

Серия «Высшее образование»

А.С. Андриенко

АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ ИЯЗЫКОВЫХ ВУЗОВ

**Это пособие для студентов высших учебных заведений
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Предлагаемое учебное пособие предназначено для студентов технического вуза всех специальностей первого и второго курсов образовательного уровня бакалавриата, а также может быть использовано изучающими английский язык с целью развития и совершенствования уровня сформированности иноязычной коммуникативной компетенции на основе широкого спектра вопросов социокультурной проблематики. Пособие состоит из пятнадцати тематических разделов, включающих в себя аутентичные тексты культуроведческого характера, работа с которыми предполагает интенсивное развитие таких видов речевой деятельности, как чтение, говорение, письмо. Каждый раздел также содержит блок лексических и грамматических упражнений. Предложенные в пособии задания коммуникативного характера дают возможность преподавателю использовать различные формы организации учебной деятельности студентов в группе в режиме монолога, диалога и полилога, развивать творческое мышление обучаемых, формировать мотивацию студентов к изучению иностранного языка в аудитории и самостоятельно. Разнообразие предложенных в пособии проблем, актуальных, на наш взгляд, для студенческой аудитории, поможет вызвать полемику в процессе обсуждения.

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ПРЕДИСЛОВИЕ

Практика учебного процесса в отечественных высших учебных заведениях технического профиля актуализирует в качестве глобальной цели изучения дисциплины «Иностранный язык» необходимость развития иноязычной профессиональной коммуникативной компетентности студентов на основе необходимого уровня лингвистической и коммуникативной компетенций, сформированных на базовом образовательном уровне вуза (первый и второй курсы). Поэтому изучение иностранного языка на первом и втором курсах во многих технических вузах имеет социокультурную тематическую направленность в структуре непрерывного многоуровневого языкового образования.

Цель данного пособия — развитие и совершенствование иноязычной коммуникативной компетенции студентов, а также таких ключевых (базовых) компетенций, как лингвистическая (языковая, речевая), дискурсивная, стратегическая, социокультурная, социальная, социально-информационная, социально-политическая, персональная (личностная, индивидуальная) на основе материала культуроведческой тематики.

Развитие и совершенствование коммуникативной компетенции в процессе языковой профессионально ориентированной подготовки студентов технического вуза является необходимым условием становления вторичной языковой личности будущих выпускников, способных осуществлять межкультурное взаимодействие со специалистами других стран в поликультурном пространстве.

Пособие написано с учетом программы по иностранному языку для студентов неязыковых вузов и ориентировано на социокультурную проблематику предлагаемых аутентичных текстов, заимствованных из английских и американских источников.

В ряде случаев тексты подвергались сокращению и были адаптированы. Уровень сложности текстового материала, представленного в пособии, предполагает, что студенты имеют уровень сформированности лингвистической и коммуникативной компетенций в объеме средней школы. Актуальность развития коммуникативной компетенции студентов как одной из основных целей изучения дисциплины в техническом вузе определила специфику структуры пособия, особенности отбора языкового, речевого и грамматического материала, а также коммуникативную направленность разработанных заданий.

Тексты и задания пособия могут быть использованы для групповой и самостоятельной работы студентов в аудитории под руководством преподавателя, а также для внеаудиторной работы. Организация свободного обсуждения предложенной проблематики в студенческой аудитории в форме ролевой игры, ток-шоу, диспутов, игр-соревнований, обсуждений «круглого стола», проектов, презентаций и других форм общения студентов на иностранном языке представляется, на наш взгляд, значимой, так как имитирует естественную языковую коммуникацию.

Пособие рассчитано на 150–200 часов аудиторной работы.

Весь предлагаемый материал разбит на 15 разделов (Units), соответствующих тематическому содержанию календарного плана базового курса образовательного уровня бакалавриата (первый и второй курсы) студентов всех специальностей в техническом вузе.

Разделы пособия содержат следующие проблемы для обсуждения:


- «Человек, личность, описание внешности и характера»;
- «Проблема поколений»;
- «Мир животных»;
- «Стихийные бедствия, происшествия»;
- «Биографии знаменитых современников»;
- «Особенности национальной кухни различных стран, еда»;
- «Средства массовой информации»;
- «Планы и амбиции»;
- «Социальные проблемы общества»;
- «Статус представителей мужского и женского пола в различных сферах общественной жизни, их права и обязанности»;
- «Знакомство, взаимоотношения, создание семьи, любовные истории»;
- «Туризм, путешествия различными видами транспорта»;
- «Проблемы молодежи, интересы тинейджеров, студенческая жизнь»;


- «Выдающиеся представители различных исторических эпох»;


- «Реальность и вымысел, таинственные феномены, сновидения, телепатия, мир космоса» и другие.


Каждый раздел включает в себя следующие задания:


Before you start — знакомство с предлагаемой проблемой раздела, выполнение предтекстовых заданий с целью предварительного обсуждения данной тематики с опорой на фоновые знания студентов;

 **Reading** — блок лексического материала для ознакомления до работы с текстом; текстовый материал по проблеме;

 **Vocabulary** — лексические задания после работы с текстовым материалом;

 **Discussion** — задания на обсуждение предложенной проблемы после чтения текста;

 **Writing** — письменные задания;

 **Creative Activity** — задания, имеющие целью развитие творческого мышления и индивидуальной точки зрения студентов, мотивирующие обучаемых к дальнейшему изучению и критическому видению предлагаемой проблемы, дополнительному использованию различных информационных источников по изучаемой теме, подготовку презентаций и проектов.

В разделе «**In your country**» и «**This unit sayings**» студентам предлагаются задания, позволяющие обсудить особенности российской культуры и национального менталитета, найти русскоязычные эквиваленты к данным разделу пословицам, поговоркам и высказываниям.

Раздел «**Grammar spot**» содержит блок грамматического материала, необходимого для изучения студентами, исходя из специфики конкретного раздела пособия.

Задания типа «**Share your opinion on the problem with your group mates**» даны с целью интенсивного вовлечения студентов в дискуссию, позволяющую анализировать данную проблему с элементами обобщения и оценки, аргументировано выражать собственную точку зрения. В этой связи преподаватель может предложить студентам следующие типы коммуникативных упражнений:

- 1) взаимодополняющие упражнения, при выполнении которых студенты выражают свою точку зрения, анализируют прочитанный текст с обобщением его идеи;

- 2) взаимостимулирующие упражнения, при выполнении которых студенты запрашивают информацию, мнение;

3) взаимосоинформирующие упражнения: студенты обмениваются информацией, полученной из различных источников;

4) упражнения «специализированной реакции», когда студенты получают индивидуальную коммуникативную задачу в рамках общей коммуникативно-речевой ситуации: «согласитесь/не согласитесь с предлагаемой точкой зрения» и другие.

В Приложении к учебному пособию содержатся:

- список предлагаемых для изучения лексических единиц по разделам;
- список фразовых глаголов и глагольных конструкций, рекомендуемых студентам для усвоения;
- ключи к лексическим и грамматическим заданиям;
- рекомендуемая литература.

Пособие может быть предложено студентам и специалистам, изучающим английский язык, с целью развития и совершенствования коммуникативной компетенции в процессе чтения и обсуждения популярных текстов социокультурной проблематики, а также использовано преподавателями английского языка в учебном процессе в качестве основного и дополнительного практического пособия.

Автор выражает благодарность заведующей кафедрой иностранных языков Таганрогского Технологического института Южного Федерального университета кандидату педагогических наук, доценту Г.А. Краснощековой за плодотворное обсуждение идей, представленных в пособии, а также автор признателен рецензентам и коллегам кафедры иностранных языков за поддержку и советы в практической работе.

Автор с благодарностью примет все замечания, предложения и пожелания и учтет их в дальнейшей работе.

Before you start

This first unit is dedicated to the problem of being a personality. There is a definition of a term «personality» from Hornsby's Bilingual Dictionary. Try to give your own interpretation of it.

«Personality» — state of being a person, existence as an individual, qualities that make up a person's character, a person, especially one who is well-known in certain circles.

1. Could you give an example of your own definition of a word «personality»?
2. What do you prefer doing in the evening and at the weekend?
3. What do you think about the relation of people towards animals? Are they friends or enemies? Do you have a pet? How do you treat it?
4. What is your attitude towards your friends, parents, other people? Can all people live on the Earth like good neighbours?
5. Describe a typical person of your country. What are peculiar characteristics, which distinguish him/her from other people of the place you live in?



Reading I. What's your true personality?

1. Is your personality the type of person you are, which is shown by the way you behave, feel and think?

Would you like to find out any interesting facts, which give description of your personality? The following test will help you. Do you like romantic films or action ones? If you were an actor or an actress, which role would you like to play? Answer the following questions and you'll discover that, perhaps, your life is a beautiful movie!

*2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **solution, to dare, to be diffident, tension, confident, to be presumptuous.***

1. How do you react when your friend has a big problem?
 - a) You don't know how to help him.
 - b) You ask someone for advice.
 - c) You find a **solution** immediately.
2. What do you do, when a person, you know, seems to be angry with you?
 - a) You don't **dare** ask him for an explanation.
 - b) You ask him or her, **what's wrong**.
 - c) You think it's just your **imagination**.
3. What birthday present would you give to your friend?
 - a) Something that would remind him/her about you.
 - b) Something useful.
 - c) Something very **original**.
4. What is your reaction to a person, you are meeting for the first time?
 - a) You are very **diffident**.
 - b) You are very excited and look forward to meeting him or her.
 - c) You feel you've found a new friend.
5. What do you wear at your friend's birthday?
 - a) **Elegant clothes**.
 - b) **Clothes in which you feel comfortable**.
 - c) T-shirt and a pair of jeans.
6. What do you do, if there's a beautiful film on television, but your television set is broken?
 - a) You are a little **unhappy**, but it doesn't really matter to you.
 - b) You phone the TV repairman immediately.
 - c) You go to your friend's home to watch the film.
7. What do you do when you have an important class left?
 - a) You stay at home to study for hours.
 - b) You study for some time and do other things you normally do.
 - c) You don't worry about it much.
8. What kind of job would you like?
 - a) A job that is to your satisfaction.
 - b) A job that is secure and without **tension**.
 - c) A prestigious job.
9. What would you like for your birthday?
 - a) A book.
 - b) Any present because it should be a surprise.
 - c) A musical record.
10. What would be the most enjoyable thing for you?
 - a) An evening out with your friends.
 - b) An exciting film.
 - c) Something surprising.

If most of your answers are (A) — You are Mel Gibson or Julia Roberts in a romantic film. You like building castles in the air. You are sympathetic towards other people. You like staying with them and you understand their problems. Sometimes you don't feel confident as regards your relationship with others. Don't be afraid of reality: you have a positive personality and with a little bit of positive thinking you can get over your insecurity and realize your dreams.

If most of your answers are (B) — You are Colombo or Miss Marple in a detective film. You are a very confident type. You know how to deal with people and difficult situations and know what you want. But be careful, don't be too presumptuous. Somebody might need your help and you may not realize it.

If most of your answers are (C) — You are Sylvester Stallone or Sigourney Weaver in an action film. Relax! You're too much sure of yourself. Many times you don't realize other people's needs. You do too many things at the same time. You are confident to overcome any difficulty you come across. You are full of energy, but you should think before doing something. Try to learn to understand yourself better and have a sympathetic attitude towards others.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

1) solution (n)	a) to have enough courage to do something
2) dare (v)	b) stress
3) diffident (adj)	c) overstepping the bounds, taking liberties
4) tension (n)	d) decision, a way out
5) confident (adj)	e) reserved, shy
6) presumptuous (adj)	f) assured, certain

Discussion

In your opinion what is to be a person with strong personality? Does a person have to be responsible or accountable for something? Do you do anything on you own? Are you responsible for anything in your life? Are you a person to be relied on?

How can you explain the following «self» terms?

Self-independence;
 Self-determination;
 Self-realization;
 Self-confidence;
 Self-assurance;
 Self-estimation.

What does «to be responsible for» mean?

Writing

«Motto» is a short expression of a guarding principle.

Match two parts to make well-known sayings. Try to explain what each saying means and which one suits your personal way of life most of all. What saying could be your motto in future?

1) Better late	a) the sun shines.
2) A bird in the hand is	b) or I will make one.
3) Life is not always	c) catches the worm.
4) Make hay while	d) let us like what we can get.
5) Since we cannot get what we like,	e) less speed.
6) Either I will find a way,	f) worth two in the bush.
7) More haste	g) first served.
8) First come	h) than never.
9) An early bird	i) a bed of roses.

Creative Activity

Give a description of your own personality. Present it to your group mates, using the words and phrases you've learnt.

Reading II. What kind of student are you?

1. *Would you like to know strong and weak points of your personality? Denote your sign of Zodiac below and read about it. Look up the pronunciation and the translation of the Zodiac signs in a dictionary and put down the transcription, if you feel difficulties in reading.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to demand, to let one's hair down, effort, flatterer.*

FIRE

Aries (March 21 — April 20)

Sagittarius (November 22 — December 21)

Leo (July 22 — August 22)

Fire signs usually make optimistic students. However, you are often impatient and want to make quick progress. It's difficult for you to concentrate on one thing. You have lots of energy but sometimes you have your head in the clouds and don't know or care what is going on around you. To make good progress you should try to concentrate on what you are doing today and not on what you want to do tomorrow.

EARTH

Capricorn (December 22 — January 20)

Virgo (August 23 — September 22)

Taurus (April 21 — May 20)

Earth signs usually make serious and hard-working students. Exams are very important to you because you want to have a good job one day. You always check your homework. You like everything in its place and demand clear explanations of what is going on. You don't like change. Other students like you because you are practical and helpful and see everything so clearly. Try to let your hair down from time to time.

WATER

Cancer (June 22 — July 22)

Pisces (February 19 — March 20)

Scorpio (October 22 — November 21)

You live in a world of your own and often dream, even in class. You often lose things and forget the time. You seem to learn without effort and usually do well, if your teachers encourage you. You are very resourceful and artistic which makes your work very interesting though not always very accurate! Try to combine your imagination with the practical side of studying. And remember to do your homework.

AIR

Gemini (May 21 — June 21)

Libra (September 23 — October 21)

Aquarius (January 21 — February 18)

You are a popular student and a good talker. You easily make friends and are happy to be part of a team. You are a flatterer,

which means you are probably popular with your teacher! But sometimes you are lazy. You have all the qualities to make a success of your studies, so get on and do it! By the way, air signs are good at learning foreign languages.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) demand (v)	a) to calm down
2) let one's hair down (v-phr)	b) to inquire, claim
3) effort (n)	c) person who praises insincerely
4) flatterer (n)	d) struggle for accomplishment

Discussion

Have you learned anything new and interesting about your friends' and your own traits of character? What points of Zodiac's characteristic of your personality do you disagree with? Why? What can you add to the given information? Is it important to know Zodiac signs' characteristic to give a proper description of a personality?

Writing

Now let us see what horoscopes mean for you. Answer the following questions and give your opinion on the point.

1. Would you choose your «second half» by horoscope?
2. Do you believe in astrology?
3. Do you follow any recommendations of astrology prognoses?
4. Are you sure that any of astrology prognoses can ever come to reality?

Creative Activity

Analyse the most specific features, which characterize people and then make your own horoscope of the sign of a person you like. Use your sense of humor and fantasy. What is your attitude towards cloning, which is popular nowadays? Would you clone a person you like?



Reading III. Youth and their problems

1. *If you are a teenager, youth problems are considered important and burning for you. What are, in your opinion, the most global problems teenagers have? Read the following text and discuss these problems. Ask your parents to express their opinion on the period they were young.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **time of decision-making, proper education, financial burden, idling, to be rebellious, vivid, to struggle, to be treated, maturity, to reap the fruits, bosom friend.***

If we compare teenagers of the 50s and teenagers today, we will find out that they face almost the same problems, and still they are different in many aspects. The similarity lies in the psychology of a human being; the difference of the economical and political situations brings new problems. Youth is the **time of decision-making** that will influence your life. It is necessary not only to fit into the society but also to be sure of your position within a long period. However, it is the objective of the government to work out and bring into life the policy of social support of the young people as they are the basis of the future of the nation.

After the World War II, youngsters were happy when they got any job, and most of them couldn't dream of education. Now most young people want to get a **proper education**, but it turns into a serious **financial burden** for a family — that is why a lot of teenagers give up the idea of getting a good education, and just waste their time **idling**, smoking or using drugs. Moreover, they don't find much support from the society.

The teenagers of the 60–70s in Britain or the USA were **rebellious** against the double standards of the society — and they formed different kinds of organizations choosing various forms of protest. That's how hippies appeared. The protest was **vivid** in fashion, speech, music. The idols of that time were The Beatles, Mary Quant, The Rolling Stones and Martin Luther King. Teenagers were **struggling** against the Vietnam War.

Speaking about teenagers in Russia in the 50–70s they were mostly members of the Komsomol and participated in various

political and social actions. We could say there were no problem of getting education, as it was free, or getting a job. Most of the problems were connected with pastimes although the young people interested in sports, art or theatre could join any club. As far as the sphere of emotions is concerned, the main problem of all times and ages is the problem «nobody understands me, or doesn't want to understand me». Usually teenagers want to be treated as grown ups, but they don't realize that maturity includes responsibility to make a decision and to reap the fruits. For example, they start smoking to look older; try to wear grown up clothes, use make up, stay out late. If parents are attentive, caring and understanding, they will help their children cope with these problems. The problem is topped with the «first love» that is seen as the only and eternal one. Often it happens that not only the first love but even bosom friends grow apart as soon as you begin to understand yourself and the world around you better.

Vocabulary

Match a line in A with a line in B:

A	B
1) time of decision-making (n+prep phr)	a) lazy
2) reap the fruits (v+n)	b) bright
3) financial burden (n)	c) a period of being at a crossroads, making a conclusion
4) idling (n)	d) people, who are close to each other
5) vivid (adj)	e) the state of being completely grown physically
6) struggling (n)	f) to receive results
7) maturity (n)	g) lack of money
8) bosom friend (n)	h) fighting

Discussion

Discuss the following questions in your group.

1. What is a decision-making period? Is it necessary for the members of a family to support and help each other?
2. What problems do young people have? Enumerate them.
3. Should the government think about social support for teenagers?
4. What children and youth organizations do you know?
5. Describe the idols of different times.

Writing

The suffix «-ful» forms adjectives with the meaning of «full of something, characterized by something». The suffix «-less» forms adjectives with a negative meaning. Form adjectives from the following nouns and translate them.

noun	-ful	-less
care	careful	careless
colour		
hope		
meaning		
help		
use		
law		
power		

Creative Activity

Do you consider yourself a personality? Write a composition on the problem «I am what I am». Reveal your point of view on the given problem, using the unit vocabulary you have learnt.



Reading IV. What features should a person have to be a real teacher?

1. Read the text and discuss this problem in groups. Is it an actual point for a scholar to speak on?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **fondness**, **to bear**, **necessity**, **ignorant**, **foremost**.



Many young people get interested in the work with children and students, and take up teaching as a career. The reasons for the choice of teaching are: family influence, influence of teachers; one's wish to be a teacher; interest in one's subject field and **fondness** for children. If you choose teaching as a career, you should

bear in mind it is a great responsibility to lead and educate children. Best teachers pay great attention to developing children's individual abilities and gifts, remembering that every child is a personality with his own world.

If you want to become a good teacher you should understand the **necessity** of constant studying. The teacher must never be **ignorant**, because an ignorant teacher teaches ignorance. Moreover, the pupils always understand at once what kind of teacher they are having.

Certainly, the teacher should first and **foremost** be fond of children and be able to communicate with them. It's a great talent to understand and respect children.

The teacher must be intelligent and qualified. He or she should have a rich experience of life, an adequate level of education and a good command of the subject he is teaching. He should be able to arouse the pupils' interest in his subject.

Teaching is really the most difficult but a very noble profession.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) fondness (n)	a) need
2) bear (v)	b) before all else, most important or in the first place
3) necessity (n)	c) liking, affection
4) ignorant (adj)	d) giving no attention to
5) foremost (adv)	e) carry, possess
	f) first in place or time, leading;

Discussion

Discuss the following questions in groups:

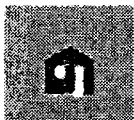
1. Do you want to be a teacher? Why/Why not?
2. Have you met a good teacher in your life? What features, which you like, does he/she possess? What do you dislike?

Writing

Use the following quiz to find out, if others can rely on you.

This quiz is aimed at self-evaluation. You may intellectually know all the desirable answers, but in this quiz react to the following situations instinctively, as you behave in real life.

1. The diagrams represent types of living places. Which appeals to you most of all?



a)



b)



c)

2. You have been selected to head an important committee which will meet on a set date. A close friend whom you have not seen for a long time lets you know he/she will be in your area the same hours as your meeting. You would:

- Regretfully tell him/her you have a previous commitment.
- Find someone to substitute you.
- Change the date of the meeting.

3. You borrowed a jacket from a friend. When you are ready to return it, you notice a small tear that was not there, when you received it. You would:

- Return it as it is.
- Offer to buy a new one.
- Have the jacket renovated, cleaned, and tells your friend what happened.

4. You see a neighbour, using a piece of equipment in a dangerously unskilled manner. You would:

- Interrupt and show him/her the proper procedures.
- Take the equipment and do the job yourself.
- Say nothing and hope for the best.

5. It is election time on the local, state, or national level. You:

- Study the issues and vote according to your convictions.
- Vote the way your friends or family are voting.
- Do not make the effort to mark your ballot properly.

6. You are working for an organisation. Several fellow employees have critical, scaring things to say about management. You would:

- Add your own bitterness to that of the dissenters.
- Stand up for the company that pays you — right or wrong.
- Try to get the complaints heard by those who can make changes.

7. An associate or a friend shares a bit of gossip. You would:

- Shelve it as gossip and forget it.
- Act as if nothing is mentioned.
- Pass on the gossip.

8. When you have an appointment you are usually:
- Ahead of time.
 - Right on the dot.
 - Late.
9. In your relationships with your friends and family you:
- Know what your responsibilities are and follow through without being reminded or grumbling.
 - Do tasks assigned to you, plus any additional shares when needed.
 - Often find excuses to sidestep your obligations.
10. You:
- Occasionally mislay keys.
 - Always keep keys in the same place or places.
 - Often have to replace your keys because you lose them.
11. As you park your car or bike, you put a slight dent in an unoccupied car. You would:
- Leave your name and phone number on the unoccupied car.
 - Scribble an unsigned apology, if you see that people are watching.
 - Act as if nothing had happened.
12. You find a person lying unconscious on the path. You would:
- Try to administer first aid.
 - Help him and stay by the person until someone comes.
 - Hurry on to avoid being involved.
13. A file of letters in your charge is missing. You would:
- Explore every possible avenue in order to find them.
 - Lay the blame on someone else.
 - Shrug off the loss in the hope they will show up later.
14. You have a busy day ahead which will bring you into contact with a number of people. You awake with a fever, sore throat and all the symptoms of a horrendous cold coming on. You would:
- Cancel your plans and stay home.
 - Adhere to your schedule.
 - Take care of the very important appointments, and then go home.

SCORING:

1. a-4; (a) was the choice of those who have a fair degree of responsibility, but not nearly as much as those who selected (b).

b-6; (b) was the choice of those who can live with several people. Living together demands an alert and conscientious ability to be responsible to both self and to others.

c-2; (c) was the choice of those who felt independent and lacked the sense of belonging to a group or the need to be responsible.

2. a-6; b-4; c-2. 3. a-2; b-6; c-6. 4. a-6; b-4; c-2. 5. a-6; b-4; c-2. 6. a-2; b-4; c-6. 7. a-6; b-4; c-2. 8. a-4; b-6; c-2. 9. a-4; b-6; c-2. 10. a-4; b-6; c-2. 11. a-6; b-2; c-2. 12. a-4; b-6; c-2. 13. a-6; b-2; c-4. 14. a-6; b-2; c-4.

Add the numbers to find your score.

WHAT YOUR SCORING INDICATES...

70-84: People who rate these high scores are respected and admired for their reliability. While others may lean too heavily upon them, they thrive on responsibility and do many things capably and efficiently. These people can make an additional contribution if they will help others learn the fine points of organisation and experience the satisfaction that comes with doing tasks well. In other words: delegate!

40-68: This is a bland, average score earned by those who do what they have to do in a haphazard way. They feel a sense of responsibility more by force of habit than a desire to do their own part for the betterment of group living. Taking the initiative more often would make them feel more in control of their lives.

28-38: Those in this bracket need constant supervision, reward and punishment. A sense of responsibility is not second nature to them, and therefore they will benefit from learning — by example — why and what they are to do. Many times they have used the easy way out — «Let someone else do it!» — And they are usually skilled when it comes to alibis.

Creative Activity

In your opinion, what main qualities should a good teacher have? Compose an image of an ideal teacher you like and describe it in your group. Would a computer substitute a teacher in future? Do you want it to happen? Why? What are advantages and disadvantages of it? And what is to be a real student? Ask your teacher to draw an image of a student he/she would like to have.

Reading V. A child or an adult?

1. *What is your age? Can you say about yourself «I'm an adult already»? Is there any significant difference in children', teenagers' and adults' attitude towards life problems?*

Study the following information and be ready to discuss the given statements and facts in groups. Give your opinion on the problem.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: at a loss, issue, to be in vain, tax.

I'm old enough to be in prison but I'm too young to vote!»

When do you stop being a child and become an adult? There are lots of laws about the age when you can start doing things. In Britain, for example, you can get married at 16, but you can't get a tattoo until you are 18.

In most American states, you can have a driving license at 17, but you cannot drink until you are 21.

In Russia, you can be put to prison when you are 16, but you cannot vote until you are 18. In fact most European countries and the US have the same age for voting: 18. Many young people think that this is unfair. They would like to vote at 16 or at an earlier age. Grown-ups often disagree. Here's what they say.

FOR

The fact that we are young doesn't mean that we don't know what's going on in this country. If we could express our opinions, I think it would help the government to understand the situation better. They would be able to find a solution.

Sergey, Russia

We understand political issues just as well as adults. It would be good to have a Member of Parliament who represents children's opinions.

Nathaniel, UK

AGAINST

People under the age of 18 are too stupid to understand politics and things like that. They won't be able to pick a proper candidate. Even adults are often **at a loss**. In fact, I think that the right to vote should be got at 21, because people at that age are more responsible.

Peter, UK

Teens are **vain**, selfish and irresponsible. They should not be given the vote. It's too much responsibility.

Paul, USA

I'm 15, but I work and pay taxes to government. Why can't I have my voice in that government?

Kalians, USA

I think everyone should be allowed to vote, even kids. I say that because we are the future of this country, aren't we? I also think that there should be a woman president. Our life would become better.

Tatiana, Russia

If you are a kid and you watch and understand the debates and your parents can confirm that you should be allowed to vote.

Sidney, Canada

I believe that in order to vote, the voter should have to pass a written test no earlier than at the age of 18. This will prevent voting for the wrong candidate.

Martin, USA

I believe that a person under the age of 18 is much too young. I'm 21 and I don't even vote myself. So why should teens even want to vote? They've got other interests at this age: school, clothes, MTV.

Marina, Russia

You should have to be 18 to vote so that you can understand what it is about and that it's not just a joke.

Kim, USA

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) at a loss (adv)	a) point of discussion, controversy
2) issue (n)	b) government charge
3) in vain (adv)	c) uncertain
4) tax (n)	d) unsuccessfully or uselessly

Discussion

Divide your group into two ones: CHILDREN and ADULTS. Discuss the following questions:

1. What rights do you have? And what can you say about duties
2. Have you ever tried to defend your rights?

3. Do you have misunderstandings between you and your parents?
4. What are advantages and disadvantages of being a child?
5. What are advantages and disadvantages of being an adult?
6. Would you like to help your parents to discuss and solve any important problems they have?
7. Is it better to leave all arguable questions to adults?

Writing

1. Create 5-7 own laws for children and adults, which help them to live in peace.
2. Describe the adult you like, add your suppositions what character he/she had, being a child.

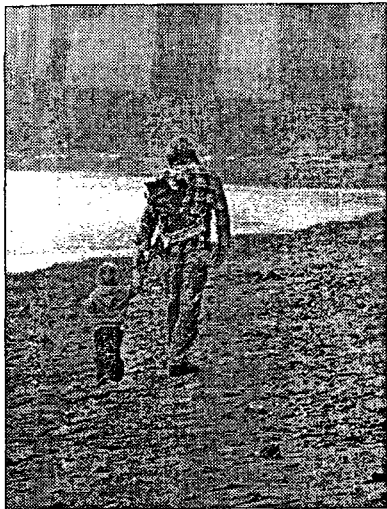
Creative Activity

Is the problem of children and adults relationship essential in your country? In your opinion, what are the ways to solve it? What can you say about «Fathers and sons» problem? Share your point of view in groups.

Make a project: «What features should an adult require to understand teenagers?»

Reading VI. Homelessness

1. Read the text and discuss this problem in groups. Do you have a similar problem in our country?
2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **approximately, council housing, accommodation, to abandon, to banish, proof, hardhearted, to approve, to propose, to swarm, to be fed up, cardboard, to dump, enormous, campus, to get rid of.**



In Britain

There are approximately 50,000 homeless young people in London. The Big Issue is a magazine, which talks about the problems of living on the streets.

Finding somewhere cheap to live is not easy in Britain because there is not enough council housing. It is especially difficult to young people without work because they receive very little money from the State. If they are under 18 have left home and are not on a government work training scheme, they receive

no money from the State. There are hostels for the homeless but accommodation is always temporary.

In the United States

1. Every night an army of invisible people disappears into the alleys and abandoned buildings of Austin, Texas. They are the city's homeless. But here, and in more than 40 cities across the United States, the homeless are facing new laws banishing them from the streets. Critics see the movement as proof of the growing hardheartedness of America. There are about 700,000 homeless people in the United States.

2. In Austin the city council is nearing final approval of a law to ban camping in any public place.

3. In New Orleans an anti-camping law has just been proposed to control the homeless youths who swarm the French Quarter. «The general public is fed up,» said New Orleans city council president Peggy Wilson. «People should be able to use public spaces. When other people come in and build cardboard tents and so on, the area becomes inaccessible for everyone else. Particularly in Lafayette Square there's a group that feeds people on weekends, and they make no effort to clean up, they dump the garbage, and there's the presence of enormous rats.»

4. In Austin, the city has estimated 6,000 homeless. They can be found near the drinking clubs of Sixth Street, near the University of Texas campus and in tents in cashers of the city parks.

5. It is the business community who wants to get rid of them most. «Austin is known as an easy city. It provided a lot for the homeless,» said Jose Martinez of the Downtown Austin Alliance, which favours the anti-camping bill.

6. The city's new anti-camping law is expected to carry fines as high as \$500. At the same time the council's homeless task force is proposing a \$3.5 million «campus» for the homeless. Task force member Tom Hatch, an architect, said that it was insane not to have home, and it was a crime not to supply homeless people with dwellings.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) approximately (adv)	a) a fact or piece of information which shows that something exists or is true
2) accommodation (n)	b) to leave
3) abandon (v)	c) to suggest
4) banish (v)	d) cruel, ruthless
5) proof (n)	e) tired, bored
6) hardhearted (adj)	f) nearly
7) approve (v)	g) huge, outrageous, monstrous
8) propose (v)	h) to put down or drop something in a careless way
9) swarm (v)	i) settlement
10) fed up (adj)	j) to accept, permit or officially agree to something
11) dump (v)	k) crowd
12) enormous (adj)	l) to send someone away, get rid of something

Discussion

If you could not live with your parents, where would you go and what would you do? In the USA a number of people with no home increased a lot in the last few years. Is homelessness a problem in your country?

Writing

Which of the following people and organizations are generally «for» (F) or «against» (A) homelessness?

- a) critics (paragraph 1);
- b) the group that feeds people (3);
- c) Austin city council (2);
- d) the Downtown Austin Alliance (5);
- e) the general public (3);
- f) the councils' homeless task force (6);
- g) Peggy Wilson (3);
- h) Tom Hatch (6).

Creative Activity

What do you think about the way of solving the problem of homelessness? Prepare a presentation and discuss it with your group mates.

Reading VII. Animals' world

1. You will read an article from the English newspaper. Look at the headlines and the introductions. What sort of animals is the article about? Role-play the given information in dialogues.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to observe, gradually, to breed, tit, pheasant, hatch, tadpole, pouch, marsupial, wallaby, to evolve, luminous, lining.

1) What is the difference between an animal and a plant?

The main difference is that an animal can move and a plant stays in the same place all the time. Another difference is that animals eat other animals or plants for food, but most plants make their own food.

2) What is a family of animals?

When animal experts talk about a family of animals, they do not only mean parents and young. Different animals that have similar bodies are said to be in the same family. Wild cats such as lions, tigers and leopards, and pet cats — all belong to the cat family.

3) What great discovery about animals did Charles Darwin make?

Charles Darwin sailed around the world in the 1830s. From his observations of animals in many different places he showed that one kind of animal can gradually change over many generations. This is called evolution.



4) How many different kinds of animals are there?

Animals are said to belong to different species if they cannot breed together and produce young that are able to breed, that is why the animals stay different. The total number of animal species is more than a million. More than half of all the species are insects.

5) Which animal lays the most eggs?

Wild birds such as tits and pheasants can lay up to about 15 eggs in a nest, and chickens can lay hundreds in a year. But this is nothing compared to fishes, which may lay thousands or even millions of eggs.

6) Which animal carries its eggs on its back?

Most frogs lay their eggs in water. The eggs hatch into tadpoles, which change into frogs. Some frogs can breed without water. The eggs are placed in pouches on the frog's back and hatch there. The tadpoles may then be placed in water, or they may stay on their parent's back until they become frogs.

7) Which bird holds its egg on its feet?

It is so cold in Antarctica that penguins dare not place their single eggs on the ground. To keep its egg from freezing, the penguin carries it on its feet and lowers a fold of warm fur over it.

8) Why are the animals in Australia and New Zealand different from animals elsewhere?

Australia is the main home of marsupials such as kangaroos and wallabies. New Zealand also has many strange and interesting animals, especially birds such as kiwis and flesh-eating and flightless parrots. Animals are generally different there because these places are separated from the continent by the ocean. Different animals evolved there and could not spread elsewhere.

9) Which animal is the most dangerous to people?

The most dangerous animals of all are the tiny arrow poisonous frogs of South America. The skin of one of these frogs contains the most powerful poison. It is enough to kill hundreds of people. They are called arrow poison frogs because the Indians used the frogs to make poison-tipped arrows.



10) What kinds of animals live at the bottom of the ocean?

Some very unusual fish live in the ocean depths. It is so deep that it is totally dark, and many of the sea inhabitants are **luminous**. It helps them find one another to breed. Hunting for food is difficult in the blackness, and many fish have long needle-sharp teeth to help them make a catch.

Do you know?

...how long animals live? The animal, which lives the longest life, is the tortoise. It sometimes lives between 300 and 400 years. The crocodile can live for 300 years, the elephant and the eagle — for 100 years.

...that elephants are very good swimmers?

...that the elephant can pick up a coin with its trunk? The trunk is everything for the elephant. The elephant can do with its trunk much of what we do with our hands. It can pick up a man and put him on his back, then it can pick up and give him a coin which fell from his pocket.

...that when an elephant grows, everything grows on it except its eyes?

...about the march of 37 elephants across the Alps? When Hannibal fought Rome thirty-seven of his elephants made a march across the Alps

covered with ice and snow. We know that his elephants were African, but Hannibal's elephants were smaller than the African elephants of today.

...that crocodiles are cold-blooded? Their temperature rises and falls together with the temperature of the air.

...that in the old, old days many, many years ago crocodiles lived in Europe?

...that crocodiles kill more people in Africa than any other wild animal?

...that in the eighteenth century in France there was a big wolf which greatly frightened the people? It killed and ate 90 men before people could kill it.

...that if you feed a bear too much, it will starve to death? When you feed a bear too much it will not eat roots and berries which are necessary for its long winter sleep.

...that the snow leopard of Tibet has a tail longer than its body?

...that once there lived a tortoise in America with a flower growing on its back?

...that scientists think that the cleverest wild animal is the chimpanzee and the second is the orangutan and the third is the elephant?

...lions are cleverer than tigers and leopards.

...among the domestic animals the cleverest are the horse and the dog. These animals take much from the people with whom they live.

...that animals can talk to one another? Of course they cannot talk as people can, but many animals can express joy, fear, and anger by their shouts. Monkeys, for example, make many different sounds with their mouths, which have different meanings.

... the numbers of years domestic animals live?

Rabbits 5
 Sheep 12
 Cats 13
 Dogs 15
 Goats 15

Cows 25
 Pigs 25
 Horses 30
 Camels 40

... that there was a horse who died when it was 62 years?

... that dogs who live more than 18 years are very rare? But some dogs live more than 20 and even 34 years.

... that there was a cat who died when it was 33 years?

... that cats can't see in the dark? We often say that cats can see in the dark, but we should know that nobody could see, if it is quite dark. When we say that cats can see in the dark we want to say that there is so little light that we can see almost nothing.

... why donkeys can eat thorns? The lining of the mouth of some animals does not look like the inside of your mouth. The lining of your mouth is very soft, but the lining of the donkey's mouth is very tough, so it can eat thorns.

... why a dog goes round and round before it lies down? This habit goes back to the days when dogs were wild and lived in the jungle grass. If they wanted a comfortable bed, they had to go round

a few times in order to level the grass. Now the dogs sleep on a mat or on the floor, but still they go round before they lie down.

... that in 3700 B.C. the Egyptians knew twenty-one different kinds of dogs and used them in the hunt?

... that cats love their homes better than people? A cat often runs away when the people take it with them to a new home, finds its old home and lives there.

... that Maltese cats are the only animals which have hair growing on their tongue?

... that the turkey was first domesticated in South America? It happened many years before Columbus reached the New World. The English called the bird «turkey» because it came to England in ships, which traded with Turkey. In Spain and France people called it an Indian bird because they thought (together with Columbus) that the home of the turkey was India, but not America.

... that the white of the egg and almost all the yolk are not part of the chicken, but food for the developing chicken?

... that the Chinese had hens more than three thousand years ago?

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) observe(v)	a) to develop gradually, pass through evolution
2) gradually(adv)	b) to produce young (from eggs)
3) breed (v)	c) bright, shining
4) hatch (v)	d) sac, small bag
5) pouch (n)	e) to watch, remark, take notice
6) evolve(v)	f) inner surface cover
7) luminous(adj)	g) step by step
8) lining(n)	h) to give birth

Reading VIII. «If...» (After R. Kipling)

1. Read the poem «IF», pay attention to the title, how do you understand it? What is the poem about?

Have you ever read anything by R. Kipling? What do you know about him like a writer and a poet?

Work in groups to discuss the poem, using the task below.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem: to blame, to doubt, to make allowance, to lie, haling, disaster, impostor, to bear, worn-out tools, heap, pitch-and-toss, to breathe a word, loss, to force, sinew, virtue, common touch, foe.

If you can keep your head when all about you
Are losing theirs and **blaming** it on you,
If you can trust yourself when all men **doubt** you
But **make allowance** to their doubting too;
If you can wait and not be tired by waiting
Or being lied about, don't deal in lies.
Or being hated, don't give way to **haling**,
And yet don't look too good, nor talk too wise:

If you can dream — and not make dreams your master,
If you can think — and not make thoughts your aim
If you can meet with Triumph and **Disaster**
And treat those two **impostors** just the same;
If you can bear to hear the truth you've spoken
Twisted by knives to make a trap for fools.
Or watch the things you gave your life to, broken.
And stoop and build'em up with **worn-out tools**:

If you can make one **heap** of all your winnings
And risk it on one turn of **pitch-and-toss**.
And loose, and start again at your beginnings
And never **breathe a word** about your **loss**;
If you can **force** your heart and nerve and **sinew**
To serve your turn long after they are gone,
And so hold on when there is nothing I you
Except the Will which says to them: «Hold on!»

If you can talk with crowds and keep your **virtue**,
Or talk with Kings — nor lose the **common touch**,
If neither **foes** nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run.
Yours is the Earth and everything that's in it,
And — which is more — you'll be a Man, my son!

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) blame (v)	a) to hesitate to believe
2) doubt (v)	b) a person pretending to be smb. he is not
3) make allowance (v+n)	c) simplicity
4) lie (v)	d) to permit
5) haling (n)	e) to carry
6) disaster (n)	f) to make
7) impostor (n)	g) not to say the truth
8) bear (v)	h) sickness, illness
9) worn- out tools (adj+n)	i) misfortune
10) heap (n)	j) number of piled up things
11) pitch-and-toss (n)	k) to find fault
12) breathe a word (v+n)	l) enemy
13) force (v)	m) tired out instruments
14) sinew (n)	n) game of skill and chance in which coins are put at a mark; setting up and destroying, taking off and falling do
15) virtue (n)	o) energy
16) common touch (n)	p) goodness, charity
17) foe (n)	q) to utter a sound

Discussion

1. What is the main idea of the poem?
2. How many polysemantic phrases (with a lot of meanings) can you find out in the poem?
3. What lines do you like most of all? Why?
4. What ideas of the poem do you agree or disagree with?
5. Read the part you like and try to translate it in a form of a poem. Find versions of Russian translation by Lozinsky, Marshak, etc.

Writing

Make a list of qualities the Real Man has like an ideal personality. Compare your answers and discuss this problem in groups. Perhaps, it will be interesting to compare your present point of view with the future one and to see what has changed.

Creative Activity

What is your favourite animal? Give your group mates some interesting facts about it. If you have a pet, include a story about it in your report.

In your country

Give answers to the following questions, concerning your country:

1. What do you think about the way people in your country treat horoscopes?
2. Is the profession of a teacher respectable in your country? Why?
3. What are the relations between children and adults in your country? What is the state of things in your family?
4. Does the problem of homelessness exist in your country?

This unit sayings:

1. **The chain is no stronger than its weakest link.**
2. **Like teacher, like pupil.**
3. **Many men, many minds.**
4. **No sweet without some sweat.**

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. Find examples of **present, past, and, future tenses** in Reading V.

What tenses are verb forms in the following sentences?

What is the difference between them?

- Homeless people stay in the street.
- They are staying at their relatives now.

2. Do we use auxiliary verbs **does** and **did** to form a **subject question** with the question words **Who** and **What**?

- Who gave you this letter? Who usually brings letters?
- What were you doing during summer holidays? Who is talking now?

3. Match the question words and answers.

- | | |
|--------------|------------------------------|
| 1) What? | a) On foot. |
| 2) Who? | b) For two hours. |
| 3) Where? | c) \$100. |
| 4) When? | d) A student. |
| 5) Why? | e) Two months ago. |
| 6) How many? | f) In Britain. |
| 7) How much? | g) Because he had a problem. |
| 8) How long? | h) My mother's. |
| 9) How? | i) Five letters. |
| 10) Whose? | j) A personality. |
| 11) Which? | k) Five years old. |
| 12) How far? | l) In Moscow. |
| 13) How old? | m) The red one. |
-
-

Unit 2

Life styles

Before you start

You are going to discuss ways of living that people have in different countries. In this unit you are to read the texts, which describe the typical way of living in the English-speaking countries: Great Britain and the USA. What do you know about customs and traditions in these countries? Share your opinion with your group mates. Give answers to the following questions:

1. What do you think about British people? Do you like British mentality?
2. Do you know any British and American family traditions?
3. What is America associated with in your opinion?
4. What images do you see speaking about Britain? Maybe a double decker or fog and rain?



Reading I. Typically British

1. Think of four things that are typically British in your opinion. Read the text given below. Compare your ideas with the typically British things mentioned in the text.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to be rude, to queue, rush hour, to push forward, to accuse, to insult, traffic, fume, to prevent, cruel.

Most British people expect the person in front of them to hold the door open for them. People think you are **rude**, if you do not do this. Most British people **queue** when they are waiting for a bus or waiting to be served in a shop. But during the **rush hour**, when a bus or train arrives, people often **push forward** to make sure they get on. This is called «jumping the queue».

You can ask the police for help, if you are lost. Most British police are friendly, helpful and polite. But the police have been **accused** of treating people, especially black and Asian people, unfairly.

British people are used to the cold. They use thick curtains and carpets to keep their houses warm. But a lot of British houses are old and are not well insulated. British people must pay VAT (Value Added Tax) on all gas and electricity, so heating costs are high. Some people can't afford to heat their homes properly. Every winter about 350 old people die of hypothermia, extreme loss of body heat. Britain used to be a foggy country. In 1956, smokeless zones were created in towns and cities and the amount of industrial smoke from factories was limited by law. The air in cities became much cleaner. But now, once again, the quality of air is not very good. Pollution or smog is caused by traffic fumes.

The British love animals so much that there is a Royal Society for the Prevention of Cruelty to Animals (RSPCA). But fox-hunting has been a British tradition for hundreds of years. Specially trained dogs hunt a fox, with men and women following on horseback. The fox is usually killed by the dogs.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) rude (adj)	a) peak traffic time
2) queue (n)	b) transport or its flow
3) rush hour (n)	c) charge with fault, offence
4) push forward (v)	d) strong, unpleasant and sometimes dangerous gas or smoke, vapour
5) accuse (v)	e) to stop something from happening or someone from doing something
6) insulate (v)	f) not polite; offensive or embarrassing
7) traffic (n)	g) inhuman, causing pain
8) fume (n)	h) line of waiting persons
9) prevent (v)	i) cover, transfer, isolate
10) cruel (adj)	j) move ahead, advance

Discussion

Make a list of things that you consider typical for British people. Then make a similar list to describe national peculiarities of some other countries. Discuss similarities and differences of the way of living, customs and traditions in different countries with your group mates.

Writing

Complete the following sentences:

1. Most British people expect the person in front of them...
2. Most British people queue when...
3. Jumping the queue means...
4. Most British police are...
5. The police have been accused of...

Creative Activity

It's typically British to have lots of exceptions to rules. Make up two columns: in the first column write what British people, as a rule, are; in the second column write the exceptions to these rules.

Reading II. British and American families

1. What do you know about British and American families?

Read the text below and find out, what is new for you.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **household, percent, widow, to get divorced, whereas, pattern, to vary, to belong, purpose, condition, to bring up, advertisement, baby-sitter, to relieve, income, poverty, to affect, steady, to graduate, to establish.**

Text 1. The British family.

