЮБИТ, КОГДА НА НЕГО НАСТУПАЮТ**

Я мимо грядки проходил  
И на мотыгу наступил,  
Мотыга же, что было сил,  
По голове меня огрела,  
И что бы я ни говорил,  
А шишка мне была за дело.  
Хоть был я поначалу зол,  
Но очень быстро отошел,  
А успокоившись, нашел,  
Что сам был виноват тогда.  
Святым писаньем навсегда  
И всем завещано, что нужно  
Перековать свое оружье  
В орудья мирного труда.  
Заветы хороши. Но их,  
Не наступая на других,  
Учитесь соблюдать. Иначе  
Дать и мотыга может сдачи.

Перевод Б. Хлебникова

- ① What Russian expression does this phrase remind you of? Could the translator make use of it? Why? / Why not?
- ② Is the translation here true to the original?
- ③ Here the translator used a device the poet couldn't use in English. What does it add to the understanding of the whole poem?
- ④ Compare the ways the poet and the translator address the reader. How are they different?



6 B. Compare the original and the translation. Discuss the following:

- 1 Which version — English or Russian — makes the hoe sound more like a person?
- 2 Does the translator keep the same rhythm and rhyme pattern as the poet?
- 3 Does the translator use legal terms?

6 C. Answer the question.

- How is the topic of the poem connected with the topic of the unit?

# Grammar reference

## 1 Verb Tenses: a review of the main rules relating to the use of tenses

### 1.1 Simple present

- To express general truths or facts:  
*Water boils at 100°C.*  
*An elephant never forgets.*
- To describe present situations with no definite time reference:  
*Her brother lives in America.*
- To refer to habits or actions which are repeated:  
*I usually have eggs for breakfast.*  
*What time do you go to bed?*
- To refer to planned or timetabled events in the future:  
*The summer sale starts on 15 June.*  
*When do you leave for Moscow?*
- To express ideas, make observations etc. in speech:  
*I believe you like opera.*  
*I understand you want to change your job.*
- In conditional or time clauses with future reference:  
*If you see John, tell him I want to speak to him.*  
*I'll call you as soon as I arrive.*
- In commentaries on sporting events:  
*Owen scores for Liverpool!*
- In captions under press photographs:  
*The Queen arrives at Windsor Castle yesterday.*

### 1.2 Simple past

- To refer to completed actions or events, often in narrative:  
*I started my course last month.*  
*Did you play tennis yesterday?*  
*The concert finished around midnight.*  
*Mary left five minutes ago.*  
*I was watching TV when the doorbell rang.*
- NB** A time reference is always given or understood.

### 1.3 Present continuous

- To describe something which is in progress at the moment of speaking:  
*Can I call you back? I'm just having my dinner.*  
*I'm still waiting for my taxi.*
  - To describe temporary or gradual actions and situations which may not be in progress at the moment of speaking:  
*I'm just reading "Crime and Punishment". Have you read it?*  
*We're planning a holiday in Cyprus this year.*  
*Adam is working for a travel firm for a few months.*  
*Sophie is becoming much more confident now that she's left home.*
  - To refer to personal plans and arrangements for the future:  
*I can't come out tonight. I'm watching "La Femme Nikita" on TV.*  
*When is Yuri arriving?*
- NB** A time reference is always given or understood.

- With certain adverbs of frequency (*always, continually, constantly*) to describe actions or habits which happen more frequently than normal:  
*He's always complaining.*

### 1.4 Past continuous

- To describe actions or events which were in progress at a certain time in the past:  
*Did you see the match on TV last night? – No I was having dinner with some friends.*  
*I was watching TV when the doorbell rang.*  
*What were you doing at 11.30 yesterday morning?*
- In narrative, to set the scene:  
*The wind was howling. The waves were crashing against the rocks. Three men were struggling to make their way towards the shore. Suddenly, the whole coastline was lit up by a flash of lightning...*
- With *going to* to express "future in the past":  
*I was just going to open the door when I heard a scream.*  
*Did you do the shopping? Well I was going to, but Katy called and I forgot.*

### 1.5 Present perfect simple

- To refer to actions and situations which started in the past and are still continuing:  
*We've known the Robinsons for twenty years now.*  
*They've been married since 1992.*
- To refer to actions which have occurred at an unspecified time in the past:  
*Have you ever tried snowboarding?*  
*I've seen "Lord of the Rings" three times.*  
*He's finally been accepted to St Petersburg University.*
- To refer to very recent actions or events, often in cases where the results are visible or obvious:  
*I've just seen Tanya.*  
*Wow! You've lost a lot of weight!*

### 1.6 Past perfect simple

- To refer to "past before the past":  
*I had never been to Russia before so I was curious when I arrived.*  
*My friends had prepared everything for the party before I got home from school.*
  - As the past form of the present perfect, e.g. in reporting speech:  
*She told me she had bought a new pair of jeans.*
  - To express unfulfilled wishes, hopes and expectations:  
*He had wanted to go to the wedding but he couldn't get time off work.*  
*I had expected to see Lena at the disco but she didn't turn up.*
- NB** The auxiliary "had" is often stressed in speech in cases like these.