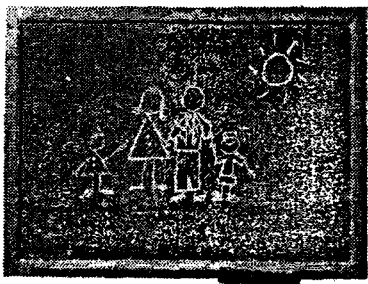
The most common type of **household** in England, Scotland and Wales today is 2 people, either married or living together without children.

Twenty-seven **percent** of households consist of people who live on their own. Most people living alone are **widows**, but there has been a big increase in the number of men, who live alone.

This is because a large number of couples **get divorced**. Men often live on their own getting divorced, **whereas** women often live with the children.

Nowadays nine percent of families are lone parents with children. Women are usually the heads of this type of household. Single

mothers head just over 17 percent of families with children, with about one percent headed by lone father.



Text 2. The American family.

I. Family patterns vary from country to country. What are families like in the United States? Nine out of ten people in the USA live as members of families and they value their families highly. Most of the Americans say that family is very important to them. «Families», they say, «give us a sense of belonging and a sense of tradition, families give us strength and purpose. Our families show us where we are. The things we need most deeply in our lives: love, communication, respect and good relationships — have their beginnings in the family». Families serve many functions. They provide conditions, in which children can be born and brought up. Families help educate their members. Parents teach their children values (that is, what they think is important) as well as daily skills. They also teach them common practice and customs, such as respect for elders and celebrating holidays. But the most important job for a family is to give emotional support and security.

When Americans speak about families, many of them mean a «traditional family». A traditional American family is one in which both parents are living together with their children. The father goes out and works and the mother stays home and brings up the children. There are two children in a traditional American family: an elder daughter (called «Sis») and a younger brother («Buddy» or «Junior»). This does not mean that such size of family, or order of birth, is statistically more common in the United States than in other countries, but this is the typical structure when a Traditional American family is pictured in illustrations or advertisements.

II. But most American families today do not fit this image. The biggest change is that in many families both parents work outside the home.

Certainly, when both parents work, they have less time to spend with their children and with each other. Often families stop eating their meals together and thereby lose an important time to share the events of the day.

What happens to children whose parents work? Nearly half of these children are cared for in daycare centers or by **baby-sitters**. The rest are cared for by a relative, such as a grandparent. Some companies are trying to help working parents by **offering flexible work hours**. This allows one parent to be at home with the children, while the other parent is at work. Computers may also help families by allowing parents to work at home with a home computer.

Another big change in American family life is the increase in the number of families that are headed by only one person, usually the mother. Many divorced American men are required by law to help their wives support their children, but not all of them fulfill this responsibility. About 80% of women, who support their children without the help of a man, work. They often have financial difficulties. Some of these difficulties are relieved by government programs providing help to **low-income families**, but still, **poverty** affects the way in which the children in these families grow up.

III. About half of all marriages in the USA end in divorce. These numbers are very high, as they are in many other industrialized

countries. The number of divorces has grown steadily in the United States for many years. Now, however, it has stopped growing and during the past few years the number of divorces has even been decreasing. United States divorce laws allow men and women to escape bad marriages, getting a divorce are quite easy here, but it is one of the most stressful events in the



life of grown-ups. Children also suffer during a divorce. Nevertheless, most people think that living with one parent is better for children than living with two parents who are unhappy with one another and fight most of the time.

One more change is that families in the USA are getting smaller. In the mid-1700s, there were six people in an average household. Today an average household contains only two or three people.

Unlike their parents, many single adult Americans today are waiting longer to get married. Some men and women marry and start their family life later because they want to graduate from a university or college; others want to become more established in their chosen profession. Couples are also waiting longer before they have children. Some couples today decide not to have any children at all.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) household (n)	a) to influence, cause to change
2) widow (n)	b) non-resident baby nurse
3) divorce (v)	c) extra money, gained from labor; salary
4) pattern (n)	d) public notice or announcement
5) vary (v)	e) to look after, educate
6) belonging (n)	f) extreme poorness
7) purpose (n)	g) example, model, instance
8) condition (n)	h) free from burden, distress
9) bring up (children) (v)	i) aim, intention, plan
10) advertisement (n)	j) a group of people, often a family, who live together, those, who compose the family
11) baby-sitter (n)	k) to dissolve, separate the marriage
12) relieve (v)	l) to alter, change, differ
13) income (n)	m) to complete course of study
14) poverty (n)	n) to make stable, permanent, set up
15) affect (v)	o) property
16) steady (adj)	p) a woman, who lost her husband
17) graduate (from somewhere) (v)	q) gradual, firm, constant,
18) establish (v)	r) quality, state, situation

Discussion

1. How many members do you have in your family? What do you think about people you know, who...

- have no children;
- live on their own.

Would you like to live on your own? Why/Why not?

When do you think you will leave home? Do you like to live alone?

2. What features of American family reflect the American mentality? Which are good, and which are bad in your opinion? Discuss these problems with group mates.

✎ Writing

1. Are the following sentences true (T) or false (F)? Correct the false sentences and find information in the text, proving the true ones.

- 1) Americans don't value their families much.
- 2) The most important task for a family is to support its members emotionally and to give security.
- 3) An average American family has 4 members.
- 4) In lots of families both parents work at home.
- 5) Grandparents often look after children while parents work.
- 6) There are government programs helping one-parent families.
- 7) It's easy for an American woman to support the family without the help of a man, if she works.
- 8) Getting a divorce is quite easy in the US, so the number of divorces has been increasing rapidly.
- 9) People start family life later than before.

2. Make questions with *how* or *what... like*:

- 1) («Your flat?») «Small but very comfortable.»
- 2) («Your mother?») «Fine, thanks.»
- 3) («Work going?») «Not very well at the moment.»
- 4) («Business?») «Terrible.»
- 5) («Your boyfriend?») «Not very nice.»
- 6) («School?») «Much better now.»

⌚ Creative Activity

Try to find some more facts about British and American families. Make a plan on the text information, give headings for each paragraph. Then try to describe a typical family in your country, according to the plan points, you have composed. What is different and what is the same between them?

 Reading III. Misperceptions about America

1. Read the following text and express your opinion on the given problem in groups.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to **pave**, **opportunity**, **vice**, **drug addiction**, to **gamble away**, to **broadcast**, **store clerk**, **watchman**, **lifeguard**, **exception**, **wage**, **salary**, **employee**, **rent**, to **beg**, **failure**, **relative**, to **consider**, **competition**.

America is not a fantasyland. Some of the people seem to think that everything is great in America, that the streets are **paved** with gold. In America there are many **opportunities** for success. There are also many problems.

In some other countries people can afford more expensive **vices**. **Drug addiction** is a serious problem. Some people have nothing else to do with their money but **gamble it away**. As a less serious bad habit is watching too much television. Depending on the city, there are up to 100 TV channels **broadcasting** 24 hours a day. Other people spend hours playing computer games. Since there is much food to choose from, some people eat too much.

In America you have to work hard. In a capitalist system, you get paid for how much you produce. **Store clerks** have to help customers and can't sit around reading books. At work, one cannot spend all day playing computer games. There are few easy jobs, like a **watchman** or a **lifeguard**, where one can sit around, but these are the **exception** to the rule do not pay well. Since people work harder and produce more, **wages** and **salaries** are much higher in America. If some don't like their job, they can always quit and find another job, but no one is going to pay **employees** for just sitting around.

Some of the people who can't or don't want to work end up homeless. There are about 600,000 homeless people in America. Most of the homeless are men. Very few are women. Only a few thousands are families. In America, if you drink too much or take drugs, you will lose your job. If you can't hold a job, you will not be able to pay your **rent** and will be kicked out of your apartment. These people move onto the streets and **beg** or collect aluminum cans for a living. They can usually beg \$20 to \$30 a day, most of which they spend on drugs or alcohol.

Failure in America is sometimes **relative**. You could be considered a failure if you can only afford a two-bedroom apartment while your friends can afford two-bedroom houses. You could be considered a failure if you can only afford a Ford while your friends drive Buicks. You could be considered a failure if you only make \$20000 a year. This **competition** is sometimes called the rat race.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) pave (v)	a) shop assistant
2) opportunity (n)	b) person, occupied to do something
3) vice (n)	c) to ask for charity
4) gamble away (v)	d) reward for labor, pay
5) store clerk (n)	e) to lay or cover an area of ground with a hard flat surface of pieces of stone, concrete or bricks to make firm
6) watchman (n)	f) true to a particular degree, comparative
7) wage, salary (n)	g) to do something risky that might result in loss of money or failure
8) employee (n)	h) common strife for the same object
9) rent (n)	i) when someone or something does not succeed
10) beg (v)	j) chance or possibility of doing something
11) failure (n)	k) pay, toll
12) relative (adj)	l) guard
13) competition (n)	m) moral fault, immoral habit

Discussion

What new facts have you learnt about America? Discuss the common myths about America and other countries. Answer the following questions:

1. In what way do vices differ in America? What is the state of things in your country and in other countries?
2. What is to be a «failure»? Are there any «difficulties», which cause the existence of «failures» in your country? What are they?
3. Is there a phenomenon like «rat race» in your country?

Writing

Answer the following questions, using the information from the text:

1. Is America a land of opportunities and problems, combined together?
2. Do people drink and smoke a lot in America?
3. What expensive races can Americans afford?
4. Does gambling away money take place in the US?
5. What are less serious bad habits, in the author's of the article opinion?
6. How do people have to work in America? What are the easiest jobs?
7. Is it easier to lose and find another job in America?
8. Are there homeless people in the US? How many? What sex do they belong mostly to? Why is it so?
9. How does it happen that people get homeless? How much do they earn in the streets?
10. Can a country without «failures» exist?
11. What is meant by «rat race»?

Creative Activity

Compose a story about a traveller, who went to America (or maybe some other countries) and discovered that most of the things, he had learned about this country and supposed to find, appeared to be false.

Reading IV. Describing people

1. In your opinion is it easy to give a suitable and correct description of a person? Read the text and be ready to describe appearance, different abilities and views of your group mates.
2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **original, broad-minded, inquiring, determined, frank, direct, open, economical, self-assured, generous, ambitious, assertive, innocent.**

Hair, face, skin and complexion

Hair — straight, wavy, curly, screw-cut, bald, beard and moustache, receding hair.

Face and skin — thin-faced, round-faced, dark-skinned, with freckles, chubby face, with a few wrinkles.

Complexion — obese person (very fat), a rather plump or stout man, a slim woman.

Fat may sound impolite. Instead we often say *a bit overweight*. If someone is broad and solid, we can say they are *stocky*. A person with good muscles can be *well-built* or *muscular*. If someone is terribly thin and refuses to eat, they may be *anorexic*.

Fair and dark can be used for hair, complexion or skin.

Intellectual abilities

Positive: intelligent, bright, clever, smart, shrewd, able, gifted, talented, brainy (colloquial) **original, broad-minded, inquiring.**

Negative: stupid, foolish, half-witted, simple, silly, brainless, daft, dumb, dim; predominantly colloquial words: clever (in a negative way), cunning, crafty, sly (using brains to trick or deceive), **determined.**

Attitudes towards life

Looking on either the bright or the black side of things: optimistic, pessimistic.

Outward-looking or inward-looking (i.e. to the world around one or to one's own inner world): extroverted, introverted, **frank, direct, open.**

Calm or not calm with regard to attitude to life: relaxed, tense.

Feeling things very intensely: sensitive.

Practical or dreamy in approach to life: sensible, down-to-earth, economical, self-assured, generous, ambitious.

Attitudes towards other people

Enjoying other's company: sociable, gregarious.

Disagreeing with others: quarrelsome, argumentative.

Taking pleasure in other's pain: cruel, sadistic.

Relaxed in attitude to self and others: easy-going, even-tempered, assertive.

Not polite to others: impolite, rude, ill-mannered and discourteous.

Telling the truth to others: honest, trustworthy, reliable and sincere, innocent.

Unhappy if others have what one does not have oneself: jealous, envious.

Vocabulary

1. Match the following words with their opposites (antonyms). Try to find equivalents (synonyms) to the words in both columns.

clever	introverted
extroverted	tight-fisted
rude	courteous
cruel	gregarious
generous	kind-hearted
unsociable	half-witted

2. Match the words in A with their synonyms or definitions in B:

A	B
1) determined (adj)	a) miserly, mean, tight-fisted
2) economical (adj)	b) having an aim, a strong desire for success, achievement, power or wealth
3) self-assured (adj)	c) showing the desire to learn, find information
4) assertive (adj)	d) naive
5) original (adj)	e) obstinate, stubborn, pig-headed
6) frank, direct, open (adj)	f) aggressive, bossy (colloquial)
7) broad-minded (adj)	g) willing to give money, help, kindness
8) inquiring (adj)	h) extravagant
9) generous (adj)	i) self-important, arrogant, full of oneself
10) innocent (adj)	j) unprincipled, permissive
11) ambitious (adj)	k) peculiar, weird, eccentric, odd

3. Different magazines and other editions often publish questionnaires, which are supposed to analyze character traits of a person. Look at the words, given below, and then match them with the question, which is aimed to find out whether a person possesses the following features.

Example: *If you* arrange your meeting at 7 p.m., and you arrive at 7 p.m. — *you are*:

reliable, pessimistic; argumentative; sensitive; sociable; extravagant; assertive; inquisitive.

If you...

1) Do you *prefer to be in the company of other people*? — *You are...*

- 2) Do you find it easy to tell your boss if you feel he or she has treated you badly?
- 3) Do you always look out of the window if you hear a car drawn up?
- 4) Do you often buy your friends presents for no particular reason?
- 5) Do you frequently disagree with what other people say?
- 6) Do you lie awake at night if someone has said something unkind to you?

Discussion

What sort of person would you like to go out with? What are the features of people's character and appearance you like most of all? Share your opinion with your group mates.

Writing

1. Put down your own characteristic of a person, which is opposite to the description, given below.

Example:

A: I thought you said he was the short, chubby one.

B: No, quite the opposite, he's tall and thin-faced one

1) A: Was that his brother, the dark-skinned, wavy-haired one?

B: No, quite the opposite; his brother's...

2) A: She's always quite well-dressed, so I've heard.

B: What! Who told you that? Every time I see her, she's...

3) A: So Charlene's that rather plump fair-haired woman, is she?

B: No, you're looking at the wrong one. Charlene's...

4) A: So, tell us about the new boss; is he good-looking?

B: No, I'm afraid not; rather...

5) A: I don't know why, but I expected the tour-guide to be middle-aged or elderly.

B: No, apparently she's only...

2. Can you complete each of these word forms?

1) self-

2) -tempered

3) -minded

Create and put down a sentence to illustrate the meaning of each word, composed by you.

3. Choose five or six adjectives, which you think are the best to describe your friend's character and to illustrate your own one. In what way do your friend and you reveal these either positive or negative features and traits?

Example: Sociable — I am sociable because I love being with other people.

Creative Activity

Give your own description of a well-known person (a member of the government, a teacher, an actor, etc. — or, maybe, your group mate) and ask your group mates to guess his/her name.

In your country

1. Make a list of typical features of people of your country. In what way do they differ from British and American ones?
2. What are the traditions in families of your country?
3. Discuss with your group mates the common misperceptions about your country.

This unit sayings:

1. One person's meal is another person's poison.
2. Love me, love my dog.
3. Who keeps company with the wolf, will learn to howl.
4. Wash your dirty linen at home.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. **The Present Simple Tense** denote actions, which happen usually and always, sentences which refer to all times.

Usually we have a party on the 25 of December.

2. **The Present Progressive Tense** denote actions, which refer to now.

We are having a party now. Join us.

3. **In the Present Simple Tense** we use the verb **(to) be** in the form

am, is, are + not a verb, but:

- a) I am a student (noun);
- b) I am out (preposition);
- c) It is cold (adverb);
- d) She is nice (adjective), etc.

4. **Have (has); have (has) got:**

- a) She has British friends. Does she have German ones?
- b) We have got a pet. What have we got?

Have (has) is used both in formal and informal styles.

Have (has/got) is used in formal style only.

5. **Choose the correct verb form in the following sentences.**

- 1. She _____ (be) a student in 2002.
 - 2. We _____ (be) in our first course now.
 - 3. Usually we _____ (not) attend classes on Sunday.
 - 4. A group _____ (write) a test from 16 to 17.
 - 5. What kind of personality _____ (be) you?
 - 6. Why _____ you _____ (miss) classes at the moment? You _____ (have) a pair.
 - 7. Where _____ you (come) from? I _____ (be) from Italy.
-
-

Before you start

1. You will be acquainted with a set of «fact and fiction» stories, which contain true and imaginary information.

2. Try to answer the given questions to be aware of the problems you are to discuss in this unit.

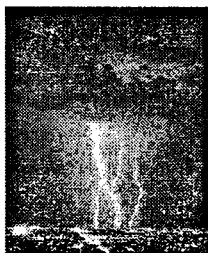
- 1) Have you ever been involved in an accident?
- 2) Do you like watching fiction-based movies and reading books?
- 3) Do you believe in magic and destiny?
- 4) What is meant by the term «telepathy»? Have you ever experienced how it works?



Reading I. Lightning struck twice

1. Read the text about an incident, which was caused by natural forces.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **lightning**, to strike, twice, hit, thunder, to smell, chimney, lightning rod, neighbour, flash, to be hurt, bark, to miss.



Lightning struck twice by our house last night during a rainstorm. One flash of lightning hit at 9:10, and the second **hit** at 9:20. We heard the sound of **thunder** and we **smelt** the lightning in the air.

The first flash struck our neighbour's **chimney**. The chimney was very tall, and it acted like a **lightning rod**. It pulled the lightning to it when the lightning struck it tore out a whole row of bricks. Our neighbours said it sounded like glass was breaking when the bricks fell.

The second **flash** hit another neighbour's tree. It tore the **bark** off the tree, because it was raining, the tree didn't start to burn. However, our neighbour said that the lightning killed the tree. We were lucky. The lightning **missed** our house and we were all happy that nobody was **hurt**.

Vocabulary

Match a line A with a line in B.

A	B
1) lightning rod (n)	a) less than three times
2) strike (v)	b) to injure
3) twice (adv)	c) stalk of vapour
4) chimney (n)	d) lightning arrester
5) bark (b)	e) to spare efforts, on smith
6) miss (v)	f) to beat
7) hurt (v)	g) tree trunk covering

Discussion

Try to remember one of the accidents that happened to you or a very dangerous situation you have heard about. Share your experience with your group mates.

Writing

Answer the following questions:

1. Did lightning strike once or twice?
2. Did they hear thunder?
3. Did they smell fire or lightning?
4. Did the first flash hit the chimney or the tree?
5. Did lightning strike tall things or short ones?
6. Did it break the chimney or window glass?
7. Did the second flash hit at 9:20 or at 9:30?

Creative Activity

Do you want to be a designer, a top model, a fashion manager? What is your particular attitude towards people of these occupations?

Reading II. Famous spies: James Bond

1. Read the following text about a famous spy James Bond.
2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate

synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to estimate, glamour, ingredient, luxury, to succeed, immaculately, quip, fan, horrifying result, to be in trouble, rebelliousness, villain, to escape, dangerous, gun, to be complete, gadget, cunning, incredible invention, to become a regular feature, to appear, bullet-proof glass, smoke screen, machine gun, unwanted, ejector, to lend, missile, jet engine.

It has been estimated that over half the world's population has seen a James Bond film. There have now been more than twenty of them since the first, Dr. No, in 1962. Another is due for release next year. But what makes them so popular?



Glamour is one **ingredient**. James Bond lives in a world of **luxury** and **excitement** that most of us can only imagine. He drives fast cars, spends his life in exotic locations and **succeeds** in everything he does. Through all his adventures he is **immaculately** dressed and calm, and always has time for a one-line **quip**, even when he's killing people. In Dr No Bond throws an attacker into a bath of water, followed by a plugged-in electric **fan**, and looking at the **horrifying result** says «Shocking». He never does what his bosses tell him to do, and is always **in trouble** with them. Perhaps people like this **rebelliousness** too.

There is always plenty of exciting action. Bond always meets the most evil **villains** and has **to escape** from the most **dangerous** situations, whether it's **escaping** from a man with metal teeth or waiting to be cut in half by a **laser gun**.

But no Bond film would be **complete** without technology. In each film, the agent seems to work with more and more fantastically clever **gadgets**. In Dr. No, all he really had was a gun, his fists and his **cunning**. But the government scientist «Q» and his **incredible inventions** soon became a **regular feature**. The most famous piece of technology of all must be the Aston Martin DBS, which first **appeared** in Gold finger (1964). This car was developed with the

help of Aston Martin engineers, and many of its «extras» really worked. It had **bullet-proof glass**, a **smoke screen**, **machine guns** and, most popular of all, the passenger ejector seat. When Bond had an **unwanted guest** in his car, all he had to do was to press a button and whoosh — the passenger shot out into the air.

Each film tries to keep up with the latest technology — in Golden finger was used the first laser gun. In Thunderbolt (1965), Bond flies with the help of a **jet backpack** lent to the filmmakers by the US Army. In The Living Daylights (1987), he drives an Aston Martin again — this time with **missiles**, a **jet engine**, **lasers** and **computers** — James Bond doesn't change his style!

📖 Vocabulary

Match a line in A with a line in B:

A	B
1) luxury (n)	a) disobedience
2) excitement (n)	b) dangerous ending
3) horrifying result (adj+n)	c) undesirable
4) escape (v)	d) dishonest
5) missile (n)	e) apparatus equipment
6) rebelliousness (n)	f) to get rid of, vanish
7) gadget (n)	g) enjoyment, delight
8) cunning (adj)	h) prosperity
9) unwanted (adj)	i) component
10) ingredient (n)	j) jet gun, rocket

🗨 Discussion

1. What supplementary information about James Bond's films do you know? What features of his character do you like?

2. What is your favorite film about James Bond? Give your reasons why. Try to present its content: the subject and the ideas that in the film contains.

✍ Writing

1. How much do you know about James Bond? Do the following quiz to find this out and compare your score with your group mates' answers.

1) Many of the agents in the films have numbers. What is James Bond's one?

- a) 042
 - b) 7
 - c) 007
- 2) What is his favourite drink?
 - a) tea without sugar
 - b) Scotch whisky with two lumps of ice
 - c) vodka martini, shaken not stirred
 - 3) What country is he an agent of?
 - a) USA
 - b) Britain
 - c) Russia
 - 4) James Bond is an officer, but in which service?
 - a) army
 - b) navy
 - c) air force
 - 5) The same actor played Bond in the first five films and in *Diamonds Are Forever* in 1971. He said this was his last Bond film and then came back for one more — *Never Say Never Again* in 1983. Who was he?
 - 6) Who played Bond in seven films from 1973 until 1985?
 - 7) Who is the present James Bond?
 - 8) The films were based on the life of a character, existed in real life. Is it true or false?

2. Answer the following questions, using the information from the text.

- 1) How many J. Bond films have already been made?
- 2) What proves the popularity of these films?
- 3) Why is glamour so attractive?
- 4) What can you say about Bond's character?
- 5) Can we call this series «action films»?
- 6) What role does technology play in the films?

Creative Activity

This is a description of a perfect agent. Study it and use your dictionary, if it is necessary to look up new words. Describe the practical application of the equipment you like most of all. Create the portrait of a perfect spy as you imagine it.

- short hair for conservative masters;
- elephant skin in case captains shout in foreign language;
- device to smell poor cooking on board;
- big mouth and flexible tongue for use in many foreign languages;
- crystal ball tie clip;

- long hair for progressive masters;
 - computerized brain to remember ships names, jetty numbers, bald figures and foreign languages;
 - enlarged ears to listen to complaints in respect of turn round;
 - built in shaver for around the clock service;
 - extra shoulder-filling to enable master's worried by contamination to cry out softly;
 - bribing cigars for pilots;
 - built in pencil for 1001 forms;
 - button rose for captain's wife;
 - watch fixed at five to twelve interchangeable owner's badge;
 - special pouch for infrared spectacles to trace vessel even in dense fog;
 - propelling arm to shake hands with every body in master's cabin;
 - stainless steel stomach for too much foreign food and booze;
 - knee protector to beg the pilot on board;
 - armed shoe in case gangway lands on top of it;
 - steel pin shoe to accelerate crew changes generous pocket for out of pocket money;
 - permanently bowed hand fits every glass at every moment;
 - hollow leg for storage of beer;
 - cash to master case;
 - three stripes basket shoe to rush on board and to attend upon arrival;
 - retractable roller-skate to roll along with ever moving captains;
 - spurs to force quick dispatch of ship's documents.
-



Reading III. Biography

You will read the texts about two famous personalities — J. R. R. Tolkien and Kathleen Turner. Do you know what they are famous for?

Text 1. Tolkien anniversary

1. Read the text about a well-known writer J. R. R. Tolkien, whose fantasy books are top popular nowadays. What is the author's full name? If you are cinemagoer, you'll remember the films made on this writer books' context.

*2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **inviting cover,***

fantasy book, to equal, best-seller, magical, semi-human, guide, fascinating.

When you look at the inviting covers of all those fantasy books in the bookshop, you might remember the man who started it all. 1992 saw the hundredth anniversary of the birth of J. R. R. Tolkien, the writer of *The Lord of the Rings*.



The massive *Lord of the Rings* is the greatest fantasy book ever written. Its three volumes first appeared between 1954 and 1955, and since then many authors have written the same kind of story, but it was never equaled to the original. The book and Tolkien's other fantasy books, like *The Hobbit* (1937), are still best-sellers. The books tell the history of a mysterious world called Middle-Earth. As the forces of good and evil battle over the rings, which bring power, we meet the different kinds of magical, semi-human creatures who live in Middle-Earth. Tolkien was a professor at Oxford University and had a great knowledge of Germanic and Celtic languages and mythology. Some of the creatures in his books come directly from these mythologies, some he invented. The whole Middle-Earth world is so detailed that people have written maps and guides to them, which are fascinating in themselves.

Text 2. Kathleen Turner

1. You are given a text about a famous film star Kathleen Turner. Read about her activities and discuss the given problem with your group mates.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: lead character, to be determined, upbringing, tough-minded character, statement, advertisement, tremendous, script, to be fascinated, kindred, pigheaded, independent, drowning.

There is a new kind of film these days — the film in which the lead character is a woman, one who is not a weak and helpless creature who needs the help of a man. One of the greatest actresses in this kind of role is Kathleen Turner, and that's no accident. She

is as determined and independent in real life as some of the characters she plays.

It was an unusual **upbringing** that formed her **tough-minded character**. While her father worked for the American Foreign Service, Kathleen moved around all over the world. «It makes you learn to present yourself when you walk into a new school, a new country, a new language», she says. «You have to make a **statement**; you have to say, «This is who I am».



She began to think of acting as a possible career even when she was very young. Her father died when she was seventeen, and she realized she had to build her own life. She went to University in Missouri and worked very hard at acting. When she left college she went to New York, and after acting on the stage, waitressing and doing a TV **advertisement**, she got a part in a TV serial, *The Doctors*.

It was after only eighteen months in *The Doctors* that she made her first film. This was *Body Heat*, in 1981. But it was *Romancing the Stone* that really made her name. In this film, with Michael Douglas, she played an author who turns adventuress. This film was a huge \$75 million worldwide success. People took notice, not only other looks, but other **tremendous** acting ability. Critics said that she acted so well they could hardly recognize her from one film to another. She was compared to the great actresses of the past, like Lauren Bacall and Greta Garbo.

But the film in which she comes closest to playing herself is *VI Warshawski*. This was very much her film. She chose the director and had control over the **script**. She was **fascinated** by the idea of a woman detective, and found a **kindred** spirit in the character of Warshawski. She says of her: «She's practical. She's also very **pigheaded** and doesn't listen to people as much as she should, which are qualities I understand well».

VI Warshawski is a woman detective who takes as much punishment as any man. Turner wanted the character to be as **independent** as possible. In one scene, she has to rescue a girl from **drowning**. The studio wanted a man to be standing by in the scene to help, but Turner would not allow it. «I didn't spend two hours building up this heroine for a man to come along and say «Let me!» she says. It looks as if tough guys like Bruce Willis and Arnold Schwarzenegger are not going to be the only «tough guys» around from now on.

Vocabulary

Match a line in A with a line in B. Use a dictionary to help you:

A	B
1) best-seller (n)	a) expression in words
2) fascinated (adj)	b) self - governing, autonomous
3) statement (n)	c) enormous, powerful, huge
4) tough-minded (adj)	d) stubborn, stupid
5) tremendous (adj)	e) showing strong charm or attraction
6) pigheaded (adj)	f) sold in very large numbers
7) independent (adj)	g) having rough and violent nature
8) drowning (n)	h) died in water
9) upbringing (n)	i) announcement, notice
10) advertisement (n)	j) growing up

Discussion

Have you ever read anything by John Roland Rouel Tolkien? What are his books about? Discuss his works and manner of writing with your group mates.

Writing

Write a biography of an actor/actress you like. Imagine that you are a journalist. Compose an interview with a famous person.

Creative Activity

Try to write a short story on your favorite actor/actress or author activities, similar to the given stories you have read, tell about life and work of the famous people you are interested in.

Reading IV. Magic, our destinies and time travel

1. Are you a fatalist, do you believe in good and bad luck? Are you superstitious? Read the article, which is connected with these phenomenal things, and be ready to reveal your point of view.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while

sharing your opinion on the problem of the unit: surgery, merely, clairvoyant, tarot-card, to attain, to alter, consciousness, to liberate, to roam, predictive, seer, coded, to pursuit, superstitious, outmoded, utterly futile, genuinely, pattern, to discern, divinatory, gyration, Stock Exchange, adept, orthodox, to derive.

We live in a world of high technology, a world in which our everyday realities — from television to transplant surgery and space travel — are what were a century or less ago merely the fantasies of such imaginative writers as Jules Verne and H.G. Wells.

Yet we also live in a pervading atmosphere of mystery and magic, for today many men and women consult professional clairvoyants, astrologers and tarot-card readers in an attempt to find guidance about their emotional lives, financial affairs and the future destiny of humanity as a whole.

The methods adopted by those who interest themselves in the latter are various. They range from consulting that ancient Chinese oracle book the «I Ching» («Book of Changes») to attempting to attain an altered state of consciousness in which the spirit is liberated from the body and is free to roam throughout all time and space.

None of these techniques is new. The French prophet Nostradamus — the one seer and astrologer of whom almost everyone has heard, has practiced one of the most popular of them, with varying degrees of success, since the middle of the 16th century: the interpretation of the predictive four-line verses (quatrains), composed over 400 years ago. The quatrains, collectively entitled the «Centuries», were written in a largely coded terminology, the full understanding of which requires much time and effort. Are those who engage in it and similar pursuits no more than the human relics of a superstitious past, their beliefs outmoded by the development of modern science and technology, their activities utterly futile? On the other hand, is it genuinely possible to see the pattern of the future, and did Nostradamus in reality travel through time and discern events that still lie before us?

A recent example of an ancient divinatory art successfully predicting future events is illustrated by the gyrations of prices in 1992 on the high-tech Hong-Kong Stock Exchange and their link with the «Wind and Water (Feng Shui) Index».

This Index was compiled in the early part of 1992 by Credit Lyonnais Securities (Asia), on the basis of consultations with three adepts of the ancient Chinese predictive art known as Feng Shui. It successfully forecast the large price rise peak in November, and its heavy fall to its low point for the year in early December. However, Credit Lyonnais Securities (Asia) advised its clients on the basis of more orthodox forecasting than that derived from Feng Shui and, while such advice did as excellent as always, it was not nearly as good as given by the Feng Shui adepts. Maybe ancient arts are not as outmoded by modern technology as some think.

Vocabulary

Match a line in A with a line in B:

A	B
1) consciousness (n)	a) telling in advance
2) predictive (adj)	b) person with power of telepathy
3) genuinely (adv)	c) awareness of what is happening
4) to alter (v)	d) completely of no use
5) be superstitious (n)	e) to become different, to change
6) clairvoyant (adj)	f) to believe in good and bad luck
7) utterly futile	g) to chaise
8) pursuit (v)	h) with talent

Discussion

1. What is your personal opinion about things, described in the article?

2. Can any person become an astrologer or a magician? Would you like to? Why?

3. Can you explain the phrase from the text: «Maybe ancient arts are not as outmoded by modern technology as some people think». Prove your point of view.

Writing

Are you a believer in good and back luck? Compose a story on the following problems: «A Black Cat» or «Spilt Salt», etc.

Creative Activity

Find out which fiction literature authors have predicted modern inventions and when. Have the inventors taken the names for their inventions from the fiction stories?

Reading V. Is there a proof that telepathy really works?

1. *Do you believe in telepathy? Do you think it really exists? Read the text and express your opinion on the problem.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: reliable, to confirm, to add, pastiche, bun, anxious, to transmit, to stare, intently, bizarre, to sigh, frustration, to describe, tile, frantically, sensation, to be delighted, fluffy, to lean, elation, eerie, vulnerable, to impose, boggle.*

Does telepathy really exist? Liverpool John Moores University opened a research unit to investigate ways of making telepathy a reliable form of communication. The Daily Mail sent JULIE COHEN, a confirmed skeptic, an invitation to take part in their experiments.

He tells the following story about what he has felt.

A cracking sound of an unturned radio is buzzing in my ears and my eyes are closed, with what look like half ping-pong balls placed over them.

Lying on what could be a padded operating table in Room 308 at Liverpool John Moores University, I feel self-conscious and anxious, as I have absolutely no idea what to expect.

In a small room in another part of the building sits Dr. Matthew Smith, who is running the telepathy experiments.

A computer has randomly selected an envelope with a postcard.

The picture, a Degas pastiche is of a ballet dancer with her dark hair pulled back in a tight bun and one arm elegantly in the air, while the other is reaching down towards a vacuum cleaner.

The only way Dr. Smith can communicate me is by using the power of his mind to **transmit** thoughts. A microphone allows him to hear my voice but there is no way for me to hear anything he says in the sender's room, which is several corridors away.

Sitting on a metal chair Dr. Smith **stares intently** at the picture and concentrates on sending me the image, using his mind alone. He has just 20 minutes to transmit the image.

As I lie nervously waiting for something to happen, **bizarre** images come to my mind.

Although I can hear nothing, Dr. Smith later tells me that he **sighed in frustration** as he heard my voice **describe** a picture of a house with red tiles. Then I see an elephant.

«No, no it's something human, think human», says Smith, but I am unable to hear his words. He starts **frantically** to draw the picture on a blank sheet of paper to help his mind concentrate.

Back in Room 308 I feel the image of an elephant being pushed out of my head. It is a strange **sensation** and my **self-consciousness** leaves me. My mind seems to wander freely.

«Flowers, I see flowers», I say, feeling more confident. Smith is **delighted** as there are flowers on the dancer's costume.

«There's a field and lots of grass and what looks like a **fluffy** sheep», I say.

«There is green, but it's not grass — think differently», he was trying to tell me through his thoughts.

«Music, I can feel an image of music, perhaps it's coming from an old-fashioned record player», I say.

I feel waves of enthusiasm, and then I tell him I see a strong picture of a woman with her dark hair tied back in a bun.

«A dancer, I see a dancer, she's got one arm in the air and her fingers are pinched together».

By now 12 minutes have passed. My mind is completely taken over and, without trying, I focus on different parts of the image.

Not everything I see is accurate. I see the dancer **leaning down** with her other arm and holding something red, in my mind it looks like a basket. In fact, the image is of a red vacuum cleaner.

Then I hear the voice telling me the transmitting time is over.

Then the experimenter opens a package containing four postcards. Seeing the picture of the dancer with her hand in the air, I feel a sense of elation.

Without a doubt that was the picture, developing in my mind. It feels exciting and slightly eerie to think that another human has the power to transmit a picture to you using his mind alone.

At first, it felt incredible and then it made me feel **vulnerable**, as I wondered about the potential of people, having the ability to put thoughts into our heads.

For the team our experiment is classified as a «hit».

I am one of more than 100 people who are being tested over the next few months to see whether there is any proof in the theory that creative people are more telepathic.

In years to come, we may be using our mental powers to send each other a message. If we find a consistent way to transmit images and thoughts into each other's heads, the possibilities are indeed endless.

What would life be like if other people could tell what we were thinking — and impose their ideas on our minds? Would our secrets be safe? The mind truly boggles.

Vocabulary

Match a line in A with a line in B:


A	B
1) reliable (adj)	a) a small, sweet, usually round cake
2) anxious (adj)	b) to look for a long time with the eyes wide open
3) pastiche (n)	c) a state of extreme happiness or excitement
4) bun (n)	d) something or someone that can be trusted or believed
5) transmit (v)	e) easily physically, emotionally or mentally hurt
6) stare (v)	f) difficulties in imagining or understanding something
7) sensation (n)	g) something very exciting or interesting
8) elation (n)	h) a piece of art, music, literature, etc. which copies the style of someone else's work
9) boggles (n)	i) worried and nervous
10) vulnerable (adj)	j) to broadcast something, or to send out or carry signals using radio, television, etc.

 *Discussion*

Do you really believe in telepathy? Is it possible in future? Discuss this problem in your group.


 *Writing*

Write a composition «Life in the 22 century». You may choose another period to describe.

 *Creative Activity*

Divide into small groups of 4 or 5 persons and act out the following:

One of you is a person who has run an experiment and now he is describing, what he has felt. Another is Dr. Smith, who is explaining how he transmits images. The next two persons haven't ever experienced such a phenomenon as telepathy. One of them is absolute skeptic about telepathy; another believes in it and wants to carry out an experiment.

 *Reading VI. Rhythms of the World*

- 1. Read the given block of texts about mystery of rhythm origin.*
- 2. Look up the following words and word combinations from the text in bold in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **rhythm, wrist, to measure, seagull, to flap, awhile, calmly, bloom, to float, straight, pine-tree, curve, to be complicated, drum, verse, to measure, tiny particle, definite, liquid, to remain, to solve, to roar, to bark.***

The beginning of rhythm

Your **rhythm** on the earth began first with the beat of your heart. Feel your heart. Then feel your **wrist** where your pulse beats. That is where you can best feel the rhythm of your blood moving through your body from the heart. Doctors **measure** the force of the blood, and when the line is used to picture this movement of the blood.

There are many combinations of different rhythms in nature. We may say that nature itself is rhythm. If you have ever watched a **seagull** flying, you have noticed that it **flaps** its wings **awhile**,

then glides awhile, then flaps awhile, then glides again. Try to think of other kinds of different rhythms. Among the most beautiful rhythms are those, which move upward. A flower moves upward as it grows, and in each leaf there is rhythm. The leaves of a water lily float calmly on the surface of the water, but their blooms open towards the sun.

There are different rhythms in trees from the straight pine-tree to the curve of a palm.

Rhythms in music

In music there are simple rhythms and complicated rhythms. A song may have the same rhythm all the way through. In a symphony there may be many different rhythms.

Music gives the rhythms for dancing. The first dances were done to the rhythms of the drums.

Men are often helped by rhythmical music to work together better. They like to work to the music, with the rhythm of the song matching the rhythm of their bodies as they work. Rhythm makes it easier to use energy.

Rhythm and words

There is rhythm in verses even without music. Rhythm is a part of poetry. Poets make up only words. But behind the words of good poems there is always rhythm.

Many of the rhythms which men put into music and poetry may be found in nature: the drumming of the rain, the beating of the waves on the beach, the song of the canary.

Rhythms which are seen and unseen

The rhythms of the wind can be felt and even heard. But there are many rhythms that we cannot hear or see, but which we can draw or measure.

In chemistry and physics there are tiny particles called molecules, too small for the eye to see. They move in a definite rhythm in liquids or gases, but we cannot see them.

The rhythms of electronics were a mystery to men a hundred years ago. But now we know that light and sound and the atom in its orbit, each moves in its own rhythm.

So, in this wonderful world there are rhythms that men can see, like those of sea waves. And there are unseen rhythms that we cannot see, but which we can measure by scientific instruments. A lot of mysteries about these unseen forces remain to be solved.

Rhythms of the world

How wonderful are the rhythms of the world! In nature the rhythms, that we hear, range from the singing of a bird to the roar of a lion, from the barking of a dog to the beating of your own heart.

The earth moves in its own rhythm around the sun, as all the planets do. The moon moves around the earth as well as around the sun. The rhythms of the sun and the moon influence the sea, the seasons, and us.

Vocabulary

Match a line in A with a line in B:

A	B
1) measure (v)	a) quietly
2) definite (adj)	b) appropriate, peculiar
3) awhile (adv)	c) to glide on the surface
4) float (v)	d) complex
5) calmly (adv)	e) a line which bends continuously and has no straight parts
6) curve (n)	f) poetry
7) complicated (adj)	g) for a short period of time
8) verses (n)	h) small part
9) particle (n)	i) to stay
10) to solve (v)	j) to calculate the size
11) to remain (v)	k) to draw a conclusion

Discussion

1. Will you define what a rhythm is?
2. Can you name any kinds of rhythms you know about?

Writing

Put down answers to the following questions on the problem, given in the text and discuss them with your group mates:

1. Where does a rhythm come from?
2. What is the first rhythm for every living creature?
3. What are the kinds of rhythms you have already known?
4. Can we say that nature is a rhythm itself? Why?

5. What were the first instruments to make rhythms for dances?
6. There is always rhythm behind the words of good poems. Prove it. Find your own example.
7. What is meant by «seen» and «unseen» rhythms?
8. Do you agree that rhythms of the world are wonderful? Explain why.

Creative Activity

Try to give any interesting examples of rhythms or combinations of them. Write a composition on the unit problem you like most of all.

In your country

1. *What are the names of famous writers and actors in your country? What are they famous for?*
2. *Do the people of your country believe in magic, predictions and destiny? Give your opinion on this problem.*

This unit sayings

1. **A close mouth catches no flies.**
2. **A man who pays orders the tune.**
3. **Circumstances alter cases.**
4. **A fair face may hide a foul heart.**
5. **Curiosity killed a cat.**
6. **To go through fire and water.**

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. *What tense are nearly all the verbs the text «Lightning struck twice?» in Reading I? How do we form the question and the negative form in the Past Simple?*

2. *Write the Past Simple of these verbs.*

- | | |
|----------------|---------------|
| a. stick _____ | b. pull _____ |
| tear _____ | miss _____ |
| burn _____ | start _____ |
| hurt _____ | kill _____ |

3. *What are the differences between them?*

4. *Choose the correct verb form.*

- 1) James Bond ___ (live) in the world of luxury and excitement.
 - 2) He never ___ (do) what his boss told him.
 - 3) I ___ (give) your money back yesterday.
 - 4) When ___ she (begin) her career?
 - 5) What ___ (be) your favorite film when you were a child?
 - 6) What kind of persons ___ (be) Kathleen Turner and Tolkien?
 - 7) When ___ she (get) a part in TV serial?
-
-

Before you start

Now you are going to discuss the thing, which is a vital part of our live on one side, and a great problem — on the other. It is food. Express your opinion on the following questions:

1. Do you often go shopping? Do you know about shopping mania? What do you think about this phenomenon? — Is it bad or good to follow this habit in your opinion?
2. Do you like cooking? What is your favorite recipe?
3. Do you like exotic food?
4. Is it important and necessary to cook well? Have you ever been in a restaurant?

Reading I. Shopping in Britain

1. Read the text about the British way of shopping. Does each country have any shopping traditions?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **pastime, chain-store, department store, franchise, retail outlet, corner shop, grocery, shopping mall, to wander, counter, to debit, account, interest, to afford, hamper, staff, to supply, to oblige, gooseberry, skunk, Victorian, to be overcome, store posted attendant, to administer, majority, to distinguish, promenade, forerunner, arcade, Regency, Beadle, ban, plaque, dedicated, bargain, spotter, antique, jumble, quirky.**

Text 1.

Shopping is one of the great British pastimes. What do you see when you walk down the High Street in a British town? You'll find in most British towns the common **chain-stores**, the **department stores** which are the same from town to town and have many branches all over the place. Department stores such as Woolworth's, which sells a variety of things, Marks and Spencer's, which sells food and

clothes mainly. You'll see **franchise** operations, for example, Oliver's, a bread shop, Quick frame, which sells frames for paintings. You'll also see **retail outlets** like **corner shops** — they are traditional shops now run by immigrants, for example, from Asia, which sell things like newspapers and general groceries. If the town is now quite large, then it will probably have what is called a **shopping mall**. This is a complex of shops, usually chain stores, with branches and malls around the country. Shopping malls are an international place and they all look the same. In a retail outlet you can buy clothes and food for the week. But you can go to a supermarket like Dudgeons, Safeway's, Sainsbury's or Tesco to do your weekly shopping. The British tend to do a big shopping once a week and then have smaller purchases during the week. In a supermarket you can simply walk in, **wander** around the **counters** picking up the goods that you want and then you queue up at the cash desk to take the stuff out of the shop. It will take you a long time to do your shopping, if you go at a busy period, like a Friday night.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) pastime (v)	a) grocery goods
2) chain-store (n)	b) supermarket
3) franchise (n)	c) license to sell goods
4) retail outlet (n)	d) ramble, stray
5) groceries (n)	e) stall
6) shopping mall (n)	f) hobby, entertainment
7) wander (v)	g) department store

Text 2.

To pay at the cash desk you can use cash, a cheque-book for which you need a cheque card to verify that the cheque-book actually belongs to you. Or, more often now you can pay with a credit card, what most people call their little flexible friend. It's a flexible piece of plastic. When paying by credit card you simply take your goods up to the girl at a cash desk, you give her this card, she fills in a form uses a stamp to take the details off the credit card, you sign a piece of paper, and the money that you've spent is

automatically debited from your bank account. If you don't have enough cash, and the bank is closed you can use a cash card. You should put it into a machine on the side of a bank, press the buttons on a computer, which is in the machine, and the machine automatically gives you some money and again debits the amount from your bank account. The nice thing about a credit card is that the money is not debited from your bank account until the end of the month and if you don't have enough money you can pay with interest for a longer period of time. A lot of people, especially at Christmas go out and pay for their Christmas shopping using credit cards, and then they pay for the goods in January, February, March or even April. That's the way the paying for shopping is going in Britain.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) debit (n)	a) check, budget
2) account (n)	b) concern
3) interest (n)	c) charge

Text 3.

Living in a small town, people usually shop in fairly common department stores like Marks and Spencer's. If you're buying clothes in a fairly fashionable shop, there's a chain-store called Next, and shops like Jaeger, Laura Ashley, and Aquascutum for more ambitious dressers.

But if you're living in a big city and especially if you're living in London, you have the opportunity to go to one of the more exclusive stores, like Liberty's, Peter Lord's, Selfridges or Harrods, where you can buy practically anything, if you can afford to pay the price, or, if you're buying food, to go to Fortnum and Mason's where you get very nice hampers of food.

London is a shopper's paradise. Its best-known store is Harrods in Knightsbridge, a red terracotta building, with a staff of around 5000, its proud boast is that it can supply anything to anyone anywhere and it has obliged by delivering an elephant to Ronald Reagan, gooseberries to Saudi Arabia and skunk to an American's ex-wife. Harrods was the first store in the world to install an

escalator, and **Victorian** customers were so **overcome** by the experience of riding a «moving staircase» that the store **posted attendants** at the top to **administer** brandy to gentlemen and smelling salts to the ladies.

Most of London's big department stores are in Oxford Street and Regent Street. Oxford Street is lined with large department stores including Selfridges, John Lewis and Marks and Spencer's. They are always crowded, but at sale times, in January and July, there are so many people that it's difficult to move and it's usually safer to go in the direction of **majority**. These days it is often difficult to **distinguish** the goods in one large store from those in another.

A smaller and more exclusive shopping **promenade** can be found in Piccadilly, The Burlington Arcade is a **forerunner** of the modern shopping mall. This privately owned **arcade**, built in 1819 and 585 feet long, contains 72 shops. It retains its **Regency** character: uniformed **Beadles** are on duty to ensure that everyone obeys the rules, which includes a **ban** on whistling and opening umbrellas. A **plaque** on the wall declares that it was opened by the Duchess of Devonshire together with a London dustman.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) afford (v)	a) provide
2) hamper (n)	b) large basket
3) staff (n)	c) compel
4) supply (v)	d) conquer, beat
5) oblige (v)	e) assistants servers, workers
6) Victorian (adj)	f) old thing of the queen Victoria epoch
7) overcome (v)	g) prohibition, interdiction
8) posted (adj)	h) be able to buy or do something
9) attendant (n)	i) a great amount of
10) administer (v)	j) to be appointed
11) majority (n)	k) operating personnel
12) distinguish (v)	l) precursor, predecessor
13) promenade (n)	m) control
14) forerunner (n)	n) keeper, observer, looker on
15) arcade (n)	o) recognize, differentiate, mark out
16) beadle (n)	p) shopping passage
17) ban (n)	q) walk, stroll

Text 4.

If you're looking for something «different» (but cannot afford the prices of Bond Street) it is certainly worth going to New Covent Garden. This used to be England's biggest fruit and vegetable market, but a few years ago the market was moved to a new place on the other side of the River Thames. The old market, now called «New Covent Garden», was restored and converted into a shopping center. There are now more than 40 shops of many different kinds. The opening hours are different from most other shops: they open at 10 a.m. and close at 8 p.m., whereas most shops open from 9 a.m. to 5.30 p.m.

London's markets provide a happy hunting ground for **dedicated bargain spotters**. Petticoat Lane in the East End of London is open on Sundays and, in the words of a song written about it, can supply anything, from «a ball of string, a secondhand chinchilla or a diamond ring». The Caledonian, Portobello Road and Greenwich markets feature **antiques**. Camden Lock, on a canal setting to the north of London, is a colorful **jumble** of bric-a-brac, crafts, old clothes and **quirky** up-to-the-minute fashions.

 **Vocabulary**

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) dedicated (adj)	a) compact
2) bargain (n)	b) spy, agent
3) spotter (n)	c) devoted
4) antique (adj)	d) strange, curious, odd thing
5) jumble (n)	e) mess, pile of old things
6) quirky (n)	f) age-old, ancient

 **Discussion**

What can you say about British way of shopping? Do you like shopping? Who often goes shopping in your family? Discuss the following questions to check your comprehension of the text.

1. What can you see walking down the High Street in a British town?
2. Can you give the names of some British department stores?

3. Can you describe a shopping mall?
4. What are chain stores?
5. Who usually runs retail outlets?
6. When do the British usually go to a supermarket?
7. What is the way of paying by a credit card?
8. Why is it convenient to have a credit card?

Writing

Give Russian equivalents to the following proverbs and sayings. Make stories to illustrate some of them.

1. Too many cooks spoil the broth.
2. You cannot make an omelet without breaking eggs.
3. You cannot eat your cake and have it.
4. The proof of the pudding is in the eating.
5. Better an egg today than a hen tomorrow.
6. Every cook praises his own broth.
7. Hope is a good breakfast but a bad supper.
8. A watched pot never boils.
9. First come first served.
10. Hunger breaks stone walls.
11. It's no use crying over spilt milk.

Creative Activity

Imagine that you are going to do a weekly shopping. The fridge is empty. What are you going to buy, where and in what way you will organize your shopping process?

Reading II. Meals and cooking

1. Do you know any traditional English, Russian or other countries dishes? Read the following text about the British food and discuss it in your group.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **holly, peel, grated, shredded, suet, coarse, barley meal, cod, haddock, plaice, to dip, crisp, herring, to grill, pickle, vinegar, sour, to get preserved, composition, tang, chiefly, to stir, stock, to simmer, to strain, sauce-boat, sherry.**

Christmas pudding. Britain could well be called the «Land of Puddings». So many puddings there are, but the Christmas pudding is a special thing. The hostess clears the table and puts on a large dish a big, round dark-brown pudding with a flag or a piece of holly stuck in at the top of it and flames licking round its sides. This is the celebrated Christmas pudding, covered with white sauce and burning in brandy. It is made with eggs, flour, sugar, mixed dried fruit, chopped peel, grated carrot and shredded suet.

Marmalade. The traditional coarse cut bitter marmalade, which is a part of the British breakfast, is made from Seville oranges. But marmalade can be made from any of the citrus fruits, sweet oranges, grapefruits and lemons. These fruits make a sweeter marmalade for teatime.

Scones are small soft tea cakes of barley meal or wheat-flour usually of quadrant or triangular shape.

Custard is a sweet mixture of eggs and milk, sweetened and flavored, and baked or boiled. It is often eaten with fruit.

Fish and Chips. The pieces of fish (cod, haddock, and plaice) are dipped in a mixture of flour and water and then dropped into deep boiling oil for a few minutes. They come out crisp and hot. Chips are small pieces of raw potatoes also fried crisp.

Kippers are split, salted and smoked herrings; they can be grilled or pan-fried, and nothing should be added to them and put a little butter and they need no longer than 5 minutes on each side.

Chutneys are cooked mixed pickles in which fruits and vegetables are blended with spices and vinegar so that you get a sweet sour preserved.

Cheese. A whole book could be written about the cheese of the British Isles, their history and traditions. Cheddar is perhaps the most popular. It has been a favorite since Tudor times and has firm composition and a sharp tang. Being so firm, it is excellent for cooked cheese dishes. Cheshire cheese is one of the oldest English cheeses. It is a curdy, rather crumbly cheese with superb tangy flavour.

Ketchup (ketchup or catsup) and sauces are the extracted juices of vegetables or fruit preserved with spices, salt and vinegar.

Gravy is a sauce made chiefly from the juice that comes out of meat while it is being cooked. It can also be cooked specially. Chop vegetables (onions, carrots, celery), heat fat and fry these until lightly browned. Add flour, stir over low heat until smooth, add stock, and slowly stir all the time until boiling again. Cover and simmer 10 minutes, then strain into sauce-boat. A small glass of sherry added just before serving is an improvement.

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) peel (v)	a) rough, uneven food
2) grated (adj)	b) mix, agitate
3) shredded (adj)	c) salt, preserve in vinegar; preserved food
4) suet (n)	d) boil gently
5) coarse (adj)	e) structure, consistency
6) dip (v)	f) acidic, tart
7) crisp (adj)	g) cut into small pieces, chopped
8) grill (v)	h) juices of meat and vegetables, used for making soup
9) pickle (n)	i) dunk, plunge, immerse in a liquid
10) sour (adj)	j) keep food from damage
11) preserve (v)	k) brittle, friable
12) composition (n)	l) reduced to small particles by rubbing
13) tang (n)	m) roast, broil
14) chiefly (adv)	n) skin, rind
15) stir (v)	o) fat, lard (about kidneys and loins)
16) stock (n)	p) strong, offensive taste, flavour
17) simmer (v)	q) purify, filter
18) strain (v)	r) mainly, mostly

Do you have your favourite recipe? Will you give a few recipes of your own for soup, meat course, fish course or dessert?

Writing

Make up dialogues, using the following phrases. Try to express surprise, satisfaction or encouragement.

- «What shall I give you for supper?» — «Anything light will do».
- «The dessert is delicious! You have a light hand with sweets!»
- «Again you've crushed that nasty garlic in the salad! It's bad for breath».
- «Tom, what's the matter with you? You're just making pretence of eating».
- «Be a love and put the kettle on, so we can have tea».
- «Would you like your coffee black?»
- «What are we having for dinner today? I'm hungry as a hunter».

8. «All your dishes are really delicious but ever so simple!» — «You know, I hate over-cooking. I like simple ingredients, simply prepared».
9. «Good old chops today?» — «Yes. The eternal refuge of non-cook».
10. «I say, you excel in cooking. Do you also believe the fastest way to a man's heart is through men's stomach?»
11. «Would you like another helping?»
12. «Don't discard the vinegar from pickled onions». — «Why?»
13. «That reminds me! I must go and put the potatoes on».
14. «I expect you're famished».
15. «Bring milk, eggs, butter and bacon from the ice-box. It's high time to get through with our breakfast».

Creative Activity

Using the material, given above, as a sample, try to think of the names of some traditional dishes of your country. Give instructions how to cook them.



Reading III. Peculiarities of exotic kitchen in different countries

1. Read the text. Choose any kitchen you like and explain your choice.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **oriental, femur, to pinpoint, voyage, swallow, broth, locust, jerk, patty, pitch, pellet, stiff.**

TURKEY

Imagine an old Turkish Tavern. A host greets you with oriental politeness, asking: Would you like the «Finger of vizier» or would you prefer the «Women's femur»? The guests are rather shocked; they take the menu and really find these dishes. But all these meat dishes are completely innocent and prepared with great fantasy.

GREECE

In a Greek tavern guests usually visit the kitchen and taste different dishes. If a tourist doesn't speak Greece, he can **pinpoint** the dish he likes in the kitchen. Greece is a sea country and fish is very popular there. There is also an ancient story: One traveller was going to have a **voyage**, when the weather was bad. His friend told him:

- The ship will go down and fish will eat you.
- Never mind! I eat so much fish that fish won't eat me.

Greeks also like to eat vegetables (cucumbers, tomatoes, pumpkins, pepper and so on) with meat, rice or other vegetables.

CHINA

In every part of China they eat with sticks, but they eat soup with China spoons. Their dinner is a very long procedure. At first, guests have much tea and talk to each other. And then, it is time for serious food: fire ducks, snakes, eggs from a **swallow's nest in broth**.

One wise Chinese man said that their kitchen has the same meaning in taste as **European music** has in sounds.

ARABIA

Arabic kitchen is a very ancient one. Some recipes originate from Egypt. Arabs don't eat pork and don't drink wine. Arabs are not very rich and their food is also very poor. The most specific dish is **locust**. A **jerk locust** and **cicada** remind **herring**. Sometimes Arabs make **patties** with locust. In the harvest time they prepare dishes from the **pitch** of Senegal acacia. Arabs are very hospitable and every time ready to share their food with poor people.

They eat by hands. They make small **pellets** of food and throw them into their mouths. (One tourist couldn't eat this way and the host made pellets and put them into the tourist's mouth.)

INDIA

Bananas in this country substitute potatoes. Hindus eat roast bananas under mayonnaise; they also make juice from bananas.

AFRICA

Bananas are considered to be the main dish in Africa, too. There are more than 50 sorts of bananas. The Africans even make beer from this kind of vegetable. This beer is even stiffer than German one.

AUSTRALIA

Maybe cannibalism doesn't exist nowadays in Australia, but you have an opportunity to taste soup of kangaroo tails and roast kangaroo as well. Dishes of mutton among such exotic food are also very popular. They have the greatest amount of sheep in the world.

Vocabulary

Match the words from the text A with their synonyms or definitions in B:

A	B
1) oriental (adj)	a) travel, journey
2) femur (n)	b) little pie
3) pinpoint (v)	c) eastern
4) voyage (n)	d) dried long pieces of meat
5) broth (n)	e) thick substance, made of boiling down something
6) jerk (adj)	f) little ball
7) patty (n)	g) thigh
8) pitch (n)	h) firm, strong
9) pellet (n)	i) liquid in which flesh was boiled
10) stiff (adj)	j) choose

Discussion

1. Practise the following dialogues with a partner:

a) Inviting Someone Out

- I'm famished. Are you hungry?
- Yes, I'm very hungry.
- I hear there's a good Japanese restaurant near here. Would you like to go there for lunch?
- Yes, but I'd like to take you this time.
- No, I invited you.

b) Declining an Invitation

- I'm famished. Are you hungry?
- Oh, I'm a little hungry.
- I hear there's a good Japanese restaurant near here. Would you like to go there for lunch?
- I'd like to, but I can't this time. Can we make it another time?
- Yes, of course.

- Would you like to have lunch with us?
- Thank you. I really have no time for lunch and I'm not at all hungry.

2. Use the following phrases to make suggestions:

Would you like ...	Why don't ...	What can I get you?
How about ...	Let's eat out	What'll it be?
Maybe ... could (can)	Let me offer you a drink.	Fancy a drink?
What about ...	Have you thought of ...	We could ...

Writing

Find the way out in the following situations:


- a) Decline a dinner invitation from a friend's parents.
- b) Accept a lunch invitation from a close friend. Offer to pay because your friend has already paid at the previous time.

Practice the appropriate conversations, using the dialogues above as an example. Use the following expressions:

- I'm ravenous
- I'm starving
- I'm so hungry I could eat a horse
- I'm dying of hunger
- I'm as hungry as a hunter
- I'm full
- I'm stuffed (colloquial)
- I'm about to pop
- I couldn't eat another bite
- I ate too much. My eyes were bigger than my stomach. (Colloquial)

Creative Activity

Do you know any other exotic meals of different countries? What is your favourite? Do you have a preference for sweet food over spicy? Share your knowledge, likes and dislikes with your group mates.

 Reading IV. Test yourself

We spend a great deal of our lives thinking about food. A lot of people say that our attitude towards food is the same as our attitude to life! Do this questionnaire and discover more about yourself and which jobs you would be good at.

1. If you were invited to have dinner in an expensive restaurant by your friend's parents and you discovered that they had your favorite food but it was very expensive, would you order it?
 - a. No
 - b. Yes
 - c. Maybe
2. If you were on a diet but someone offered you a piece of chocolate cake because it was their birthday, would you eat it?
 - a. Yes
 - b. No
 - c. Maybe
3. In some parts of China, they eat dogs. If you went to China, would you try it?
 - a. No, because it would taste horrible
 - b. Yes
 - c. Maybe, but you would prefer not to because you like dogs
4. If you were in a restaurant and you found a hair in your food, would you **complain**?
 - a. No
 - b. Yes
 - c. Maybe
5. If you invited a friend to your house for dinner but you dropped the food on the floor (which was clean) two minutes before they arrived, what would you do?
 - a. Buy something else
 - b. Pick it up and say nothing
 - c. Explain that the floor was clean
6. If you invited your vegetarian friend to dinner but after the meal you remembered that your mother had put a little bit of meat in it, would you tell him/her?
 - a. No
 - b. Yes
 - c. Maybe
7. If you went to a party where you didn't know anyone but there was a lot of food what would you do?

- a. Eat the food
 - b. Try to talk to new people
 - c. Carry around the food, offering it to people
8. If you only had one of your favorite chocolates left, who would you offer it to?
- a. Nobody
 - b. A boyfriend/girlfriend
 - c. Anyone
9. Have you ever bought any food (such as chocolate, ice creams or cakes) after seeing or hearing an advertisement?
- a. Yes
 - b. No
 - c. Can't remember
10. If you were in England and you went to a restaurant and saw a sign, which said: «All you can eat for 10 pounds», what would you do?
- a. Eat what you wanted but no more
 - b. Eat as much as possible until you were sick.
 - c. Eat as much as possible and then try to take some home by putting it in your bag.

FOOD PSYCHOLOGY ANALYSIS

1. a=1	b=3	c=2
2. a=1	b=3	c=2
3. a=1	b=3	c=2
4. a=3	b=3	c=2
5. a=3	b=1	c=2
6. a=1	b=3	c=2
7. a=1	b=2	c=3
8. a=1	b=2	c=3
9. a=3	b=2	c=1
10. a=3	b=2	c=1

10–15 You are quite a determined person, aren't you? You make decisions quickly and work quite hard. You are also rather competitive, aren't you? You like winning and being top of the class. Occasionally you are a bit stubborn.

* Jobs which you would enjoy: Lawyer, Accountant, Traffic Warden.

16–23 You are a logical person. You like talking to people. But you are also happy when you are alone. You are normally quite

relaxed and organized although you occasionally panic when you are having exams!

*** Jobs, which you would enjoy: Manager, Computer analyst, Engineer, Football referee.**

24-30 You are a kind person who usually thinks of your friends. Normally you are very generous and energetic. When people have problems they talk to you, don't they?

*** Jobs, which you would enjoy: Doctor, Teacher, and Psychologist.**

Discussion

1. You are given an economy class menu, which «Korean Air» offers you on the way from Moscow to Seoul. Imagine that one of you is a passenger and the other one is an air hostess. Make up a dialogue, discussing the following menu.

Dinner	Breakfast
~~ MAIN COURSES ~~	~~ MAIN COURSES ~~
Roast Beef	Spanish Omelet
Tender beef enhanced by a Provençal sauce, accompanied by steamed rice, diced carrots, garden peas, sweet corns and cauliflower	A fluffy egg omelets stuffed with vegetables, served with fried potatoes and sausage
Poached Codfish	Chicken Pancake
Fillet of codfish complemented by a white mushroom sauce, offered with fettuccine green noodles, braised spinach and carrots	Enhanced by a mushroom sauce, topped with ham and cheese strips
~~ DESSERT ~~	~~ DESSERT ~~
Chocolate and walnut sponge	Tropical fruit salad

2. Make up dialogues using the given phrases.

Waiter:

Are you ready to order?

Would you like...?

Anything else?

Anything to drink?

How about...?

Visitor:

Have you got...?

I'd like...

I'd prefer...

I'll have...

Have you got a table for two?

They'll be ready in five minutes.

Here you are.

Here's your bill (check).

That'll be \$7.7

It comes to \$7.70.

Where would you like to sit: in the corner, by the window or on the terrace?

What do you prefer: meat, poultry or fish?

Pass me...

Help yourself to...

What do you recommend for a meat (fish) dish, a hot (cold) appetizer, dessert?

Take your tips...

My compliments to the chef...

I'd like some takeaway pizzas...

Example: *How do you find your salad?*

— It's great (delicious, fantastic, lovely, very good, very nice, tasty, wonderful, top quality, excellent, well-cooked)

— It's all right (OK, quite good, quite nice, usual)

— It's awful (not very good, really bad, terrible, not fresh, hard, overcooked, tasteless, salty, watery, strange)

Writing

Imagine that you want to invite your friend to have dinner with you. Make up a dialogue, according to the scheme on p. 88.

Creative Activity

Imagine that you are a restaurant manager. Create a menu with main courses, desserts and drinks.

Reading V. Fruit salad recipe

1. Read the given recipe and try to give your own one of your favourite dish.

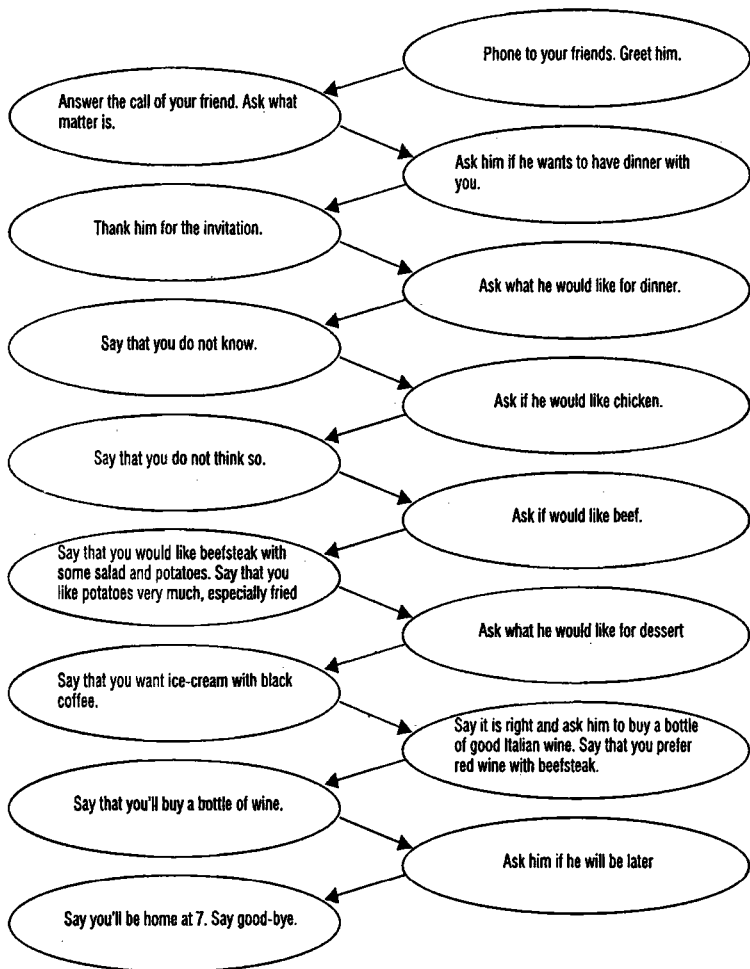
2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: dissolve, gentle, core, pip, flesh, raspberry, cinnamon, nutmeg, hollowed.

1) 4 oz sugar (=28,35 g), 1/2 pint water (=253 g), juice of 1/2 lemon. A selection of fruit, e.g. 2 red apples (skinned), 2 oranges, 40 oz black or green grapes, 2 bananas.

✎ *Writing (p. 87)*

YOU

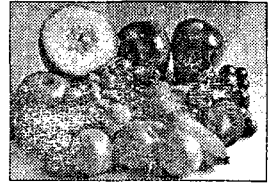
YOUR FRIEND



2) Make syrup of dissolving the sugar in the water over a gentle heat and boil for five minutes. Cool and add the lemon juice. Prepare the fruit: core and cut apples into eights or thin slices, peel the oranges, removing the pips and cut the flesh into slices. Grapes can be peeled, though some people prefer them unskinned. Put the fruit

into the syrup as soon as they are ready. Mix and leave to stand for two or three hours before serving, to blend the flavours.

Any other combination of fresh fruit can be used, such as pears, strawberries, raspberry and cherries. To give additional flavour add 1/4 level teaspoon of ground cinnamon or nutmeg or one to two table-spoons of fruit liqueur.



Fruit salad can be served in a hollowed out melon or pineapple, in either case the fruit flesh, which has been removed, should be cut into chunks and used in the salad.

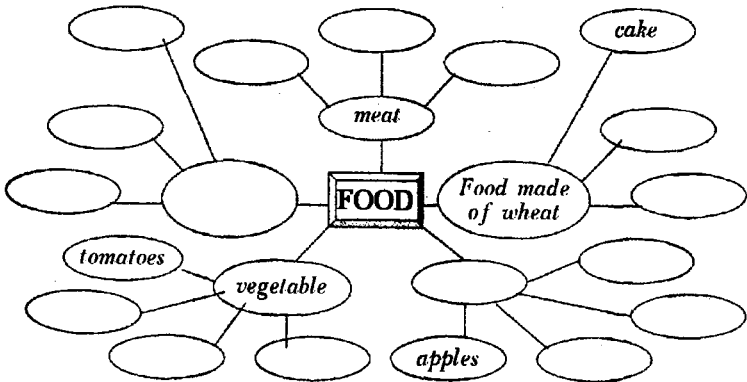
Why don't you make a fruit salad for the next party?

Vocabulary

1. Match the words from the text in A with their synonyms or definitions in B:

A	B
1) dissolve (v)	a) mild, tame, quiet
2) gentle (adj)	b) seed of a fruit
3) core (v)	c) pulp, eatable part of a fruit
4) pip (n)	d) made empty
5) flesh (adj)	e) melt, dissipate, liquefy
6) hollowed (adj)	f) take out the inner part, seeds of fruit

2. This is a food vocabulary network. Try to fill in the blanks.



Discussion

What familiar dishes can be made from each set of ingredients?

- a) 1 cabbage, 1 large carrot, 1 beetroot, 1 onion, 2 tomatoes, parsley, salt, pepper, potatoes;
- b) 1/2 kg minced beef or pork, 1 onion, 1 egg, 2 lbs milk, salt, pepper, oil;
- c) 2 carrots, 2 boiled eggs, 2 boiled potatoes, 2 pickled cucumbers, 1 onion, 200 g chicken, tinned peas, sour cream or mayonnaise;
- d) 250 g apples, salt, pepper, 4 eggs, 200 g sugar, 200 g self-raising flour raisins, walnuts, cinnamon.

Writing

Give answers to the questions:

1. What food products do you need to cook the Fruit Salad, using the given recipe?
2. Do you like the suggested way of its serving?
3. Make up a recipe of your own Fruit Salad, using other combination of fruits. Write it down.

Creative Activity

What is your favourite dessert? Try to write down its recipe.

Reading VI. Do you know that...

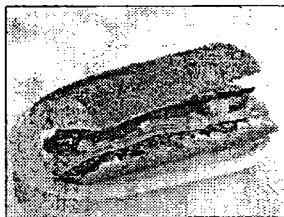
1. Read the texts about fast food products. Use a bilingual dictionary to find the English words you don't know.

2. Look up the following words and word combinations from the text in bold in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **roll**, **spice**, **sesame**, **currant**, **raisin**, **to score**, **clove**, **to reduce**.

Text 1. Hot-dog

Most people know what «a hot dog» is. It's a sausage in a roll. But do you know why it's called a hot dog? Well, the long red sausage

which goes into a hot dog is called a frankfurter; it got its name from the German town of Frankfurt. The sausages were very popular in the 1900s but hot frankfurters were difficult to sell in crowds. One man, Harry M. Stevens, had the job of feeding the crowds in baseball games. He had an idea! Why not put the frankfurters in long, hot bread rolls? This made them easy to sell. Stevens added mustard and called them «red-hots».



The «red-hots» had a hot and spicy taste and became very popular. But, in 1903, an American cartoonist drew a long German sausage dog in place of the frankfurter. They were both long, so a frankfurter in a roll became known as a «hot dog». It was a joke, but some people really thought the sausages contained dog meat! For a while, sales of hot dogs fell but not for long!

Text 2. The Hamburger

You probably think that the hamburger is a typical American food. Americans often have a hamburger for a quick lunch or snack. But do you know that the favorite American «fast food» actually comes from many different countries?

The hamburger is made of beef, not ham. The idea of chopping meat into very small pieces comes from Turkey. The name hamburger comes from the town of Hamburg in Germany.



The pickle, or pickled cucumber, comes from Eastern Europe. It is popular in Poland and Russia.

The word *ketchup* comes from China. «Ke-tsiap» is the Chinese name for a sauce made of pickled fish and spices. The first recipe for tomato ketchup is in a 1792 American cookbook.

Mayonnaise, sometimes called «mayo», is a yellow-white sauce made of eggs, oil and lemon juice. It comes from the Spanish island of Minorca, but its name is French. Mayonnaise is also used as a dressing for salads.

The *bun* is a kind of bread. It comes from an English recipe, and the *sesame* seeds on top come from the Middle East.

So, the «American» hamburger is a truly international meal!

Text 3. Elizabeth Taylor's Recipes

A famous American film star Elizabeth Taylor says:

«I love to experiment with food and I think that diet food can taste delicious».

Have a look on Elizabeth Taylor's recipes. Try to prepare one of them you like.

Baked Apple

For one medium apple:

3/4 tablespoon of currants or raisins;

1/2 orange, chopped;

1 tablespoon of sugar;

1/2 teaspoon of cinnamon.

The way of preparation

1. Wash and core apples.
2. With a sharp knife, score skin horizontally around biggest part.
3. Mix other ingredients and pack into apple.
4. Place apple into baking dish filled with 1 tablespoon water.
5. Bake until soft.

Garlic chicken

1 medium chicken, cut into pieces;

2 tablespoons of margarine;

4 large garlic cloves;

4 tablespoons of vinegar;

1 glass of dry white wine;

2 teaspoons of mustard;

1 teaspoon of tomato paste;

1 teaspoon of flour;

2 teaspoons of water;

salt and pepper.

The way of preparation

1. Brown chicken in hot margarine.
2. Add garlic and cook over low heat for 20 min (until chicken is soft).
3. Remove chicken to serving disk and keep warm.
4. Pour all but a tablespoon of margarine from pan and add vinegar.
5. Turn up heat and boil until liquid is reduced to about 2 tablespoons.

6. Add wine, mustard and tomato paste, mix well and continue to boil.
7. Mix flour with water in a small pan and shake gently until thickened. Pour in vinegar cream, mix well, add salt and pepper to taste.
8. If necessary, warm sauce before spooning over chicken.
9. Bon appetite!

Vocabulary

Match the words from the text in A with their synonyms or definitions in B:

A	B
1) roll (n)	a) dried grape
2) spice (adj)	b) to make deep parallel cuts, separate or divide
3) currant, raisin (n)	c) short biscuit or bread
4) score (v)	d) small bulb (of garlic)
5) clove (n)	e) to bring to state of less quantity
6) reduce (v)	f) fragrant, aromatic vegetable

Discussion

Using one of the recipes or the recipe of your own, make up dialogues on one of the following situations:

1. Two house wives are discussing the ways of cooking one and the same dish.
2. Grandchildren want to make a surprise for their granny on her birthday. They want to cook her favourite dish.
3. Chef in a restaurant teaches a young cook how to prepare their special dish, which is highly popular in their restaurant among clients.

Writing

Answer the following questions:

1. What different countries does the hamburger come from?
2. What other things do people put on hamburgers? What do you like on a hamburger?
3. What do you need to make your favourite sandwich, snack, or dessert? Write about it: «My favourite sandwich is... To make the sandwich, you need...».

Creative Activity

Do you know the history of any other dishes? Find some information and share it with your group mates.

In your country

Answer the following questions, concerning your country:

1. Are there many supermarkets in your country?
2. What are traditional dishes of your country?
3. What is the attitude of people in your country to food?
4. Are there many restaurants in your country?

These unit sayings:

1. Eat at pleasure, drink with measure.
2. Tastes differ.
3. To live from hand to mouth.
4. After dinner sit (sleep) a while, after supper walk a mile.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. Find countable nouns (CNs) and uncountable (UNs) in the texts of the unit.

Mark the correct columns (+) and incorrect ones (-).

We use...	with CNs	with UNs	in positive sentences	in questions	in negative sentences
some	+	+	+	-/+	-
any					
much					
many					
a lot of (lots of)					
a few	+	+	+	+	+
a little					

Look at the forms of *something/someone*, etc. The rules are the same as for *some* and *any*. Find examples in the text «Meals and cooking» from Reading III.

Some Any	+	thing one/body where
-------------	---	----------------------------

2. Find examples of **the definite article (the)** and **the indefinite article (a/an)** in the given texts of the unit.

Find examples of the cases, when there is no article and explain them.

3. Complete the sentences with *a/an*, *the*, or *nothing*.

- I have ___ book about British meals and cooking.
- ___ book is very interesting; it contains ___ recipes of ___ dishes.
- I like ___ recipe of ___ Christmas pudding, which I have chosen to prepare on Christmas Day.
- We'll have it for ___ lunch in ___ our family.
- We have two children, ___ boy and ___ a girl.
- ___ boy in five and ___ girl is three.
- They are ___ lovely children.

4. Fill in the gaps with *some*, *any*, *much*, *many*, *a lot of*, *few*, *a little*.

- Put ... marmalade in Christmas pudding, but not I don't like sweet puddings.
- Take ... apples. Two or tree. Have you taken ... sugar in your pie? — Just Only one spoonful.
- Have you got ... oranges? Yes, three kilos.
- This dish will be ready in ... minutes.
- We need ... eggs to put in a wedding cake. Two dozens.
- Have you got ... food in the fridge? — I don't need I often go out for a meal.

Before you start

What would you like to do when you leave school? What are your dreams and ambitions? In what way would you like to achieve them? What aim would you want to realize first?



Reading I. Future plans and ambitions

1. In the text you are to read the following people, whose names are given below, tell about their plans and ambitions. Match the given information in the text with the names of the speakers.

Leanne Alderdice is from Cairns in Queensland, on the northeast coast of Australia.

Victoria Smith has spent most of her life in Africa, where her father's job with the European Community has taken the family from country to country. She is now studying commercial art in London.

Sheryl M Smiley is a Navaho from Navaholand in the United States.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **to finish, a well-paid job, to fight, to hope, likely.** Use them in active vocabulary while sharing your opinion on the problem of the text.

What are you going to do after school?

I would like to go to college and **finish** with a degree, which will get me a **well-paid job**. I would like to help the Navaho people **fight** alcoholism in the reservation and help my family with any problems. I will just take things one step at a time, and as I get older, continue to help my people and make something of myself.

What are your ambitions?

Once I finish school, I **hope** to study at university to become a teacher. I really like working with people, and I hope to teach younger children. Sometimes I'd also like to travel more because you can learn so much from other people and their cultures.

What are your plans for the future?

Well, I'd like to be a commercial artist, but I haven't decided where I'll live. I would like to go back to Africa, because that's where I've spent fourteen years of my life. I think, it's more likely, that I'll live there than in Europe. I still go back a lot — at the moment, my parents are in Ethiopia.

Vocabulary

Match the given verbs in A with the appropriate nouns in B:

A	B
1) finish (v)	a) to believe
2) well-paid job (n)	b) evidently
3) fight (v)	c) to graduate
4) hope (v)	d) to be against
5) likely (adv)	e) work with a very high salary

Discussion

1) Analyse the interviews, you've been acquainted with. What is different in Victoria's plans? What is exactly the same to other speakers' point of view?

2) Ask your friend questions about their plans, take notes and then make a project like the one, given above. Choose the interview you prefer like a scheme for your project.

3) Compare the interviews you have made with the given above ones. What is in common in plans of all young people of your age from different countries?

4) Enumerate the following events in the order you expect them to happen in your future life:

- get married
- travel (abroad)
- buy a house
- graduate from the university
- get a high-powered and well-paid job
- have children
- buy a car
- start your own business
- have enough money
- work hard
- retire
- relax and enjoy yourself.

Writing

1. Share the information with your partner on the given problem in Unit 5, using the following phrases:

- I think, I'll...
- I'd like to...
- I'll probably...
- I hope to...
- I'm looking forward to... + V-ing...
- I might + V.

If you are sure and have already thought everything over:

- I'm planning to...
- I'm going to...

2. Write the number of each drawing (1-14) on p. 99 next to the correct names of jobs, given below (a-n).

- | | | | |
|---------------|-------------------|------------------|----------------|
| a) accountant | b) office workers | c) businesswoman | d) doctor |
| e) secretary | f) fireman | g) chemist | h) electrician |
| i) actor | j) policeman | k) artist | l) dentist |
| m) visagiste | n) baker | | |

Do we have «only for men/women professions»? What are the restrictions? Prove your answers.

Creative Activity

Make a project: «Happiness is ...»

Interview your friends; use well-known sayings and quotations, any stories you know to illustrate the point.

Reading II. Arranged marriages

1. What is an «arranged marriage»? In which countries or cultures is this type of marriage common? Do you know anyone who has had an arranged marriage? Is it common in your country?



1



2



3



4



5



6



7



8



9



10



11



12



13



14

2. «An arranged marriage» is a marriage, in which the parents choose the person, who their son or daughter will marry. Do you agree with this statement? Prove your answer.

3. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: a suitable girl, inquiries, encouraging, a good catch, although, a great surge of attraction, spark, mental attraction, to pinpoint, after a while, lasting.

Real — life couples

Sarita and Ranjit Sharma talk about their arranged marriage:

How was the marriage arranged?

Sarita: I was studying in America at the time. A friend of my family told us there was this man living in Britain who was looking for a suitable girl. My dad liked the sound of him. We made some inquiries — about his education, concerning what he did. The news was very encouraging. Ranjit was a good catch.

Ranjit: The first I knew about Sarita was the day before she arrived here! My father organized the whole thing. I was happy to meet Sarita but I knew I could always say «no», if I didn't think we'd be right together.

What were your first impressions of each other?

Sarita: Good. Although there wasn't a great surge of attraction. I remember thinking, «He seems nice». The atmosphere that day was quite intense, because our families were watching us. So Ranjit suggested going out for a drink on our own.

Ranjit: I liked Sarita. I found her attractive, but there wasn't that spark you get if you see someone you fancy at a party. It was more mental attraction.

How did you decide on each other?

Sarita: We met up three more times over the two weeks before I returned to America — by then I'd decided that Ranjit was right for me.

Ranjit: There was pressure from my family after the very first meeting. I'd seen three girls before Sarita. But she was the first I was interested in. So I said «yes» after those first three meetings.

Do you love each other now?

Sarita: Yes we do. I couldn't pinpoint an exact time when love began, but it was about two years.

Ranjit: Love came into our relationship after a while. I didn't wake up one morning and think, «I love this woman». The love we now have is warm, deep and lasting.

Vocabulary

How do you understand the meanings of the following words and word-combinations? Explain their meanings in dialogues' situations with your group mates:

- a) a suitable girl;
- b) he was a good catch;
- c) on our own;
- d) to pinpoint;
- e) mental attraction.

Discussion

Will Ranjit and Sarita make a happy family? Why? Would you like your future husband/wife to be chosen like that? Why? Why not? Do you think that arranged marriages so often end in divorce?

Writing

Read the story again. Write T (true), F (false) or ? (don't know) next to the following statements:

- 1) Sarita and Ranjit had known each other from their childhood.
- 2) Sarita's mother liked Ranjit a lot.
- 3) The first time Sarita and Ranjit met, their families were present at the meeting.
- 4) They were very physically attracted to each other, when they met.
- 5) Sarita and Ranjit agreed to get married, after knowing each other for just two weeks.
- 6) They fell in love with each other about two years after their marriage.

8 Creative Activity

A good wife or husband

1. You like to have a happy family in future, don't you? You have a chance to start thinking about it right now. Discuss the following problem in groups. Prove your point of view!

2. What qualities do you look for in your future wife or husband? You are given a list of 21 positive qualities. Read them carefully and then write down the number of the qualities that you consider the most important for a wife (if you are a boy) or a husband (if you are a girl).

3. Then rearrange the order of these good qualities in this list from their degree of less importance, starting with the quality that you find the least valuable one.

- | | |
|-------------------|------------------------|
| 1. ambitious | 12. sociable |
| 2. cheerful | 13. clever |
| 3. reliable | 14. sexy |
| 4. generous | 15. honest |
| 5. kind and sweet | 16. strong |
| 6. rich | 17. younger than you |
| 7. gentle | 18. faithful |
| 8. modest | 19. intelligent |
| 9. hard-working | 20. pretty or handsome |
| 10. educated | 21. polite |
| 11. charming | |

And now there is a list of twelve negative qualities, which you, perhaps, wouldn't like in your future wife or husband. Rearrange the order of these qualities, starting with the quality that you would hate in your wife's or husband's behaviour most of all going down to the qualities that you would hate less.

Finish with the one that would be the least harmful in your opinion.

- | | |
|--------------|---------------|
| 1. mean | 7. uneducated |
| 2. talkative | 8. careless |
| 3. nervous | 9. unfaithful |
| 4. childish | 10. weak |
| 5. untidy | 11. plain |
| 6. boring | 12. lazy |

Try to make a group survey. Does your opinion coincide with your group mates' ones? What inner qualities do you think you need to improve in yourself to become a good wife or husband?



Reading III. Our life is the process of advertising

1. Read the text about the process of advertising. You will come across two definitions of the term «advertising». Which one do you prefer? Why? Prove your choice. Try to give your own definition of this word.

2. You will be acquainted with famous Mass Media editions. These famous newspapers and magazines are usually the sources of information, aimed at people's plans and ambitions realization.

3. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **best-selling, edition, daily circulation, to launch, headquarter, entertainment, investigative journalism, international issue, emphasis, full-colour magazine, wire, onboard rail magazine, target.** Use them in active vocabulary while sharing your opinion on the problem of the text.

When we hear someone say that advertising is bad, that it makes people «zombies» by imposing things on them, we often nod in agreement without thinking over those words. But if we thought a little, we would see that our life is a process of advertising.

In order to have a better concept of what advertising is, let's look at its definition:

advertising (n.) — the attracting of public attention to a product, service, etc. (New Webster's Dictionary) **advertising (n.)** — the business of encouraging people to buy goods... (Longman Dictionary of Contemporary English).

If you look closely at these two definitions, you'll notice that the first one points at the fact that not only products can be advertised, while the second one links advertising with the process of buying. Maybe the first one is much more acceptable.

Our life is not just about buying or selling, it's more about constantly choosing between two or more things, ways, etc. It's choice that saturates our life and makes advertising a necessary thing. It is choice that makes advertising point out something to be bad or good, useful or useless, successful or not. So advertising is a way of helping people to choose. You can see that it's a way to help people, not to impose things on them. The process of advertising goes in school, at work, in homes, in the society; we just have to see it and accept it as a necessary component of life.

As for the influence of advertising, it can be either positive or negative; but that's why we, people, were given free will to choose.

Perhaps, advertising doesn't make anyone a zombie or a robot; if it did, we would have a perfect society. A person becomes a zombie only when he stops using his brain and will. And it is the choice of a person and not the imposition of advertising.

World-famous newspapers and magazines

DAILY MAIL. Over 2.2 million copies of «The Daily Mail» are sold every day. The paper has won a lot of awards for its campaigning, its news reports, special features and design.

For Internet information: www.dailymail.co.uk

THE DAILY TELEGRAF. «The Daily Telegraph» is the best-selling of the four «quality» British newspapers (the others are The Times, The Guardian, and The Independent), selling over one million copies a day. The newspaper was first published in 1855.

For Internet information: www.Telegraph.co.uk

EVENING STANDARD. Founded in 1827 and now London's only evening newspaper. «The Evening Standard» focuses on the top news stories that will be in the national newspapers the next day. Nearly half a million copies are sold throughout the day from the first edition at 9 a.m. to the «evening final».

For Internet information: www.standard.co.uk

THE GUARDIAN. «The Guardian», which started in 1821, has a daily circulation of over 400,000. It often prints articles in translation from important European newspapers.

For Internet information: www.guardian.co.uk

THE INDEPENDENT. «The Independent» is a British daily newspaper which was launched in 1986. It is noted for its photojournalism and offers a mixture of news stories («busy» pages) and longer articles («long reads»).

For Internet information: www.independent.co.uk

HERALD TRIBUNE. «The International Herald Tribune» is a daily newspaper. Its headquarters are in Paris and it is printed in 14 cities. Started in 1887, the IHT focuses on international political and business news. Around 208,000 copies are sold daily to over 180 countries.

For Internet information: www.ihf.com

THE OBSERVER. «The Observer» is the oldest Sunday newspaper in the world. It was first published in 1791. Like its rival «The Sunday Times», it has many sections, which focus on world news, sport, arts, business and finance. Its weekly circulation is around 450,000.

For Internet information: www.observer.co.uk

THE SUNDAY TIMES. «The Sunday Times» was started in 1821. The paper is world-famous for its **investigative journalism** and its news and business reports. «The Sunday Times» has many different sections covering news, business, sport, fashion, arts and **entertainment**. Around 1,350,000 copies are sold every week.

For Internet information: www.times.com

THE SYDNEY MORNING HERALD. «The Sydney Morning Herald» is Australia's oldest publication (it was founded in 1831) and also its leading newspaper. It has a daily circulation of 270,000 and focuses on local, national and **international** issues, with **special emphasis** on Asia.

For Internet information: www.smh.com.au

CHILDREN'S EXPRESS. «Children's Express» is a British Express news agency run by young people aged 8–18. This edition was started in Britain in 1995 and has two publish houses: London and Newcastle (in the northeast of England). «Children's Express» aims to give young people a voice in the media. Over 50 articles are published every year in local and national newspapers.

For Internet information: www.ce.org

COSMOPOLITAN. «Cosmopolitan» is a monthly magazine for women, published in various international editions, which «addresses the issues that all women face — in love, or work, and in the world». Its UK edition sells over 406,000 copies every month.

For Internet information: www.cosmomog.com

FHM «FHM». is for Him Magazine, a **full-color magazine** for men with features on famous people, fashion, health, food and travel.

For Internet information: www.erack.com/fhm

FORBES. «Forbes» is an American weekly magazine with features on business, finance, law and technology. Its focus is national and international.

For Internet information: www.forbes.com

FRIENDS OF THE EARTH. «Friends of the Earth», one of the UK's leading pressure groups, focuses on protecting and improving the environment, present and future.

For Internet information: www.foe.co.uk

LIVE WIRE. «Live Wire» is an **onboard rail magazine** to entertain and inform people traveling on trains in Britain. It publishes features on celebrities as well as focusing on business news and other «human interest» stories.

NEW WOMAN. «New Woman» is a magazine which targets working women aged 25–34. It features articles on fashion, fitness, health and psychology, as well as focusing on beauty

photojournalism. Over a quarter of a million copies of the magazine are sold every month.

For Internet information: www.emck.com/nwoman

NEWSWEEK. This full-color American weekly magazine was launched in 1933. It focuses on political affairs and news stories covering the USA and Asia.

For Internet information: www.newsweek.com

19. «19» is a British monthly magazine for women (aged 19) with features on Life, Style and entertainment.