### 1.7 Present perfect continuous and past perfect continuous

- a) To refer to actions which have been in progress and are often still going on at the moment of speaking or at a certain moment in the past:

*I've been studying Law for the last two years.*

*She's been making sandwiches all day. Can she have a break now?*

*When I arrived, Sasha had been lying on the floor with a broken ankle since lunchtime.*

- b) To refer to actions which have been in progress and which have visible or obvious results at the moment of speaking or a certain moment in the past:

*Why are you out of breath? — I've been running.*

*It had been raining all night and there were puddles everywhere.*

- c) To refer to repeated actions or situations which occur right up to the moment of speaking:

*He's been having treatment for a stomach complaint.*

*They'd been using the same hotel for years before they found out the Astoria was much cheaper.*

## 2 Ways of expressing the future

- We refer to the future in different ways, depending on our attitudes or the degree of certainty in our minds when we speak or write.

### 2.1 Will

- a) To make predictions:

*Tomorrow will be cloudy with sunny periods.*

*By 2020, most payments will be made electronically.*

- b) To talk about something which is expected to happen, in the normal course of events:

*I'll see you tomorrow.*

- c) After certain common verbs and verb phrases (*think, suppose, believe, be afraid, doubt, expect, be sure*) to modify predictions:

*I doubt whether he'll come to the meeting.*

*I'm afraid I'll be late.*

*I suppose you'll want a cup of tea.*

- d) To express a decision made at the moment of speaking:

*OK. I'll do it.*

*I'll think about what you've told me.*

**NB** "Shall" is rarely used in future expressions.

In speech, the short forms "I'll" and "we'll" are regularly used. When "shall" is used in question forms (*Shall I open the window? Shall we go for a walk?*) it expresses an offer or a suggestion rather than future meaning.

### 2.2 Going to

- a) To make predictions based on present evidence:

*She's losing her balance. She's going to fall.*

*The economic slump means that a lot of people are going to be unemployed.*

*Look! There's going to be trouble!*

- b) To express an intention:

*I'm going to work harder this year.*

*Are you going to listen to me?*

### 2.3 Present continuous plus time reference (see also 1.3c)

- To refer to personal plans and arrangements for the future:

*She's staying at home tonight.*

*We're going on holiday to Florida this year.*

**NB** It is the time reference, not the verb form, that signals the future in these cases.

### 2.4 Simple present plus time reference (see also 1.1d)

- To refer to planned or timetabled events in the future:

*Her plane lands at 9.45.*

*The film starts at 8 o'clock so we'd better hurry!*

**NB** It is the time reference, not the verb form, that signals the future in these cases.

### 2.5 Future continuous

- a) To refer to an action or event which will be in progress at a certain time in the future:

*This time next week I'll be lying on a beach in Spain!*

*I'm sure they'll be working in the garden when we arrive.*

- b) To refer to something we expect to happen in the normal course of events:

*I'll be seeing John tomorrow.*

*I'm going to town. Will you be passing the post office?*

- c) To refer to plans and arrangements for the future:

*We'll be travelling together to London.*

*Will you be joining us for a coffee?*

**NB** This use is very similar to present continuous plus time reference (cf 2.3).

### 2.6 Future perfect (will have + V-ed)

- To refer to the past from a future perspective:

*We'll have finished working on the report by the time you arrive.*

*I hope I'll have passed my driving test when I see you next.*

## 3 Articles

### 3.1 A / An (indefinite article)

- a) Used with singular **countable** nouns, e.g. a cat, a girl, an office.