For Internet information: www.19.co.uk

U.S.NEWS. This color magazine sells more than two million copies a week in the United States. «U.S. News & World Report» focuses on national and international news, as well as publishing features on business, science and technology.

Vocabulary

Match the words from the text in A with their synonyms in B:


A	B
1) best-selling (adj)	a) everyday resolution
2) daily circulation (n)	b) aim
3) launch (v)	c) fun, amusement, interest
4) entertainment (n)	d) interested in smth.
5) investigative (adj)	e) cord, radio connection, communication system
6) wire (n)	f) to be in demand
7) target (n)	g) to start

Discussion

1. *What is your attitude towards the process of advertising? Do you buy products, which are advertised? Why? Are these products always of good quality?*

Writing

Imagine that you work for an advertising firm. Make an advertisement of a product or service your firm offers.

 *Creative Activity*

The author of the article says: «Advertising doesn't make anyone a zombie or a robot; if it did, we would have had a perfect society». What is your opinion on the point? Prepare a presentation on the problem. Try to compare the process of advertising in different countries.

Reading IV. Who knows how to make
a million?

1. A lot of people want to be rich. A desire to be wealthy is considered to be a part of a person's aims in life, his/her ambitions. The following article reveals what six millionaires said about the secret of their success.

Read the article and find out how many of these people think that it is important not to work all the time.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **to be married to, job, to be alert, single-mindedness, to be misinterpreted, to have a bit of humour, tough skin, to work hard, to seize, determination, dedication, to waste time, a clock-watcher.** Use them in active vocabulary while sharing your opinion on the problem of the text.

A

«Although I'm not married, I'm certainly not married to my **job**. That wouldn't be a good idea anyway — you've got to be relaxed enough to be **alert** at all times, if you're in business. The most important quality, I have, is **single-mindedness** — apply it to any profession and it works. But it's sometimes **misinterpreted** by friends, family and associates as not caring».

(Company chairperson)

B

«If you're going to make millions, you've got to have a bit of **humor**: somewhere along the line you're going to be disappointed. Next, learn how to stay awake 24 hours at a time. I remember once after one of my sleepless sessions, sleeping for three days without waking up».

(Songwriter)

C

«My recipe is: pick something you like. Ever since I can remember I've loved pop music and I used to listen only to that — it was my first hobby. It's easier for the young — they've got a tougher skin and aren't afraid to knock on doors. They also don't know the rules so they can break them. Education? Well I left school at 15. If you're going to spend time studying you're not going to make money».

(Record producer)

D

«The key to making millions is that you've got to see an opportunity and seize it. At school and university I worked hard and learned about logical thinking. That's what business is all about — analyzing a problem».

(Newspaper publisher)

E

«You must know what you want to do. The key to my success? Determination, motivation, hard work and don't forget luck. It's luck to be in the right place at the right time. There isn't much free time, but I do find some».

(Company chairperson)

F

«It's all very well talking about drive, ambition and dedication all these things apply to anyone who wants to be successful. But if you haven't got talent, then you're wasting your time. Besides talent you've got to be; single-minded. One last important piece of advice: don't be a clock-watcher, that's fatal».

(Novelist)

 **Vocabulary**

How do you understand the meanings of the following words; try to define them in English; use a dictionary if necessary:

- a) single — mindedness;
- b) misinterpret;
- c) to have a tough skin;
- d) to seize an opportunity;
- e) determination;
- f) dedication;
- g) a clock-watcher.

 **Discussion**


1) Find words which mean:

- a) watchful, ready for action (A);
- b) to understand in a wrong way (A);
- c) periods of time or work (B);
- d) to take hold of quickly and firmly (D);
- e) to have a strong reason for doing something (find two words) (E and F);
- f) very bad (F).

2) Whose recipe is closer to you?

3) What do you think a successful career depends on:

- a) luck;
- b) personal characteristics;
- c) rich parents;
- d) promotion;
- e) good education?

 **Writing**

1) Write a paragraph, setting out your «own way to success».

2) Write an explanation for each of these ideas:

- a) «I'm certainly not married to my job». (A)
- b) «It's easier for the young — they've got a tougher skin and aren't afraid to knock on doors». (C)
- c) «Don't be a clock-watcher». (F)

 **Creative Activity**

Create a project: «A recipe for making a fortune».

In your country

Are you ambitious? Would you like to realize your plans? Is it popular to be ambitious in your country? Is it possible to reach your aims?

This unit sayings

1. If at first you don't succeed, ask yourself why.
2. Whatever you do, do it thoroughly.

3. Looking for new ways to do old jobs means progress.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. Complete the sentences, given below, with the verb-phrase «to write a composition». Put the verb «write» in the correct form.

- I want to ...
- I'd like ...
- I can't ...
- I'm looking forward to ...
- I hope ...
- I enjoy ...
- I'm thinking of ...
- I'd love ...

2. What's the difference between these sentences?

- I'd like to visit my parents.
- I like visiting my parents

3. Put the verbs in brackets in the correct form.

1. He gave up _____ (smoke) a year ago. He could _____ (smoke) 30 cigarettes a day. 2. He stopped _____ (be lazy) and started _____ (study) hard. 3. She wants _____ (enter) the University. 4. We'd like _____ (visit) Turkey. 5. I like _____ (visit) new countries. 6. I'm looking forward to _____ (have) more time on my holidays. 7. I enjoy _____ (listen) hard rock music. 8. I'm thinking of _____ (travel) a lot in winter. 9. Alice would love _____ (go) to the theatre. 10. We are thinking of _____ (stay) at home on Sunday. 11. I enjoy _____ (climb) the mountains and (bathe) in the sea in this region. But I couldn't _____ (pass) the exam in mathematics, so I had to _____ (stay) at home. I hope _____ (find) the opportunity _____ (go) there next year.
-

Before you start

1. Do you believe in happy stars? Have you ever thought about it? Do you think that they influence your destiny, character and lifeline?

2. You have been already aware of your astrological signs and, perhaps, you know what characteristics of a person associate with twelve signs of Zodiac. Traditional astrology is based upon your month of birth. Chinese astrology is different. It's based on your year of birth. There are twelve signs in it, too; but they are named after animals. Let's find out more about it...



Reading I. Chinese Horoscopes

1. Some people consider that their success, to some extent, is connected with a horoscope sign. You may follow this idea or not. Read the text. Try to understand the Chinese idea of each animal's character. Share your opinion on the problem with your group mates.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary, find appropriate synonyms and definitions: **chart, cycle, sign, order, cautious, showy, wise, gifted, merry, faithful, proud, to relate, to affect, earthquake, to reply.** Use them in active vocabulary while sharing your opinion on the problem of the text.

The Chinese New Year falls on a different date each year, but it begins somewhere between mid-January and mid-February. You will have to use the **chart** below to find out your Chinese sign. The twelve-year cycle begins with the year of the Rat, which last century first fell in 1900, so it is easy to calculate Chinese years. The legend is that the **order** was decided thousands of years ago by Buddha, who called all the animals to a New Year meeting. Only twelve came, and the years were named after the twelve animals in the order in which they arrived. First was the aggressive Rat, second was the hard-working Ox. Then came the smiling Tiger, followed by the **cautious** Rabbit. The **showy** Dragon came next, then the wise Snake. The **gifted** Horse was next, followed by the gentle Goat, then the **merry** Monkey and the **proud** Rooster. Last were **faithful** Dog and the honest Pig.

People born in specific years are supposed to have characteristics of the year's animal. This should not be taken too seriously. The animals are symbols, and the Chinese idea of each animal's character is often different from a traditional Western view. The interesting thing about the cycle of Chinese years is that they relate to the cycles of change in the Sun, which is known to affect the Earth's weather, and may also relate to earthquakes and electrical changes in the atmosphere. It's up to you how seriously you take them. Anyway, it makes a change when someone comes up to you and says, «I can always tell people's birth signs — you're a Virgo». You can always reply by saying, «And I can always tell people's Chinese signs. You are a Pig!»

Example: The underlined year-period of the Rat lasted from 31.01.1900 till 19.02.1901 and of the Goat from 15.02.1991 till 03.02.1992.

Calculate your sign

<u>The Rat</u>	<u>The Ox</u>	<u>The Tiger</u>	<u>The Rabbit</u>	<u>The Dragon</u>	<u>The Snake</u>
31 1 00-19 2 01	20 2 01-8 2 02	9 2 02-29 1 03	30 1 03-16 2 04	17 2 04-4 2 05	5 2 05-25 1 06
19 2 12-6 2 13	7 2 13-26 1 14	27 1 14-14 2 15	15 2 15-3 2 16	4 2 16-23 1 17	24 1 17-11 2 18
6 2 24-25 1 25	26 1 25-13 2 26	14 2 26-2 2 27	3 2 27-23 1 28	24 1 23-1 0 22	11 2 29-30 1 30
25 1 36-11 2 37	12 2 37-31 1 38	1 2 39-19 2 39	20 2 39-8 2 40	9 2 40-27 1 41	28 1 41-15 2 42
11 2 48-29 1 49	30 1 49-17 2 50	18 2 50-6 2 51	7 2 51-27 1 52	28 1 52-14 2 53	15 2 53-3 2 54
29 1 60-15 2 61	16 2 61-5 2 62	6 2 62-25 1 63	26 1 63-13 2 64	14 2 64-2 2 65	3 2 65-21 1 66
15 2 72-2 2 73	3 2 73-22 1 74	23 1 74-10 2 75	11 2 75-30 1 76	31 1 76-17 2 77	18 2 77-6 2 78
2 2 84-19 2 35	20 2 85-8 2 86	9 2 86-28 1 87	29 1 87-16 2 88	17 2 88-5 2 89	6 2 89-26 1 90
19 2 96-6 2 97	7 2 97-27 1 98	28 1 98-15 2 99	16 2 99-4 2 00		
<u>The Horse</u>	<u>The Goat</u>	<u>The Monkey</u>	<u>The Rooster</u>	<u>The Dog</u>	<u>The Pig</u>
26 1 06-13 2 07	14 2 07-2 2 08	3 2 08-22 1 09	23 1 09-10 2 10	11 2 10-30 1 11	31 1 11-18 2 12
12 2 18-1 2 19	2 2 19-20 2 20	21 2 20-8 2 21	9 2 21-28 1 22	29 1 22-16 2 23	17 2 23-5 2 24
31 1 30-17 2 31	18 2 31-6 2 32	7 2 32-26 1 33	27 1 33-14 2 34	15 2 34-4 2 35	5 2 35-24 1 36
16 2 42-5 2 43	6 2 43-25 1 44	26 1 44-13 2 45	14 2 45-2 2 46	3 2 46-22 1 47	23 1 47-10 2 48
4 2 54-24 1 55	25 1 55-12 2 56	13 2 56-31 1 57	1 2 57-16 2 58	17 2 58-8 2 59	9 2 59-28 1 60
22 1 66-9 2 67	10 2 67-29 1 68	30 1 68-16 2 69	17 2 69-5 2 70	6 2 70-26 1 71	27 1 71-14 2 72
7 2 78-27 1 79	28 1 79-15 2 80	16 2 80-4 2 81	5 2 81-24 1 32	25 1 82-12 2 83	13 2 82-1 2 84
27 1 90-14 2 91	15 2 91-3 2 92	4 2 92-22 1 93	23 1 93-9 2 94	10 2 94-30 1 95	31 1 95-18 2 96

Vocabulary

Match a line in A with a line in B:

A	B
1) chart (n)	a) a sudden violent movement of the Earth's surface, causing great damage
2) cycle (n)	b) to issue commands, to influence somebody roughly
3) order (v)	c) sequence, period of time
4) be cautious (adj)	d) to answer
5) wise (adj)	e) diagram, table, sheet of paper, map
6) faithful (adj)	f) clever person with a great experience
7) affect (v)	g) to influence, move
8) earthquake (n)	h) prudent; circumspect; wary; watchful
9) reply (v)	i) true and constant, devoted

Discussion

1. Discuss in groups:

- The Chinese idea of each animal's character. Give your own opinion on the problem.
- Twelve signs in Chinese horoscope. Can you explain what they mean?

2. Apply the information from the chart below to describe other people you know well (friends, relatives, etc.).

Sign	Main feature	Positive Qualities	Negative Qualities	People born under the sign
1	2	3	4	5
The Rat	aggressive	energetic jolly charming sociable humorous generous intellectual sentimental honest persistent	greedy small-minded power-hungry destructive suspicious tiresome gamblers	Nixon, Brando, Shakespeare, Mozart, Tolstoy
The Ox	hard-working	lonely leaders strong proud reserved methodical original eloquent patient silent	rigid bad losers authoritarian conventional jealous stubborn slow	Chaplin, Hitler, Napoleon, Walt Disney, Mrs. Thatcher, Nehru

Продолжение таблицы

1	2	3	4	5
The Tiger	smiling	magnetic lucky - strong honourable leaders liberal-minded courageous generous passionate	vain rash disobedient undisciplined argumentative rebellious	Elizabeth II, De Gaulle, Beethoven, Marilyn Monroe
The Rabbit	cautious	clever hospitable sociable friendly sensitive ambitious careful	private timid thin-skinned old-fashioned hypochondriac squeamish	Einstein, Bob Hope, Confucius
The Dragon	showy	artistic enthusiastic lucky healthy generous sentimental successful independent	demanding irritable loud-mouthed stubborn discontented wilful	John Lennon, Ringo Star, Al Pacino, Abraham Lincoln, Darwin
The Snake	wise	sympathetic lucky sophisticated calm decisive attractive philosophical elegant compassionate	lazy possessive tight-fisted bad losers changeable vengeful extravagant	J.F. Kennedy, Jackie Kennedy, Howard Hughes, Bob Dylan, Mao Tse Tung, M. Gandhi
The Horse	gifted	athletic charming quick-witted hard-working entertaining powerful skilful cheerful eloquent independent	weak unfeeling hot-headed selfish ruthless tactless impatient rebellious	Neil Armstrong, Paul Simon, Paul McCartney, Jimi Hendrix
The Goat	gentle	artistic peace-loving sweet-natured lovable creative inventive amorous tasteful intelligent	insecure pessimistic unpunctual undisciplined dissatisfied irresponsible	Mick Jagger, Joni Mitchell

Окончание таблицы

1	2	3	4	5
The Monkey	merry	enthusiastic witty good in business clever fascinating passionate youthful very intelligent inventive	vain adolescent long-winded unfaithful untruthful untrustworthy	Yul Brynner, many comedians
The Rooster	proud	enthusiastic stylish popular lively amusing generous adventurous industrious conservative courageous	pompous pedantic short-sighted boastful mistrustful extravagant	Katharine Hepburn, many military officers
The Dog	faithful	loyal noble modest devoted prosperous courageous respectable selfless dutiful intelligent	introverted cynical critical moralizing stubborn defensive	Winston Churchill, Elvis Presley, Sophia Loren, Brigitte Bardot

✎ Writing

Complete the chart below with the forms of different parts of speech. Mark the stress and pay attention to some spelling changes.

Noun	Adjective
1) single-mindedness	a) single-minded
2)	b) humorous
3) disappointment	c)
4) logic	d)
5)	e) determined
6)	f) motivated
7)	g) lucky
8)	h) ambitious
9)	i) introverted
10) success	j)
11)	k) talented

🕒 Creative Activity

Try to guess what sign your teacher(s) and the other members of your group might be. Then find out what sign they really are.

Reading II. How to be an Alien?

1. Read an extract from «How to be an Alien» by George Mikes. What two meanings does the word «clever» have? What different in meaning words (they are called homonyms) do you know?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **amount**, **to consider**, **exaggerated**, **contempt**, **disgust**, **to be out of date**, **to mislead**, **for instance**, **ingenious**, **dexterous**, **estimable**, **furtive**, **treacherous**, **sneaking**, **to assert**, **a personal view**, **self-assured**, **profound**. Use them in active vocabulary while sharing your opinion on the problem of the text.



«You, foreigners are so clever», said a lady to me some years ago. First thinking of the great **amount** of foreign idiots and half-wits I had the honour of meeting. I **considered** this remark **exaggerated** but complimentary.

Since then I have learnt that it was far from it. These few words expressed the lady's **contempt** and slight **disgust** for foreigners.

If you look up the word «clever» in any English dictionary, you will find that the dictionaries are **out of date** and **mislead** you on this point. According to the Pocket Oxford Dictionary, **for instance**, the word means «quick and neat in movement...», «skilful, talented, **ingenious**». Dictionary gives these meanings: **dexterous**, skilful, ingenious, quick or ready-witted, intelligent. All nice adjectives, expressing valuable and **estimable** characteristics. A modern English man, however, uses the word «clever» in the sense: shrewd, sly, **furtive**, surreptitious, **treacherous**, **sneaking**, crafty, un-English, un-Scottish, and un-Welsh.

In England it is a bad manner to be clever, **to assert** something confidently. It may be your own **personal view** that two and two make four, but you must not state it in a **self-assured** way, because this is a democratic country and others may be of a different opinion.

This pompous, showing-off way of speaking is not permissible in England. The Englishman is modest and simple. He uses but few words and expresses so much — but so much — with them. An Englishman looking at the same view would remain silent for two or three hours and think about how to put his **profound** (strong) feeling into words. Then he would remark: «It's pretty, isn't it?»

Vocabulary

1. Match a line in A with a line in B:

A	B
1) amount (n)	a) own opinion
2) consider (v)	b) clever, skilful, talented, creative
3) exaggerated (adj)	c) faithless, betraying a trust
4) out of date (adj)	d) confident
5) for instance (adv)	e) old-fashioned
6) treacherous (adj)	f) quantity
7) self-assured (adj)	g) enlarged beyond bounds or the truth, enormous
8) personal view (n)	h) think
9) ingenious (adj)	i) for example

2. Choose the synonyms with the word «clever»:

skilful, silly, talented, ingenious, cruel, perfect, intelligent, sharp-minded, shrewd, furtive, lazy, treacherous.

3. What nouns can be formed from these adjectives?

Use a dictionary to help you.

Example: kind — kindness

punctual	optimistic	reliable	lazy
confident	generous	ambitious	stupid
sensitive	strong	flexible	shy

Discussion

Answer the following questions.

1. What is writer's idea about the difference between the lexical meaning of the word «clever» and its colloquial usage, when an Englishman uses it?
2. How does the author illustrate the point that «the showing-off way of speaking is not permissible in England»?
3. Does the writer think that the English dislike people who express their ideas in a self-assured way?
4. Give an oral summary of the text.
5. Speak about the experience in your field of work, giving different lexical meanings of some words you use in your presentation.

Writing

1. Fill in the gaps with prepositions.

- «You, foreigners are so clever», said a lady ... me.
- You can look ... the word «clever» ... any English dictionary...
- It's according ... the Pocket Oxford Dictionary...
- This pompous, showing-off way ... speaking...
- An Englishman looking ... the same view would remain silent ... two or three hours.

2. Match adjectives with opposite meanings:

1) clever, shrewd, smart	a) lazy
2) skilful	b) simple-hearted
3) un-English	c) illiterate
4) sly	d) superficial
5) intelligent	e) indiscreet (immodest)
6) hard-working	f) stupid, silly
7) modest	g) inefficient
8) profound	h) English
9) dexterous	i) stealthy, secret
10) ingenious	j) honest, direct, sincere
11) furtive, surreptitious	k) skilful
12) treacherous	l) untrustworthy

3. There are a lot of short comparisons (idioms), used in the English language to make the speech more vivid and colourful. Below you are given thirty of the most common ones. Complete each of the given statements (b) with a suitable word or phrase from the following list (a):

a) List of words and phrases:

a bat	chalk from	mustard	the
brass	cheese	life	nose on your face
a berry	a lord	a feather	the grave
a bee	a fiddle	a hatter	a fox
a bell	a pancake	the hills	a rock
a cucumber	a daisy	a church mouse	toast
a doornail	gold	a picture	two peas in a pod
a post	nails	clockwork	
	lead		

b) Idioms to complete:

- As mad as _____
- As flat as _____
- As dead as _____
- As heavy as _____

- | | |
|--------------------------|------------------------|
| 5. As light as _____ | 18. As deaf as _____ |
| 6. As regular as _____ | 19. As fit as _____ |
| 7. As blind as _____ | 20. As pretty as _____ |
| 8. As different as _____ | 21. As bold as _____ |
| 9. As clear as _____ | 22. As drunk as _____ |
| 10. As plain as _____ | 23. As cool as _____ |
| 11. As like as _____ | 24. As warm as _____ |
| 12. As cunning as _____ | 25. As old as _____ |
| 13. As hard as _____ | 26. As fresh as _____ |
| 14. As busy as _____ | 27. As large as _____ |
| 15. As keen as _____ | 28. As silent as _____ |
| 16. As poor as _____ | 29. As good as _____ |
| 17. As steady as _____ | 30. As brown as _____ |

Which of the idioms can be used to characterize people? Make examples, explaining the meaning of the idioms.

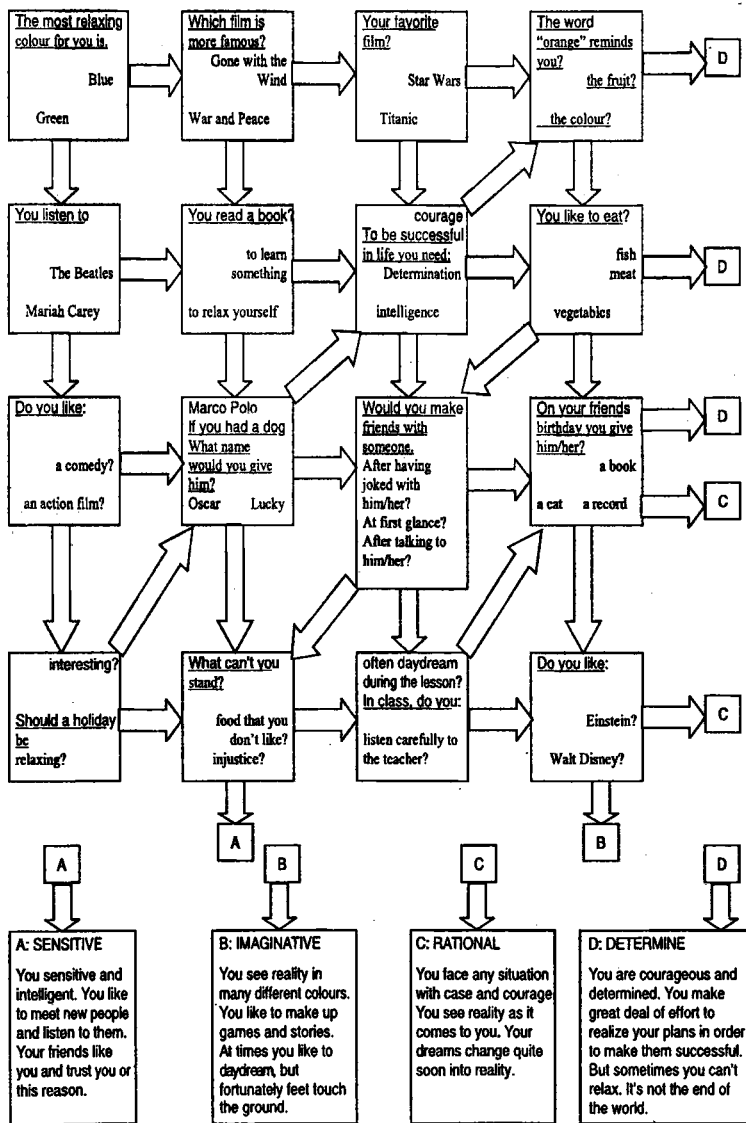
Creative Activity

What kind of personality are you?

Are you rational or imaginative?

Are you sensitive or determined?

Find out the answers, doing the following test.



Reading III. Eight Steps toward a More Satisfying Life

1. *Read and translate this article. Is it the right headline, given for this text?*

2. *Pay attention to the following words and word combinations from the text and explain their meaning, using a monolingual dictionary: gratitude, thankful, magnificent, systematic, stranger, approval, sweetness, pleasurable, crossroad, forgiveness, inability, satisfaction, relationship, hardship.*

1. Count pleasing moments in you life. One way to do this is with a «gratitude journal» in which you write down three to five things for which you are thankful — from the mundane (your peonies are in bloom) to the magnificent (a child's first steps). Do this once a week, say, on Sunday night. Keep it fresh by varying your entries as much as possible.
2. Practice acts of kindness. These should be both random and systematic. Being kind to others, whether friends or strangers, triggers a cascade of positive effects — it makes you feel generous and capable, gives you a greater sense of connection with others and wins you smiles, approval and reciprocated kindness — all happiness boosters.
3. Savour life's joys. Pays close attention to momentary pleasures and wonders. Focus on the sweetness of a ripe strawberry or the warmth of the sun when you step out from the shade. Some psychologists suggest taking «mental photographs» of pleasurable moments to review in less happy times.
4. Thank a mentor. If there's someone whom you owe a debt of gratitude for guiding you at one of life's crossroads, don't wait to express your appreciation — in detail and, if possible, in person.
5. Learn to forgive. Let go of anger and resentment by writing a letter of forgiveness to a person who has hurt or wronged you. Inability to forgive is associated with persistent rumination on revenge, while forgiving bolsters positive feelings about your past and gives you peace of mind.
6. Invest time and energy in friends and family. Where you live, how much money you make, your job title and even your health have surprisingly small effects on your satisfaction with life. The biggest factor appears to be strong personal relationships.

7. Take care of your body. Getting plenty of sleep, exercising, stretching, smiling and laughing can all enhance your mood in the short term? Practiced regularly, they can help make your daily life more satisfying.
8. Develop strategies for coping with stress and hardships. There are no avoiding hard times. Religious faith has been shown to help people cope, but so do the secular beliefs enshrined in axioms like «This too shall pass» and «That which doesn't kill me make me stronger». The trick is that you have to believe them.

Vocabulary

Match a line in A with a line in B.

A	B
1) relationship (n)	a) splendid
2) magnificent (adj)	b) difficult or unpleasant conditions of life, not easy process or work to do
3) systematic (adj)	c) peaceful and friendly relationship towards a person
4) sweetness (n)	d) the way in which two or more people feel and behave towards each other
5) stranger (n)	e) lack of power or means to do something
6) hardship (n)	f) someone whom you don't know, not a foreigner-a person from another country
7) inability (n)	g) in determined order

Discussion

Recollect pleasurable moments of your life, which help you to overcome stresses and hardships and tell about them to your group mates.

Writing

Answer the following questions:

1. Do you agree with pieces of advice, given in the text?
2. What things are important for satisfying life?
3. What is a «gratitude journal»?
4. Do all acts of kindness have to be systematic?

5. Is it important to take care of your body to make your daily life more satisfying?
6. Why do we have to invest time and energy in our family and friends?

Creative Activity

1. Compose some pages of your own «gratitude journal» for a week and present it to your group mates.
2. What steps toward a more satisfying life could you take?

Reading IV. Money, Money, Money

1. Do you agree that money plays an important role in our life? How important is it to you? Will money determine your future job choice? Are there any other reasons? How will you choose your job? What criteria are the most important for you?

2. Look up the following words and word combinations in bold type in a monolingual dictionary from the set of texts about persons who made their fortune and find appropriate synonyms and definitions: **rank, to be obsessed, wizard, fierce, competitor, to cope with, curious, to suggest, estate, currently unemployed, priority list, solely, to deteriorate, divorce, maisonette, cardboard box, concern, estate, advertising, aspiration, particularly, reverting, state fund, to deny, consumption, conspicuous, butler, enable, apex, vigour.** Use them in active vocabulary while sharing your opinion on the problem of the text.

Text 1. Bill Gates, the software king

You are going to read an article about Bill Gates. He is one of the richest men in the world.



Bill Gates was born in 1955. He created the first software — the programs that help personal computers process different information. As founder of Microsoft Inc., he is now one of the richest men in America.

Most of the computers in the world use software invented by Bill Gates, the founder of Microsoft Inc. of Redmond, Wash. Software is

the set of programs that make computers — whether business or personal — perform various tasks.

Gates was born in Seattle, Wash, in 1955. As a boy, he was bright and curious. He was active in Scouting; reaching Life Scout rank in Troop 186. He especially loved hiking, camping and other outdoor adventures.

But Gates was obsessed with computers. While a student at Harvard University in 1975, Gates and his friend, Paul Alien, developed a computer language for an early version of the personal computer.

Microsoft was born. Gates went on to develop operating systems, such as MS-DOS and software programs.

Thanks to Microsoft, Gates is now one of the richest men in America. He is worth more than \$8 billion. A technical wizard and a fierce business competitor, Gates sees great things ahead for computers. He says they «are really going to change a lot of things in the world — the way we work, the way we play and entertain ourselves and even the way we are educated».

Text 2. Who wants to be millionaire?

Read the text and discuss the main problem, evaluated in it; pay attention to the connection between the main part and the introduction.

Surveys indicate that women might be more easily adaptable than men to the changes that are taking place in the job market. It has been suggested that they are more skilled at *coping with* different kinds of work at once, and girl's educational achievements at school are continually improving. But they are also more willing to take on lower-paid jobs and part-time work than men.

Becky, Kelly, Neil, Sarah, Emma and their friends are in Year 11, and they are looking at the job market. They don't like what they see. They don't want to join the 88,000 school-leavers that are currently unemployed. Several of the girls already have Saturday jobs, earning at most \$15 for a nine-hour day.

None of them wants to follow their parents' footsteps. Sarah's mother is a cleaner and her dad is a milkman. «I don't want to do what my mum does», she says, «and I hate the way my dad smells of milk all the time».

Top of everyone's priority list for a job is money. These teenagers are realists and unashamed materialists. They see their success as solely dependent on their own efforts.

They want interesting work, but most of all they want a well-paid job that pays well. Emma saw her family's situation **deteriorate** in the 1980s: amid job, loss and divorce. Her father, a tool-setter, has changed jobs repeatedly. Emma used to live in a «lovely, brand-new house» and ended up in a small **maisonette**. «You need money, otherwise you have got no kind of life», she says. «You need a lot, maybe \$200 a week. You want to own your own house, car and you need clothes for going out. If you don't have money, you're living in a **cardboard box**. You're freezing».

When wealthy people see such creatures on the streets, they are taking the mickey out of them. That means to laugh at them and make them seem silly, by copying their behaviour or tricking them in an amusing or unkind way. Anyone wouldn't like that.

These teenagers know only too well the social problems around them. Law and order is a big concern. «I know a boy who robs loads of people and he is still out», says Becky. «There are families on this estate with boys who are thieving, and stealing. I know a couple of boys who ride around on \$1,000 mountain bikes with guns in the back and the police just run away from them».

Few, however, have ambitions to set the world right with their work. Indeed public-sector careers in the police, teaching or the NHS (Nation Health Service), appeal little to the young.

The talk is of being in business, the law, **advertising**, nice office jobs. Terri-Anne strikes a realistic note. «I'd like to have a job where I felt I achieved something that would help someone else». But then she adds. «I mean, if I was working for a company, in advertising, say, I would want to feel I was helping the company».

America is seen as the Promised Land. A generation that has grown up watching American television sees the United States as a country of opportunity, where it might be able to satisfy **aspirations** to material wealth and security. «Everything seems bigger and better», says Becky. «Everyone seems rich. They have bigger houses, bigger cars, and more money». Andrew, 15, a serious, fresh-faced boy, wants to live in Hong Kong. «I'd like to be a businessman. You get paid a lot and have a lot of power. I'd go anywhere other than England. It's boring and cold. If you don't have money, you don't have a life».

Text 3. What Can You Buy for Trillion Dollars?

Is it difficult to make a fortune? Read the text and give your own opinion on the given problem.

Two little items from the last few days' papers. One is that Bill Gates, head of Microsoft, looks like becoming the world's first trillionaire — a personal fortune of more than \$1,000 billion — in the next seven years, or so calculates *The New York Times*. The other, from the *Mirror*, reports that there are now 130,000 sterling millionaires in Britain and that there will be 200,000 by 2000.

With wealth comes power. In many ways the world, and particularly the US, is reverting to the sort of balance of power that existed before the First World War. Then, individual governments were relatively less important. There was a global financial market so that, like now, they had little control over exchange rate or interest rates. Private sector money, rather than state funds, was used to finance big infrastructural projects, as is increasingly happening at the moment. And the most vibrant commercial organisations, the booming companies of the day, tended to be run by powerful individuals rather than salaried managers, again rather as seems to be happening today.

So the shift of power is not just from public sector to private sector, within the private sector there is a shift from bureaucratically managed corporations to ones run by owner-managers. The new heroes are charismatic businessmen, not corporate suits.

If a government wants something done, it finds itself increasingly turning to these people. The reason is that the self-made billionaire can operate with a freedom that is denied to both governments and share-holder-owned companies.

Rich human beings are behaving exactly as they did a century ago. It was not good enough to spend money to be comfortable, money had to be wasted and the more wasteful the spending, the greater the social status conferred on the spender.

Many aspects of late-nineteenth century consumption are familiar today. Some of conspicuous leisure activities, such as owning racehorses and yachts, live on; though now there are new ones such as heli-skiing or, in the case of Mr. Branson, going round the world in a balloon. Other aspects of conspicuous consumption have changed slightly in form. Thus the trophy wives of that era had to wear uncomfortable clothes to maintain their status, whereas now they have to put in uncomfortable hours in the gym to maintain their figures. And the personal servants of that day were footmen, butlers and maids, whereas now these would be personal secretaries, publicists and bodyguards.

All this might seem a little depressing, or at least it is until you consider the alternative. Two or three generations of peaceful

wealth generation will enable a large number of people to have enough money to live well and still have plenty to spare.

Look at the way global telecommunications are being revolutionized at the moment. This is the most important single change happening in the world economy. The driving force is not governments, which have tended to stifle competition by regulation and only recently have learned to let the market determine what should happen. Nor is the driver old telephone companies, which have fought to maintain their monopolies as long as possible. Nor is it, big computer companies.

No. The drive comes from individuals who have broken the old rules. Bill Gates is at the apex of that pyramid, but there are many, many more on the ladder behind. The new industries of the next century will be created by new money, and will in turn create new money. The vigour will come from some of those 200,000 British millionaires, and from the vastly greater of new millionaires.

We are used to living in a world run by governments and corporations. They will of course continue, but they will be less important. In the future the world will not be changed by them. It will be changed by rich people, bringing with them their values, good and bad; and the changes that they make will generate yet more rich people.

Vocabulary

Match a line in A with a line in B:

A	B
1) suggest (v)	a) storing wish
2) estate (n)	b) at the present time
3) skilled (adj)	c) make better
4) cope with (v)	d) get worse, to be impaired in quality
5) improve (v)	e) small house, dwelling
6) currently (adv)	f) offer
7) solely (adv)	g) singly, alone, only, exclusively, entirely
8) deteriorate (n)	h) country
9) maisonette (n)	i) deal successfully, succeed in smth.
10) aspiration (n)	j) well-trained, highly professional

Discussion

Write an explanation for each of these ideas.

- «I'm certainly not married to my job».

2. «It's easier for the young — they've got a tougher skin and aren't afraid to knock on doors».
3. «You don't have to be a clock-watcher».

Writing

Answer the following questions:

- a) Do teenagers want to have the same jobs as their parents? Why/Why not?
- b) What will determine their job-choice?
- c) What jobs do they consider prestigious/not very appealing?
- d) What's their attitude to America?
- e) Do you want to be a millionaire?
- f) How would you like to spend your money, if you got one million dollars?

Creative Activity

1) Write a paragraph, setting out your own «recipe for making millions».

2) What do you think a successful career depends on:

- a) luck;
- b) personal characteristics;
- c) rich parents;
- d) promotion;
- e) good education?

In your country

Could you name the richest people in the world? Who are the richest ones in your country?

This unit sayings

1. Money begets money.
2. Money is a good servant but a bad master.
3. He, that has no money, needs no purse.
4. Poverty is no sin.
5. Diligence is the mother of success.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. What are **the comparative and superlative forms** of the following **adjectives**? What are the rules?

- | | |
|---------|-------------|
| a) rich | c) easy |
| cheap | noisy |
| old | dirty |
| b) big | d) boring |
| hot | important |
| fit | comfortable |

2. These adjectives are irregular. What are their comparative and superlative forms?

- | | | |
|-----|------|-----|
| far | good | bad |
|-----|------|-----|

What are the comparative and superlative forms of these adjectives?

- | | | |
|--------|------|------|
| little | many | much |
|--------|------|------|

3. Adjectives are also combined with **as...as**:

- 1) She isn't as diligent as her brother.
- 2) He is as clever as a snake!
- 3) Englishmen aren't as conservative as American people.

4. Put the adjectives in brackets in the right form.

1. Our school is _____ (old) in the town.
2. This café is _____ (comfortable) than that one. And it is _____ (cheap).
3. I don't think that Moscow is _____ (expensive) than Tokyo.
4. This time your journey will be _____ (long), but _____ (easy).
5. I can't choose _____ (beautiful) dress. All of them are as _____ (wonderful) as the queen's ones.
6. Are people in the country _____ (friendly) than in towns?
7. London is _____ (warm) than Alaska.
8. He is _____ (conservative) teacher in our school.
9. His life was becoming _____ (bad) and _____ (bad).
10. It was _____ (boring) and _____ (hard) period in his life.

Before you start

This unit is devoted to the problem of fame and connected with the ways famous people reach their stardom. A person can become famous in different ways. Share your opinion on the problem and discuss it in groups.

1. What do you think the main ways to become famous are?
2. What kind of job or occupation should a person take up to become famous?
3. What personal characteristics are important to «make a way to stardom»?
4. What do you think self-propelled success is? Do you agree that any person needs a good promoter and efficient marketing to become famous?

Reading I. Fame and Fashion. Gianni Versace

1. *You are going to read the text about one of the most popular and well-known designers — Gianni Versace. What do you know about him and his way to stardom? Read the text and find the reasons why things, designed by him, were so popular?*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: leather, to be sleazy, wet glove, to impart, to be titillating, to be outrageous, advertising, lavish, approach, irreverent, snakeskin pant, beyond, pounding, to be involved, to be intertwined, to serve, boutique business, accessories, fragrance, to be reflected, financial brains, creative force, genteel.*



Gianni Versace believed in pushing to the limit. His leathers were sleazy; his dresses fit the body like a **wet glove**. His clothes eroticized, even prettified men, they **imparted** a tough edge to women. As a designer he could be **titillating**, **outrageous**, bombastic, vulgar, classic, avantgarde and, of course,

wildly expensive. He became known as much for the way he presented his fashions — on the runway, in advertising and in lavish «image books» — as for the clothes themselves. His approach was always provocative, irreverent, even shocking.

Versace has made much being a «rock'n'roll designer». Certainly he had long made custom stage clothes for his musician friends, from Elton John's Captain Fantastic look to the Artist Formerly Known as Prince's satin jackets and snakeskin pants for the Gold Experience Tour.

But Versace's vision went away beyond that Versace simply loved rock'n'roll and the freedom that it stood for. His shows were staged like rock'n'roll shows, with great pounding soundtracks.

Eric Clapton, Freddie Mercury, Sting, Madonna, David Bowie, Jon Bon Jovi, Tina Turner and Courtney Love all showed up at Versace shows at one time or another.

Born in 1946 in the town of Ressio Calabria, in Italy, Versace was the son of a dressmaker. Like many other important designers, he learned to make clothes at an early age. He studied architecture but soon became involved in his career, family and business were intertwined. He served as a buyer for his mother's boutique business, worked for a series of ready-to-wear companies, including Jenny and Callaghan. His first solo men's collection was in 1979. He also designed for women, for the home, leather and accessories, fragrances and furs, and costumes for La Scala and the bullet.

The family aspect of the Versace business seemed to be reflected in every aspect of his life: his brother, Sanfo, was the financial brains behind the operation, his sister, Donatelia, was his artistic muse and the creative force.

Versace was a gentle and genteel soul, he was a genius.

Vocabulary

Match a line in A with a line in B:

A	B
1) remarkable (adj)	a) high level of intelligence, mental skill or artistic ability, which only a few people have
2) successful (adj)	b) very imaginative and good at making things, painting, etc.
3) genius (n)	c) unusual or surprising and therefore deserving attention or praise
4) brilliant (adj)	d) known about and talked about by a lot of people in different places
5) well-known (adj)	e) extremely good, clever or skillful, very successful and remarkable
6) creative (adj)	f) known by a lot of people

🗨️ Discussion

Discuss the following statements and questions in groups. Share your opinion on the problems:

1. Fashion contributes much to society.
2. A thing of beauty is joy forever.
3. Is it difficult to be never boring?
4. Are today's teenagers victims of fashion? Why do you think young people are so interested in fashion? Describe a person, whom you consider a victim of fashion.
5. Is fashion connected with one's personality? Do you think fashion helps to find self-assurance of a personality or, vice versa, limits possibilities of self-expression?
6. How good are you at designing clothes? Divide into groups, design and describe/advertise a fashion, which you think expresses:
 - freedom and fun;
 - exquisite and sensitive beauty;
 - unisex approach to clothes design.

✍️ Writing

Compose a story about a famous designer, using the given questions.

1. What kind of music did Gianni Versace like?
2. What musician friends did he make custom stage clothes for?
3. When and where was he born?
4. What do you know about his family?
5. When did he first present his solo men's collection?
6. Did he design for women?
7. What other goods were produced after his name?
8. What is peculiar about his brother and sister?
9. Will you describe Versace's image in one sentence?

🕒 Creative Activity

Do you want to be a designer, a top model, a fashion manager? What is your particular attitude towards people of such occupations?



Reading II. Was Paul Newman's son driven to suicide?

1. Paul Newman is a very famous Hollywood movie star, actor, film director and racing driver. Read the article about a son of this popular man and share your opinion in your group.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while revealing your opinion on the problem of the unit: to be blessed, stardom, adulation, seedy, to claim, to neglect, to exclude, to resent, ditch, handout, desperate, to allege, tacky, misery, tremendous, resentment, to torture, inconsistent, overwhelming, insignificant, to postpone, to lament.

He was **blessed** with all the boyish good looks of his famous father, Paul. So it was little wonder that Scott Newman dreamed of achieving Hollywood **stardom**, too.

The same **stardom** that brought his father worldwide **adulation** with movie classics such as Butch Cassidy and The Sundance Kid, Cool Hand Luke, The Color Of Money and The Sting.

But despite years of trying, it was never to be. And at the age of 28, Scott died from a drink-and-drugs overdose in a **seedy** hotel haunted to the end by insecurity and failure.

Until now, the tragedy has been put down to a terrible accident, the only shadow on Paul Newman's whiter-than-white reputation as Hollywood's most loyal husband and devoted father of five daughters.

But now Paul Newman is facing extraordinary **claims** that Scott killed himself in 1978 because he felt neglected by his father and **excluded** by his stepmother.

Scott, who was Newman's son from his first marriage, to actress Jackie Witte, **resented** Woodward, according to the biography of the actor by film historian Lawrence Quirk.

And the frictions in Hollywood's «happiest household» increased when Woodward told her husband that his son should «stand on his own two feet» and find a job ... any job.

«At one point Scott was reduced to digging **ditches**», says Quirk.

Too proud to ask Newman for **handouts**, he begged friends for money. Then — depressed, **desperate** and lonely — he finally decided to «escape from life», Quirk **alleges**.

In the **tacky** Los Angeles hotel room that had become his home, Scott took a lethal cocktail of sleeping tablets and alcohol.

It was «as much a way of punishing Paul as an escape from his own misery», Quirk says in his book, entitled Paul Newman.

«He'd never forgiven his father for leaving his mother and altering his young life so dramatically». Scott, who was about five at the time of the break-up, harboured tremendous resentment over his own failures and thought his father, could have provided more concrete help.

Yet there is little doubt that Newman has been tortured by the memory of his son and the difficulties in their relationship.

A few years after Scott's death, his father confessed to feelings of guilt for neglecting him while pursuing his career. «I'd lost the ability to help him», he said «We both backed away».

Newman has also admitted being a poor father to his daughters «When they were growing up I wasn't there much. And when I was there, I was very inconsistent with them It was very hard for them to get a balance».

Quirk maintains Newman knew his son was deeply troubled and put two psychologists «to be available» whenever Scott needed them.

It was to one of these doctors that the lonely young man made a last confession just before his death.

«Scott went over to the psychologist's office, where he lamented how troubled he was that his career was amounting to nothing, when his father was so famous. He felt insignificant beside his father. And his father had been too preoccupied to speak to him». Then, suddenly, it was all too late.

«Certainly», says Quirk, «the actor was visibly shaken when he heard of Scott's death — yet he refused to postpone his latest project, directing a play».

But today even Quirk admits that Newman was simply a man desperately keeping busy to drown his overwhelming grief over the loss of his only son.

Vocabulary

1. Match a line in A with a line in B:

A	B
1) claim (v)	a) (here) - not to pay attention to someone, so that someone feels lonely or unwanted
2) neglect (v)	b) to change an event, action, etc. to a later time or date
3) exclude (v)	c) extreme sadness especially because someone you love has died
4) torture (v)	d) often changing from good to bad or from situation to situation
5) postpone (v)	e) to say that something is true, even though it hasn't been proved
6) inconsistent (adj)	f) looking dirty or poor
7) grief (n)	g) something that tortures you, makes you suffer mentally
8) seedy, tacky (adj)	h) not to look after someone or something properly

2. The following sentences contain words, given above. Try to paraphrase them (express the same idea, using other words). Work in pairs and write down sentences you've made up.

- 1) He is *facing claims* that he has earned his fortune illegally.
- 2) She is so *inconsistent* with her friends. No wonder she has got few of them.
- 3) I wouldn't stay in this motel. It looks *seedy* and cottages are so *tacky*, and the yard has been *neglected* for a long time.
- 4) This boy is a new-comer in a class. You, as a teacher, should do everything so that he won't be excluded by other children. It seems to me, this boy is *excluded* by the class. We should clear up why, help him and improve the situation.
- 5) Newman has been *tortured* by the memory of his son and the difficulties in their relationship.
- 6) We are *postponing* our holiday, until we have more money.
- 7) The *grief* she felt over Helen's death was so deep, she could neither cry over it, nor speak about it.