- b) Used when we don't need to refer to something or someone **definite**, or when something / someone is mentioned for the first time:

*I've had a brilliant idea. (first mention)*

*She's engaged to a footballer. (not a particular footballer)*

- c) Used after the verb "to be" to make general statements:

*He's a clever guy. (but not the only clever guy)*

*It's a problem. (but not the only problem)*

*cf He's the chairman of the company. (the only one, see 3.2b)*

- d) Can be used when we refer to something **in general**:

*A television is no longer regarded as a luxury item.  
An elephant never forgets.*

**NB** The plural of *a / an* is expressed by *some / any* or the zero article.

*There are some books on the floor.*

*Have you got any American friends?*

*Dogs make good pets. (= dogs in general)*

### 3.2 The (definite article)

- a) Used when speaker and listener or reader and writer both know who or what is referred to:

*I left the key on the table. (Both speaker and listener know which key is meant.)*

*Last year we went to Greece. It was the best holiday we've ever had. ("The holiday" refers directly to the trip to Greece.)*

*I'll give you back the money I borrowed. (The speaker tells the listener which money he means.)*

- b) Used when the person or thing referred to is unique (in a particular context):

*the sun*

*the Queen (in Britain!)*

*the police*

*What's the time?*

- c) Used with superlative adjectives and with *first / last*:

*the longest river in the world*

*the eldest brother*

*the first man to walk on the moon.*

- d) Can be used to refer to something **in general**:

*The tiger is in danger of extinction.*

*She plays the violin.*

*He loves living by the sea.*

*The French are famous for their love of good food.*

(= French people in general)

*I don't go to the opera very often.*

- e) Used with adjectives to make general statements:

*She's famous for helping the poor.*

**NB** In such cases the adjective becomes a noun.

### 3.3 Zero article (= no article)

- a) With indefinite plurals:

*Bananas are a good source of energy.*

(= bananas in general)

*A lot of teenagers enjoy computer games.*

- b) With uncountable singular nouns, to express a general idea:

*Time is money.*

*Chemistry is a difficult subject.*

*Society is changing quickly.*

## 4 Relative clauses

### 4.1 Defining relative clauses (with *who*, *which* or *that*)

- a) A defining relative clause gives us essential information about the noun it refers to. This may be the subject or the object of the sentence:

*The woman who met you is the director of the company.*

*The woman who you spoke to is the director of the company.*

*You spoke to the woman who is the director of the company.*

- b) The three main linking pronouns in relative clauses are *who*, *which*, *that*. *Who* refers to people and *which* refers to things, while *that* can be used for either people or things:

*The boy who / that lives opposite us was hurt in an accident last week.*

*I've lost the book which / that you lent me.*

- Each of these pronouns can function as the subject or the object of a relative clause. *Whom* is rarely used as an object pronoun in modern English:

*The film that / which is on at the local cinema won three Oscars this year. (subject pronoun)*

*The film that / which we saw last week is a huge hit in the USA. (object pronoun)*

*The man who / that interviewed you is German. (subject pronoun)*

*The man who / that you described is the boss. (object pronoun)*

- Object pronouns in defining relative clauses are frequently omitted, especially in spoken English. Subject pronouns cannot be omitted:

*The film we saw last week is a huge hit in the USA.*

*The man you described is the boss.*

- c) The possessive pronoun *whose* can also be used in defining relative clauses:

*The girl whose mobile phone was stolen is sitting over there.*

- d) *Where*, *when* and *why* can also be used as links in defining relative clauses:

*The street where we live has been renamed.*

*I'll never forget the moment when I first saw you.*

*There are many reasons why I want to speak to you.*

### 4.2 Non-defining relative clauses

- a) A non-defining relative clause gives us extra, non-essential information about the noun it refers to. This noun may be the subject or the object of the sentence. Commas are used to separate the relative clause from the main clause:

*Kevin, who works at the hospital, often helps me with my research.*

*He lives in Plymouth, which is the biggest city in the South-West of England.*

- b) The pronoun in a non-defining relative clause can be the subject or the object, but it cannot be omitted:

*Elephants, which are the largest land animals, are hunted for the ivory in their tusks.*

*Natasha, who I knew well when she was younger, has come back to live in Russia.*

- c) *Whose*, *where* and *when* can also be used in non-defining relative clauses:

*Gillian, whose husband works with me, has just had twins.*

*Cyprus, where lots of Russians go on holiday, has sunshine for over 320 days a year.*

*We saw them in town on Sunday, when the shops were closed.*

- d) *Which* can also be used in a non-defining relative clause to refer to the whole of the main clause:  
*She has lost a lot of weight, which surprised me.*  
*We were held up in heavy traffic, which made us late for the meeting.*

**NB** Non-defining relative clauses are much more common in writing than in speech. When we speak, we tend to avoid them by using shorter sentences.

## 5 Conditional expressions (*if / if only / I wish / it's time*)

### 5.1 To express possibility

If you worked a bit harder, you'd pass your exam easily.  
 If you didn't spend so long in the bath, you'd get to school on time.

### 5.2 To refer to a purely hypothetical situation

If I were you, I'd go to the doctor's instead of lying in bed complaining.  
 If John were here now, he would know what to do.  
 We'd go on holiday to Barbados if we had the money.

### 5.3 To express wishes

If only / I wish I had my own car! (purely hypothetical)  
 If only / I wish it would rain! (There is a possibility.)

### 5.4 To refer to an action which should be done or should have been done

It's time you went to bed. (i.e. It's already late)  
 It's high time we cleaned these windows.  
 (i.e. They are very dirty.)

**NB** Though the past form is used in these expressions, the meaning relates to the present or the future.

### 5.5 To refer to a hypothetical situation in the past

If my father had been with us, we'd never have got into danger. (but he wasn't there and so they did get into danger)  
 If we had lived a thousand years ago, we'd probably have been farmers or fishermen. (purely hypothetical)  
 If she'd listened to your advice, she'd have lost all her money. (fortunately she didn't)  
 If only I had worked harder at school.  
 I wish you had helped me more.  
 I wish we could have visited Oxford while we were in England. } (It's too late now!)

## 6 Clauses of purpose

### 6.1 With the infinitive (*to / in order to / so as to*)

We put up a fence to keep animals out of our garden.  
 They are learning English in order to get a better job.  
 They closed all their windows during the party so as not to disturb their neighbours.

### 6.2 With conjunction (*so / so that*)

They bought a satellite dish so that they could receive more TV channels.  
 Marina ordered a taxi so she could get to the theatre on time.

## 7 Contrast and concession (*although / (even) though / despite / in spite of*)

*Although / though* the weather was bad we enjoyed our walk.

*We enjoyed* our walk *despite / in spite of* the bad weather.

*Despite / in spite of* being so ill, he didn't want to miss the wedding.

*Even though* he was so ill he didn't want to miss the wedding.

**NB** *Although*, *though* and *even though* are conjunctions and are used to introduce a clause. *Despite* and *in spite of* are prepositions and are used before a noun or V-ing. As can be seen from the examples, the meanings are more or less the same, though *despite* and *in spite of* are slightly more formal and more likely to be used in written English.

## 8 Word order in sentences

- The normal basic word order in an English sentence is SVO (subject-verb-object):  
*I saw John last night.*
- However, there are some cases where this changes, for reasons connected with grammar or emphasis.

### 8.1 Inversion after adverbs of place (*here / there / up / down etc.*)

*There goes* John! He has a bus to catch.  
*Here comes* the next problem!  
*There, next to the sofa, lay* the key to the safe.  
*Down comes* the rain.

### 8.2 Inversion after negative adverbs and phrases (*never / seldom / rarely / not only / on no account / under no circumstances / little*); also after phrases with *only*

*Never has* this country known such chaos.  
*Seldom / rarely do* you see an owl during daylight hours.  
*Not only have* you misunderstood me but you've caused a lot of trouble too.  
*On no account / under no circumstances are* you to leave the house this evening.  
*Little does* he know what's in store for him.  
*Only by working hard can* you make progress in your career.

**NB** In all these cases the inverted word order adds extra emphasis and formality to the statement.

### 8.3 "Fronting" for emphasis

- We can emphasise a particular part of a statement by putting it at the beginning:  
*Long before dinner I had finished* reading all the documents.  
*Two points I'd like to mention* are security and fire hazards.  
*What you want to say at the meeting* I can't imagine.  
*What he did next* I simply couldn't believe.

## 8.4 Other ways of emphasising

- You can add extra emphasis to a simple statement by using an impersonal "it" clause:

*cf* Martin robbed the bank.  
It was Martin who robbed the bank.  
(More emphasis on Martin)

Further examples:

*It is often the victim whose needs are neglected after a crime.*

*It was only then that I realised what a mess I was in.*

- You can also add emphasis with *what* or *all*:

*cf* We want a bigger car, not another small one.  
What we want is a bigger car, not another small one.

Further examples:

*What I liked about her was her openness.*

*All you need is time and money.*

## 9 Expressions with subject + passive of certain verbs (*believe, say, know, report, understand, think, suppose, consider, allege, etc.*) + infinitive

*Maria is supposed to be at school today.*

*Yuri is considered to be a good scientist.*

*Militant groups are believed to be responsible for the explosions.*

**NB** In these cases too the source of the ideas, beliefs or reports is either unknown or unimportant.

## 10 Adjectives

### 10.1 Adjective order

- Where there are several adjectives before a noun, they are usually placed in the following order: quality + size + age + texture + shape + colour + origin / classification / purpose + material.

*A beautiful old green tablecloth.*

*A large round Belgian table.*

*A seventeenth-century Scottish horse-drawn carriage.*

**NB** This "rule" is for guidance only. The order of adjectives is sometimes varied for emphasis. We rarely use more than three adjectives before a noun.