Discussion

1. Can you interpret the headline of the article?
2. Do you think a problem of relationship in famous families is a common thing? Why? Can you give any situations to prove your

opinion? Compare your impression of Paul Newman's life before and after reading this article. Is he as lucky as he seemed to you before?

3. *Compose a few sentences to describe Paul Newman and his son as personalities.*

4. *What do you think was the reason for the conflict between the father and the son? Is this kind of conflict quite typical? Do you have any ideas how to avoid such conflicts in a family?*

Writing

Complete the sentences with the information from the article.

1. Scott Newman dreamed about
2. Scott Newman died from ... at the age of ... in
3. The relationship between Scott and his father was not an easy one. Scott felt ... The father didn't
4. The information about family relationship is taken from
5. Scott ... his step-mother because
6. Paul Newman didn't pay much attention to his son because
7. Paul Newman refused to postpone his latest project, no matter that ... because

Creative Activity

You have known some words, which are used synonymous with the word «famous». There are the names of famous persons, given below. What do you know about these people? Whom of them could you characterize with the words you've just learnt? Make a few sentences about one or two of them, giving the information you know and using vocabulary you've learnt.

- | | |
|--------------------------|-------------------------|
| 1. Leonardo da Vinci | 10. John D. Rockefeller |
| 2. Melanie Brown | 11. Bruce Willis |
| 3. Princess Diana | 12. Whitney Houston |
| 4. Alexander Graham Bell | 13. John Lennon |
| 5. Steven Spielberg | 14. Gianni Versace |
| 6. Queen Elisabeth | 15. Charlie Chaplin |
| 7. Bill Gates | 16. Boris Yeltsin |
| 8. Vladimir Putin | 17. Marilyn Monroe |
| 9. George Washington | |

Reading III. Fame and Music. The Beatles

1. Read the text about one of the famous and beloved groups for all generations.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **experience, mop, immediately, record-dealer, to encourage, to be hidden, to break up, to involve, terrible loss, exciting, rebel, to acquire, to look forward, to offend, perception, clean-cut, to split, to be obvious.**

Text 1. History



On Wednesday, 24 in October, 1962, «Love Me Do» entered the British Top Thirty. It was the first single by an unknown group from Liverpool called the Beatles. It was the first of big hits that made John Lennon, Paul McCartney, George Harrison and Ringo

Starr the most successful members of the pop group the world has ever known.

The early years

However, the road to success was not always easy, John and Paul had spent many afternoons listening to American stars like Chuck Berry and Elvis Presley before they were able to write the famous Lennon and McCartney songs.

Although the long evenings, spent playing in hot night-clubs in Liverpool and Hamburg in Germany, had not earned them much money, they found the **experience** very useful when playing to huge audiences later on.

Their style of singing was new and exciting. Their unusual haircuts — Beatle «mops»! — and crazy sense of humor **immediately** became the latest fashion.

Influences

One of the most important people at the start of their careers was Brian Epstein, a Liverpoolian record-dealer. He managed to

change four ordinary working-class lads into international superstars. Their record producer encouraged them to introduce all kinds of unusual instruments on their records and combined popular and classical styles in a new and original way.

The 1960s

During the 1960s the Beatles were always in the news headlines, films, world tours and sometimes scandal. John once suggested that the Beatles were better known than Jesus Christ. This caused hundreds of young Americans to burn their Beatle records. In addition some people thought there were hidden messages about drugs in some of the songs.

Break-up

After a decade of successful music and films, the Beatles finally decided to break up in the early 70s, after public disagreements about money and personalities.

Although many fans hoped there would be a reunion throughout the 1970s. This became impossible with the tragic murder of John Lennon in New York in 1980.

The surviving Beatles are still deeply involved in musical and film projects, but many fans still long for the music of the 60s.

Text 2. John Lennon

Read the text about one of the Beatles group members. Some people say that he made the Beatles popular. He died, but his fame remained. What are the reasons of John Lennon's long-lasting popularity in your opinion?

John Lennon was shot and killed outside the apartment block, where he lived, on December, 8 1980. People all around the world felt a terrible loss. The group he had formed, The Beatles, had changed pop music forever. Their songs seemed to be more musical than others, and more exciting than the kind of thing most artists were then recording.

John Lennon was born in Liverpool on October, 9, 1940, and formed his first group when he was still at school. He certainly took more interest in music than he did in schoolwork. His report books can still be read and are full of angry comments by his teachers. In 1956 he met Paul McCartney, and McCartney joined Lennon's group, «The Quarry Men». The two began to compose songs together, and it was these songs that drew people's attention to them. But their first professional concerts were in Hamburg, Germany, and it



was here that they perfected their sound. Lennon was always the rebel and made an impressive figure on stage.

When they moved back to Liverpool, they began to play at the Cavern Club, where all the new bands were playing but their songs and their professionalism set them apart. They acquired a manager, Brian Epstein, who gave them a new «clean» image. It was the first

Lennon-McCartney composition.

They were looking forward their next single, «Please Me». It reached number one in March, 1963. Lennon was never quite comfortable with the Beatles' «nice» image. In fact it was Lennon who began to break away from this image, and change the public perception of the Beatles. The Beatles grew beards and long hair, offending the society. They were no longer those four clean-cut young men that even parents liked.

In 1966 Lennon met a Japanese artist Yoko Ono. She was not beautiful in the glamorous way many of the Beatles' followers were, but he fell in love with her. She brought something new to his life. In 1968 he told the other Beatles of his decision to leave, although the real split did not come until 1971, when Paul McCartney also decided their partnership should end. Lennon married Yoko Ono in 1969.

It was obvious that of all the former Beatles, Lennon made the most promising start as a solo artist. In 1971 he recorded the song by which most people remember him, «Imagine». But in 1975 he stopped making records. For a while he and Yoko separated, partly because of the problems he was having with drugs and alcohol. He devoted himself to looking after their son, Sean becoming a «house husband» while Yoko was the «power wife», going out to work. In 1980 he was looking forward a new album that celebrated their lives: «Double Fantasy». And it, and the single «Just Like Starting Over» seemed to signal a new, positive phase in both his private life and in his musical career. But that came to its end too soon in the street outside his home in December, 1980.

Vocabulary

Match a line in A with a line in B. Use dictionary to help you:

A	B
1) exciting (adj)	a) a person who is opposed to the political system
2) rebel (n)	b) a man who is tidy in appearance and behaves well
3) acquire (v)	c) thrilling, making you feel happy
4) obvious (adj)	d) to insult
5) perception (n)	e) a belief or opinion
6) offend (v)	f) to get
7) clean-cut (adj)	g) to wait with impatience
8) look forward (v)	h) clear

Discussion

1. Do you think John Lennon played the leading role in the Beatles' way to success? Why? Why not?
2. What are advantages and disadvantages of being famous like John was in his life and death?
3. What role do you think Yoko Ono played in John's life?

Writing

1. Put the following events of John Lennon's life in the right order.

- 1) Lennon told the other Beatles he wanted to leave the group;
- 2) He formed his first group at school;
- 3) Lennon recorded «Imagine»;
- 4) He met Paul McCartney;
- 5) The Beatles released their first single;
- 6) Lennon met Yoko Ono;
- 7) The Beatles played in Hamburg, Germany;
- 8) He stopped making records;
- 9) He was shot and killed outside the apartment block where he lived;
- 10) The Beatles split up.

2. Choose the best answers to the questions and the best endings to the unfinished statements below.

- 1) People...:
 - a) ... were angry when John Lennon died because they wanted to listen to more of his music;

- b) ... felt terrible about his death because he had been so important to them;
c) ... were angry about his death because it affected their lives.
2. Lennon ...:
a) ... was not very good at school work;
b) ... was not interested in school work;
c) ... left school when he formed his first group.
3. The Beatles' first really big hit was:
a) «Please Me»;
b) «Imagine»;
c) «Love Me Do».
4. John Lennon was different from other pop stars because:
a) he had unusually long hair;
b) he was a rebel;
c) he was unusually witty and intelligent.
5. He fell in love with Yoko Ono because she:
a) wasn't glamorous;
b) was intelligent and he could talk to her;
c) had views on art.
6. He wanted to leave the Beatles because:
a) Yoko Ono told him to;
b) he felt he wanted to do things separately from them;
c) Paul McCartney wanted to leave.
7. When John Lennon died he was:
a) making a new start in life;
b) very old;
c) having problems with drugs.

Creative Activity

Write a composition on the problem «Life is short, art is long», devoted to life of musicians. You may ask your friends, use well-known sayings and quotations, any stories you know to illustrate the point.



Reading IV. Fame and Movies.

Steven Spielberg's story

1. You are going to read the article about Steven Spielberg, the Hollywood film director. Do you know any of his films? What are they about? Do you know any facts from Steven Spielberg's biography?

2. Look up the following words and word combinations from the text in bold in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **enchanter**, to enthrall, air force, to be divorced, **beaky**, value, tensions, awkwardness, domestic, row, to be encouraged, to depict, alien invasion, science fiction, to hitchhike, gem, caper, to be intact.

He is the cinema's great **enchanter**. His films have **enthralled** the young and the old across the globe.

Yet many in Hollywood dislike the man. They say he is a child who never grew up. They fear his influence and, despite his success, they made him sweat for 25 years before giving him an Oscar.

Steven's mother Leah Posner Spielberg gave birth to him at the Jewish Hospital in Cincinnati, Ohio, on December, 18, 1946. His parents **divorced** in 1965.

Steven knew from an early age the defensive **value** of ignoring unpleasant reality. As a boy he was short, thin and **beaky**.

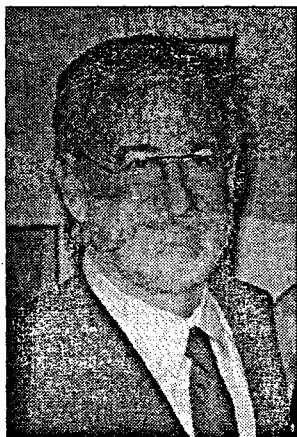
But the best escape he found from the tensions of home and his own physical awkwardness (he was always the last kid to be picked for school games teams) was television. TV was both his educational medium — his domestic version of film school — and his security blanket. Watching it he could forget the rows and let his mind wander wherever it wanted to go.

In 1953 they went to Arizona, where Steven was to spend his teenage years.

The Spielberg household set a premium on hobbies. Steven was **encouraged** to join the Scouts, keep parrots, play the clarinet and, most important, be creative with his father's home movie camera.

Almost from the start he enjoyed the alternative realities **depicted** in fantasy films and, especially, the effects that could be achieved with make-up and model work.

In 1962 single-minded as ever, Spielberg set out to make his first feature, a **science fiction** adventure called *Firelight*. He wrote the first draft in a night: a story of scientists who provoke an **alien invasion**.



Spielberg's entry into cinema was also his exit from childhood and Arizona.

Soon Universal realized what a gem Spielberg was. The studio signed him to make a feature called *Sugarland Express*, a bittersweet caper.

The movie bombed when it was released. But in May 1973, just as shooting on *Sugarland* ended, his reputation as a hot young talent was intact.

It was also the first sign that he would one day become one of the most remarkable players in the world of cinema.

Vocabulary

Match a line in A with a line in B:

A	B
1) enchanter (n)	a) price
2) divorced (adj)	b) sorcerer, magician
3) value (n)	c) clumsy
4) awkward (adj)	d) to represent
5) depict (v)	e) a person, who has departed with his second half
6) alien (n)	f) jewel
7) gem (n)	g) a person from the another planet

Discussion

Study the given statements about Steven Spielberg's way of life, discuss his ups and downs.

1. His parents were not a good match.
2. Steven Spielberg wasn't very handsome in his childhood.
3. He was fascinated by TV.
4. He used his father's camera to make some fantasy films.
5. His first work as an operator and director of a film.
6. A 24-minute short film, a «commercial».
7. His first 7-year contract (pact).
8. Bomb-movie of Steven Spielberg.
9. The film that made his career.

Writing

1. Put down some questions to a famous film star.
2. Is the following quiz connected with acting? You can write a plan and discuss this problem in a dialogue with a partner or in groups and then exchange information.

1. You're acting in an adventure film. Would you use a stunt-man?
 - a) Sure! Why should I risk my neck?
 - b) No, I want to take risks myself. It's my job!
 - c) I think so! But, maybe, only for the most dangerous scenes.
2. You're in a restaurant. A fan comes to your table and asks for your autograph. Do you give it?
 - a) No problem! Here it is!
 - b) Why do people have to pester me wherever I go?
 - c) Okay, but only this time!
3. What is your reaction to people who stare at you while you're walking down the street?
 - a) Hah. I'm the greatest!
 - b) I should be discreet and keep my fans at a distance!
 - c) Come on friends, let's have some fun!
4. Now that you've got money, where do you intend living?
 - a) I love the country and my privacy.
 - b) Hollywood, there I'll come!
 - c) I love travelling, so I'll book hotel rooms.
5. What would be the most difficult thing for you to do in a film?
 - a) I can't do love scenes in romantic films!
 - b) I can't sing songs! I'm tone deaf and hate singing!
 - c) Hitting someone hard is something I detest!
6. You have to be away for a week's shooting. What do you take along with you?
 - a) Just a week. Well, I'll only take the movie script along!
 - b) I love to be the best as regards clothes, so I'll take my entire wardrobe along!
 - c) I never go anywhere without my teddy bear. He always keeps me company!
7. After working very hard in a film, you have a chance to make another film right away. What is your reaction?
 - a) No, I'm so tired! I certainly deserve a long vacation!
 - b) Okay, I can always take a short vacation later on!
 - c) Okay, I'll accept it but on the condition that I decide, how much I get paid.
8. What's your idea of a Saturday evening?
 - a) Err... I think I'd like to go to the theatre and see a nice comedy!
 - b) Well, I like to relax all alone!
 - c) I think a party with other famous personalities like me would be great!

9. You're given the chance to work with a gorilla. What's your reaction?

- a) You must be kidding! I can't work with a gorilla!
- b) Well, I think it gives me an opportunity to learn about gorillas!
- c) What fun! That's what I call something original!

ADD UP YOUR SCORE			
1	a) 1	b) 3	c) 2
2	a) 3	b) 2	c) 1
3	a) 1	b) 2	c) 3
4	a) 2	b) 1	c) 3
5	a) 2	b) 3	c) 1
6	a) 3	b) 1	c) 2
7	a) 2	b) 3	c) 1
8	a) 3	b) 2	c) 1
9	a) 1	b) 2	c) 3

Less than 14:

YOU NEED TO WORK HARD

You dream about acting. You'd like to be an actor or actress but you think that acting is just traveling and enjoying yourself. You can also become a good actor or actress.

Between 14 and 19:

YOU'RE QUITE TALENTED

You are very talented actor or actress. You are very versatile. You can fit into any kind of role.

More than 20:

YOU'RE REAL STAR!

You're a great actor or actress. You take your job seriously. Knowing what to do in a situation comes to you naturally. You have a professional attitude in whatever you do.

Creative Activity

Share your opinion on the problem of being a film star, using the given questions.

1. Would you like to be a film director?
2. Why does it happen so, that people sometimes forget or even don't know the names of a director, producer, operator, etc.?
3. Why do many actors want to try their hand in producing and directing films, but film directors rarely take up acting? Give your suggestions.
4. What personal qualities does a person need to become a good actor? In what way are these qualities different from the things which are necessary for making a successful career of a film director?
5. Which of the above mentioned careers would you prefer to have?

In your country

Study the state of things on the problem under consideration in your country.

Describe Russian film/music star that you admire. What do you think of film/music industry in Russia nowadays?

This unit sayings

1. **Fame usually comes to those who are thinking about something else.**

Holmes

2. **Our greatest glory consists in never falling, but in rising every time we fall.**

Goldsmith

3. **Misfortunes tell us what fortune is.**

Find Russian equivalents and express your opinion on the sayings by famous people. Make dialogues, using these expressions.

Grammar spot

1. Find examples of **the Past Simple** in the text of reading IV.
2. Find examples of **the Present Perfect** in the same text.
3. Complete the rule:

We make the Present Perfect with the auxiliary verb _____ + the _____.

4. *What tenses are used in these sentences? Why?*
 - a) Bob **arrived** at the airport at 19.30.
 - b) Bob **has already arrived** at the airport. Meet him.
 - c) He **has already made** a fortune that is why he does not have to worry about money.
 - d) He **made** a fortune in 1965.
 - e) They **acquired** a manager, who gave them a new «clean» image in 1960.
 - f) We don't need a new manager, we **have just acquired** one.

5. Put the verbs in brackets in the correct form

- 1) It is the first time I ... (drive) a car.
 - 2) We ... (see) Mary in town a few days ago.
 - 3) I can't walk —I ... (hurt) my leg.
 - 4) They ... (invite; not) Alice to the party, so she ... (come; not).
 - 5) Sam ... already ... (pass) his examination, because he ... (study) very hard.
 - 6) He ... (tell) me his name, but I ... (forget) it.
 - 7) Oh! I ... (cut) my finger!
 - 8) Helen ... (go) to the cinema three times last week.
 - 9) George ... (write) ten letters last month.
 - 10) ... (you ever be) in London?
 - 11) Last year Robert ... (start) learning English.
 - 12) Yesterday Dan ... (go; not) to school.
 - 13) How many people ... (speak) English in Shakespeare's times?
 - 14) The State History Museum ... (open) in 1883.
 - 15) I ... (see; not) Tom for ages.
-

Before you start

Some people say that youth period is probably the best time of life, that being young means romance, love and new discoveries. However, it is also the most difficult time, because you have to make important decisions, which can influence all your future life.

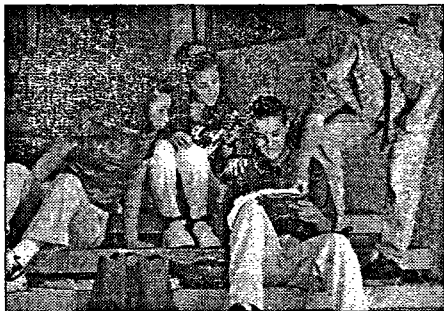


Reading I. The world of teenagers

1. Read the text and give your own opinion on the problem, which is extremely close to you, if you are a teenager.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **adult, to fit into society, to be well educated, secondary school, institution of education, possibility, surely, far more difficult, to consider, widely known, a little bit better.**

Our time isn't the easiest one even for **adults**, but for teenagers who are to find their own place in the society it's very difficult. It is necessary not only to **fit into society**, but also to be sure about your position in five, ten or twenty years.



For your future it is necessary to have a good job, and to get a really good job you have to be well educated. Every girl or boy after **secondary school** should choose an **institution of education** or, if he or she doesn't want to study any more, to choose a job right now. Planning your future you have to **think about a possibility** of finding a job after finishing your education.

But even if you are studying, you need some money of your own. Your parents probably will provide you with home, food and necessary clothes, but you surely have your own tastes and your parents wouldn't pay for them. To pay for extra clothes, tapes, books, things necessary for your hobbies you have to work, and in some countries, it is very difficult for a teenager to find a job without any qualification. You're lucky if you can do something that others can't; for example, if you're good at Math's or English, you can give lessons.

Emotional problems for young people can be far more difficult than financial ones. The typical teenager problem is that «nobody understands me». Parents often continue treating their teenager children as if they were little kids, when they probably consider themselves to be grown up persons.

Youth is also the time to meet your first love. It is, of course, wonderful, but as it is widely known that the first love often has an unhappy end, which increases the youth problems.

Even the friends cannot always stay friends. When young people begin to understand themselves a little bit better, old friends sometimes just grow apart.

So, as you see, it is very difficult to be young nowadays, as, however, it was always difficult. But you can be young only once, and some wonderful things can only happen when you're young. So, it is better to enjoy youth while it lasts.

Vocabulary

Match words that go together:

A	B
1) fit (v)	a) a possibility of finding a job
2) well (adj)	b) to be a grown up person
3) choose (v)	c) into society
4) think about (v)	d) a little bit better
5) consider oneself (v)	e) an institution of education
6) continue (v)	f) educated
7) understand (v)	g) treating

Discussion

Work in groups to discuss the following problems.

1. Would you like to get a job?
2. Have you ever tried to get a job?
3. Is it easy for you to earn money?

4. Do your parents always understand you?
5. What are the reasons of misunderstanding with your parents?
6. Are your friends the same as five years ago?
7. Do you spend much time with your friends? What do you prefer doing together?
8. How do you choose your friends?
9. Would you like to earn more money? How could you spend it?
10. What do you think about your future career?

Writing

Write a composition about your life at the age period from 15 to 19 years. What do you do every day? What are your hobbies? Do you have real friends?

Creative Activity

Speak on the problem of teenager's life, their dreams, ambitions, hobbies. Do you have the same problems?

Reading II. What about the future?

1. Be acquainted with the British survey, which shows what boys and girls aged 15 and 16 thought they would do in their future period of time. Guess the results. Then study the given answers below.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **percentage, journalist, fire-fighter, car salesperson, cartoonist.**

QUIZ

1. The percentage of girls who thought they would be married and not at work was:

- a) none
- b) 8%
- c) 30%
- d) 62%

2. The percentage of girls and boys who wanted to be teachers was:

- a) none
- b) 14%
- c) 27%
- d) 59%

3. The most popular job for boys was:

- a) sportsman
- b) engineer
- c) computer programmer
- d) journalist

4. Jobs chosen by both girls and boys were:

- a) chef
- b) banker
- c) electrician
- d) fire-fighter

5. Jobs chosen only by boys were:

- a) journalist
- b) DJ
- c) computer engineer
- d) car salesperson

6. Jobs chosen only by girls were:

- a) dancer
- b) DJ
- c) cartoonist
- d) doctor

- Answers:** 1 — b;
 2 — b;
 3 — a;
 4 — a, b, c, d;
 5 — c, d;
 6 — a, b.

Vocabulary

Match the words from the text (1–5) in A with their definitions (a–e) in B:

A	B
1) percentage (n)	a) someone who destroys flame
2) journalist (n)	b) a person who works in a car saleroom
3) fire-fighter (n)	c) part of something
4) car salesperson (n)	d) a person who creates cartoon personages
5) cartoonist (n)	e) someone who finds news

Discussion

Complete the following sentences, using the quiz, given above:

The survey shows that girls are (not) interested in ...

The survey shows that boys are (not) interested in ...

Writing

Compose a story: «What I am going to be in future?»

Creative Activity

Now carry out the similar survey in your own group:

1. Make a list of questions you would like to ask.
2. Write the questionnaire and give it to your friends and group mates (not less than ten persons).
3. Compare your results with the British survey you have studied.



Reading III. When a drink with dad turns kids into drunks

1. You are going to read the text about teenagers, who are addicted to alcohol. Do you think there is an alcohol problem among young people?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **hangover**, **experience**, **to get a headache**, **recovering**, **to be relatively limited**, **according to a nationwide survey**, **to share smth. with smb.**, **to be overlooked**, **to concern**, **conversation**, **contemporary**.

Another morning, another hangover. Sarah Watson does not enjoy the **experience**. «It's not very nice being drunk», she says. «You get full of yourself and then you get a **headache**».

But Sarah is not an adult **recovering** from a heavy night in the pub. She is 12 and one of a growing number of young children who know the taste and the effects of alcohol.



Sarah is one of the lucky ones. She says her experience is **relatively limited**. But by the time they reach 14, most children have tried alcoholic drinks, **according to a nationwide survey** on young people and drinking.

Seventy-three percent of 13- to 14-year-old children interviewed said they had an alcoholic drink. As many as 55% of 10- to 12-year-olds said they had tried alcohol, and 45% of seven to nine-year-olds.

Experimentation with alcohol begins at an early age, typically in the form of a glass of wine shared with parents.

Drink line, the national helpline for people with drink problems, said the dangers of alcohol were being **overlooked** because of concerns about drugs.

Sarah Watson said: «Many people act as though cigarettes can do more damage, and they take time to talk about drugs, but never about alcohol. When adults do talk about it, they just say it's really bad, and that's the end of the **conversation**».

«I could live without alcohol», said Sharon O'Dea, 15. «But if you go to a party, it is better than taking drugs».

More English teenagers drink alcohol than their **contemporaries** in France and Spain, according to a report last month.

Vocabulary

Match words that go together:

A	B
1) enjoy (v)	a) limited
2) get (v)	b) early age
3) relatively (adv)	c) the experience
4) according to (adv)	d) a headache
5) begin at (v)	e) a survey

Discussion

Discuss in your group the following questions:

- 1) Does it help young people, when adults talk to them about problems, connected with alcohol?
- 2) Why do young people become addicted to alcohol?
- 3) What should teenagers do not to have alcohol addiction?

Writing

Are these sentences true (T) or false (F)?

1. Sarah Watson doesn't like drinking, but she likes its effects.
2. 26% of children aged 14 have never tried alcohol.
3. Almost 50% of nine-year-olds have had an alcoholic drink.
4. Young children usually get their first drink from their brothers or sisters.
5. According to Drink line, everybody is now talking about alcohol problems.
6. Sharon thinks that drugs are worse than alcohol.

Creative Activity

1) Analyse the given problem and try to give any solution to it. In your opinion, what should people do to stop the distribution of drugs and alcohol among teenagers? Prove your point of view.

2) Outline, rehearse and present a three-minute speech, concerning the problem under discussion.



Reading IV. Teenagers' rights and duties at home

1. You will read the text about the way teenagers should behave at home. Are there any discipline rules you are to follow in your family? How strict are your parents, compared with your friend's ones?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to be supposed to be, to go out, to be out of order, take liberties, for instance, reasonable level, responsibility, fair, frequently, round for the evening, discreet, degree, no room for discussion, to be banned.

Becky Heeley (16)

My boyfriend Andy, who's 18, is supposed to be out of my room by 10pm. We've been going out for six months. We are allowed to be alone in my room but there is a line we don't cross. My mum trusts me, and it would be out of order to take liberties.

Becky's mum, Jane

I don't have many rules about Becky's room, but there are a few. No one's allowed to smoke, for instance, and friends have to leave by 10pm on school nights and the noise has to be within **reasonable levels**. She is allowed to have her boyfriend in her room. I don't worry too much about what they do up there because she knows I would kill her. I trust her to behave within reasonable limits.

Mark Malecki (19)

I suppose **responsibility** is the key word. There aren't rules, as such, but I'm careful about what I leave lying around. They don't like me smoking in the bedroom. I don't smoke much, but I do have cigarettes in there. I have alcohol as well, but most of it was bought as presents by my family.

My parents are very **fair** and I respect that, but drugs are the one thing they wouldn't forgive.

I think they are right and I would never bring drugs into the house.

Mark's mum, Maria

Mark frequently has friends **round for the evening**. He always asks if he wants to have people over, and he is very good regarding noise. I can't say I am happy about girlfriends staying in his room, but as long as he's **discreet** and careful. I will put up with it. At his age you have to offer a **degree of freedom**. Drugs are the only subject where there is **no room for discussion** — they are absolutely **banned**, and I trust Mark to be responsible.

Vocabulary

Match a line in A with a line in B:

A	B
1) suppose (v)	a) often
2) for instance (adv)	b) for example
3) frequently (adv)	c) careful
4) responsible for (adj)	d) forbidden
5) discreet (adj)	e) to be in charge of
6) banned (adj)	f) to assume

Discussion

1) *The following adjectives are used in the text to describe a person's character:*

- reasonable;
- responsible;
- careful;
- respectful;
- discreet.

What features of character do you appreciate in people? Why?

2) *Do your parents always trust you? Give an example of it.*

Writing

Are these statements true (T) or false (F)?

- a) *Becky's boyfriend has to leave her room by 10 p.m.*
- b) *Becky's friends are allowed to smoke in her room.*
- c) *Becky's girlfriends can't spend the night at her house.*
- d) *Mark's parents would prefer him not to smoke in his room.*
- e) *Mark is never allowed to have girlfriends, staying overnight.*
- f) *Mark's parents don't let him play his stereo after midnight.*

Creative Activity

Imagine that you have a child. Are there any rules for your son or daughter? What rules? Why? Will you trust your child or not? Prove your opinion.

Reading V. Leaving home

1. *This is an extract from a diary, written by a mother of a 17 years old girl, who left home. Do you know anyone who has left home? Why did they leave? Do you have a book with a separate page for each day, in which you write down your future arrangements, meetings, record your thoughts and feelings or what has happened during a day.*

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to demand, to get ears pierced, threaten, to be unsupportive, slam, to appear, stuff clothes, area, to spot, to divulge, to suggest, bleach, detergent, doorstep, to feel scared, to evict, cautiously, accommodation, grudgingly, to overhear.

March 10. Kate demands money for getting ears pierced. I refuse. Cries, threatens, bangs on my bedroom door, then: You're so unsupportive, you don't talk to me nicely anymore. There's no point in my staying. Slam.

March 14. Appears with former boyfriend to collect belongings. Watching her stuff clothes in bag causes me almost physical pain.

March 18. She's moved out of former boyfriend's house, left school. No one knows where she is.

March 26. Search area where I know she hangs out. Spot her standing in a doorway smoking. Take her for coffee. She tells me she's staying with Melanie. Won't divulge phone number.

March 30. Volunteers phone number — just don't think you can ring me all the time.

April 7. Melanie's dad says Kate has to move out. Suggest she comes home. She disappears again.

April 12. Hear she's living in a boarding house with a friend.

April 14. She makes contact and I meet her for dinner. Says the room in the boarding house needs a good clean, it is out of order. We go shopping for bleach, detergent and food.

April 16. My birthday. A bouquet arrives on my doorstep with a note: No matter what I do. Mum, I love you.

April 18. Rings to say she accepted a lift from a man at 2am today, was attacked, but managed to get out of the car. Feel scared, helpless.

April 20. Moves out of the boarding house to another «friend» on the other side of the city.

April 23. It's 3 a.m. and she's on the phone crying, saying the «friend» is throwing her out. The phone goes dead and I have no idea where she is.

April 30. Moves into a flat with a friend. Asks for rent money. Agree to pay one month's rent, but no more — she has to get a job.

May 30. She is evicted from her flat. Cautiously suggest she returns home for a day or two and uses phone to find alternative accommodation and job. Grudgingly agrees. I'll be out of here by the end of the week.

Six months later. She's nicer to live with, has gone back to school. Overhear her talking on the phone discussing her friend, who has walked out of home. Tell her to grow up and move back home...

Vocabulary

Match words that go together:

A	B
1) boarding	a) shopping
2) feel	b) order
3) grow	c) house
4) go	d) scared
5) need a good	e) clean
6) stuff	f) a contact
7) out of	g) pierced
8) make	h) clothes
9) get ears	i) up

Discussion

You are going to discuss the problem of Mark, a teenager, 16 years old, who has some problems when he communicates with his classmates, and also he has problems with studies: very often he gets poor marks. You are to find out what is wrong with Mark and to come to a conclusion what he should do.

Mark: You don't see the problem. For you everything is OK. You think that your classmates are just too young to understand you, so that's their problem, not yours. As for the marks at school, you're sure they haven't been any better before. So, why worry?

Mark's mother: You worry about Mark very much, but as he is too reserved to tell you the truth, you feel that you need somebody's help. You don't know even what to think: either he has fallen in love, or he has got under the influence of a bad company. So, you decide to apply to help.

Mark's teacher: You see that something is going on with Mark. You think that he's a good boy and you are eager to help him, but every time you try to talk to him he just laughs.

Psychologist: You think that this is just a symptom of an awkward age. People, who surround Mark should be more considerate towards him so that to help him to go through it.

Mark's classmates: You're ready to help him to overcome his difficulties, but you don't know how.

 *Writing*

Put the events of the story of Reading V from 1 to 9 in their correct order:

1. Her mother gives her rent money.
2. Kate shouts at her mother and leaves home.
3. She and an old boyfriend come back to collect her things.
4. She comes home for a few days.
5. She goes to stay with Melanie for a while.
6. She is thrown out of the flat.
7. She moves in with a friend on the other side of the city.
8. She moves into a boarding house.
9. She's still living at home six months later.


 *Creative Activity*

1. Make a list of differences and similarities between your parents and you.

Compare two lists and make conclusions.

2. What advice can you give young parents on bringing up children in order to avoid some urgent problems between them?

3. Do you think it's important to stop a teenager, if he or she wants to do something wrong? Are life ideals different for a certain epoch and generation? Why? What does a problem of «Fathers and Sons» consist of? Is it an eternal problem? Prepare a presentation on this problem.

 *Reading VI. Are teenagers victims of fashion?*

1. Read the text about the great influence of fashion upon young people. What do today's fashion models look like? Do you like that kind of look? Why/Why not? Are you influenced by fashion?

*2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **survey, deeply to be affected, super-slim, anorexia, disorder, adolescent, impact, identity, vulnerable, beanpole, wider range, underweight.***

A survey among the 1,300 pupils at Caldecott Comprehensive School near Newport, Wales, shows that teenage girls and boys are deeply affected by the images presented by the fashion industry in magazines.

When we asked whether **super-slim** fashion models influence **anorexia** — the eating disorder in which people go without food — 100 per cent of our sample replied «Yes».

It's not just our schoolmates who hold these views. We interviewed psychologist Dr Glenn Waller of London's Royal Holloway College, an expert on the influence of fashion on adolescents. He told us that fashion photographs in magazines make a huge impact on young people's self-image, particularly females aged 13–19.

«Young people are guided by media standards while they are looking around for an identity», he said. «Magazines provide ideas and these can affect vulnerable people».

«If women look at super-models who are **beanpoles**, they may imagine that they themselves are fatter than they really are. If the media used a wider range of female shapes it would be better».

Fortunately, many Caldecott students are not victims of the image-makers. Here's what some of them said:

«If you're constantly dieting, you can't enjoy life».

«Fashion is something kids can control. It is a path many teenagers take to break free and have fun». «I find nothing attractive about six-foot models that are two stone **underweight**; they just look ill». «Friends shouldn't write you off for wearing unfashionable clothes; if they do, they aren't very good friends».



Vocabulary

Match a line in A with a line in B:

A	B
1) survey (n)	a) influence
2) super-slim (adj)	b) a form of intentional starvation
3) anorexia (n)	c) when weight is less one's norm
4) adolescent (n)	d) investigation
5) impact (n)	e) incredible thin
6) underweight (n)	f) teenager

 *Discussion*

Discuss in groups the following problems.

What are today fashion models like? Do you like that image? Do you follow fashion tendencies? What role does fashion play in your life? Why do you think young people are so interested in fashion? Prove your point of view, using information from the text. Compare different opinions on this problem.

 *Writing*

Choose six points of view, which are given in the article. Find the sentences in the story, in which they are expressed.


1. True friends don't expect you to be fashionable.
2. You can't blame the fashion business for anorexia.
3. Clothes look better on thinner people.
4. Dieting takes the fun out of life.
5. Fashion allows teenagers to feel free and have fun.
6. Fashion models today are getting larger.
7. Images of very thin models may make ordinary women feel fat.
8. Underweight models are unattractive.
9. Pop groups influence teenagers' fashion ideas.
10. Mass media should show different sizes and shapes.

 *Creative Activity*

1) Describe someone whom you consider a victim of fashion. These ideas may help you:

- a) cost? comfort? competitive?
- b) do the clothes suit the person?
- c) are they practical?
- d) is she/he obsessed with fashion?

2) Describe a kind of fashion which you think expresses freedom and fun.

 *Reading VII. Advice to parents*

1. Read the British newspaper article, which tries to explain why teenagers are attracted by certain teenage «cults». Draw a conclusion, what explanations you think are the most and the least

convincing. Ever since the early 1950s there have been attempts to explain why youth cults happen. None of them has been entirely convincing.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **narrow trousers, contemporary, to adopt, to be aware of, chiefly, eye shadow, amplification, inevitable, to be determined, anti-consumerist, sophisticated, left-wing, to assert, solidarity, knick-knack.**

1. The reaction theory

Teenagers want to show how different they are from their parents and, perhaps, more importantly, their older brothers and sisters. If the last fashion had long hair and wide trousers, then the next one will have short hair and **narrow trousers**. There seems to be a lot of truth in this.

2. The global village theory

Because of films, records, television and radio, teenagers are aware of what their **contemporaries** are doing all around the English-speaking world. Almost as soon as there were hippies in San Francisco, we had them too. A problem with this theory is that the time has to be right for a style **to be adopted**. The main influence on teenagers remains their friends.

3. The teenage idol theory

Teenagers imitate the people they took up to, **chiefly** film stars and pop performers. When David Bowie used **eye shadow**, so did a lot of his male fans. However, this only succeeds if the pop star is in tune with the way youth culture is already going.

4. The technology theory

A lot of developments in teenage culture were possible only because of new technology. Electric guitars plus **amplification** meant you could have pop groups and pop festivals. The transistor radio made pop music **inevitable**.

5. The drug culture theory

This theory suggests that the nature of a youth cult is **determined** by the drugs that it takes. Speed (amphetamine) equals aggression

and energy — think of punks and skinheads. Pot (cannabis) equals relaxation and mysticism — think of hippies. Even «ordinary» society has its drugs such as alcohol and nicotine. But maybe the style came before the drug.

6. The rich society domination theory

Youth culture happened because commerce understood that teenagers had money to spend and worked out ways of making them buy more records, clothes and concert tickets. This does not account for cults that were anti-consumerist like the punks and hippies with their knick-knacks.

7. The class theory

This is a sophisticated left-wing theory. Youth cults assert solidarity of young people who are victimized by society. Skinheads take aspects of working class culture to an extreme. They almost enjoy people looking down on them.

Vocabulary

1. Match a line in A with a line in B:

A	B
1) contemporary (adj)	a) increment, increase
2) adopt (v)	b) tired
3) amplification (n)	c) refined, compound
4) inevitable (adj)	d) trinket, a small decorative object, or an item of jewellery
5) sophisticated (adj)	e) to be accepted
6) exhausted (adj)	f) up-to-date
7) knick-knack (n)	g) reluctance
8) unwillingness (n)	h) which can't be avoid

Discussion

Growing children — frighten parents

1. Read a piece of advice, given by a student to parents and discuss different hobbies teenagers have and ways of life they lead.

2. Find out the main points of the given abstracts and discuss the problem «Growing children — frighten parents» in your group.

1. Dancing

Music is the main hobby of young people. Look at a boy sitting in a bus: he reads a book while phones are on his head. Life is not only dancing, it's music every day and night. Didn't you collect all the songs by *The Beatles* or *Led Zeppelin*? Didn't you go dancing when you heard *Boney M*? You did. If you say that teenagers are listening to rock, you will be wrong. If you say it to teenagers they will answer that you are hopelessly out-of-date. Rock as energy isn't in fashion anymore. Of course, some teenagers do listen to it, but at present most teenagers are listening to plenty of electronic music, «techno». It includes house-music, hardcore, jungle, hip-hop, break-bit and others. I know a lot of mothers and fathers who like such music and don't think it is meaningless noise. I saw teenagers in disco-clubs with their parents.

2. These three stripes

Headphones in ears, suggests «overalls». I can advise parents who feel horror or fastidiousness when their children put on bright, glittering clothes and platform shoes: don't swear.

At present teenager's clothes have gone to a point of extravagance and have become quieter. But what is better than old sneakers? Not long ago the best sneakers were *Adidas*. Now there are some others like *Nike* and *Reebok*, but people don't throw *Adidas* away, that is strange but it indicates the oldest are still loved models.

Teenagers live in a unisex century, when all the girls want to be like thin models, and all the boys want to be the same exhausted DJs. If we ask teenagers what they want to be, these two occupations doubtless will be first.

So, in towns there go flocks of schoolgirls in mini-skirts with earrings in noses and lips, stomach pits and tongues and so on and partially dyed heads. You can't see the colour of the whole head because there is a summer cap on it in winter. And the appearance of girls' navels makes their mothers cry.

3. «Fenechki» and other knick-knacks

Once it was made of leather and plastic. Noses, ears and lips became places for piercing. Mothers and fathers hate it most of all. When parents see holes in ears and noses they become dogs and stand in the «fas» position. No less fashionable are tattoos. A young person likes to know that somewhere on his body is a small lizard or a flower. Sometimes parents don't know about it for months. But if you don't want to live with a person who has a small sun around the

navel, ask him to go to the place where he can get a temporary tattoo. Be merry. Your child won't make inscriptions like your grandfather had:

«Nick», «Won't forget my own mother».

4. Unisex – but not in life

Don't think that your child has problems with sex when he puts on lots of knick-knacks, and on Halloween puts on a skirt and your daughter cuts her hair very short. Don't think she is on the path of evil. Unisex became a revolution not as a way of life, but in style. At present boys and girls can read you a kind of lecture about the way of life, way of studying, and even... (oh, I don't want to write it) maybe, they are not «askets», but not «pharisee».

5. Look at the way of talking

Every generation has its own way of talking — slang. Maybe originally slang was invented to distinguish people like you and to express an unwillingness to hear and understand others. Do you think that this way of talking is stupid?

What are the most popular word and the phrase nowadays? Do you use slang or curse words? Is it up-to-date to speak in such manner?

Some parents try to stop their children. But some of teenagers will talk as they want. And there is nothing worse. What does it depend on?

Writing

Organize a competition in your group to appreciate the best poet on the unit problem.

Write a poem or a composition about what green years mean for you.

Creative Activity

Outline, rehearse and present a three-minute speech on the problem: «Misunderstanding between children and parents». Support your opinions with reasons. Listen to your group mates' reports and compose questions to ask them.

Reading VIII. Teenagers in turmoil

1. *Work in groups. Choose an abstract to read from the given text and discuss the main items.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: adolescent years, to complain, to rage, elated, bewilderment, to fluctuate, unpredictability, to be invaded, to soothe, subtly, to readjust, to persist, huge gulf.*

a) The early adolescent years, from about 12 to 17, are a period of great change. Physical growth is more rapid than at any other time, and sexuality enters the frame. Parents often **complain** of feeling that their child has become a stranger in their home, forgetting that the child may feel quite a stranger to himself. Hormones are **raging**, a child may feel tearful, **elated**, excited. There is an enormous preoccupation with the body and its sensations, and with appearances.

b) Adolescents are often tearful and, if they are close enough to their parents to speak to them, will communicate their **bewilderment** «I'm sad»; «I feel lonely»; «Nobody likes me at school»; «Everybody laughs at me», followed by «but I don't know why». Even if all the evidence is to the contrary — friends telephoning, the child being admired and his or her company thought — these feelings of insecurity and isolation are real.

c) Another puzzle is how different a child can feel from one day to the next. His moods and self-image sway like branches in the wind. And because the adolescent **fluctuates** between being quite, mature and being infantile, parents get wrong-footed. If parents talk to the young child, the adolescent may criticize them for being patronizing, for not trusting him. If they treat him as an adult, he may feel pushed and uncared for. Whichever aspect of him adults talk to; it seems that they fail to take the other into account. This **unpredictability** makes everyone in the family feel that they are walking on eggshells. The issue of saying «no» and setting limits becomes delicate, and many families feel that they are failing.

d) During this time of change and insecurity, a growing child may feel out of control. It is particularly important that parents should not be **invaded** and taken over by the same feelings as him. When he cried as a baby, they could just hold and **soothe** him. The teenager will show his upset quite differently, at times becoming

angry, provocative, fearful, sad, confused. Sometimes adults can help by talking to him. But, more subtly, it is the home setting — the environment that they provide for him — that will make him feel safe. Their ability to make rules, to stick to them; to have a sense of what is appropriate, will contribute to how much a teenager feels that he can venture forth from a secure base.

The key is to be strong and flexible. This helps to give teenagers confidence. Parents have to accommodate new aspects of their child, to readjust their picture of who he is.

e) A lot of teenagers need space to be on their own, to find their place in the peer group by themselves. For some it is easier to do this by cutting themselves off from the family for a while. From the parents' point of view, the child who used to come home from school and want to be around you, watch television and have a snack and a drink now goes straight to his room and disappears until he is called. The telephone rings continually, or he wants to be out with his friends. Many parents feel **terribly excluded**, but bearing this phase is crucial to the child's development.

f) In adolescence, just as in childhood, there will be painful aspects to the parent-child relationship. If you avoid them, cover them up or repress them, you are storing up trouble. For instance, a person who never experimented in adolescence may become envious of his or her own teenager, or identify with him and long to have a wild time. This could lead to the parent having an affair. Or the parent may have developed a rather **secretive rebelliousness** when young, not openly challenging his or her parents, and **persisted** with it for years. It is easier to deal with the difficulty at the time.

g) Adolescence is a time of transformation, and for parents this growing up sometimes feels like a **terrible loss** of their role and identity as well as of their little child. The distance between a parent and a child can feel like a **huge gulf**. But it is this struggle to be different, to be separate, which eventually gives a teenager confidence and self esteem to be strong and creative in the world and to make positive relationships with others. It is also your blessing and encouragement of their freedom to grow up which makes them wish to be close to you.

Vocabulary

You have been acquainted with the unit, dealing with the problem of students' life. Check your vocabulary comprehension on the problem by matching a line in A with a line in B:

A	B
1) former (adj)	a) someone living during the same period as someone else
2) hangover (n)	b) sensitive, easily hurt
3) behave (v)	c) without enthusiasm, unwillingly
4) overlook (v)	d) variety, amount, number or type
5) path (n)	e) worries, important considerations
6) range (n)	f) to get better after illness
7) contemporary (n)	g) headache and tiredness after drinking too much alcohol
8) affect (v)	h) road
9) scared (adj)	i) previous
10) concerns (n)	j) to influence
11) drinker (n)	k) frightened
12) grudgingly (adv)	l) to act in a particular way
13) recover (v)	m) to miss, not notice
14) vulnerable (adj)	n) person who gets drunk often

Discussion

Answer the following questions:

1. What do teenagers' parents often complain of?
2. What are the puzzles of adolescents?
3. How can a teenager show his or her upset?
4. What is particularly important for the parents?
5. What can be a great source of stability for the adolescents?
6. What helps teenagers to make a wise choice?
7. What is teenagers' usual attitude to rules and duties, restrictions and limitations?

Writing

1) Insert the missing letters:

1. div_lge
2. ac_ommodation
3. d_gree
4. s_mple
5. g_ide
6. be_npole

2) Put the following words into the gaps: well, cross, control, dead, forgive, victims, key, attractive, allowed, contemporaries.