### 10.2 Gradable and limit adjectives

- Some adjectives are gradable:  
e.g. *long, short, easy, difficult, sweet, bitter, etc.*

They can be modified to express degree:

*This essay is rather long.*

*My coffee tastes sweeter than usual.*

- Other adjectives are absolute in meaning and cannot normally be modified to express degree. They are sometimes called limit adjectives:

e.g. *black, white, right, wrong, male, female, rural, urban, Russian, British*

- These adjectives often classify a noun in some way:

*a wrong decision*

*a female rabbit*

*a rural economy*

### 10.3 Substances and materials

- Some nouns can be used as adjectives to describe what something is made of:

*a stone wall*

*a gold ring*

*a silk scarf*

*a cotton dress*

*a plastic bucket*

*a leather handbag*

*lead pipes*

- A few of them change their form when they are used to describe colours, qualities, atmosphere or feelings:

*He gave me a stony look.*

*the golden boy of British football*

*She has long silky hair.*

*a leaden atmosphere*

## 11 So / Such as intensifiers

### 11.1 So / Such can be used with adjectives to add extra intensity

*We had such a wonderful weekend!*

*The weekend was so wonderful!*

*She has such beautiful eyes.*

**NB** *Such* (*a*) is used with adjectives before a noun, while *so* is used with adjectives in the complement of a sentence.

- So* can also be used with adverbs:

*He sings so clearly!*

**NB** *So* and *such* (*a*) are much more common in spoken English than in writing, where *very* is more usual.

### 11.2 So and such (a) can also be followed by a that clause

*The exam was so difficult that everyone complained.*

*It was such an interesting idea that we all agreed to give it a try.*

**NB** These cases are common in writing as well as speech.

## List of irregular verbs

<i>Infinitive</i>	<i>Past simple</i>	<i>Past participle</i>	<i>Infinitive</i>	<i>Past simple</i>	<i>Past participle</i>
be	was / were	been	lend	lent	lent
bear	bore	born	let	let	let
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
beat	beat	beaten	mean	meant	meant
break	broke	broken	meet	met	met
breed	bred	bred	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
deal	dealt	dealt	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	sew	sewed	sewn
drink	drank	drunk	sit	sat	sat
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	shoot	shot	shot
feel	felt	felt	show	showed	shown
fly	flew	flown	shut	shut	shut
get	got	got	smell	smelt	smelt
give	gave	given	speak	spoke	spoken
go	went	gone	spend	spent	spent
grow	grew	grown	spin	span	spun
fall	fell	fallen	stand	stood	stood
feed	fed	fed	steal	stole	stolen
fight	fought	fought	stick	stuck	stuck
find	found	found	strike	struck	struck
fling	flung	flung	swear	swore	sworn
forbid	forbade	forbidden	sweep	swept	swept
forget	forgot	forgotten	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hold	held	held	throw	threw	thrown
hurt	hurt	hurt	understand	understood	understood
keep	kept	kept	wake	woke	woken
know	knew	known	wear	wore	worn
lead	led	led	win	won	won
learn	learnt	learnt	write	wrote	written
leave	left	left			

# List of active vocabulary

В этом “Списке активной лексики”\* ты найдешь новые слова и выражения, значение которых разбирается в учебнике и которые предназначены для запоминания и дальнейшего употребления в речи. Они расположены по разделам, урок за уроком. Слова и выражения, не предназначенные для запоминания, но необходимые для понимания текстов, ты можешь найти в специальных табличках, которые называются “Glossary”.

Словарные статьи в данном списке состоят из следующих элементов:

- заглавное слово
- [транскрипция]
- часть речи, к которой относится данное слово
- перевод

Ты уже знаешь, что слова и выражения невозможно переводить с одного языка на другой механически. Чтобы выбрать правильный перевод, необходимо хорошо понимать, в какой ситуации, в каком контексте это слово или выражение употребляется; именно такой перевод слов и выражений и приведен в данном списке.

В списке используются следующие сокращения:

<i>adj</i> — прилагательное	<i>pl</i> — множественное число
<i>adv</i> — наречие	<i>v</i> — глагол
<i>n</i> — существительное	<i>sb</i> = somebody — кто-либо
<i>phr v</i> — фразовый глагол	<i>sth</i> = something — что-либо

## UNIT 1

### Lessons 1–2

**accuracy** [ˈækjʊrəsi] *n* — правильность, верность  
**accurate** [ˈækjʊrət] *adj* — правильный, верный  
**efficiency** [ɪˈfɪʃənsi] *n* — эффективность, продуктивность  
**efficient** [ɪˈfɪʃənt] *adj* — эффективный, продуктивный  
**independence** [ˌɪndɪˈpendəns] *n* — независимость  
**independent** [ˌɪndɪˈpendənt] *adj* — независимый  
**proficiency** [prəˈfɪʃənsi] *n* — умение, опытный  
**proficient** [prəˈfɪʃənt] *adj* — умелый, опытный  
**progress** [ˈprɒɡres] *n* — прогресс, успехи, достижения  
**progressive** [prəˈɡresɪv] *adj* — прогрессивный, прогрессирующий

### Lessons 3–4

**about** [əˈbaʊt] — около  
**around** [əˈraʊnd] — около, вокруг  
**at least** [ət ˈliːst] — по меньшей мере  
**beneficial** [ˌbenɪˈfɪʃəl] *adj* — полезный, выгодный  
**exception** [ɪkˈsepʃən] *n* — исключение  
**expand** [ɪkˈspænd] *v* — расширять  
**fewer than** — меньше чем  
**fluency** [ˈfluːənsi] *n* — беглость  
**fluent** [ˈfluːənt] *adj* — беглый, свободно говорящий

**gain an appreciation** [əˌprɪːʃiːʃən] — получить лучшее понимание, суметь разобраться  
**more than** — больше чем  
**nearly** [ˈniːrli] — почти  
**over** [ˈəʊvə] — более  
**stretch one's mind** — расширить кругозор  
**well-rounded** [ˌwelˈraʊndɪd] *adj* — всесторонний  
**what counts is...** — что имеет значение...

### Lessons 5–6

**community** [kəˈmjuːnɪti] *n* — община, сообщество, жители какого-то населенного пункта  
**diversity** [daɪˈvɜːsɪti] *n* — многообразие  
**minority** [maɪˈnɒrɪti] *n* — меньшинство  
**reduce** [rɪˈdjuːs] *v* — сокращать  
**reduction** [rɪˈdʌkʃən] *n* — сокращение  
**survival** [səˈvaɪvəl] *n* — выживание

## UNIT 2

### Lessons 1–2

**historic sites** — исторические достопримечательности  
**integral** [ˈɪntɪgrəl] *adj* — существенный, целый  
**integrated approach** [ˈɪntəɡreɪtɪd əˈprəʊtʃ] — комплексный подход  
**major** [ˈmeɪdʒə] *adj* — главный

\* При составлении этого списка активной лексики были использованы: Большой англо-русский словарь: В 2 т. / Под общ. ред. И. Р. Гальперина — М., 1972. Мюллер В. К. Англо-русский словарь: Изд. 22. — М., 1988. Longman Dictionary of Contemporary English. — Pearson Education Ltd., 2003.

nuisance ['nju:səns] *n* — неудобство, помеха  
 resident ['rezɪdənt] *n* — житель  
 restrict [rɪ'strɪkt] *v* — ограничить  
 sustainable tourism [sə'steɪnəbəl 'tʊərɪzəm] — экологи-  
 ческий туризм  
 unique [ju:'ni:k] *adj* — уникальный  
 unite [ju:'naɪt] *v* — объединить

### Lessons 3–4

anything but — что угодно, но только не  
 at the height [haɪt] — на пике  
 dignity ['dɪɡnɪtɪ] *n* — достоинство  
 explore [ɪk'splɔ:] *v* — исследовать  
 flourish ['flaʊrɪʃ] *v* — процветать  
 lack (of sth) [læk] *v* — испытывать нехватку / недоста-  
 ток (в чем-либо)  
 prosper ['prɒspə] *v* — процветать  
 renovate ['renəveɪt] *v* — обновить  
 scare off *v* — отпугнуть  
 tourist destination ['tʊərɪst ,destɪ'neɪʃ(ə)n] — место на-  
 значеня, цель (путешествия)

### Lessons 5–6

accommodation [ə,kɒmə'deɪʃ(ə)n] *n* — место, где можно  
 остановиться, жилье  
 apply to [ə'plai] *v* — официально обратиться с просьбой  
 contribute [kən'trɪbjʊ:t] *v* — предлагать, представлять  
 draw (sb) into (sth) — привлечь (кого-либо куда-либо)  
 financial viability [fɪ'nænj(ə)l ,vaɪə'bɪlɪtɪ] — финансовая  
 целесообразность, жизнеспособность  
 grant [grɑ:nt] *n* — грант  
 implement ['ɪmplɪmənt] *v* — осуществлять