1. The phone goes
2. I find nothing ... about six-foot models, who are two stone underweight.

3. Fortunately, a lot of students are not ... of the image-makers.
 4. We are ... to be alone in my room but there is a line we don't ...
 5. I suppose responsibility is the ... word.
 6. More English teenagers drink alcohol than their ... in France and Spain.
 7. I have alcohol as ... but most of it was bought as presents by my family.
 8. Drugs are the one thing they wouldn't ...
- 3) Choose the correct form.
1. You're so unsupportive/unsupportively.
 2. Teenage girls and boys are deep/deeply affected by the images, presented by the fashion industry in magazines.
 3. You don't talk to me nice/nicely.
 4. My parents are fair/fairly.
 5. I'm careful/carefully about what I leave/lying around.
 6. It's not very nice/nicely being drunk.
 7. His experience is relative/relatively limited.
 8. Mark frequent/frequently has friends round for the evening.

Creative Activity

1) Choose words or word combinations that go with verbs **make** or **do**?

a room	a rule	the flowers
a service	one's duty	one's face
a fire	a film	one's best
geography	a remark	a bed
a speech	the dishes	breakfast
much of	one's hair	a noise

2) Collaborate on a story with your group mate: «How to overcome the teenage turmoil».

In your country

1. Is alcohol addiction an actual problem nowadays? Is it a serious problem in your country? In your town? Discuss it in your group.

2. Role-play a conflict between a child and his/her father/mother, taking into account traditions, customs and national peculiarities of your country.

This unit sayings

1. Understanding is the shortest distance between two points of view.
2. There is no ill luck in turning back if you are on the wrong road.
3. If you can't see the bright side, polish up the dark one and look at it.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. Which sentence expresses suggestion?

Which sentence expresses strong obligation?

- a) You **should** go on a diet.
- b) You **must** go to the doctor's. It is a very serious disease.
- c) You **should** share your problem with your parents.
- d) I **have to** tolerate, when everybody laughs at me.
- e) You **must** fasten the belts in a plane.

2. *Should, must, have (has) to, (to) be to* are modal verbs.

He **must** be careful with this device. It is very dangerous.

You **shouldn't** drink and drive.

What **should** she do?

I **must buy** a cake, because my mother has a birthday today.

Pete has a terrible throat-ache. He **should** visit a doctor.

We have nothing to eat, so I **have to buy** some food.

I **am to do** this exercise, because my teacher told me to do it in order to check my progress on the unit.

3. *We can make a negative suggestion with I don't think...*

I **don't think** you should smoke so much.

4. Fill in the gaps, using modal verbs *must, should, have to, (to) be to*:

- 1) As we had agreed before, we _____ (to meet) at two o'clock to go to the cinema together.
- 2) Who _____ (to go) to the library to get the new books? — I _____, but I can't because I _____ (to finish) important work at the laboratory.
- 3) «The patient _____ (to stay) in bed for a few days», told the doctor.
- 4) You _____ (to attend) a very important lecture which _____ (to be held) tomorrow.
- 5) If you want to improve your English, you _____ (to work) very hard.
- 6) You _____ not (to put) so much pepper in this dish. No one will be able to eat it.
- 7) There is something wrong with your TV set. You _____ (to call) a repair-man.
- 8) John _____ (to wear) glasses because his eyesight is very weak.
- 9) Leslie _____ (to sell) the piano, because she needed some money.
- 10) You _____ (know) this man! He is your teacher of mathematics.

5. Put *must, should, need, can, could, have (has) to, (to) be to, may* into the gaps.

1. I'll give you the book for one day, so you ___ have time to read it before the examination.
 2. The cases ___ have been damaged during the trip.
 3. You ___ take care of your health.
 4. I'll ___ your advice.
 5. Bob said that he ___ speak German.
 6. Nick ___ be in the library now. Usually he works there from 2 to 5.
 7. This work ___ be done in time.
 8. Children ___ go to school until they are 17 in some countries.
 9. Students ___ use a dictionary, working with this text.
 10. Our train ___ arrive at 3 p.m. according to the time-table.
-

Before you start

Read the following text to find out, if you are environmentally friendly. Do you find the problem of ecological pollution vital?

Suppose you get out of your house on an early sunny April day and see... «Oh, what is it?» It is a yellow dandelion. It looks at you from the ground and says «Protect me, please».

Do you know how much Russian people like it? The poet Anna Akhmatova and writer Vladimir Soloukhin devoted their verse to it. Faberge, a famous Russian Jeweller, made a sophisticated figure of dandelion.

Our land is full of beautiful flowers, plants, trees which grow and blossom in the meadows, on the banks of the rivers and lakes, in the forests and in our gardens.

A lot of flowers have become rare and vanish. Our useful insects: bees, bumblebees, butterflies, dragonflies, grasshoppers can't live in the atmosphere of chemicals and pesticides. Excessive radiation and transport are harmful to people and animals.

But industry is developing sometimes without any care of the environment.

We know that a great number of people all over the world are taking part in the policy of controlling the atmosphere, the water, and the climatic changes, because of man's interference in nature.

These problems become very pressing, the subject of many scientific meetings.



Reading I. Environmental protection

1. Read the offered paragraphs, which deal with the ecological problems and be ready to discuss them.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to blossom, to vanish, interference, universal concern, extreme urgency, by-product, harmful substance, wasteland, disaster.

I. «Ecology» is a very popular word today. But what does it mean? «Ecology» is a science, which studies the relationships between all forms of life on our planet with its environment. This word came from the Greek «oikos» which means «home». This idea of «home» includes the whole planet of ours, its population, the Nature, animals, birds, fish, insects, all other living beings and even the atmosphere around our planet.

Environmental protection is a **universal concern**. Active measures should be taken to create an international system of ecological security. Some progress has been made in this direction. 159 countries — members of the United Nations Organisation — have set up environmental protection agencies. A lot of conferences have been held by these agencies to discuss ecological problems, some of which are of **extreme urgency**.

II. Do all of them live a happy and healthy life in our Home nowadays? Unfortunately it is not so. Since ancient times the Nature has served the Man giving him everything he needs: air to breathe, food to eat, water to drink, wood for building and fuel for heating his home. For thousands of years people lived in harmony with environment and it seemed to them that the resources of the Nature have no end and limit. With the industrial revolution our negative influence on the Nature began to increase. Large cities with thousands of steaming, polluting plants and factories can be found nowadays all over the world. The **by-products** of their activity pollute the air we breathe, the water we drink, and the fields where our crops are grown.

III. Every year the atmosphere is polluted with about 1000 tons of industrial dust and other **harmful substances**. Big cities suffer from smog. Cars with their engines have become the main source of pollution in industrial countries. Vast forests are cut down in Africa, South America and Asia for the needs of industries in Europe and the USA. The loss of the forests upsets the oxygen balance of the new **wastelands**. As a result some species of animals, birds, fish and plants have disappeared and keep disappearing. Rivers and lakes dry up. One of the recent examples is the Sea of Aral, which has become much smaller due to man's activity. The pollution of air and the world's oceans, the thinning of the ozone layer are the other problems arising from man's careless attitude to ecology.

IV. In Russia and the former Soviet republics there are some areas where ecology is in a poor state. It is the Sea of Aral, Baikal,

Kuzbass, Semipalatinsk and Chernobyl. For decades, nuclear weapons were tested near Semipalatinsk and the ground is polluted with radiation there. More than twenty years ago a paper factory was built on the shore of Lake Baikal. As a result, because of the pollution, more than 50 per cent of the world's purest water has been ruined. The whole ecological system of the lake has changed greatly. After the disaster in Chernobyl the inhabitants of the nearby towns and villages had to be evacuated. Some of them died and some have become invalids. Ecological catastrophes do a lot of harm to the Nature but they are much more dangerous for the Man. The question is whether humankind is going to live or die.

Vocabulary

Match a line A with a line in B:

A	B
1) blossom (v)	a) pressing
2) extreme urgency (n)	b) desert
3) harmful substances (adj+n)	c) catastrophe
4) wasteland (n)	d) to disappear
5) disaster (n)	e) intrusion
6) to vanish (v)	f) to be in flower
7) interference (n)	g) dangerous liquids

Discussion

1. Express your attitude towards the main points of the paragraphs, given in the text.

2. Organize each problem in one sentence in order to make a plan for the further discussion.

3. Answer the following questions and discuss ecological problem in groups. Choose a leader of the group, who will share the information with other groups' members:

- 1) What does the word «ecology» mean?
- 2) What can you say about the present ecological situation?
- 3) What does the Nature give to a person?
- 4) What pollutes the Nature?
- 5) What are the main ecological problems?
- 6) What measures should be taken to protect the Nature?
- 7) What do you know about ecological problems in your country?

 **Writing**

You are environmentally friendly, aren't you? Do you remember, that we live only once and not a very long life? Do the following test to find out how much you take care of the environment.

1. If your school organized a newspaper collection for recycling, what would you do?
 - a) I would take all my family's newspapers to school.
 - b) I would give the magazine I had just finished reading.
 - c) I would collect newspapers from all my neighbours and take them to school.
2. If you were old enough to buy a car, which kind of car would you buy?
 - a) I would buy a big, fast car, such as a BMW or a Jaguar.
 - b) I would buy a small car that doesn't use much petrol.
 - c) I wouldn't buy a car. I would use my bike or public transport.
3. It is a very hot summer and there is a hosepipe ban (when you aren't allowed to use a hosepipe to water the garden). If all flowers were dying, what would you do?
 - a) I would water the garden at night when all the neighbours were asleep.
 - b) I would use the water from my bath to water the garden.
 - c) I would let the flowers die.
4. If you saw a TV program about people putting poisonous chemicals in the sea, what would you do?
 - a) I would tell my parents about it.
 - b) I would join an environmental group, such as Greenpeace.
 - c) I would switch over to my favourite programme on another channel.
5. There is a big demonstration in your town to stop a nuclear power station being built. If you had arranged to go to the cinema with your friends on the same day as the demonstration, what would you do?
 - a) I would take part in the demonstration and arrange to go to the cinema another day.
 - b) I would go to the cinema.
 - c) I would participate in the demonstration if my friends went, too.

6. There is too much traffic in your town. There are plans to build a new road to reduce the traffic in the town. However, the new road will destroy an area of natural beauty. What do you think people should do about it?
- They should sign a petition against the new road.
 - They should be happy about the road because it will make the town a safer place.
 - They should go and lie in front of the machines in order to stop the road being built.
7. It's National «Get on Your Bike» Day, when people are supposed to use their bicycles instead of their cars. If your mum and dad refused to take part, what would you do?
- I would be very angry with them.
 - I would hide their car keys so they couldn't use the car.
 - I would agree that «Get on Your Bike» Day is a stupid idea and my parents need to use the car.
8. You are going to the forest for a day. What would you like to do there?
- I would like to observe the animals and plants in the forest.
 - I would like to go mountain biking through the forest.
 - I would like to make a fire and have barbecue

Add up your score.

- | | | | | | | | |
|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. a) 1 | 2. a) 0 | 3. a) 0 | 4. a) 1 | 5. a) 2 | 6. a) 1 | 7. a) 1 | 8. a) 2 |
| b) 0 | b) 1 | b) 2 | b) 2 | b) 0 | b) 0 | b) 2 | b) 1 |
| c) 2 | c) 2 | c) 1 | c) 0 | c) 1 | c) 2 | c) 0 | c) 0 |


0–4 points: You don't really know very much about environment. You probably do care about it, but you don't think you need to do anything.

5–10 points: You are interested in the environment and you are prepared to help to protect it, as long as you haven't planned to do something more interesting.

11–16 points: You are definitely environmentally friendly. You will do anything you can to protect the environment and you try to make your friends and family think about the environment, too.

Creative Activity

Make a presentation, concerning environmental protection.

 Reading II. Environmental problems

1. Choose one of the following texts to read. Be ready to enumerate all the problems, which our planet faces today.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **fastest-spreading disease, flood, fertilizer, uninhabitable, energy consumption, ozone depletion, to be on the brink of extinction, consequence, to become exceptionally acute, to stint on measures, admissible level, blunder, to commit, paramount importance, anxiety, adverse effect, recent year, to launch, permafrost zone.**

I. The poisoning of the world's land, air, and water is the **fastest-spreading disease** of civilization. It probably produces fewer headlines than wars, earthquakes and **floods**, but it is potentially one of history's greatest dangers to human life on earth. If present trends continue for the next several decades, our planet will become **uninhabitable**.

Overpopulation, pollution and **energy consumption** have created such planet-wide problems as massive deforestation, **ozone depletion**, acid rains and the global warming that is believed to be caused by the **greenhouse effect**.

The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical **fertilizers** and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The **Aral Sea is on the brink of extinction**. If nothing is done about it, one day nothing will be able to live in the seas.

Every ten minutes one kind of animal, plant or insect dies out forever. If nothing is done about it, one million species that are alive today will have become extinct twenty years from now.

Air pollution is a very serious problem. In Cairo just breathing the air is life threatening — equivalent to smoking two packs of cigarettes a day. The same holds true for Mexico City and 600 cities of the European Continent.

Industrial enterprises emit tons of harmful substances. These emissions have disastrous **consequences** for our planet. They are the main reason for the greenhouse effect and acid rains.

An even greater environmental threat is nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are.

People are beginning to realize that environmental problems are not somebody else's. They join and support various international

organizations and green parties. If governments wake up to what is happening — perhaps we'll be able to avoid the disaster that threatens the natural world and all of us with it.

II. Environmental problems have become **exceptionally acute** in the country. For a long time too little attention was paid to the environment.

In effort to meet production goals the ministries **stinted on measures** to protect the environment from industrial pollution. As a result, about half of the water sources in the country are polluted with industrial or communal waste. In more than a hundred towns and cities with populations of some fifty million, the concentration of harmful substances in the air is over ten times the **admissible level**.

For dozens of years the national economy focused on large projects, including giant projects in what was called the transformation of nature. **Blunders were committed** that caused environmental disasters.

Of the acute problems causing public concern the environment safety of nuclear and hydraulic power engineering is beginning to assume **paramount importance**. Public anxiety has grown particularly after the Chernobyl disaster. Another reason is the **adverse effect** of flatland hydropower stations on the environment.

The list of serious environmental problems could be continued.

In **recent years** people have become more sensitive towards the environment. Still more public organizations and unofficial environmentalist movements have been established with every passing year.

In 1987 a «Green Peace» public commission combined the people's efforts for peace with the huge and ever mounting movement for nature conservation. Another area of its work is to set up and strengthen cooperation among environmentalists from many similar organizations abroad.

«Travels for Peace and Nature» is the name of another public movement that appeared in Russia some years ago. It concentrates its efforts on theory and practical work. The movement **launches** all kinds of environmental actions and informs the public of the ways, means and results of this work.

Russia is cooperating in the field of environmental protection with the United States, Canada, Norway, Finland and other countries.

Russia and the United States are carrying out joint projects to study and protect the environmental systems of the Arctic and Sub arctic regions, and also to study some of the natural processes in the **permafrost zone**.


 *Vocabulary*

Find out, whether these words are equivalents or not:

1. Damage, benefit;
2. Extinction, deforestation;
3. To halt, to sacrifice;
4. Prudent, efficient;
5. Inheritance, future;
6. Input, disposal;
7. To sustain, to pollute;
8. To annoy, to like;
9. Gains, achievements;
10. To halt, to stop.

 *Discussion*

1. What is the main reason of the environment pollution?
2. Why do rivers and seas become soiled?
3. In what way does the environment influence health of people?
4. What will happen, if people take no measures?
5. Why don't people take care of the environment?
6. Why is it necessary to take measures to protect the environment from industrial pollution?
7. Why is the concentration of harmful substances in the air in many towns and cities over the admissible level?
8. Why is environmental safety of nuclear and hydraulic power engineering beginning to assume paramount importance?
9. Why have people become more sensitive towards the environment in recent years?

 *Writing*

1) *Which word is one odd out?*

1. Prudent, efficient, essential, unhealthy;
2. Deforestation, incineration, discharge, neatness;
3. To maintain, to make sure, to encourage, to pollute;
4. Watercourse, river, lake, land;
5. Mankind, generation, person, rhino;
6. Pollution, threat, waste, garbage, rubbish;
7. To pile up, to maintain, to dump, to sacrifice;

8. Waste, sludge, disposal, sewerage;
9. Carbon monoxide, acid, lead, waste;
10. Damage, incineration, deforestation, pollution;
11. To safeguard, to sustain, to monitor, to demand;

Creative Activity

1) *Make up dialogues, using these words:*

global warming, good air, water pollution, sewerage, to sacrifice, threat, to drain, to phase out.

2) *Give the characteristic of nowadays ecology, using these words:*

Petrol, carbon monoxide, acid, irreparable, damage, sewerage, relieve, to phase out, take the lead, to monitor, incineration, sludge, to maintain, waste, prudent government.

Reading III. Pollution solutions

1. *Read what's happening in the world, define a problem and propose a solution to it.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to be pure, harmful gas, crop, coal, vinegar, to become endangered, to become extinct, garbage dump, poisonous chemical, blanket of invisible gases, to trap, degree, greenhouse effect, fire extinguisher, to puff out, renewable, to leak, soybean, electric minivan, trash, to gasp for air.*

Text 1. Air pollution

1) The old days

Until about 150 years ago, the air was pure and clean — perfect for the people and animals of the Earth to breathe.

2) Factories

Then people started building factories. Those factories and many of the things they make, like cars, put a lot of harmful gases into the air. Then people started driving cars, which added more pollution to the air.

3) Today

Today the air is so polluted in some places that it's not always safe to breathe!

4) The brown stuff

Many cities around the world have air filled with a pollution called «smog». This is so strong in some places that the air, which should be a beautiful blue, actually looks brown.

5) Down with pollution!

Polluted air is not only bad for people and animals, but for trees and other plants, as well. And in some places it's even damaging farmers' **crops** — the food we eat. So it's very important for us to «clean up our act», and clean up the air we all breathe.

Everyone can help keep our air clean and safe. It's even fun! You can plant a tree, ride your bike, and even write a letter to a newspaper.

Text 2. Acid rain

1) Up in the sky

When we look up, we see the clouds and the blue sky. But there are other things in the sky that we don't see. Some of these are harmful to the Earth.

2) What happens

When power plants burn coal to make electricity, and when cars burn gasoline, invisible gases are released into the air. Some of these gases can mix with water and make it acidic, like lemon juice or vinegar.

3) What can happen

Sometimes the gases get into rain clouds, where they are mixed in with rain or snow. Then the acid falls back to earth with the rain or snow. This is called acid rain.

4) Bad news

Acid rain is extremely harmful to plants, rivers and lakes, and the creatures that live in them. In some places, it is killing forests. Moreover, it pollutes the water that animals and people need to drink.

5) Our mission

It's very important for us to stop making acid rain. One good way to do that is to drive our cars less. Another good way is to save energy. The less energy we use, the less coal those power plants will have to burn.

You and your family can save energy in lots of ways. Saving energy means saving the Earth.

Text 3. Disappearing animals

1) The people boom

Every day, there are more and more people living on the Earth. All these people need room to live. So they move into places that are already homes for plants and animals. Forests are cut down, and wild areas are filled with houses and stores.

2) What happens

When people move into new land, the plants and the animals that live there can become **endangered** — which means that because there's no place for them to live, they begin to disappear. Some even become **extinct** — which means that they all die out, and are gone from the Earth forever.

3) What can happen

We enjoy pictures and stories about the dinosaurs that lived on the Earth many millions of years ago. They're all extinct now. That could happen to elephants, zebras, redwood trees, frogs, butterflies, robins, or goldfish... or other animals, if we're not careful.



4) Our mission

Let's keep the Earth green, healthy, and full of millions of wonderful creatures!

Text 4. Too much garbage

1) Garbage away!

When you throw something away, it goes in a garbage can. Once a week the garbage truck comes and the can is emptied, and that's the last you see of it. But what do you think happens to the garbage then? Does it just disappear? No way!

2) What happens

Almost all garbage is taken to a **garbage dump**, or landfill, where the garbage truck empties it onto the ground. After the truck leaves, a big tractor comes along and pushes dirt on top of the garbage. So, most of our garbage is just buried.

3) The big mess

Now we are making so much garbage that in many places, there is not enough room to bury it all.

4) Our mission

We have to act fast and cut down the amount of garbage we make. Can we do it? You bet!

5) Here's how

We can recycle (which means re-using materials instead of throwing them away) and recycle (which means not buying things that can't be re-used, like plastic wrapping and other packaging). If we recycle and recycle, we will produce a lot less garbage, and help keep our planet green!

Text 5. Water pollution

1) Water, water

The planet Earth is mostly water. Oceans cover the biggest part of it — and there are lakes, rivers, streams, and even water underground. All life on the Earth — from the littlest bug to the biggest whale — depends on this water. It's precious. But we're not doing a very good job of keeping water clean. In many places, the water has become polluted.

2) Rivers and lakes

Rivers and lakes are polluted by garbage, or by **poisonous chemicals** which are dumped right into them.

3) Underground

Underground water can be polluted by gasoline or other harmful liquids that seep into the ground. Some fertilizers and pesticides used on farms or lawns leak down through the dirt, too.

4) The seas

The ocean, which is a home to so much life, has been used as a place to dump garbage and poisonous chemicals for a long time. It's getting polluted, too.

5) Our mission

We need to save our water, to keep it clean and healthy so people, plants, and animals will always have some to drink. Therefore, fish and other creatures will have a place to live.

Text 6. The greenhouse effect

1) A greenhouse

A greenhouse is a building made of glass, where you can grow flowers and other plants that need a lot of warmth.

2) How it works

The sun shines in through the glass and warms the greenhouse and the roof and walls keep the heat from getting out.

3) Our greenhouse

The Earth is surrounded by a blanket of invisible gases (with names like carbon dioxide) that act just like a greenhouse. The sun shines in, and the blanket of gases traps the heat like a roof, keeping it close to the planet. That's good — we can't live without warmth.

4) What's going on

Factories, electric power plants, and cars are making a lot of new gases. Even trees, when they're cut down, give off the gases! These new gases are trapping more and more of the sun's heat. This is called the greenhouse effect, or global warming.

5) What can happen

If the earth's temperature gets hotter by just a few degrees, it could change the weather all over the planet in big ways. Places that are warm would become too hot to live in and places that are cold would become warm. The place that grows most of our food could get too hot to grow crops anymore.

Every kid can help stop the **greenhouse effect** by using less energy, protecting and planting trees, and by recycling so factories don't need to work as hard making things.

Text 7. The ozone hole

1) The ozone layer

Up in the sky, above the air we breathe, there's a layer of gas called ozone. It helps us by blocking out rays from the sun that can harm our skin, and by letting, the rays that are good for us come through. We're lucky to have the ozone to protect us!

2) What's happening

Now the ozone layer is being damaged by gases that people have made. The gases are called CFCs. They are used in refrigerators, **fire extinguishers**, air conditioners, plastic foam and some other things.

3) How it happens

The CFCs float up to the top of the atmosphere, where the layer of ozone is, and «eat up» the ozone.

4) Our mission

Scientists are very concerned about the ozone layer, because a lot of it has gone away in just a few years. So it's very important that we learn to do something about it.

Text 8. World Care

Worldwide, the stinky problem of pollution has grown. More and more factories, cars, and trucks add their bad breath to the air. But the battle against air pollution is also growing. Many U.S. cities still have dirty air. So most states are making tougher laws against air pollution. And scientists are looking for ways to make factories and cars run cleaner.

Chemicals called sulphates **puff out** of coal-burning factories around the world. When the sulphates mix with clouds, acid rain falls and harms lakes, rivers, and plants — and the creatures that need them. Also, the wind blows the air around. So, sulphates from one place can fall as acid rain many miles away. The good news is that many countries are working hard to end acid rain. Scientists are figuring out ways to burn coal bum more cleanly. And in many

parts of North America, the amount of sulphates in the air has dropped so less acid rain is falling!

Nearly half of the lakes in North America are polluted. Often companies dump chemical wastes into water. But scientists are finding a solution to this problem, too. Some rivers have been made much cleaner. And there are big plans to clean up the Great Lakes, the Chesapeake Bay, the Mississippi River, and other bodies of water.

When we burn coal and oil for energy, we cause pollution. But little by little we're getting more energy from the sun and the wind. This energy is clean and **renewable** (that means we'll never run out of it). Energy from the sun now helps heat and light more than 100,000 homes in the United States. More good news: many electric companies have discovered that saving energy is better than making more energy. So they can send experts to homes in the USA to look for energy «leaks» — places where energy is being wasted. Everyone needs to have his/her home checked for leaks.

Farmers often spray chemicals on crops to protect them against pests. These chemicals are called pesticides. Scientists have found that pesticides often end up in our food. Pesticides can cause health problems — especially for kids. But here's the good news: the U.S. government is helping farmers find ways to protect crops without using many pesticides.

Cars are the world's biggest air polluters. But scientists are trying to invent cars that pollute less. Farmers in Illinois are trying a fuel in their tractors made from soybeans. And there are **electric minivans** being used in at least six U.S. cities.

In 2006, each person in the United States threw away about four pounds (1.9 kg) of **trash** daily. Put it all together and you'd fill 45,000 trash trucks every day! About 1/3 of this waste comes from packaging. But here's a bit of good news. Some companies have begun to use less packaging. And a lot of U.S. cities have started recycling projects. In these ways we've begun making less trash. Everyone should look at what they throw away and try to throw away less. So, dear world, you may be covered with dirt and gasping for air. But many people are working hard to fix you, and many kids are rooting for you, too. By the time these kids have grown up, you may be your clean old self again!

Vocabulary

Match a line A with a line in B:

A	B
1) pure (n)	a) disappeared, died out
2) harmful gas (adj+n)	b) a kind of vehicle
3) vinegar (n)	c) heap of rubbish
4) extinct (adj)	d) without admixtures
5) garbage dump (n)	e) litter, rubbish
6) fire extinguisher (n)	f) dangerous for health substance
7) renewable (adj)	g) special device for fire suppression
8) electric minivan (adj+n)	h) which can be renovated
9) trash (n)	i) seasoning made from grape

Discussion

Answer the following questions:

1. What causes air pollution?
2. What harm does acid rain do?
3. Where do some companies dump their chemical waste?
4. What kind of energy is renewable?
5. What is an «energy leak»?
6. Why do farmers spray chemicals on crops?
7. Where does about 1/3 of trash in the United States come from?
8. Why are recycling programmes important?
9. Is there a lot of trash in your town/city?
10. What should you do to protect the environment?

Writing

Do you know how to be more environmentally conscious? Is it important to recycle rubbish? Do you believe that responsibility for saving the planet of Earth is in your hands?

What can YOU do?

You are given a list of 24 practical ideas. Choose those, which in your opinion can help to save the environment and explain your choice.

1. Buy fresh food that doesn't need a lot of packing.
2. Try to buy «organic» fruit and vegetables from farmers, who don't use chemicals.

3. Save as much water as possible.
4. Find out more about Green organizations in your area.
5. Write letters to the government of your country about Green problems, which you are worried about.
6. Use products that won't stay forever in earth or sea, when you throw them away.
7. Use bottles more than once (or take them to a bottle bank).
8. Try to save paper. Also, buy and use recycled paper as often as possible.
9. Avoid «throw-away» products.
10. Make sure that your family and friends use unleaded petrol in their cars.
11. Don't buy products (fur or ivory, for example), made from rare or protected species of animals.
12. Use public transport as often as possible.
13. If you're buying wood, don't choose hardwood from tropical rainforests.
14. Look for aerosols, which haven't got any CFCs in them.
15. Try to eat healthy products. Avoid too much fat or sugar.
16. Don't buy hamburgers or pizzas in plastic boxes, which contain CFCs.
17. Use batteries as little as possible. It takes 50 times more energy to make them than they produce.
18. Don't leave on electric lights, TV, hi-fi, etc, if you are not using them.
19. Take aerobic exercises at least three times per week.
20. Find out more about Mass Media issues in your area. Are there any woods, fields, etc, in danger, for example?
21. Try to throw away at least 25% less rubbish.
22. Help old people in your area to insulate their homes. It will save heat and help to keep them warm in winter.
23. Visit any local nature reserves or zoos and talk to the people, who run them.

Creative Activity

1. Use the headings, given above to identify the main ideas of the text.
 2. Try to present your own project on environmental protection.
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Reading IV. Road transport: problems and prospects

1. *No one will today dare to argue, that road transport is one of the main reasons of environmental pollution. Man, nature, transport... Who is to gain or to lose? To find answers on these questions read the following text.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **vehicle**, **raw material**, **to require**, **at first glance**, **overall transport problem**, **to be considerate to each other**, **largely swallowed**, **road accident**, **serious illness**, **to avoid**, **practical application**.*



I. Interest in the road problems had extended beyond the specialists to the millions of men interested in the problems that have come with development. Everyone rides on some **vehicle** every day, of course, but besides this, in modern society transport reflects some of the main problems of society — the big city, energy problems (in developed countries about a quarter of the power output is consumed by transport), **raw materials** (a million cars require up to a million tons of steel, 50 thousand tons of glass and

100 thousand tons of rubber). Finally there are the problems of the distribution of manpower resources (about a fifth of the employed population in developed countries work directly or indirectly in transport), and ecology (transport is largely responsible for pollution).

II. So far transport research has given no exact definition of transport's place in modern society.

To get to the root of the transport problems one must begin by understanding what society needs transport for. This seemingly simple question has never been fully answered. Yet an answer we must have, if we are to solve the **overall transport problem** or even the problems involved in developing one or another system.

Now an analysis of the social role of road transport has made it possible to see the main trends of its development and to forecast the consequences.

The development of road transport has called for controlled technological progress, for subordinating the technical aspects of transport to the harmonious development of transport, for a balanced combination of private and public transport.

III. The fact, though at first glance insignificant, that in public transport people learn to be considerate to each other (for instance, passengers do not smoke, the young should give up their seats to the elderly, etc.) is very important in the development of society — indeed, it helps to create a more friendly atmosphere.

The fast growing transport systems call for still higher costs, and it is essential that technological progress in transport should eventually coordinate the society's transport needs with its materials and manpower resources.

An unbalanced development of transport may lead to a situation when the economic benefits in agriculture and industry are largely swallowed by high transport costs. Therefore, unbalanced developments of both individual types of transport and public transport system may restrict their relative efficiency.

IV. In modern society transport has grown from a weak child into a giant whose habits are hard to live with.

Everyone wants to reach a place comfortably and fast. Even transport engineers have used interest in transport. This is quite natural, but one must remember that the development of speed and comfort in transport can become a difficult problem — current steep rise in business, tourist and other journeys result in transport indiscipline.

V. We hear more and more about the evil by-products of the car — road accidents, smog and so on. Smog alone kills hundreds of people and is the cause of serious illnesses for many thousands of people in cities like Tokyo, New York, and London. How to solve these problems? More effective use of scientific and technological achievements of different countries could help here.

VI. To work out a sound transport policy one must first work out the theory on the functioning of the modern transport systems, practical application of which can make transport really controllable. Thus man will be able to develop a transport system consciously, to make it optimal for the development of society. Finally, this should help avoid the transport indiscipline, symptoms of which are being witnessed in our world.

Vocabulary

Match a line A with a line in B:

A	B
1) vehicle (n)	a) use
2) at first glance (adv)	b) thoughtful
3) considerate (adj)	c) horrible disease
4) accident (n)	d) car engine
5) serious illness (adj+n)	e) incident
6) application (n)	f) at once, immediately

Discussion

1. What part of energy is consumed by transport?
2. How many raw materials does car production require?
3. What is the balanced development of transport?
4. What may an unbalanced development lead to?
5. What does the increase of different journeys result in?
6. How can problems of road accidents, smog and serious illnesses be solved?
7. Does passenger transport play an important role in your country?

Writing

Write a composition on the transport problem you have in your country. Describe work peculiarities of a traffic warden on the road.

Creative Activity

Create a presentation on the problem: «Why is it necessary for young people to participate in the environmentalists' movement?»

In your country

1. Why have environmental problems become exceptionally important in Russia?
2. Why is Russia cooperating with other countries in the field of environmental protection?
3. Why is it important to study and protect the environmental systems of the Arctic and Sub arctic regions?
4. Find ways how your city/town can solve the problems of transport.

5. Make predictions on the future environmental situation in Russia.

This unit sayings

1. Who breaks pays.

2. Well begun is half done.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. First Conditional is used, when the action is supposed to be fulfilled in future.

The following conjunctions are to be used: **If (when, as soon as, until, after, before, while)** with **will-future** in:

a) *Positive sentence:*

If I find your wallet, I'll let you know.

b) *Negative sentence:*

You won't pass the exams, if you don't revise the material.

c) *Question:*

What will you do, if you don't find a job?

2. Note that we do not usually use **will** in the «if» clause
NOT: *If you will leave now, you'll catch the train.*

3. **If** can be replaced by **unless (= if ... not)**, in **case (= because of the possibility ...)**, **when, as soon as and until**.

Unless I hear from you, I'll arrive at 8 o'clock.

I'll take my umbrella, in case it rains, etc.

4. Put verbs in brackets into correct tense.

1) If you _____ (to be) free, I _____ (to come) to see you. 2) If you _____ (to ring) me up, I _____ (to tell) you a secret. 3) If my friend _____ (not, to work) in my office, we _____ (not, to meet) every day. 4) If I _____ (to live) in the south, I _____ (to bathe) in the sea every day. 5) If you _____ (to give) me your dictionary for a couple of days, I _____ (to translate) this text. 6) The ice-cream _____ (to melt), in case you _____ (not to put) it into the refrigerator. 7) You _____ (to finish) your report, unless you _____ (to stop) wasting your time like that. 8) If Mary _____ (not to pass) her examination, she _____ (not to get) a scholarship. 9) Estelle _____ (to be) delighted, in case she _____ (to have) such a beautiful fur-coat. 10) Unless you _____ (to stop) smoking, you _____ (to make) a great damage to your health. 11) If we _____ (to be) not so careless about the nature, we _____ (to save) the ecology.

Before you start

What's the role of women in the world? Do they have equal rights and opportunities with men?

Reading I. Women's roles and rights

Read the following texts about the importance of the role of women in the society and express your opinion on the problem.

Text 1. The rights of women

1. *Are there equal rights of women and men in all countries? What do you know about this problem? Share your opinion with your group mates.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: average pay, full-time job, jealous, pram, to be fed up with, lack of time, to juggle, to demand, to be encouraged, suffragist's movement, suffragette.*

The term «feminism» is known from the suffragist's movement time, when suffragettes used to fight for the right to vote in the 19 century. Nowadays feminism has become a part of our life. The main reasons of women's complaint are modern life, government and employers, women want more freedom, they want better jobs and more pay, less time at home with their children. They think that women should have the same chances as men. All this has made some men nervous. «There are too many women in charge already», they say. «And, anyway, a woman's place is in the home».

Do British women have the same rights as British men? Do they have more freedom and more power than they did ten years ago? Are women getting better jobs and better pay? What are the facts?

In the world of work, things have not changed much in the last 10 years. Forty per cent of jobs are done by women, but only 25 per cent are done by married women. And the jobs that women do are

the worst paid and the least interesting. The average pay for women is much less than the average pay for men.

In public life, too, things are not very different. True, Britain has had a woman Prime Minister, but only 25 out of 650 Members of Parliament are women. There are very few women in the top business jobs, or in the most important jobs in the civil service. And the few women at the top often have problems with jealous fellow-workers.

On the other hand, some things have been changing. Men seem to be more interested in their homes and their children these days. Probably 95 per cent of British fathers now watch their babies being born. Twenty years ago, most fathers did not use to push a baby's **pram** around the streets or change a baby's clothes. They thought it was «silly», or «unmanly». Now, most fathers are happy to take the baby out, and many will spend much longer playing with and looking after their children.

What about house work? Does the modern British man work in the kitchen, or go round with the vacuum cleaner, or hang up the washing to dry? Not very often, is the answer. Most men are happy to pour out the drinks when guests visit, or sometimes wash up after a meal. But women still do nearly all the work at home, even when they have a **full-time job**.

Women are becoming increasingly **fed up** with family life because it puts too much pressure on them, according to the latest survey.

Difficulties with modern life were blamed by 40 per cent of British women for their **lack of time** brought on by trying to juggle the demands of home and work; 22 per cent pointed to the cost of child care as their biggest problem; 12 per cent blamed their employers' attitude to working families for increased pressure. Four fifths said that they believed there should be tax breaks for married couples. There was, however, little **demand** to take women out of the workplace, with 68 per cent saying single mothers should be encouraged to work.

Text 2. The role of women in the United Kingdom

1. *Some women in the United Kingdom are famous like suffragettes for their suffragist's movement. Read the following text to know more about it.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to eliminate, to*

promote, outperforming, undergraduate, to be renowned, insurance, rapidly, to diminish, a prominent role, sacrosanct, significant advance, devolution, to interact, advisory, to ensure, stride, prejudice.

At the beginning, of the 21st century women, from all over the United Kingdom are successful in a wide variety of different professions.

The Equal Opportunity Commission, which was set up under the Sex Discrimination Act of 1975, used to help to eliminate sex and marriage discrimination and **promote** equality of opportunity between men and women.

Women now edit national newspapers, can be ordained as priests, produce and direct in film and theatre, hold top jobs in the financial heartland of the City of London and are professionals in traditional male sports such as boxing.

Educationally, they are regularly **outperforming** boys in the classroom. More women than men are now entering higher education and many that study the arts and humanities move into the expanding sphere of the communication industry such as Jenny Abramsky, the BBC's head of UK radio.

Women are playing an increasing role in medicine and law. In 2005–2006 women made up 62 per cent of **undergraduates** in medicine and 65 per cent in law. In both these professions women are still minority at the highest levels. But Britain's best-known judge is a woman, Cherie Booth, Queen's Counsel, the wife of Prime Minister Tony Blair.

In the world of business, The Times newspaper's top 200 companies list for 2005 shows that 46 per cent used to have women on their board of directors and British women, such as Anita Roddick of The Body Shop, have become **renowned** for their world-wide business.

And looking across the whole spectrum of business, a report for the year 2006 by Information Group Experiment shows that of the 3.2 million directors in the UK more than the third are women. This report also shows that 45 per cent of leaders in the world of banking, finance and insurance are women.

Women at all levels — not just the high flyers — play a **prominent role** in the UK's economy and the pay gap between men and women is **rapidly diminishing**: there are now no areas of employment still **sacrosanct** to men and Britain has equal pay legislation.

Women dominate in some of the key growth areas of the economy — clerical, sales and service industries. In 1969 women used to make up 35 per cent of the work force and earned half as much as men for a 38-hour week.

By 2000, 69 per cent of women and 79 per cent of men of working age used to be employed and full-time women employees were earning, on average, 80 per cent of the average hourly earnings of men.

Along with the widening of opportunities there have been significant advances in conditions of work which allow women to combine work and family.

Maternity rights have improved, women can now share job on their return to work and the government is promoting family-friendly policy and new rights for employees to take parental leave. Most important of all is the government's childcare strategy which aims to make it easier and cheaper for mothers to continue working.

The field of politics also reflects women's increasing in the UK. One of the world's best known politicians is Britain's Margaret Thatcher (now Baroness Thatcher), Prime Minister from 1979 to 1990.

But more significantly for women as a whole is the increased number of women Members of Parliament (MPs). Since the 1997 election, women MPs are at an all-time record numbering 121 out of total of 659 (18 per cent). Five women are in the cabinet. There are 23 other women ministers, and the Speaker of the House of Commons is a woman. All political parties have taken positive action to increase the number of women to be selected for election.

The devolution of the United Kingdom has brought about even greater political progress for women. In the period of 1999 elections for the Scottish Parliament and the Welsh Assembly a record number of women used to be elected: 40 per cent in Wales; 37 per cent in Scotland. Scotland is now ranked the third highest country in the world for women's representation in the parliament.

The UK has a Women's Unit to support two ministers for women, one of whom is in the cabinet. The unit's role is to add value, advise on existing initiatives, look at government policy with a «gender lens» to see how they interact, and to support with their particular knowledge the notion of «joined up» government.



The government also funds the Women's National Commission, an **advisory** public body representing a range of women's organizations across the UK and which **ensures**, that government is always aware of women's opinions.

UK women have made great **strides** towards total equality in the 20th century and — although attitudes still vary according to age, social class and culture — fewer **prejudices** remain.

Young women are increasingly educated and with each generation more and more women are playing key roles in all sections of UK society.

Vocabulary

Match a word in A with a definition in B:

A	B
1) average (adj)	a) to be bored with
2) full-time job (n)	b) to be a self owner of smb.
3) jealous (adj)	c) an unreasonable dislike
4) eliminate (v)	d) to cheer up
5) fed up (adj)	e) the state of being short of time
6) lack of time (n)	f) working for a settled period of time
7) insurance (adj)	g) exclude
8) encourage (v)	h) protection
9) prejudice (n)	i) medium
10) suffragette (n)	j) a woman who stands for her right to vote in suffragist's movement

Discussion

1. What are the spheres of life, where women's role is great?
2. Compare the rights of women in the UK and other countries?

What is common? What are the differences?

Writing

Find in the texts of Reading 1 the answers to the following questions:

1. What are the main reasons of women's complaint?
2. What do they demand?
3. Do British women have the same rights as men?
4. Are women getting better jobs and better payment?
5. How many women are there among 650 Members of Parliament?
6. Has anything changed in the men's attitude to home rights and duties?

7. Does a modern British man do any kind of work that a woman usually do in a kitchen room?

Creative Activity

Compare British women and their attitude towards the society problems with the Russian ones. Speak on the differences. Imagine what could happen, if men and women change their social roles. What kind of life could it be?

Reading II. Male and Female attitude towards reality

1. Read the following texts on the given problem. Be ready to share your opinion on it.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **mechanically minded, likely to cry, identity, employment, breadwinner, economic recession, bluestocking, mainly, to counterbalance, obsessed, profoundly influenced, incidentally, mediocre painter, to resemble, to be vexed, inherited, indisputable, favourite, a conqueror.**

Text 1. What do you think?

1. Read the article, express and prove your point of view. Do you agree with the author? Do you think that nowadays features of men's and women's character are changing to the opposite ones? Why? Give your commentaries on this point.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **mechanically minded, likely to cry, identity, employment, breadwinner, economic recession.**

Do you think a woman could be tall, strong and handsome; brave and clever; active and aggressive; good with money; **mechanically minded** and good with her hands?

Do you think a man could be warm, soft and clinging; small and pretty; weak, gentle and tender; emotional, intuitive, good with children and yet **likely to cry**? If you do, then you are very unusual

because in many societies people have taught or conditioned to think exactly the opposite. A woman would possibly thank you for the description, but a man may think you are insulting him.

From the moment people are born, their sexual identity is automatically manufactured for them. The mother stays at home to look after the babies, and the father goes out to work to earn money in the big, wide world.

It is only since the turn of the century that people have begun to ask the question «*Why?*» Women have as much creative intelligence as men, so why can't they go out to work alongside with men?

It was not until the late 1950s that it became respectable for middle-class women to work in-paid employment. Until then it was considered to mean that the husband could not support her. The majority of women in Britain in paid employment still consider themselves as wives and mothers first, and employed women second. The social security laws, and the tax laws, think of women as dependents, and husbands as the breadwinners. Even if a woman is only living in the same house as an employed man, it can be difficult for her to claim unemployment benefits.

The current economic recession has meant that, as in the periods after war, men are begin preferred to women for employment. In the UK, women's drop in employment was by 10% between January 2003 and January 2004 as compared to a drop of 2% for men. The drop in female workers is probably much higher then these figures, but many unemployed women either can't or don't register themselves as unemployed.

There is no women's right to work campaign to oppose this trend. It would appear that in a recession, the general view held by women is that their place is in the kitchen. In the words of a member of the Government, the Minister of Social Services, it was said: «I don't think mothers have the same right as fathers. If the good Lord had intended us to have equal rights to go out to work he wouldn't have created men and women».

This seems incredible. What do you think?

Text 2. Beauty attracts but it is brain that counts

1. Read the following article about a woman's role in a man's way to success. Do you think it is an essential problem to discuss? Try to prove your point of view. Be ready to discuss the article in groups.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while

sharing your opinion on the problem of the unit: bluestocking, mainly, to counterbalance, obsessed, profoundly influenced, incidentally, mediocre painter, to resemble, to be vexed, inherited, indisputable, favourite, conqueror.

I. As every schoolboy knows, even in the days before it was possible to chat up women in nightclubs, Neolithic man would choose his mate on the basis of long legs, childbearing hips, a big mouth and wavy blonde hair.

And nothing much has changed over the past 200,000 years. Men go for beauty, women go for brains. And Pamela Anderson eat men's heart out.



It turns out that the best way to produce an intellectual son is to mate with a bluestocking, rather than a bimbo, as the genes, which carry intelligence, are passed down through women rather than men.

II. Shakespeare, Mozart, Einstein and Newton all owed their genius to their mothers, according to Professor Gillian Turner, because brain power is passed through the X chromosome. Women have two X chromosomes and men have one.

According to Professor Turner it is women, not men, who choose their partner on the basis of appearance. She says that a woman may be driven to mate by her partner's physique, but the brightness of her children lies mainly within her.

Equally, the mutations on the intelligence gene in the X chromosome will influence men more strongly than women, as women have a second X chromosome to counterbalance the first. This explains why there are more incidences both of mental retardation and genius in men than women, says Professor Turner.

III. And certainly, geniuses throughout the ages would appear to have been **profoundly influenced** by their mothers. Shakespeare's most famous play, Hamlet, is about a man **obsessed** with his mater. His own mother Mary, **incidentally**, came from a very rich farming family, which suggests that his father John was influenced something other than looks.

Charles Dickens's grandmother (admittedly on his father's side) was famous for her story telling.

Pablo Picasso's was a rather mediocre painter. His mother Dona Maria Picasso — Lopez was a different story: not only did her son, unquestionably the greatest artist of this century, resemble her physically but it has since emerged that there were two painters among her ancestors as well.

IV. Winston Churchill was another mummy's boy who blossomed in later life. Recently published documents show that his adoration of his brilliant and sophisticated mother Jenny was the key to his later greatness.

He begged for her love and approval and once wrote: «My dearest Mamma, do not be vexed with me for writing grandly to you. It is the only style of intercourse between rational beings who know each other well».