## UNIT 3

### Lessons 1–2

bonus ['bʊsnəs] *n* — премия  
 challenge ['tʃælɪndʒ] *n* — сложная задача, проблема  
 perk [pɜ:k] *n* — прибавка, дополнительное вознаграж-  
 дение  
 promote [prə'məʊt] *v* — продвигать по службе  
 recruit [rɪ'krʊ:t] *n* — новобранец  
 shift [ʃɪft] *n* — сменная работа  
 supervision [ˌsu:pə'vɪz(ə)n] *n* — наблюдение  
 trainee [ˌtreɪ'ni:] *n* — ученик  
 work one's way up — продвигаться по службе

## UNIT 4

### Lessons 3–4

anticipate [æn'tɪsɪpeɪt] *v* — предчувствовать  
 coincidence [kəʊ'ɪnsɪdəns] *n* — совпадение  
 do experiments [ɪk'sperɪmənts] — проводить экспери-  
 менты  
 do research [rɪ'sɜ:ʃ] — проводить исследование  
 evidence ['eɪvɪdəns] *n* — свидетельство  
 investigate (sth) [ɪn'vestɪgeɪt] *v* — исследовать (что-  
 либо)

phenomenon [fɪ'nɒmɪnən] *pl* phenomena *n* — явление  
 test (sth) [test] *v* — проверять (что-либо)

### Lessons 5–6

drag [dræg] *v* — тащить  
 load sth onto sth — нагружать  
 sink [sɪŋk] (sank, sunk) *v* — тонуть  
 sling [slɪŋ] (slung, slung) *v* — подвешивать  
 slide [slaɪd] (slid, slid) *v* — соскользнуть  
 tow [təʊ] *v* — буксировать  
 transport [træn'spɔ:t] *v* — транспортировать

## UNIT 5

### Lessons 1–2

action film ['ækʃ(ə)n fɪlm] — боевик  
 by and large — в целом  
 die-hard ['daɪhɑ:d] *adj* — несгибаемый, сопротивляю-  
 щийся до последнего  
 dot every i and cross every t — расставить точки  
 над «и»  
 episode ['epɪsəʊd] *n* — эпизод  
 give a try — попробовать  
 lead character [li:d 'kærəktə] — главный герой  
 regret [rɪ'gret] *v* — сожалеть  
 season ['si:zən] *n* — сезон  
 talk sb into sth — уговорить кого-либо сделать что-  
 либо  
 tune in [tju:n ɪn] *phr* *v* — настроиваться

### Lessons 3–4

appeal [ə'pi:l] *v* — призывать  
 call for *phr* *v* — требовать  
 call on / upon *phr* *v* — взывать, обращаться к  
 demand [dɪ'mɑ:nd] *v* — требовать  
 urge [ɜ:ʤ] *v* — убеждать, настаивать

## UNIT 6

### Lessons 1–2

adjust [ə'dʒʌst] *v* — регулировать  
 advanced [əd'vɑ:nst] *adj* — передовой, усовершенствов-  
 ванный  
 apply [ə'plai] *v* — применять  
 conventional [kən'venʃ(ə)nəl] *adj* — привычный  
 high-tech [ˌhaɪ'tek] *adj* — высокотехнологичный  
 sophisticated [sə'fɪstɪkətɪd] *adj* — сложный

### Lessons 3–4

branch [brɑ:ntʃ] (of science) *n* — область (науки)  
 condition [kən'dɪʃ(ə)n] *n* — условие  
 essential [ɪ'senʃ(ə)l] *adj* — обязательный, необходимый  
 except for — кроме, за исключением  
 hypothesis [ˌhaɪ'pɒθəsɪs] *n* — гипотеза  
 observe [əb'zɜ:v] *v* — наблюдать  
 procedure [prə'si:dʒə] *n* — процедура  
 provide [prə'vaɪd] *v* — обеспечивать  
 suppose [sə'pəʊz] *v* — предполагать

**Lessons 5–6**

**criterion** [kraɪ'tɪəriən] *pl* **criteria** *n* — критерий  
**data** ['deɪtə] *n* — данные  
**equation** [ɪ'kwɪʃ(ə)n] *n* — уравнение  
**imply** [ɪm'plaɪ] *v* — подразумевать  
**implication** [ɪm'plɪ'keɪʃ(ə)n] *n* — значение, сущность  
**motive** ['mɔʊtɪv] *n* — мотив, повод  
**motivate** ['mɔʊtɪveɪt] *v* — побуждать, служить мотивом  
**originate (from)** [ə'rɪdʒɪneɪt] *v* — происходить (из)

**UNIT 7****Lessons 1–2**

**banal** [bə'na:l] *adj* — банальный  
**dot** [dɒt] *n* — точка  
**elegance** [ɪ'elɪɡəns] *n* — элегантность  
**elusive** [ɪ'lu:sɪv] *adj* — неуловимый, ускользающий  
**landscape** ['lændskeɪp] *n* — пейзаж  
**line** [laɪn] *n* — линия  
**plane** [pleɪn] *n* — плоскость  
**profound** [prə'faʊnd] *adj* — глубокий  
**shape** [ʃeɪp] *n* — форма  
**space** [speɪs] *n* — пространство  
**stroke** [strʊk] *n* — мазок кистью

**Lessons 3–4**

**change one's state** — изменять состояние  
**convey** [kən'veɪ] *v* — передавать (мысли, идеи)  
**in connection with** — в связи с  
**in opposition to** — в противопоставлении, в оппозиции  
**visual** ['vɪʒuəl] *adj* — видимый, визуальный

**Lessons 5–6**

**depict** [dɪ'pɪkt] *v* — изображать  
**evocative** [ɪ'vɒkətɪv] *adj* — пробуждающий чувства, воспоминания  
**intensity** [ɪn'tensɪtɪ] *n* — интенсивность  
**sensitivity** [ˌsensɪ'tɪvɪtɪ] *n* — чувствительность

**UNIT 8****Lessons 1–2**

**accident** ['æksɪd(ə)nt] *n* — несчастный случай  
**be attached (to sb)** [ə'tætʃt] — быть привязанным к кому-либо  
**confront** [kən'frʌnt] *v* — столкнуться, сличать, предьявлять  
**caution** ['kɔ:ʃ(ə)n] *n* — предупреждение  
**do community service** [kə'mju:nɪtɪ 'sɜ:vɪs] — выполнять общественные работы  
**give the game away** — выдать план (секрет)  
**incident** ['ɪnsɪdənt] *n* — случай, происшествие

**Lessons 3–4**

**harsh treatment** [hɑ:f 'trɪtmənt] — грубое обращение  
**innocent** ['ɪnəs(ə)nt] *adj* — невиновный

**major crime** — серьезное преступление  
**minor crime** — незначительное преступление  
**offender** [ə'fendə] *n* — правонарушитель  
**soft measures** — мягкие меры  
**victim** ['vɪktɪm] *n* — жертва

**UNIT 9****Lessons 3–4**

**affect** [ə'fekt] *v* — влиять, волновать  
**conform** [kən'fɔ:m] *v* — приспособляться  
**conventional** [kən'venʃənəl] *adj* — обычный, общепринятый  
**intricacy** [ɪn'trɪkəsi] *n* — сложность  
**unconventional** [ˌʌnkən'venʃ(ə)nəl] *adj* — необычный

**Lessons 5–6**

**catch up with** *v* — догнать  
**comb (sth) for** *phr v* — прочесывать (что-либо, например местность и т. п.)  
**come out** *phr v* — проявляться  
**make up for** *phr v* — наверстывать, компенсировать

**UNIT 10****Lessons 1–2**

**cost-effective** [kɒst ɪ'fektɪv] *adj* — эффективный по затратам  
**deprived (of)** [dɪ'praɪvd] *adj* — лишенный (чего-либо)  
**ignorance** [ɪ'gnərəns] *n* — невежество  
**poison** ['pɔɪzən] *v* — отравлять  
**release** [rɪ'li:s] *v* — выпускать  
**threaten** ['θreɪn] *v* — угрожать  
**safety regulations** ['seɪftɪ ,regjʊ'leɪʃ(ə)nz] — правила безопасности  
**volunteer** [ˌvɒləntɪə] *n* — доброволец  
**worsen** ['wɜ:s(ə)n] *v* — ухудшать

**Lessons 3–4**

**argument** ['ɑ:gjʊmənt] *n* — спор, ссора  
**at high volume** — на большой громкости  
**deliberately** [dɪ'lɪb(ə)rətli] *adv* — намеренно  
**desperation** [ˌdespə'reɪʃ(ə)n] *n* — отчаяние  
**dispute** [dɪ'spjʊ:t] *n* — спор  
**in one's turn** — в свою очередь  
**resentment** [rɪ'zentmənt] *n* — негодование, раздражение  
**take the trouble (to)** — взять на себя труд (сделать что-либо)

**Lessons 5–6**

**come across** [kʌm ə'krɒs] *phr v* — случайно встретиться, натолкнуться  
**encounter** [ɪn'kaʊntə] *v* — встретить, натолкнуться  
**face** [feɪs] *v* — встретить  
**meet** [mi:t] *v* — встретить

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