Designer Yves Saint Laurent dotes on his mother Lucien Mathieu-Saint Laurent. «I have shared with her some moments of rare happiness», he once said. Bill Gates, founder of Microsoft and, with a 7 billion pounds fortune inherited his brains from his mother who was a teacher.

V. The theory holds out in the world of sport. Jack and Bobby Carlton are the sons of the late Cissie, First Lady of Football, who trained not only her own sons, but also the children of her town. «I wish I'd been born a lad», she once said — although if she had been, she might not have passed on her talent to such sporting sons.

None of this would be a surprise to Sigmund Freud, who analysed his own passionate love for his mother Amalia. Recalling his childhood, he wrote: «A man who has been the indisputable favourite of his mother keeps for life the feeling of a conqueror, that confidence of success which often induces real success». He later went on to say: «My strength has its roots in relation to my mother».

Vocabulary

Below there is a list of words you might use to describe people. Which adjectives would you use for a woman and which for a man? Prove your choice. Give some other descriptions:

clever	gentle
emotional	aggressive
pretty	intuitive
soft	brave
strong	active
tender	clinging
tall	weak
handsome	good with children
able to make a fortune	likely to cry
good with hands	mechanically minded
indisputable	breadwinner
a conqueror	a house keeper

Discussion

1. On what basis would Neolithic man choose his mate?
2. Why is marriage to a bluestocking better than to a bimbo?
3. Whom do celebrities mostly owe their genius to?
4. Why do the mutations on the intelligence gene in the X chromosome influence men more strongly?
5. What gender were the earliest gods?
6. Give some examples from the text of the woman's influence on man's genius.

Writing


1. Complete the sentences:
 - 1) Men go for beauty, women...
 - 2) Women have two X chromosomes and...
 - 3) X chromosome will influence men more strongly, than X chromosome will influence women, as...
2. Write down words, which are of the greatest importance for you to characterize men and words to characterize women. Explain you choice.

Creative Activity

1. Create a poster presentation on the problem: «Men and women misunderstanding and differences (disagreement) in their attitude towards the reality».
2. Compose and perform dialogues on the following problems:

What is the role of the women in upbringing children?

Do you think it is only woman's duty to bring up kids and solve all the problems raised?

 Reading III. How low is low?

1. *What style of clothes do you like? Describe it. Do you stick to the modern fashion? What is your attitude to tattoos and piercing?*

Low-slung trousers on women are the hippest, sexiest sight in a city, some designers' say, while others believe that such clothes are designed rather to humiliate than to celebrate a female form. Give your opinion.

Read the following text and discuss this problem in your group.

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: low-slung trousers, floppy hat, lightweight denim, waistband, reveal, button cleavage, buttock, rude, breast, to poke out, exposure, belly button, midriff, panty waist, buttock cleft, ankle, decency, naughtiness, piercing, underpants, hint; consequently.*

Use a bilingual dictionary for proper understanding the meaning of the words from the context.

Some designers like dressing girls in **low-slung trousers**. For example, both Bartley and Lee Cooper seem to be doing a fine job of promoting it.

Among them there is Bartley, who is so hip that supermodels are prepared to wrestle for the privilege of modeling her designs, has declared that along with floaty miniskirts and **floppy hats**, low-slung jeans are going to be absolutely *de rigueur* (= *rigorous that is of strict enforcement, obligatory*) this season.

Another representative of high fashion style is Lee Cooper, who has gone a step further with a new line in jeans called Butt Couture, made of loose, **lightweight denim** with a waistband that part at the back so as to reveal a generous quantity of **bottom cleavage** and **buttock**.

Apart from the nape of the neck, the area revealed by a pair of hipster trousers is the sexiest part of a woman's body. What it comes down to is that **Less Rude** is **More Rude**. Suppose the fashion world tried to start a new trend for wearing your **breasts poking out** through a hole in your shirt: it would never **catch on** because it would just be too obvious. It's the same with garments designed for maximum backside **exposure**. Perhaps, to wear something so brazenly in your face says, «I'm extravagant, good-looking and sexy and I like it».

And this is what's so good about low-slung trousers. While still leaving a lot to the imagination, they reveal just enough the belly

button; the smooth, downy midriff; the panties waist and buttock cleft. A bit like ankles in Victorian times, these are the parts of the body that straddle the divide between decency and naughtiness. There may be nothing rude about a belly piercing, but we all know that it's the area you have to cross before you get to third base, and that's titillating enough.

But it's more likely that hip-hop culture is to blame. Rappers have been sporting this look for some time. This is partly so that people can read the labels on their designer underpants, but mainly to hint that they are so hard that they have done time in prison, where belts are confiscated, and where, consequently, your trousers keep falling down.

Vocabulary

Match a line A with a line in B:

A	B
1) waistband (n)	a) navel
2) belly (n)	b) free, frivolous
3) reveal (v)	c) belt
4) miniskirt (n)	d) dark blue fabric for jeans
5) floaty (adj)	e) very short skirt
6) denim (n)	f) stomach
7) button (n)	g) to do visible

Discussion

1. What do you think why fashion always changes? What is the reason for it?

2. What is positive and negative in your enthusiasm and desire to follow modern clothes style?

Writing

Answer the following questions:

1. What has Bartley declared?
2. What has Lee Cooper done?
3. What new trend did fashion world try to start?
4. What have Rappers been doing?

Creative Activity

1. Try to create your own unique fashion clothes' style. Design, paint and write it, if you can. Discuss your project with your group mates.

2. Prepare a presentation:

«Fashion in our life»,

«Men and women: rights and duties. The pros and cons».

In your country

Describe the rights of Russian men and women. What are the differences?

Compare them with other countries peculiarities.

This unit sayings

1. A man may look his age – but a woman overlooks her's.
2. A wise WOMAN is one who has a great deal to say, and remains silent.
3. They are hand and glove.
4. A woman doesn't wear a dress, she lives in it.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. *-ing adjectives* describe a situation, person or thing:

an interesting life
a boring teacher
an exciting film
a disappointing situation
an embarrassing book

2. *-ed adjectives* describe how people feel:

I'm very interested in modern art.
We were bored at the end of the lesson.
She's excited about going on holiday tomorrow.

3. Are these verbs followed by **the infinitive** or **-ing**?

enjoy try decide start begin manage like love

4. **Used to** expresses a past action, which doesn't happen any more:

I used to play games with my brother, but now I don't.

I used to do my homework, but now I do not.

I used to play computer games, but now I don't.

5. Find the examples of *used to* + infinitive in the unit texts.

6. Choose the correct form.

1. Do you enjoy *cook/cooking/to cook*?
2. When I lived with my parents, I used to *swim/swim/swimming* in our swimming pool.
3. When we are in Paris, we usually go to *shop/shopping/shop*.
4. I use to *work/work/working* about the house, but now I don't.
5. I enjoy to *play/play/playing* football.
6. When my sister was a little girl, she used to *collect/collecting/collect* stamps.

7. Choose a word from the brackets to complete the sentences.

1. Jack worked all night so the following day he was ____ (exhausting/exhausted).
2. We saw a comedy film at the cinema last night, but unfortunately it wasn't ____ (very amusing/too amused).
3. The directions were not very clear, so I was ____ (confusing/confused), which way I should go.
4. Timothy was ____ (annoying/annoyed) to hear that the concert had been cancelled.
5. This is a very quiet town. Nothing ____ (very excited/more exciting) ever happens here.
6. Jim said, that the time he flew a helicopter was the most ____ (terrified/terrifying) experience of his life.
7. The teachers and students were ____ (shocked/so shocking) to hear that the Head Teacher of the school had been arrested

8. Complete the following sentences.

1. I used to go ____ (to visit) my parents at weekends.
 2. I didn't know what ____ (to write).
 3. I stopped ____ (to smoke).
 4. It was impossible ____ (to look down).
 5. I was going ____ (to decide) what to do.
 6. They managed ____ (to pass) that test.
 7. I'll try ____ (to visit) my granny, who lives in Africa.
 8. She loves ____ (to wear) low skirts.
 9. Peter enjoys ____ (to listen) to hard rock music.
-

Before you start

People on our planet can't live without travelling now. Nowadays it is extremely difficult to find a person, who has never travelled. The majority of people travel now with the different means of transport: express trains, cars and jet liners, etc. A lot of these vehicles can offer you comfort and security.



Reading I. Different ways of getting around

1. Read the following text about a great number of ways of travelling. What kind of travelling is available for you?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **to be at one's disposal, means, to book a ticket, appointed, cockpit, to recline, crew, kitchenette, rear, stewardess, altitude, due to, arrive in, advantage, landscape, carriage, berth, suitcase, voyage, magnificent, enormous, seasickness, whenever, to depend on, schedule, sightseeing, hiking, according to, destination.** Use them in active vocabulary while sharing your opinion on the problem of the text.

People who wish to travel either for pleasure or on business have at their **disposal** various **means** of transport. If you want to get somewhere as quickly as possible the best way is to travel by plane. It is better **to book tickets** in advance. On the **appointed** day you go to the airport by car. Soon you'll board the big airliner and it will carry you to new lands. When on the plane you may look around. In front of you in the **cockpit** you'll see a pilot and his crew. Some of the passengers are **reclining** in comfortable armchairs. There is a **kitchenette** in the rear part of the plane where the **stewardesses** are cooking. Presently we take off and in a few minutes the voice of the pilot informs us about the **altitude** we are flying. Sometimes it is possible to see the land. It is like a **geographical** map. Our plane is **due to arrive in** eight hours. Time passes quickly. The plane arrives at the airport in time.

Travelling by train is slower than by plane but it has its advantages. When on the train you can always see the landscapes around you, so you are not simply going to the place of your holidays, but your holidays have already begun. To have a good trip by train you must book the tickets in advance. When the day of your departure comes, you go to the railway station, which is usually closer to your home than the airport. The porter helps you with the luggage. You go to your carriage and find out if you have lower or upper *berth* in your compartment. Each compartment has its own window, a table, special boxes for suitcases and, of course, four berths.

Travelling by sea is mostly for those who are going on holiday and want a pleasant *voyage*. On board of a large cruise ship people get across oceans and visit other countries. The ship stops for a day or two in different ports and people go on the shore for excursions. Crossing the ocean is a magnificent and very long *voyage*, with enormous waves before you and a 4-deck liner under you. The only drawback is seasickness, so before starting on a *voyage* you should find out, whether you suffer from it or not.

A lot of people prefer *travelling by car*. This way you can explore the nearby towns and cities. The greatest advantage is that you can stop whenever you like and that you don't depend on any schedule. You start from the door of your house and take the road you like.

Coach tours are not expensive and very popular. They are planned as holidays and there is a chance to do a lot of sightseeing and have a good rest at the same time. The cheapest and one of the most popular ways of travelling is hiking. It is always a great experience for a lover of nature. Walking through the wood or along the river, having a rest on the shore of Forest Lake, climbing a mountain, you feel yourself a part of nature.

All means of travel have their advantages and disadvantages. People choose one according to their plans and destination. When travelling we see and learn a lot of things that we can never see or learn at home.

Vocabulary

Match the given verbs in A with the appropriate nouns in B:

A	B
1) to ride	a) a flight
2) to drive	b) luggage
3) to go by	c) a seat
4) to go on	d) a plane
5) to catch	e) bus
6) to take	f) seat belts
7) to reserve	g) a car
8) to fasten	h) a train
9) to miss	i) a taxi
10) to confirm	j) foot
11) to check in	k) a camel

Discussion

Have you ever travelled?

Do you like travelling?

What is the most attractive way of travelling in your opinion?

What kind of transport do you prefer? Why?

Writing

Compose situations, using the following replies, given below. Usually you can hear them on the platform of a railway station or in a compartment of a passenger train.

1. Please don't forget to write!
2. It was very nice of you (all) to come to see me off.
3. Pleasant journey!
4. How far are you going?
5. Would you mind, if I switch on the radio?
6. Let's get into this one. There are some vacant seats in here.

Creative Activity

Compose a story about advantages and disadvantages of travelling by different kinds of transport. Ask your group mate to name any kind of travelling by different transport for you to describe, even an extreme one: on foot, by horse, by balloon, by lift, by camel, etc.



Reading II. Travelling by different kinds of transport

Text 1. Travelling by rail

1. Read the text and tell your group mates, what you know about travelling by train.

2. Study the following words and word combinations connected with traveling by train from the text in bold type: **passenger train, goods train, mail train, long distance train, fast train, local train, to be attached, distant place, sleeping compartment, reserved seat, travelling on business.** Use them in active vocabulary while sharing your opinion on the problem of the text.

The first railway in Russia was opened in 1837 and since that time people have covered millions of kilometers, travelling from one part of the country to another by train.

Passenger trains carry people, **goods trains** carry goods, and **mail trains** carry passengers and mail. In Britain and in America there are also special coaches attached to some trains, called Travelling Post Offices. In these coaches people sort letters and parcels while the train runs from one station to another.

Long-distance trains are **fast trains**. **Local trains** make all the stops, and you can get on or off a local train at a very small station, even if it is only a platform.

If you are going to a **distant place**, a **sleeping compartment** is very comfortable; a **reserved seat** for a day journey is good. Local trains have carriages with wooden seats as passengers make only short trips.

After a long-distance train starts, the passengers often begin to talk to each other. They ask questions about how far they are going and whether they are **travelling on business** or going to visit relatives or going to a rest home. They talk about various things to pass the time.

Vocabulary

What advice would you give, if you have some problems, while you are travelling by train? Match the problem in A with the suggestion in B:

A	B
1) You are a manager and you have to carry a great amount of computer equipment. 2) You would like to go to a resort place to have a rest. All trains are overcrowded. 3) You are going to travel to a distant place. 4) You are going to the suburb. 5) You want to send a letter or a registered parcel.	a) It's better for you to use a local train. b) You should buy tickets beforehand to have a reserved seat. c) Use a mail train for prompt delivery. d) You should book a seat in a sleeping compartment. e) You should use goods trains.

Discussion

A lot of cities in Russia and other countries have miniature railway stations, which aim is to interest children in train and railway business. Some of children wish to be railway men, when they grow up.

Tell your partner which school subjects are especially important for those, who wish to drive a locomotive or to do other kind of work, connected with railways.

Ask your partner why to drive a locomotive is the most popular job at a miniature railway system in children's opinion.

Discuss history of railways, the work of a huge railway station and its importance for the country.

Writing

Compose a story on traveling by rail, using the following questions:

1. What kinds of trains do you know?
2. What trains do you find most convenient for travelling at long distances?
3. How many people can travel in a sleeping compartment?

4. Where do passengers have their meals, while travelling by rail?
5. What can passengers observe through a moving train window?

Creative Activity

1. *Have you ever come across any extraordinary situations, while traveling by train? Tell your group mates about it.*
2. *Compose dialogues about traveling by train, using the names of kinds of trains, given in the text of Reading II.*

Text 2. Waters as highways

1. *Read the text and express your opinion on the given problem.*
2. *Study the following words and word combinations, connected with traveling by water transport from the text in bold type: to imagine, floating log, to invent, ancient tomb, ocean-going liner, used to carry, holiday-maker, river boat, canoe. Use them in active vocabulary.*

It was so many thousands of years ago that we can only imagine how and where it really happened; how a man discovered that if he used a floating log, the waters would carry him from one place to another.

Afterwards, over a period of hundreds of years, men experimented and invented many things to help them cross the waters. All sorts of boats were invented and developed in different parts of the early world. The ancient Egyptians of five thousand years ago made great boats; but when we study the painting on the tombs of Egyptian kings, we find that they also made ships.

From such beginnings grew all the boats and ships which have become one of the world's means of travel and transport. The waters have become highways. The size of boats has increased up to the great ships we use in our time.

Ocean-going liners and river boats are used to carry passengers and goods. Pleasure boats are for tourists and holiday-makers.

As summer journeys are very popular in our country, a favourite way of travelling is by river boat or canoe. Many people travel for several weeks along many big and small rivers. Others prefer a cruise on the Black Sea or to foreign countries.

Vocabulary

Match the words from the text in A with their synonyms in B:

A	B
1) imagine (v)	a) old grave
2) invent (v)	b) to move, to give a lift, to transfer
3) ancient tomb (adj+n)	c) discover
4) carry (v)	d) person on holiday, tourist
5) holiday-maker (adj+n)	e) to draw a picture in mind
6) river boat (adj+n)	f) canoe

Discussion

1. In areas without roads or railways moving from one place to another is still very difficult. How are water-ways used in such areas?

2. In what way is travelling by sea attractive?

3. Which season is the best for you if you want to have sea voyage? Why?

4. What kind of traveling is better in your opinion — a journey on foot, sea voyage or a trip along a river? Why?

5. Tell your partner what you have learned about round-the-world voyages from different sources of information: literature and TV programmes, Internet.

6. Ask your partner whether he/she has ever made a voyage. If he has, let him tell you the name of his ship, the port, where he started his voyage and other details.

7. Discuss your excursions or journeys by land and by sea transport or other kinds of journeys you have had.

Writing

Do you know any funny stories about travelling by means of water transport? If not, compose your own one.

Creative Activity

Express your opinion on the following:

- For some people there is nothing as fine as a voyage by ship. What are the things that make travelling by sea so attractive?

2. Travelling on board of a big liner is more convenient and safer than travelling in a small boat, but it is less exciting and less interesting. What do you think?
3. What would you see, if you took a cruise along the Black Sea coast (round Europe)?
4. When did passengers begin crossing the Atlantic on board of ships and ocean liners?

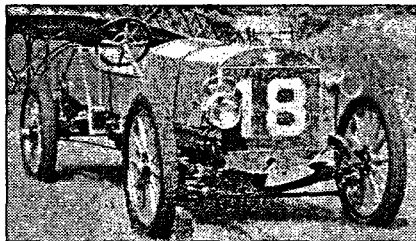
Reading III. History of cars

1. *It's no doubt that a car is considered to be a great invention for the purpose of travelling. Read the text about cars' history and discuss the given problem in groups.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: innumerable, attempt, to reach conclusion, vehicle, internal combustion, proposition, to be established, rocket-propelled vehicle, to come to halt, civilian, delivery, whilst, to quarrel, to enhance, surplus, merger, rivalry, forefront. Use them in active vocabulary while sharing your opinion on the problem of the text.*

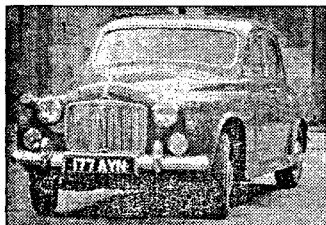
With the invention of the wheel in 4000 BC, man's journey on the road of mechanized transport had begun. Since then it was continually replacing the horse. **Innumerable attempts reached conclusion** in the early 1760s with the building of the first steam driven by a French Captain, Nicolas Jacob Cugnot.

It was however left to Karl Benz and Gottlieb Daimler to produce the first vehicles powered by **the internal combustion engine** in 1885. Then the petrol engine was introduced, which made the car practical and safe **proposition**. The cars in this period were more like the cars in our roads today. With cars came the era of speed.



The first ever land-speed record was established about a hundred years back, in 1898. Count Gaston de Chasseleoup-Labat of France drove an electric car (in Acheres near Paris) at speed of 39.24 miles per hour. This **Flagged off the era of «wheels racing»**, which lasted till 1964, after **jet and rocket-propelled vehicles** were allowed.

As Britain entered into a state of war with Germany in September 1939, all civilian car production came to halt. Production of the 8 and 10 models continued for army use, but the factory's main mode during this period was the Lancaster bomber. A special airfield was constructed at Longbridge for testing and delivery. Whilst Lord Nuffield over at Morris had quarrelled with the government, and thus been left out of the «shadow factory» scheme, Lord had done well out of it, considerably enhancing his production capacity. This capacity was fully utilized once the war was over, and Lord surplus airfield was set about building the greatest and modern car plant in the world — CAB 1.



This plant was so modern that manufactures came from all over the world — including a certain Japanese company called Dustan (now Nissan).

In 1952 the long-term rivalry with Nuffield Motors was brought to book, and a merger between the two companies arranged. Then in 1959 BMC came into forefront of automotive engineering. At the 1959 Motor show the Mini was launched, and with it the golden age of BMC.

Vocabulary

Match the words from the text in A with their synonyms in B:

A	B
1) proposition (n)	a) additional amount, which is more than is needed, not capable of being counted
2) vehicle (n)	b) smth. in which a person may be carried
3) establish (v)	c) a competition
4) attempt (n)	d) combining of estate, business companies
5) innumerable (adj)	e) to set up, appoint or constitute for permanence
6) rivalry (n)	f) smth. which is offered
7) merger (n)	g) more than sufficient
8) surplus (adj)	h) effort

Discussion

Compose dialogues on the following problems, using the given texts material and other sources of information:

- 1) Cars in the 19–21 centuries.
- 2) Round-the-world voyages by cars.
- 3) Travelling by car or another kind of transport today and in future.

Writing

1. Draw a box, which contains names of inventors of cars and years of inventions:

Year of invention	Name of inventor	Kind of car invented
1. 1760 s	Nicolas Jacobe Cugnot	First steam
2.		

2. Express your opinion in writing, using the given questions:

1. What was the reason of the beginning of man's journey by mechanized transport?
2. Who were the inventors of the first steam driven tractor?
3. What was the first vehicle powered by?
4. Were the cars in that period like the cars on the present day roads?
5. When was the first land-speed record established?
6. Where did this record take place?

Creative Activity

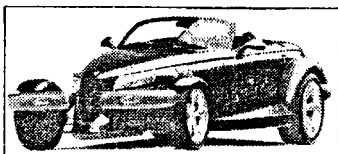
Share your opinion with group mates on your favourite car brand and its history.

Reading IV. Cars driving us crazy

1. Read the following text and share your opinion on the given problem in groups.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **plenty, to improve, to give a lift, status symbol**. Use them in active vocabulary while sharing your opinion on the problem of the text.

Technology has given us plenty of things that improve our lives: computers, calculators, mobile phones, CDs ... It has also given us cheaper and faster cars that most people in western countries can afford. Cars improve our lives in lots of way but they also cause problems.



Lots of teenagers dream of the day when they are old enough to learn to drive (at the age of 17 in the UK) their own car. There are plenty of reasons why. They will be able to go out where they like, when they like. They won't ask their parents to take them. They won't have to go home early because the last bus leaves at half past ten. They will be able to give their friends a lift. Passing their driving test is very important in lives of many teenagers. Cars are also a big status symbol. If you own a big, fast car, you must be rich and successful.

Vocabulary

Match the words from the text in A with their synonyms in B:

A	B
1) plenty (n)	a) to grow better
2) improve (v)	b) to drive smb. to some place
3) to give a lift (v+n)	c) measure of respect
4) status symbol (n)	d) great ammount of, full supply

Discussion

Discuss the following questions with your group mates:

1. Do you have a car?
2. Have you got a driving license?
3. Have you ever stuck in a traffic jam in your country or abroad?
4. What can you say about the people, who are crazy about cars?
5. What kind of cars do you prefer?
6. Have you ever been involved in road accidents or have you got in it by yourself?
7. Do you want to have a car?
8. Are you a good driver? Do you want to drive well?
9. Do you want to take part in races or rallies?

Writing

Everyone knows that cars cause a lot of problems. You are given some of these problems below. Put them in the order from 1 to 7 (the first point is for the most important problem in your opinion; the seventh is for the least important one):

1. The roads are overcrowded. People, driving in cities or on motorways, often have to be in a traffic jam.

2. Modern towns and megalopolises are often planned for cars, not for people. On some roads pedestrians have to use dark, often dirty subways to get across the road.

3. Modern cars can move very fast. But do we need a car, which can travel 240 kilometers per hour, when the speed limit in Britain is 110 kilometers per hour on the motorways and 50 kilometers in towns? Does it make people lower the speed limit?

4. The noise of traffic causes stress for people, who live and work not far from busy roads.

5. Very often to find a place for parking in cities and towns is almost impossible.

6. Cars cause a great deal of pollution. Air pollution is getting worse, because more and more people own cars.

7. Every time you drive a car, you have a risk to get in an accident.

Creative Activity

Different countries have different ways of reducing the volume of transport vehicles' movement. Tick the given point below, if you think it is the most suitable idea to solve this problem:

1. In Britain the Royal Commission on Environmental Pollution has asked the government to increase the price of petrol.
2. In Paris, France, when the pollution is really bad the underground, buses and trains are free.
3. In Bern, Switzerland, drivers have to get a permission to park in the city. This has reduced traffic in the city by 15 percent since 1992.
4. In Toronto, Canada, Highway 407 uses cameras to read car registration numbers. Then computers charge drivers for the number of kilometers they travel on the highway.

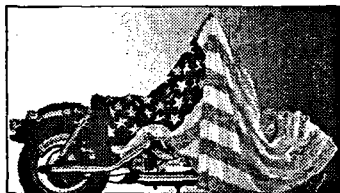
5. In Singapore car drivers have to pay taxes to enter the city. There is also a limit on the number of new cars every year.
6. In Cuba not many people can afford to own a car. People, who are on their own in a car, have to stop and have passengers.
7. In the Netherlands there isn't such a big problem with traffic as in other countries. This is because every town and city has plenty of cycle lanes, so people travel on bicycles much more.

Reading V. Harley Davidson

1. Read the text and be ready to discuss the given problem with your group mates.
2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **means, department, highway, to cruise in formation, to be justified, scruffy, grease-covered, chapter, rumbling**. Use them in active vocabulary while sharing your opinion on the problem of the text.

Motorbikes are not just **means** of getting from A to B. If you ride a motorbike, it says something about you: you're independent, wild, a rebel; and no one is more of a rebel than someone who rides a Harley Davidson. Perhaps that explains why stars like Patrick Swayze and Mickey Rourke would never be seen on anything else, and why pop star Billy Idol crashed one.

In 1903, when Bill Harley and Arthur and Walter Davidson made their first motorcycle in Milwaukee, Wisconsin, USA, the new machines were more or less what their name suggested — bicycles with engines. But by the 1930s, they were beginning to look like the solid machines we know now. By this time the look of a motorbike was important to designers and customers, and Harley Davidson paid special attention to the finished appearance of their bikes. But they were fast and efficient too. Before the 1970s, nearly all US police bikes were Harley Davidson. Then the **departments** switched to Kawasaki, as Japanese companies — with their better built and cheaper machines — took over. But the American company recovered, improved its design, and now again most US police departments use Harley Davidson.



One reason that the police needed the best, fastest motorbikes they could find was to catch that other famous group of bike-riders, the Hell's Angels. Our image of motorbikes as the sign of a rebel goes back to the 1950s. It was then that the first motorbike gangs, including Hell's Angels, grew up as young people looked for excitement. The huge open spaces and long highways of America seemed made for these gangs who **cruised in formation** from town to town, causing terror wherever they went. Their bad reputation was not always **justified** but quite often was. In 1969 the film «Easy Rider» celebrated the biker lifestyle, and after that everyone wanted a «chopper» — motorbikes altered to make them look different from those of ordinary people.

Nowadays, the chopper, with its long front forks, is out of fashion. People want the solid styles of the 1940s and 1950s. The «rebels» have changed too. Nowadays the **scruffy grease-covered** biker you see on his Harley Davidson at weekends is likely to be a lawyer is an accountant during the week. But the rebel image has certainly not died out. People are turning back to the motorbike as symbol of freedom and breaking out of the system. The Hell's Angels haven't finished either. In 1990 a **chapter** was formed in Berlin. We'll be hearing a lot more of the heavy, **rumbling** engines of Harley Davidson from now on.

Vocabulary

Match the words from the text in A with their synonyms in B:

A	B
1) means (n)	a) institutions of the police force
2) highways (n)	b) untidy, dirty
3) chapter (n)	c) thick oiled
4) cruise in formation (v+n)	d) making deep noise
5) scruffy (adj)	e) proved, based on fact
6) justified (adj)	f) a group of a society which has a certain number of canons, rules
7) grease-covered (adj)	g) riding together in lines
8) department (n)	h) method, process, way of achieving smth.
9) rumbling (adj)	i) long fast roads (motorways)

Discussion

Answer the questions and give your own opinion on the problem.

1. When was the first Harley Davidson invented? What was it like?
2. What changes appeared in the 1930s?
3. Why were Harley Davidson bikes used as police ones?
4. What happened after 1970s?
5. What was the reason that police needed Harley Davidson?
6. What do you know about bike gangs? What were they famous for?
7. After what film did Harley Davidson gain special popularity?
8. Who are likely to be Harley Davidson riders now?
9. What are the pros and cons of a bike riding?
10. Would you like to ride a bike? Why?
11. What has been allowed to drive earlier by the law: a car or a bike? What do you think of this?

Writing

Compose a story on the problem: «Advantages and disadvantages of travelling by different kinds of transport». Use «Creative Activity» box, given below.

Creative Activity

Study the following table, which contains the words, connected with different ways of travelling. Look up new words in a dictionary, if necessary. Try to compose your own stories on the given problem, using the words from the box below.

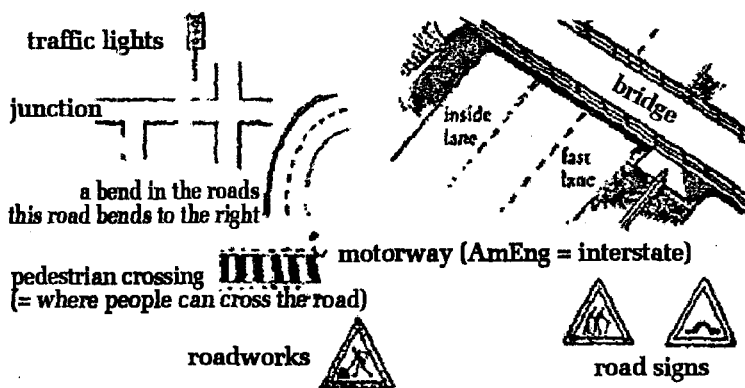
Transport type	Different kinds of vehicle	Parts of vehicle	People working with it	Associated facilities
ROAD	sports car, estate car, bus, coach, tram, van, lorry	boot, engine, gears, steering-wheel, brakes, tires	driver, mechanic, chauffeur, bus-conductor	petrol station, garage, service station

RAIL	passenger train, freight train, local train, express	sleeping-car, buffet, restaurant-car, compartment	engine-driver, ticket collector, guard, porter	waiting-room, ticket office, signal-box
SEA	yacht, rowing-boat, fishing-boat, liner, ferry, trawler	engine-room, deck, bridge.	captain, skipper, purser, docker, stewardess, steward	port, buoy, quay, customs shed, light-house, docks
AIR	airplane, jet, helicopter, supersonic aircraft	cockpit, nose, tail, wings, fuselage, joystick	pilot, ground staff, steward, air traffic, controller	duty-free shop, departure lounge, hangar, runway

Reading VI. An accident

1. Read the text and use the picture and inscriptions to help you.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **accident, rush hour, traffic jam, to braze, to prevent**. Use them in active vocabulary while sharing your opinion on the problem of the text.



There was a serious accident on one of the main roads into Stuttgart this morning. An old lorry (A.E. = truck) broke down in the middle of the road, and the driver couldn't move it. It was eight o'clock, the middle of the **rush hour**, so it soon created a terrible **traffic jam**. Drivers got very angry and a man in a Mercedes tried to go round the lorry. Unfortunately another car was coming in the opposite direction. The driver **brazed** hard and tried to stop, but he couldn't **prevent** the accident — the Mercedes crashed into the front of his car. The driver of the Mercedes was OK, but the other driver was badly injured and both cars were very badly damaged.





Vocabulary

Match the words from the text in A with their synonyms in B:










A	B
1) accident (n)	a) peak time
2) traffic jam (n)	b) to be drunken
3) prevent (v)	c) sudden event
4) rush hour (n)	d) to stop smth. beforehand
5) braze (v)	e) mass of objects, crowded together

Discussion

Study some international road signs:

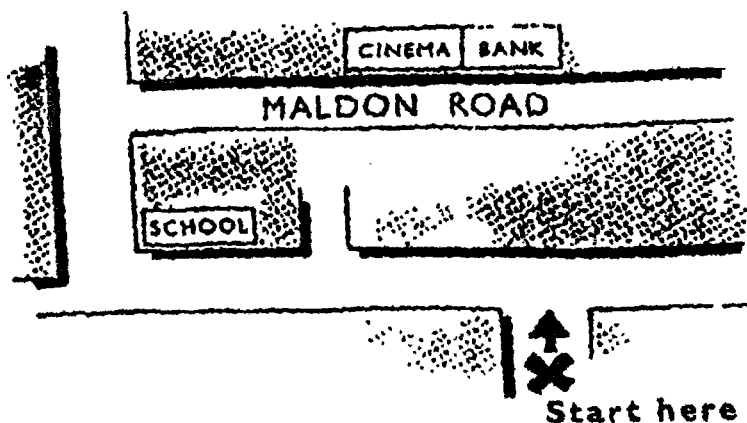
	There is a hump bridge ahead.
	There's going to be a steep hill downwards.
	There may be cattle on the road ahead.
	There's a cycle route ahead.

A lot of road signs are international. Can you guess what these signs mean?

		
1. You can't...	2. 50 mph* is the...	3. You can't...
		
4. There is only one...	5. End of...	6. A car...
		
7. Traffic...	8. A low...	9. ...
*mph = miles per hour; 50 mph = 80 km approximately		

✎ Writing

Fill in the gaps to give the right way directions to the bank. Use the map, given below, to help you.



across left next to along past right(x2)

Go ... the road and turn ... at the junction. Then you go ... the school and turn Then you go ... to Maldon road and turn ... again. And the bank is ... the road, just ... the cinema.

Creative Activity

Have you ever been an eye-witness of a car or other kind of transport accident? Tell about it to your group mates.

Have you ever been lost in a foreign city? How did you behave to solve this problem?

Use different sources of information to make a presentation on any unit problem you like.

In your country

Find any material to answer the following questions about your country:

1. Do you have a speed limit on motorways? If you have, what is it?
2. How many lanes do motorways usually have?
3. Do drivers usually stop at road crossings to let pedestrians go?
4. Are most petrol stations self-serviced? Or are you served by the working staff?
5. At what age can you have a driving license? What are the rules and restrictions?

This unit sayings

1. **Caution is the parent of safety.**
2. **Look before you leap.**
3. **There is no place like home.**

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. Some verb forms in the texts of Reading II and III are in the passive voice.
2. **The passive voice is formed with the verb to be and the past participle.**

Champagne is made in France.
Pineapples are grown in Hawaii.

3. Read the texts from Reading II and III again and write the passive verb forms under these headings in the box:

Present Simple	Past Simple	Present Perfect	Will Future
Are used	Were used	Have been used	?

4. We use the passive form of the verb, when we are more interested in the object of the active sentence.

Active: Ocean — going liners and riverboats are used to carry passengers.

Passive: We use ocean — going liners and river boats to carry passengers

5. **Change sentences from Active to Passive:**

- 1) Today I have lost my student's book in the classroom.
- 2) I have to do three of these exercises tomorrow.
- 3) Tony sells three-room apartment in this part of the city.
- 4) Students of our group pass an exam to this strict professor.
- 5) A teacher will check up our test tomorrow.
- 6) Sue should divide her report into three parts.
- 7) In our university some students have to attend pairs everyday except Sundays.
- 8) I'm sure professor will ask me a question at the lesson.
- 9) Max collected plain's models two years ago.
- 10) They are discussing a new film now instead of doing their home assignment.

Unit 12

History and Mystery

Before you start

1. Do you enjoy reading about historical events, mysterious facts, extremely superstitious legends? Do you believe in good and bad luck situations, prejudices?

2. In this unit you will come across some names, which pronunciation can be peculiar or difficult for you to read. Put down the names you come across and their transcription in your notebooks, while you are reading the unit texts:

Name	Transcription

Reading I. Great people

You are given four texts about well-known personalities: Henry VIII, Christopher Columbus, Joan of Arc and William Tell. A story about what hero would you like to read first? Explain your choice.

Text 1. Henry VIII

1. Read the text about a famous English king Henry VIII, who was considered cruel and tyrannical.

2. Look up words and word combinations from the text in bold type in a dictionary: to divorce, to pinch, navy, fortune, to archer, heated debate, learned thinker, chancellor, passion, luxury, treasure, empty, the Pope, coin, capricious, to refuse, to recognize, to be beheaded, consequence, intelligent, heir, lady-in-waiting, nevertheless, to be disappointed, to suspect, to have affairs, to turn to, hatred, execution, to divorced, to be frightened of, guard, to be engaged, to reign, throne. Use them in active vocabulary while sharing your opinion on the problem of the text.

He had six wives and his private life greatly influenced English political history.

He got rid of the Catholic Church in England and made himself head of the new Church. That gave him the chance to divorce his first wife and also to pinch the riches of the Catholic Church.

He built the first modern navy, but spent his father's fortune on foreign wars.

He liked hunting and eating, riding and eating, archer and eating, music and eating and getting his own way.

Those who annoyed him usually had their heads cut off — even a good friend like Thomas More.

King Henry VIII was born in 1491. He was handsome, talented, and cruel. In English history he stands out as one of the most colourful kings.

King Henry had bright red hair, powerful muscles and an attractive laugh.

He was educated in the classics, and spoke and wrote several languages, including Latin. He studied philosophy and religion and often had heated debates with the learned thinkers of the age.

He studied astronomy, too, and would wake up Sir Thomas More, his friend and chancellor, in the middle of the night so that they could gaze at the stars from the roof of a royal palace.

He was an athlete and he was skilled in the arts of war.

He wrote prose and poetry. But his real passion was music. Henry VIII composed masses (which are now lost) and ballads. He is said to have written «Green sleeves», which is still one of the most popular folk songs in Britain. He played several musical instruments and liked to experiment with different combinations of those instruments.

Henry VIII loved luxury as well as music. His father, Henry VII, had been a thrifty ruler and left a large treasure behind him. It did not take his son long to spend it. Henry VIII loved balls, women and good food. On his death his treasury was practically empty.

Henry VIII was an author of a best-seller (it had 20 editions!). He wrote about how wonderful the Catholic Church was — so the Pope gave Henry the title «Defender of the Faith»... When the Pope refused to allow him to divorce his first wife, Henry left the Catholic Church, but he kept the title. Since then all British monarchs have called themselves «Defender of the Faith». The initials FD still appear on British coins today.

Henry was capricious and cruel. When Thomas More, his chancellor and friend, refused to recognize Henry as head of the Church of England, he was sent to prison and finally beheaded. After Thomas More's head was cut off, it was boiled and then stuck



on a pole over London Bridge. More's daughter was allowed to have it for burial only after three months.

When Henry came to the throne in 1509, his first act was to marry his brother's widow, Catherine of Aragon, the daughter of the King of Spain. This marriage had important, not to say revolutionary, consequences.

Catherine was nice and intelligent and was a true friend to her husband, but she failed to give him son. After ten years of their marriage England had no heir.

Meanwhile Henry fell in love with Anne Boleyn, Catherine's lady-in-waiting. Henry's friends thought that Anne was not one of the nicest women in the world.

The ideal of beauty in the 16th century was a pale, fair-haired, blue-eyed woman. Anne Boleyn had dark skin, chicken dark brown hair and dark brown eyes, which often appeared black. Legend also says that Anne had six fingers on her hand. Nevertheless the king fell madly in love with her. He no longer cared for Catherine and decided to divorce her.

Henry asked the Pope to give him a divorce but the Pope refused. So Henry secretly married Anne Boleyn, broke with the Roman Catholic Church and set up the Church of England with himself as Supreme Head.

Anne Boleyn had only one child who lived, a daughter (later Queen Elizabeth I). Henry wanted a son. He was disappointed.

Anne Boleyn was unable to keep the love of the king. Henry suspected her of having affairs with other men. His love turned to hatred and Anne was beheaded, when Henry fell in love with another English girl called Jane Seymour.

Their wedding took place 11 days after Anne Boleyn's execution. Jane Seymour was a delicate girl who died giving birth to a son (Edward VI) a year later. Henry mourned her for a few months and then married again.

This time he chose a German princess, Anne of Cleves. He married her for reasons of diplomacy of beheading her too, but she had powerful connections so he divorced her and called her «sister».

The next wife, Katherine Howard, was very young and very frightened of King Henry but was forced by her family to marry him. She was beheaded when Henry became bored with her. It is said that her ghost is still crying in the church, where she fled for shelter, when the guards came to take her away.

Shortly after Katherine Howard's execution Henry decided he wanted to marry Katherine Parr, an older woman at court and engaged to a nobleman, Thomas Seymour, uncle of his third wife

Jane Seymour. The last Katherine was luckier than the other wives were, as she outlived Henry and finally married Thomas Seymour.

King Henry VIII's reign was the start of a new direction for Britain. The new religion spread and eventually caused great changes in England, Scotland, Wales and Ireland. King Henry died in 1547 and left the **throne** to his son Edward VI.

Vocabulary

Match a line in A with a line in B:

A	B
1) debate (n)	a) treasure, richness
2) passion (n)	b) not married, single
3) luxury (n)	c) soldier, sentry
4) empty (adj)	d) not full
5) beheaded (adj)	e) to doubt about, not to trust
6) intelligent (adj)	f) a person who owes property
7) heir (n)	g) clever
8) disappointed (adj)	h) strong feeling
9) suspect (v)	i) executed
10) guard (n)	j) sad
11) divorced (adj)	k) discussion

Discussion

Share your opinion on the following questions:

- 1) Can you name a kind of weapon, which an archer uses?
- 2) In what country an heir is called «dauphin»?
- 3) What consequences may follow, if a person is having affairs, when being married?
- 4) Is it right to divorce, if you are bored with your second half?
- 5) Why was it important for a monarch to have a son as an heir?

Writing

Find and answer the questions on the text you have read.

- 1) Why was Henry VIII one of the most colourful kings?
- 2) Why did Henry VIII get rid of Catholic Church?
- 3) What was King Henry's lifestyle?

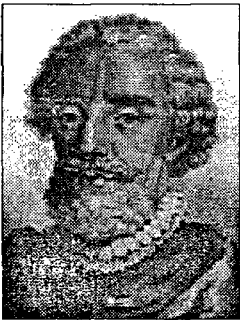
Creative Activity

What is your attitude towards arranged marriages? Do you like Henry VIII life story? Express your opinion on this problem in your composition. Find more material about the English kings and queens. Present the additional information you have found in your group.

Text 2. The Story of Columbus

1. Read the text about a well-known Italian sailor Christopher Columbus, who was the first to discover American continent.

2. Look up words and word combinations from the text in bold type in a dictionary: sailor, to suppose, burning desire, to wander, to induce, to carry on, to obtain, to pledge, jewels, fleet, vessel, to grumble, unceasingly, longed-for-land, shore, sword, possession, to greet. Use them in active vocabulary while sharing your opinion on the problem of the text.



About four hundred years ago there lived an Italian sailor, named Christopher Columbus. In those days people supposed that there were no continents in the world besides Europe, Asia and Africa, but Columbus believed there was a great country across the ocean that had never been discovered. He felt a burning desire to sail in search of this land, but as he was a poor man he had not the money with which to get the necessary ships and men. For some time he wandered from place to place trying to induce others to help him carry on his plan, but he was only laughed at and called a fool and a madman. At length he obtained an interview with King Ferdinand and Queen Isabella of Spain. At first they refused to give him any assistance, but afterwards the Queen said she would pledge her jewels to raise the needful money.

So in the month of August, Columbus sailed away upon his voyage of discovery, his little fleet consisting of three small vessels. For four weeks they sailed on over the dark and stormy waters, during which time Columbus had much trouble with his sailors, who grumbled and complained unceasingly.

Thus days passed, until one night, in the middle of October, as Columbus was walking on deck he suddenly saw a light ahead which told the sea-weary mariners that the longed-for-land must lie not

far distant. When at last dawn came it showed an island, lying in the blue waters before them. A boat was at once lowered, in which Columbus and a party of his men landed upon the unknown shore. Groups of red-skinned natives crowded to the water side, gazing in fear and wonder at the strange white men. Then, with the Spanish royal flag in one hand and his sword in the other, he took possession of the island in the name of King Ferdinand and Queen Isabella. Having visited other islands, Columbus returned in triumph to Spain, where he was greeted as a hero.

Vocabulary

Match a line in A with a line in B:

A	B
1) sailor (n)	a) conduct, manage
2) burning desire (adj+n)	b) stroll, travel
3) carry on (v)	c) complain, protest
4) wander (v)	d) pation
5) grumble (v)	e) give donation
6) pledge (v)	f) seaman
7) greet (v)	g) welcome

Discussion

Share your opinion on the following questions:

- 1) Who was the first to open American continent? Why was it named after Amerigo Vespucci?
- 2) Why did Columbus decide to be a sailor?
- 3) Try to describe the traits of the character and inner features of a famous inventor you have read about. Did these personal characteristics help him in his life?

Writing

Find and answer the questions on the text you have read.

- 1) Why did Columbus feel a burning desire to sail?
- 2) What did Columbus need to realize his wish?
- 3) What did Columbus see, when he landed upon the unknown shore?

Creative Activity

Are you aware of any other situations, when people, who were the first to make famous deeds, have not been granted and awarded in time, during their period of life? Tell your group mates about these facts; write a composition on the problem.

Text 3. Joan of Arc (1412–1431)

1. Read the text about a young French woman, who played an important role in the history of her country.

2. Look up words and word combinations from the text in bold type in a dictionary: **maid, patron saint, resistance, invasion, herd, divine, dauphin, ally, due, lack of, hopelessness, to claim, to convince, theologian, troop, rank, miraculous, location, formidable, to flee, nobleman, to ennoble, witchcraft, heresy, determination, defiance, to seal, interrogation, at the stake, innocent, to beatify, to canonize.** Use them in active vocabulary while sharing your opinion on the problem of the text.



Joan of Arc, in French, Jeanne d'Arc, also called the **Maid of Orleans**, a **patron saint** of France and a national heroine, led the **resistance** to the **English invasion** of France in the Hundred Years I War. She was born the third of five children to a farmer, Jacques I Dare and his wife Isabelle de Vouthon in the town of Domremy on the border of provinces of Champagne and Lorraine. Her childhood was spent attending her father's **herds** in the fields and learning religion and housekeeping skills from her mother.

When Joan was about 12 years old, she began hearing «voices» of St. Michael, St. Catherine and St. Margaret, believing them to have been sent by God. These voices told her that it was her **divine** mission to free her country from the **English** and help the **dauphin** gain the French throne. They told her to cut her hair, dress in man's uniform and to pick up the arms.

By 1429 the English with the help of their Burgundian **allies** occupied Paris and all of France north of the Loire. The resistance was minimal due to lack of leadership and a sense of **hopelessness**. Henry VI of England was **claiming** the French throne.

Joan convinced the captain of the dauphin's forces, and then the dauphin himself of her calling. After passing an examination by

a board of **theologians**, she was given **troops** to command and the **rank** of captain.

At the battle of Orleans in May 1429, Joan led the troops to a **miraculous** victory over the English. She continued fighting the enemy in other locations along the Loire. Fear of troops under her leadership was so **formidable** that, when she approached Lord Talbot's army at Patay, most of the English troops and Commander Sir John Fastoife fled the battlefield. Fastoife was later stripped of his Order of the Garter for this act of cowardice. Although Lord Talbot stood his ground, he lost the battle and was captured along with a hundred English **noblemen** and lost 1800 of his soldiers.

Charles VII was crowned king of France on July 17, 1429 in Reims Cathedral. At the coronation, Joan was given a place of honour next to the king. Later, she was **ennobled** for her services to the country.

In 1430 she was captured by the Burgundians, while defending Compiègne near Paris and was sold to the English. The English, in turn, handed her over to the ecclesiastical court at Rouen led by Pierre Cauchon, a pro-English Bishop of Beauvais, to be tried for **witchcraft** and **heresy**. Much was made of her insistence on wearing male clothing. She was told that for a woman to wear men's clothing was a crime against God. Her **determination** to continue wearing it was seen as **defiance** and finally sealed her fate. Joan was convicted after a fourteen-month **interrogation** and on May 30, 1431 she was burned at the **stake** in the Rouen marketplace. She was nineteen years old. Charles VII made no attempt to come to her rescue.

In 1456 a second trial was held and she was pronounced **innocent** of the charges against her. She was **beatified** in 1909 and **canonized** in 1920 by Pope Benedict XV.

Vocabulary


Match a line in A with a line in B:

A	B
1) maid (n)	a) not guilty
2) resistance (n)	b) power of a unity or a union in opposition, desire to oppose
3) herd (n)	c) holy person
4) saint (n)	d) young innocent girl
5) patron (n)	e) ruler
6) innocent (n)	f) officially proclaim to be a saint
7) canonize (v)	g) number of animals

 *Discussion*

Share your opinion on the following questions:

- 1) What is the most attractive feature in the character of Joan of Arc?
- 2) Do you know any other famous deeds made by women in the history?
- 3) Have you ever watched any films about Joan of Arc? Who was starring?
- 4) Would you act in the way Joan did?

 *Writing*

Find and answer the questions on the text you have read:

- 1) What was Joan's mission?
- 2) Why did English bishops accuse Joan of her deeds?

 *Creative Activity*

Write a composition on the problem «Famous women». Present it in your group.

Text 4. William Tell

1. Read the text about a Swiss hero, who refused to obey the Emperor.

2. Look up words and word combinations from the text in bold type in a dictionary: to govern, spirit, to appoint, to treat, unjustly, obedience, absurd, to consent, proposal, bow, quiver, to split, enrage, cloak, to escape, to revenge. Use them in active vocabulary while sharing your opinion on the problem of the text.

When the Emperor Albert ruled over Germany, he wished to govern the people of Switzerland in such a way that their independent spirit would be broken. A man, appointed by him a governor in Switzerland, treated the Swiss unjustly and cruelly.

The name of this man was Gessler, and in order to test the people's obedience, he placed his hat upon a pole in the market square of one of the principal towns, and commanded that all, who passed it, should bow down before it to show respect. A certain brave Swiss, named William Tell, who refused to obey such an absurd order, was at

once arrested and taken before Gessler. The tyrant, who knew him to be a clever archer, said that his life would be spared *only on the condition* that he should hit an apple with an arrow, placed upon the head of his only son. Tell's eye was true, so he consented to the horrible proposal.

An apple having been placed upon the head of his little son, he took his bow and quiver, and prepared to take his aim. A moment later, the apple, split in two halves, fell to the ground. Gessler, who was enraged at Tell's success, noticed that he carried another arrow under his cloak.

«What have you a second arrow for?» he demanded. «If I killed my boy», replied the bold Swiss, «the second arrow was for you».

The angry governor had him thrown into prison, but Tell escaped, and *revenged* himself by killing the tyrant.



Vocabulary

Match a line in A with a line in B:

A	B
1) maid (n)	a) not guilty
2) resistance (n)	b) power of a unity or a union in opposition, desire to oppose
3) herd (n)	c) holy person
4) saint (n)	d) young innocent girl
5) patron (n)	e) ruler
6) innocent (n)	f) <i>officially proclaim to be a saint</i>
7) canonize (v)	g) number of animals

Discussion


Share your opinion on the following problems:

- 1) Why did William Tell become a national hero?
- 2) Do you find William brave and courageous? Why? Prove your answers.


 **Writing**

Find and write down answers to the following questions on the text you have read.

1. How could William Tell save his life?
2. What was Emperor Albert's policy of ruling?
3. What did Tell need the second arrow for?

 **Creative Activity**

Who is honoured to be a national hero in your opinion? Imagine that you are having a reception and the guests are Henry VIII, Joan of Arc, Christopher Columbus and William Tell. Ask them questions, using the given texts material and your creativeness.

 **Reading II. Human and Cosmos**

1. «What's above us?» This question has interested a great number of generations for lots of centuries. Some answers remain unknown; however, today we are able to tell at least something about this unknown world, which is situated above us. Read the following texts and share your opinion on the problem.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **assistant, to mount, tube, to believe, to be proved, slightly, to set foot, to step, spacecraft, layer, shield, bulky.** Use them in active vocabulary while sharing your opinion on the problem of the text.

Who invented a telescope?

Hans Lippershey, a Dutch eyeglass maker, invented a telescope in 1608. He, or an assistant, noted that things looked nearer when seen through two eyeglass lenses. Lippershey mounted the lenses in a tube, thus making the first telescope.

One year later, in 1609, the great Italian astronomer Galileo Galilei built a telescope and made several important discoveries.

Who discovered that the Earth goes around the Sun?

As long ago as 260 B.C., the Greek astronomer Aristarchus said that the Earth goes around the Sun. However, most people could not believe that the Earth moves. It was not until 1728 A.D., almost 2,000 years later, that he was proved right. Using a huge telescope,

British astronomer James Bradley saw that the stars appear to move very slightly as she goes around the Sun.

Who was the first person to step on the Moon?

The American astronaut Neil Armstrong became the first person to set foot on the Moon on July 21, 1969. As he descended from the lunar module of the Apollo 11 spacecraft and stepped onto the Moon, he said: «That's one small step for a man, one giant leap for mankind». Edwin Aldrin followed Armstrong a little later.

What is the most dangerous part of a space/light?

Astronauts face the most danger at the end of a space flight. When a spacecraft comes back from space, it is moving very fast indeed. As it enters the top layers of the atmosphere, the rush of air around the spacecraft begins to heat it up. The heating would be enough to make the spacecraft red-hot and kill the astronaut inside. To keep it cool and protect the astronauts, the spacecraft has a heat shield underneath. However, the spacecraft must enter the atmosphere with the heat shield facing forward; otherwise it will burn up.

How high could you Jump on the Moon?

You can jump higher on the Moon than on Earth because your body would weigh six times less there. This is because the Moon's gravity is one-sixth of the gravity on Earth. However, this does not mean that you could jump six times as high as you can on Earth because you would have to wear a heavy and bulky spacesuit to stay alive.

 **Vocabulary**

Match a line in A with a line in B:

A	B
1) assistant (n)	a) helper, adjunct
2) mount (v)	b) spaceship
3) prove (v)	c) stratum, sphere
4) slightly (adv)	d) establish that smth. is no doubt to be true
5) step (v)	e) defense, protection
6) spacecraft (n)	f) massive
7) layer (n)	g) to some degree, slenderly
8) shield (n)	h) to place
9) bulky (adj)	i) pace

 *Discussion*


Discuss the following questions in groups to check your comprehension progress on the problem of the test:

1. Have you ever seen meteors? What did they look like?
2. Do you know any mysterious explanations about the Milky Way? What are they?
3. Do you believe that our galaxy can be broken in future?
4. What do you know about «falling stars»?
5. What do you know about the first person, who stepped on the Moon?
6. Is there life on other planets?
7. Do you want to visit Mars? What do you hope to see there?


 *Writing*

You are given some answers. What are the questions?

- a. _____
239,000 miles.
- b. _____
In early Christian times
- c. _____
Because they leave a fiery train of light.
- d. _____
Yes, it is. It is composed of a lot of colours.

 *Creative Activity*

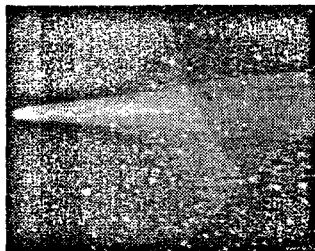
Find information about what a star consists of. Print some pictures, if you can find any. Share the information with your group mates.

 *Reading III. Secrets of comets*

1. One more, not less exciting phenomenon that can be found in the world above us is, of course, a comet. What do you know about comets? Have you ever seen them? What are they like? Read the text about the secret of comets and discuss the given problem in groups.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **spectacularly**, **origin**, **remnant**, **particle**, **earthquake**, **to speculate**, **to starve**. Use them in active vocabulary while sharing your opinion on the problem of the text.

What are they? Have you ever thought about it? Where do they come from? Have you ever asked yourself about it? Of course we all know that comets consist of a body and a tail, but if you are asked you for much more information, you probably won't be able to answer. Of course, for many people it's like a puzzle or a secret. But to every puzzle we can find an answer, and for every secret we can find a key.



Comets appear to be very large, and they are **spectacularly** beautiful. They are also mysterious, because nobody knows for sure, where they come from. There have been several theories of their **origin**. One theory claimed that comets were **remnants** of a volcano located on one of the larger planets in our solar system. Today most scientists think comets may have created from a huge cloud of **particles** that surrounds our entire solar system.

Comets caused great terror amongst people in ancient times. Many thought the brilliant and mysterious light of a comet to be the warning of coming disaster — a plague, a war, an **earthquake**, or the death of an important person. Others feared that comets would fall directly on the Earth, causing instant destruction. Even today, some people still think that comets will hit our planet, but that is not very likely, because their orbits are so far away from the Earth. Some scientists have **speculated** that a stray comet may have hit the Earth about 65 million years ago. Dust particles from the comet clouded the Earth's atmosphere, causing temperatures to drop and plants to die. As a result, dinosaurs and other animals that fed on plants soon **starved** to death.

Before people knew what comets were, they were frightened by them. Throughout history, comets have been the subject of a lot of stories. It has already been mentioned that early people were afraid of comets, thinking they brought bad news, and caused such catastrophes as earthquakes, hurricanes and diseases. They also

thought the appearance of comets was related to the births and deaths of important people. They believed that comets came from the gods to foretell some great disaster, a famine, a war.

Ancient Egyptians believed that comets were sky pictures of a woman with long, untidy hair. In ancient Greece, comets thought to be orbiting planets with people on them. American Indians considered comets to be the spirits of stars.



Today, we know that none of the ancient beliefs about comets is true, and that the appearance of comets during important historical events was mere coincidence.

Comets present their own special world and at first, it is hard to understand. But if you read as much literature as you can, you will easily understand and enjoy it more from one book to another. You will answer all the questions that you have in your mind: it will involve you, and it will be constantly interesting for you.

Vocabulary

1. Match a line in A with a line in B:

A	B
1) origin (n)	a) shaking of the earth
2) remnant (n)	b) fragment, the small part that remains
3) particle (n)	c) the smallest possible quantity, very small bit
4) earthquake (n)	d) to kill with hunger
5) speculate (v)	e) uncleanness
6) starve (v)	f) to consider attentively
7) pollution (n)	g) birth, starting point

2. Complete the following sentences:

- To every puzzle we can ..., and for every secret
- They thought that the appearance of comets was related to the births and
- American Indians considered comets to be
- Comet Halley has its own

Discussion

Discuss in groups what comets mean for different people and what attitude you have towards them.

Writing

Are the following statements true (T) or false (F)?

1. Comets consist of a body and a tail.
2. The streak of light from a «shooting star» appears very slowly.
3. Comets appear to be very small and spectacularly, they are not very beautiful.
4. Comets caused great terror amongst people in ancient times.
5. Ancient Egyptians believed that comets were sky pictures of a child.
6. It is rather easy to understand what comets are.

Creative Activity

Make up a dialogue between an ancient person and a modern one. Imagine that they have just seen a comet.

Reading IV. Mysterious Phenomena

Read the following texts about two phenomena, which are popular: the existence of the Bermuda Triangle and Yetis.

Text 1. The Bermuda Triangle

1. Read the text about the famous Bermuda Triangle. A lot of planes, ships and people have **disappeared** in it. Compasses sometimes do not work in the triangle area. Radio signals are not always transmitted there either. Some people go mad. There are many explanations both fantastic and scientific. Read the following texts and discuss this problem in groups.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **to destroy, changeable, typhoon, to whirlwind, existence, interpretation.** Use them in active vocabulary while sharing your opinion on the problem of the text.

1. The UFOs have their base within the Triangle. They are destroying ships and planes.

2. The lost country of Atlantis is under the sea within the Bermuda Triangle. People of Atlantis live under the sea. They take our ships and planes, and, sometimes, people to their country.

3. At the bottom of the sea there are strange and unknown animals. They are attacking and destroying ships, planes, and people within the triangle.

And here are some scientific explanations:

1. The Bermuda Triangle area as well as some other areas on the Earth has very **changeable** weather. It means that in these areas seamen can get into a **typhoon** or a **giant water whirlwind** at any moment of their voyage. The latter has been discovered lately with the help of a man — made earth satellite. The scientists can not explain the origin of such whirlwinds. Neither can they explain why, how and when these whirlwinds stop their existence. But it is quite clear that the giant whirlpool is able easily to take up a ship or even a plane.

2. But how can we explain cases, when the ships remain untouched, and people disappear, die of terror or go mad? There is another hypothesis, which lets us give some scientific **interpretation** to these phenomena. This theory is called «the voice of the sea». It was suggested in the 30s by the Russian academician V. V. Shuleikin and proved by N. Andreyev, a mathematician. It sounds like this: very powerful infrasound vibrations can be formed on the surface of the water. A physicist R. Wood from the USA and professor V. Gavro from France and some other scientists state that infrasound vibrations are very dangerous. They may **provoke** headaches, feeling of terror, blindness, brain disorder, and finally death. Infra-sound waves can capture a crew suddenly in the daytime, when the sun is shining brightly and there is no wind around.

Text 2. Have you seen Yetis?

1. Now you will read the text about a snow man. Do you believe in its existence?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **mysterious, mountaineer, to encounter, footprint**. Use them in active vocabulary while sharing your opinion on the problem of the text.

Now and then in different parts of the earth thousands of people see a **mysterious** creature which they call a «Yeti». Some people

say: «The yeti lives high in the Pamirs. It is 3 metres tall. It walks on 2 legs. It has a man's face and long brown hair on its body. The Yeti is half man, and half animal».

Rainhold Meisner is a **mountaineer**. He saw a Yeti twice in the Pamir Mountains. He says: «It's a creature on 2 short legs. It is about 2 metres tall. It has thick black hair on its body. But its face is not hairy». Rainhold Meisner **encountered** the Yeti in the daytime, but he did not take any photographs of him because the meeting was very sudden. The next meeting was at night.

People try to catch the Yeti. In some programmes we can hear reports from the mountains of Tien-Shan. Local villagers used to meet a Yeti and to find Yeti's **footprints**. And a scientific expedition starts to catch the Yeti. However, it comes back without any results: the Yeti is not found.

Therefore, many people see a Yeti from time to time. A lot of scientists analyze the phenomenon of Yeti, the snowman: they write thick scientific books.

More and more scientific papers are written. More and more expeditions are organized. However, people still do not get the answers to many basic questions.

Vocabulary

Match the words from the text with their synonyms:

A	B
1) disappeared (adj)	a) mountain-climber
2) existence (n)	b) subsistence
3) mysterious (adj)	c) inconceivable, covered in
4) mountaineer (n)	d) incite
5) provoke (v)	e) wind
6) interpretation (n)	f) unsteady
7) typhoon (n)	g) demolish, break to pieces
8) whirlwind (n)	h) explanation
9) changeable (n)	i) waterspout
10) destroying (n)	j) vanish

Discussion

Do you believe in mysterious phenomena? Do mysterious phenomena exist on the Earth? Try to prove your point of view.

Writing

Put down the answers for the following questions:

1. What is a Yeti?
2. Where does it come from?
3. Why do they meet only isolated Yetis?
4. If the Yetis are so few, how do they live so high in the mountains?
5. Why can't people catch a Yeti, when a lot of expeditions are looking for Yetis?
6. How do different people describe the Yeti, similarly or differently?
7. What information about the Bermuda Triangle do you have?
8. Do you agree with one of any of the fantastic explanations of the Bermuda Triangle phenomenon?
9. Which of the two scientific interpretations of the Bermuda Triangle phenomenon is the closest to what you believe? Why?

Creative Activity

Find information about any interesting phenomenon. Print photos, if you have any. Share information with your group mates.

In your country

Do you know mysterious stories about Tungus Meteorite? Find information about this or other phenomena. Tell your group mates the story you have created.

This unit sayings

1. **Truth is stranger than fiction.**
2. **A liar is not believed, when he speaks the truth.**
3. **A lie begets a lie.**
4. **A wise man changes his mind, a fool never will.**

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. A verb **might** means the same as **perhaps** and **probably**.

They might pass their exam in physics.

Tom might live in a hostel.

2. **Might** is a modal auxiliary verb.

Ann might not have her work done yet.

John might have never been to Russia.

3. Fill in the gaps, using **might** or **probably**:

1. Jack _____ (not go) to the cinema tonight; he is very busy with his studies.

2. _____ Kate's friend _____ (help) her to develop her driving skills.

3. Alice _____ (be) in Berlin now.

4. He _____ (be) at home now, his workday is over.

5. _____ the conference _____ (be reserved); we don't have time to prepare it.

6. Mr. Brown _____ (be busy) now, we shouldn't disturb him.

7. Bill _____ (join) us; _____, he _____ (be offended).

4. Convert the given sentences, using **might**:

1. Probably, Tom has done nothing, he's lazy.

2. Perhaps, they will deny the party.

3. Perhaps, Kate will return soon, but I'm not sure.

4. Probably, he'll permit Mike to pass the exam before the appointed time.

5. If the weather is fine, we'll hold the competition in the open air, perhaps.

6. They will miss the next lesson, probably.

7. Perhaps, Jane will arrive tonight.

8. Probably, Kate is doing the same task as Ann.

9. Tim is looking for this book, perhaps.

10. Perhaps, Alice wants to invite us to visit her.

Before you start

Very often, dreams and reality are so penetrative and close to each other that sometimes we cannot simply distinguish them. In this unit, you will come across some interesting problems connected with dreaming... or may be these things are real?



Reading I. The Doomsday book

1. *Will the life on our planet end? Will the life come to the end because of an earthquake, a giant meteor, environmental destruction or nuclear war? People have always thought that the end of the world is inevitable, especially, when the end of a century comes.*

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: misery, to flee, doomsday, to crash, to predict, Genesis, flood, to survive, slight, disappointment, revelation, damage, to get suspicious, famine. Use them in active vocabulary while sharing your opinion on the problem of the text.*

The heavens flee,
The sun reddens,
The moon changes,
The day blackens,
The stars fall to the earth,
Oh misery! Oh misery!

These are words from a 1000 — year — old hymn about the end of the world. 1000 years ago those words were famous. Even then, according to the writer Sinclair McKay, people used to walk along the streets humming this tune about global destruction. A journalist talked to this author about the end of the world.

—What is **doomsday**?

— **Doomsday** is the day, when the earth gets destroyed. Some religious people think that it's the Day of Judgment. Others think that a giant meteor will **crash** into the earth and destroy everything.

— Have people always **predicted** the end of the world?

— In the Bible, (**Genesis** chapter 6), the earth gets destroyed by the great flood. Only Noah's family and the Ark **survive**. Luckily,

the world starts again in Chapter 8. But all through the Bible, there are predictions that the world will end. One group of American Christians predicted the end of the world in 1843.

— What happened when the world didn't end?

— When nothing happened in 1843, their leader said that he had made a slight mistake. The end of the world would happen next year in 1844. When the world didn't end for the second time, those people were very upset. They even called that time «the great disappointment».

— Is it always religious people who think that the world will end?

— Religious predictions were common before the 19th century. Revelations (the last book in the Bible) predicted that the world will end when the devil comes to the earth. Unfortunately, only 144 000 people will be saved. Later, overpopulation became a popular theory. Now people are worried about environmental damage or nuclear destruction.

— Do people predict the end of the world and try to make money?

— One of my favourite stories is about a woman called Mary Bateman. She lived in England in the 1800s. She claimed that her chickens were laying holy eggs. The eggs had a message written on them. The message said, «Christ is coming!» She started charging people one penny to come and look at her amazing hens. The authorities got suspicious. They came to her house and discovered her pushing an egg up a hen's bottom. People are still trying to make money out of doomsday. You can see their books in airports.

— The millennium coming. Have there been any predictions that the world will end in the year 2000?

— Not many people believe that this will happen. Nostradamus thought that it would end in the year 3797. However, some people are starting to get worried, just like they did 1000 years ago. The church was very worried that the world was going to end in the year 1000. A lot of people were so worried that they didn't plant any food in the year 999. There was a big famine the next year.

— Do scientists know, when the world will end?

— In a lot of eastern cultures there doesn't appear to be a belief that the world will end. People think that the world will continue forever. But some western scientists definitely believe that the universe will end in 3 billion years' time.

— If you knew that the world was going to end tomorrow, what would you do today?

— I would just go to the pub and sit there all day long and all night. I'd sit back with a glass of wine and relax.

Vocabulary

Match the words in A with their synonyms in B:

A	B
1) misery (n)	a) crack
2) flee (v)	b) annoyance
3) doomsday (n)	c) harm
4) crash (v)	d) escape, run away
5) predict (v)	e) stream
6) Genesis (n)	f) mistrustful
7) flood (n)	g) judgment day
8) survive (v)	h) to stay alive
9) slight (adj)	i) starvation
10) disappointment (n)	j) origin, starting point, beginning
11) revelation (n)	k) great suffering
12) damage (n)	l) to forecast
13) suspicious (adj)	m) small, not serious
14) famine (n)	n) smth. hidden

Discussion

1. What is your personal opinion on the problem, given in the text?
2. Do you think that this theme is worth speaking?

Writing

Write a story, based on the unit problem, using information you have heard or read about.

Creative Activity

Divide into groups and make up dialogues, as if one of you believes in the doomsday and the others do not.

Reading II. Sleep dreams

1. Imagine you're a creature from another planet. You're floating in a spaceship above the Earth, observing how human beings behave. For sixteen or seventeen hours each day they seem to be busy and active, but then at night they suddenly stop, lie

down and become unconscious. Why? What's happening inside their minds and bodies?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **regularly, still, mental, rapid, insomnia, to avoid, plenty, unconscious.** Use them in active vocabulary while sharing your opinion on the problem of the text.

There are several reasons for sleep. One is that our bodies are like batteries — they need to be **regularly** recharged. Another is that they need time to repair themselves, fight infections and build new cells. It's much easier to do this when the body is **still** and relaxed. Thirdly, we sleep because we need to dream. Experts still aren't sure exactly how dreams work but what *is* certain that (a) they're necessary for our **mental** health; (b) everyone has them. Everyone? Yes — everyone. Tests in special «sleep laboratories» have shown that even people who believe they *never* dream still experience «R.E.M.» sleep. «R.E.M.» stands for «**Rapid Eye Movement**» and that's exactly what happens while we dream. People woken in the middle of R.E.M. sleep (about twenty per cent of the total time we spend asleep) can usually remember their dreams. What if you suffer from **insomnia**, which means that you have difficulty sleeping? For most of us, insomnia is only a problem from time to time (e.g. before an important exam), but even so, it can be very annoying! Here are five handy ways to **avoid** it.

How to get a good night's sleep

1. Take **plenty** of exercise during the day. This will help your muscles to relax.
2. Don't eat heavy meal or drink coffee after 8.00 p.m.
3. Don't go to bed until you feel tired.
4. Read for a while before you take the light off. This will help you to relax your mind.
5. Leave your bedroom window slightly open (but make sure you have enough bedclothes to keep you warm).

How much sleep do I need?

The short answer to that question is «It depends on how old you are and on your personal characteristics». Generally, we need less sleep, as we get older.

What do dreams mean?

The symbols and situations, which appear in our dreams, are a part of a complex visual language. It's a highly personal language,

which doesn't always mean what it seems to mean. Not only that, everyone's **unconscious** mind speaks the language in its own way. However, several very basic dream images seem to be universal. You are given a brief guide to be acquainted with a few of them:

If you dream	It generally means
Falling	You are worried about failing in some aspect of your life (work, money, relationships, etc.)
Flying	You are an ambitious person. If you fly at a low or medium height, you will be successful. If you try (and fail) to fly at a very high altitude, the dream means that you're too ambitious
Your teeth falling out	You are going to have financial problems for a while
Visiting a beautiful castle	You are going to have a comfortable future and travel a lot however, if the castle is in ruins, the dream is telling you to control your emotions
Waterfall	You are going to become richer or more successful
Meeting famous people	You are going to receive a message in the near future from someone unexpected
A house on fire	A relative or friend will soon come to you for help
A foreign country	With hard work and patience, your ambitions will become realities

Vocabulary

Match the words from the text in A with their synonyms in B:

A	B
1) regularly (adj)	a) calm
2) still (adj)	b) quick
3) mental (adj)	c) intellectual
4) rapid (adj)	d) great number
5) insomnia (n)	e) in uniform order
6) avoid (v)	f) instinctive
7) plenty (n)	g) elude
8) unconscious (adj)	h) sleeplessness

Discussion

Prepare a presentation on the problem, using the following questions:

1. What's happening inside persons' minds and bodies, when they sleep?
2. What are experts certain in?
3. What are the ways to get a good night's sleep?
4. How much sleep do you need? Is it enough for you? What does this amount depend on?

Writing

Write a small composition about a dream you have had.

Creative Activity

Work with a partner. Use the list of dreams. Every time you answer «yes», try to explain the meaning of the given kind of dream.

- dreams in which you find you can fly or float in the air;
- dreams in which you feel very anxious about something;
- dreams about the sea;
- dreams about the future, which come true;
- recurring dreams;
- dreams about finding money;
- dreams in which you discover the «secret of the universe»;
- dreams about famous people, politicians, film stars, etc.;
- dreams featuring scenes of violence;
- dreams about falling;
- dreams in which you are being chased;
- dreams in which you are in a strange or unknown house;
- dreams in which you are at a party or social gathering;
- dreams in which your teeth are breaking or falling out.

Reading III. Sleep your way to the top

1. Do you get up without an alarm clock signal? Are you not bright-eyed and ready to face peculiarities of the day? On the other hand, are you more of a snooze addict, who crawls lifelessly into the shower, craving intravenous caffeine drip? If you need from eight to 10 hours of sleep, in this situation, whittling down your

sleep period to five or even seven hours is definitely taking its toll on your body and mind.

2. *Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: judgment, mood, perception, crucial, subsequent, to induce, slumber, sedentary, chamomile, tranquil. Use them in active vocabulary while sharing your opinion on the problem of the text.*

Improving your sleep quality you can improve your health, enhance your **judgment**, balance your **mood**, and even increase **sensory perception**.

When you first fall asleep, you enter the quiet sleep phase. This is when your body «let's go», your brain is at its most inactive and your heart and circulation are under less stress than when you're awake. The first part of quiet sleep should only last a few minutes, if you are healthy. The second part follows in uninterrupted blocks of about 30 minutes. This is your deepest sleep of the night.

Delta sleep, also known as body sleep, comes in blocks of 1.5–2 hours, during which you swing from deep to light sleep (when you are most easily woken up).

It is the delta sleep phase that is **crucial** for physical activity. During deep delta sleep, an increased blood supply to the muscles repairs any damage you've done to your body during the day.

But the good news is, with one **subsequent** night of good sleep, your immune system can get right back in action.

REM (rapid eye-movement) is the period when you dream most vividly. This recurring period lasts about 30 minutes, and gets longer and closer together towards the end of the night. REM is known as brain sleep.

«How you feel and behave tomorrow depends on how you sleep tonight», says Nigel Ball, the author of «*The Sleep Solution*».

«You can control your sleep to improve your life». Here is how to do it:

- Go to bed at least eight hours before you need to get up. Try to maintain that same bedtime for at least one week for maximum benefit.

- If you need an alarm clock to wake you up, you haven't slept enough. But don't lie in.

- Go to bed an additional 30 minutes earlier for the next week.

- Gradually add 15 to 30 minutes of sleep each week until you can wake easily without needing the alarm clock and still feel alert all day».

- Stick to a sleep schedule.
- Once you've found your ideal bedtime stick to it every night, and wake up at the same time every day, even at weekends.
- Sleep without stopping.
- The best sleep is continuous sleep — in fact, six straight hours are better than eight broken hours.
- Play sleeps catch-up.
- If you have lost several hours of sleep, you'll need extra sleep (on top of your normal amount).
- Go to bed early for three nights rather than changing your normal waking time.

If you are the one who has problems sleeping, here's how to get the sleep you need.

1. Our bodies were designed to move, so if you have a **sedentary** job, your instincts can kick in at night and make you feel restless. Exercise will give your body the chance to release excess adrenaline, for a better night's sleep.

2. A warm bath is an effective therapy that can induce power sleep.

3. If you've been in bed for more than 30 minutes and haven't fallen asleep, get up, do something calming until you feel sleepy again (no TV!) and then return to bed. If another 30 minutes pass without slumber, you are going to stay awake all night, lying in bed, staring at the ceiling.

4. «Sleeping pills are not a cure for insomnia, they merely mask the difficulty you have in sleeping», says Nigel Ball. «They may hide the real reason for your problems and cause rebound insomnia, where you suffer even worse insomnia, when you stop taking the pills, than you had before».

5. Alcohol damages the quality of sleep. To help you sleep, try **chamomile** tea instead.

6. Go to bed on an (almost) empty stomach.

7. A **tranquil** bedroom is a big step towards power sleep: clear out computers, TVs and keep the window open.

Vocabulary

Match the words from the text in A with their synonyms in B:

A	B
1) tranquil (n)	a) sleep
2) chamomile (n)	b) cause, lead to
3) slumber (n)	c) smth. done by long sitting
4) induce (n)	d) a field flower, sweet smelling dried plant
5) sedentary (adj)	e) quiet, calm
6) subsequent (adj)	f) later, following
7) crucial (adj)	g) act or power of perceiving
8) perception (n)	h) trial
9) mood (n)	i) spirit
10) judgment (n)	j) critical, decisive

Discussion

Discuss the problem, given in the unit with your group mates. Try to role-play it in your group.

Writing

Write a composition on the problem «Can dreams come into reality?» Do you know anyone, whose dreams have been fulfilled?

Creative Activity

Use any sources of information: books, magazines, Internet, etc. to find material about famous predictors, fortunetellers and soothsayers.

Reading IV. Dreaming of romance

1. Do you have a book, which contains meanings of different kinds of dreams a person can see? And your parents, your granny? Do members of your family believe that what they see in their dreams can come true?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **capacity, glow, blossoming, thorn,**

guilt, dwelling, subconscious, promote, colour, inner, genuine.
Use them in active vocabulary while sharing your opinion on the problem of the text.

Flowers? Candles? Do you love a stranger? A lot of dream symbols can indicate that romance is in the air. Especially, if two or more of them appear together: They may be suggesting that you are ready for romance, or that a new relationship holds the promise of love. Hearts are the first symbol we think of in relation to romance, and heart-shaped objects often refer to love. Yet symbols can appear in the most unexpected way.

The heart represents our **capacity** to give and receive love.

According to Chinese medicine, each organ is thought to be at its peak at different times of the day. The heart time is from 11am to 1pm, so the noon nap can be a source of dreams of joy, love and celebration.

Rings themselves, especially engagement and wedding rings, symbolize the love between husband and wife. Dreaming of being given or finding jewellery indicates that the dreamer has received or discovered something very precious such as love.

Pink is the colour of romance, and dreaming of anything from rose-coloured glasses to being in the pink has overtones of love and warmth.

The rainbow is a powerful dream symbol representing joy, enhanced here by the pink glow of love.

Flowers have a language all of their own, and in dreams, often refer to the **blossoming** of a new relationship. Roses in particular suggest feminine beauty and the desire for romance, their **thorns** the pain of love and **guilt**, and a rosebud symbolizing an innocent young girl. Roses of different **colours** have special connotations: the pink rose represents simplicity or happy love; the white rose stands for purity and innocence; the yellow rose means perfect achievement and sometimes jealousy, and the red rose signifies passion and desire.

Water represents the emotions; so many dreams of rivers and the sea hold clues to the state of the dreamer's love life.

The rhythmic breaking of the waves suggests wave after wave of feeling and desire, whilst the rising tide reveals a love, which will increase.

Dancing is a favourite aspect of courtship (even some animals do it) and so it appears in dreams as a symbol of romance. Balloons appearing with another symbol of romance refer to unrestrained joy, perhaps soaring to new heights of intimacy and pleasure. It

a balloon bursts, it can indicate the shattering of illusions, especially about a lover.

The number two in a dream often refers to partnership, togetherness, the two halves of a relationship, a pair or couple and thus harmonious lovers. It usually represents equality between male and female, though it can sometimes indicate one partner is particularly self-surrendering and the relationship is unbalanced.

A lot of kinds of food are related to romance, and eating a meal with someone in a dream indicates a wish to share with him emotionally as well.

All sweet foods can represent the sweetheart, and just as a craving for cakes and chocolate in real life can symbolize a longing for love, dreaming of them can reveal a hunger for romance as well.

Meat usually represents the flesh — that is, the sensual and sexual side of life, or bad luck days.

Apples are an ancient symbol of both love and womankind, so in a man's dream a juicy apple pie refers to the delights of love. Stealing apples suggests a desire for a woman who is already in a relationship. Rice symbolizes romantic happiness and joy, celebration and perhaps a forthcoming wedding.

Fire, too, can represent passion and desire.

The heat of the emotions may also appear in the form of a pleasant hearth fire, symbolizing domestic and romantic pleasure. A candle can represent a tender, loyal and lasting love.

Fighting a fire reveals that the dreamer is attempting to control strong emotions and desires, whilst sustaining a burn may be the subconscious mind's way of warning that a prospective partner is not to be trusted.

The appearance of the dream lover indicates that the dreamer is integrating into his/her everyday life the qualities represented by the man/woman.

A real-life lover often represents the inner lover in the dream from the past, but the dream lover is more romantic, more attractive, and more loving than the real-life model ever was!

Why does the subconscious mind choose a figure from the past to represent the inner lover?

Moreover, why is he/she always so incredibly desirable?

A particularly romantic dream can stay with us for hours, as we savour the dream's events through the day. Dwelling on the dream encourages us to begin to develop the qualities that the subconscious mind seeks to promote — even if we're not aware of it.

All of this means that a romantic kiss or lovemaking usually represent a deep communion with oneself.

Finally a wedding with the dream man/woman — that culmination of the romantic affair — indicates an integration of the qualities he/she represents and another step towards our own fulfillment.

Vocabulary

Match the words from the text with their synonyms:

A	B
1) glow (v)	a) fault
2) blossom (n)	b) residence
3) guilt (n)	c) help to organize and start
4) capacity (n)	d) ability to hold, contain, learn things
5) dwelling (n)	e) blooming
6) subconscious (n)	f) interior
7) promote (v)	g) hidden states of the soul and mind
8) inner (adj)	h) flush
9) colour (n)	i) hue

Discussion

Give answers to the questions from the text.

1. What do roses suggest in a dream?
2. Is the daisy always associated with purity, innocence and loyal love?
3. What does water represent?
4. How does dancing appear in dreams?
5. What are many kinds of food related to?
6. What does rice symbolize?
7. What does a wedding ceremony indicate?

Writing

Complete the following sentences:

1. The rainbow is
2. Roses of particular colour suggest
3. Dancing is a favourite aspect of
4. Stealing apples suggests
5. Red colour stands for
6. Making the bed with coloured sheets reveals

7. Dwelling in the dream encourages us
8. A wedding with a dream man indicates

Creative Activity

Can you interpret dreams? Find any essential material on the problem. Do you agree with all the explanations of dreams, given in the texts above?

In your country

Do people usually believe in dreams in your country? And in your family? Does believing in dreams depend on the age of a person?

This unit sayings

1. **Where there is life, there is hope.**
2. **All truths are not to be told.**
3. **As plain as two and two make four.**

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. *Second conditional is formed:*

If + Past Simple, *would* + infinitive without to

If he had a lot of money, he would build a palace.

Does he have a lot of money? What tense is have?

Is it a dream or reality?

2. *Complete the rule.*

*We make unreal conditional clauses with **if + the ... tense.***

*In the result clause, we use **the auxiliary verb ... + the infinitive.***

3. *Notice that **was** is changed to **were** in the Second conditional clause.*

If I were the queen, I'd be very rich. (I'd = I would)

4. *Comment on the following examples of Second Conditional.*

- 1) After the agreement was signed, the delegation would left Moscow on Friday.
- 2) As soon as we received your letter, we would tell your mother about it.
- 3) I would be reading the newspaper, while you were preparing dinner.
- 4) If I were a millionaire, I'd buy an island to live there.
- 5) She would stay here, until he returned.
- 6) A manager would ring you up, when the boss came.

5. *Put the verbs in the correct form of the Second conditional clause.*

1. Of course, I'm not going to give Mary a diamond ring. If I (give) her a diamond ring, she (sell) it.
2. If you (go) on a diet, you (lose) weight. But you don't want to.
3. If John and Steve (work) all night, they (finish) this work in time. But they have no intention to work all night.
4. You must never blow out a gas light. Do you know what (happen), if you (blow) out a gas light?
5. If you (ask) her for \$10,000, what she (say)?
6. If Ann (be) here now, she (give) us some advice what to do. But she is out.
7. We (be) more independent, If we (run) our own business.
8. I think, life (be) very boring, if we (have) noting to do.
9. If Kate (learn) new words well, she (not, be afraid) of the vocabulary test.
10. If you (consider) this exercise much difficult, you (have to) read the grammar spot once more.

6. *Answer the following questions:*

- 1) Which famous person would you like to meet? What would you talk to him/her about?
- 2) Which country would you like to visit? What would you do there?
- 3) If you won a lot of money, what would you buy? Would you give any sum to your parents or friends?

7. Fill in the gaps with the correct form of First or Second conditional.

1. And the officer told me, that I ____ (to be able) to go home, only when I ____ (to finish) this work.
2. I ____ (not, to be able) to give you a definite answer, until I ____ (to get) a letter from them.
3. You are late again! If you ____ (to be late) again tomorrow, your pay ____ (to stop) by me!
4. Eat your soup. If you ____ (not, to hurry up), it ____ (to get) cold.
5. I asked to give me that message for him. I was sure, that If I ____ (to see) him, I ____ (to give) it to h _____ i _____ m _____
6. Now I understand, that unless I ____ (be) more careful, I ____ (not, to get) in this accident.
7. If he ____ (to read) in bad light, he will spoil his eyes _____ sight.
8. If Emily ____ (to go) on telling lies, nobody ____ (believe) a word she said.
9. My dog never starts a fight. He never ____ (to growl), unless the other dog ____ (to growl) first.

Before you start

«To fly or not to fly — that is the question!» People always feel envious, looking at flying birds. However, today we can easily fly: just buy a ticket! It is difficult to surprise somebody by aircrafts, airmails or beacons. Only about a century ago that all seemed to be a miracle. Let us see how it all began...



Reading I. Airmail

1. Read the following texts, paying attention to the dates, events and names, which are mentioned. Discuss the given problem in groups.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **to cap, glider, scheduled, undercarriage, to accommodate, to charge, headline event, advent, significantly, demand, production effort, dogfight, nonexistent, salvation, to appropriate, intermediate stop, air route, to span, to deploy, guidance system, to extend, prevailing, accounted, annually, intention, feasibility, competitive bid, merge, subsidiary, predecessor.** Use them in active vocabulary while sharing your opinion on the problem of the text.

At the beginning

On December 17, 1903, Orville and Wilbur Wright **capped** four years of research and design efforts with a 120-foot, 12-second flight at Kitty Hawk, North Carolina — the first powered flight in a heavier-than-air machine. Prior to that, people had flown only in balloons and gliders.

The first person to fly as a passenger was Leon Delagrange, who rode with French pilot Henri Farman from a meadow outside of Paris in 1908. Charles Furnas became the first American airplane passenger, when he flew with Orville Wright at Kitty Hawk later that year.

The first **scheduled** air service began in Florida on January 1, 1914. Glenn Curtiss had designed a plane that could take off and land on water and thus could be built larger than any plane to date, because it did not need the heavy **undercarriage** required for landing on hard ground. Thomas Benoist, an auto parts maker, decided to build such a flying boat, or seaplane, for a service across Tampa Bay called the St. Petersburg — Tampa Air Boat Line. His first passenger was ex-St. Petersburg Mayor A.C. Pheil, who made the 18-mile trip in 23 minutes, a considerable improvement over the two-hour trip by boat. The single-plane service **accommodated** one passenger at a time, and the company **charged** a one-way fare of \$5. After operating two flights a day for four months, the company folded with the end of the winter tourist season.

Vocabulary

Match the given words in A with the appropriate nouns in B:

A	B
1) glider (n)	a) planned, according to time-table
2) scheduled (adj)	b) to adapt
3) undercarriage (n)	c) the wheels of an aircraft
4) accommodate (v)	d) to ask an amount of money for something, especially a service or activity
5) charge (v)	e) light airplane without an engine

World War I

These and other early flights were **headline events**, but commercial aviation was very slow to catch on with the general public, most of whom were afraid to ride in the new flying machines. Improvements in aircraft design also were slow. However, with the **advent** of World War I, the military value of aircraft was quickly recognized and production increased **significantly** to meet the soaring **demand** for planes from governments on both sides of the Atlantic. Most significant was the development of more powerful motors, enabling aircraft to reach speeds of up to 130 miles per hour, more than twice the speed of pre-war aircraft. Increased power also made larger aircraft possible.

At the same time, the war was bad for commercial aviation in several respects. It focused all design and **production efforts** on building military aircraft. In the public's mind, flying became

associated with bombing runs, surveillance and aerial dogfights. In addition, there was such a large surplus of planes at the end of the war that the demand for new production was almost nonexistent for several years — and many aircraft builders went bankrupt. Some European countries, such as Great Britain and France, nurtured commercial aviation by starting air service over the English Channel.

However, nothing similar occurred in the United States, where there were no such natural obstacles isolating major cities and where railroads could transport people almost as fast as an airplane, and in considerably more comfort. The salvation of the U.S. commercial aviation industry following World War I was a government program, but one that had nothing to do with the transportation of people.

Vocabulary

Match the given words in A with the appropriate nouns in B:

A	B
1) event (n)	a) happening
2) advent (n)	b) attempt
3) demand (v)	c) rescue
4) effort (n)	d) approach, coming
5) salvation (n)	e) need, strong request for smth

Airmail

By 1917, the U.S. government felt enough progress had been made in the development of planes **salvation** something very new — the transport of mail by air. That year Congress **appropriated** \$100,000 for an experimental airmail service to be conducted jointly by the Army and the Post Office between Washington and New York, with an intermediate stop in Philadelphia. The first flight left Belmont Park, Long island for Philadelphia on May 14, 1918 and the next day continued on to Washington, where President Woodrow Wilson met it.

With a large number of war-surplus aircraft in hand, the Post Office set its sights on a far more ambitious goal — transcontinental air service. It opened the first segment, between Chicago and Cleveland, on May 15, 1919 and completed the air route on September 8, 1920, when the most difficult part of the route, the

Rocky Mountains, was **spanned**. Airplanes still could not fly at night, when the service first began, so the mail was handed off to trains at the end of each day. Nonetheless, by using airplanes the Post Office was able to shave 22 hours off coast-to-coast mail deliveries.

Vocabulary

Match the given words in A with the appropriate nouns in B:

A	B
1) appropriate (v)	a) highway
2) air route (adj+n)	b) to produce, open
3) span (v)	c) period between two other places of the route to allow passengers to get off and on
4) intermediate stop (adj+n)	d) to take money for a particular purpose

Beacons

In 1921, the Army **deployed** rotating beacons in a line between Columbus and Dayton, Ohio, a distance of about 80 miles. The beacons, visible to pilots at 10-second intervals, made it possible to fly the route at night.

The Post Office took over the operation of the **guidance system** the following year, and by the end of 1923, constructed similar beacons between Chicago and Cheyenne, Wyoming, a line later **extended** coast-to-coast at a cost of \$550,000. Mail then could be delivered across the continent in as little as 29 hours eastbound and 34 hours westbound — **prevailing** winds from west to east accounted for the difference, which was at least two days less than it took by train.

Vocabulary

Match the given words in A with the appropriate nouns in B:

A	B
1) deploy (v)	a) to became bigger
2) extended (adj)	b) predominant
3) prevailing (adj)	c) to spread out troops
4) guidance system(adj+n)	d) directing process

The Contract Air Mail act of 1925

By the mid-1920s, the Post Office mail fleet was flying 2.5 million miles and delivering 14 million letters **annually**. However, the government had no **intention** of continuing airmail service on its own. Traditionally, the Post Office had used private companies for the transportation of mail. So, once the **feasibility** of airmail was firmly established and airline facilities were in place, the government moved to transfer airmail service to the private sector, by way of **competitive bids**. The legislative authority for the move was the Contract Air Mail Act of 1925, commonly referred to as the Kelly Act after its chief sponsor, Clyde Kelly of Pennsylvania. This was the first major step toward the creation of a private U.S. airline industry.

Winners of the **initial** five contracts were National Air Transport (owned by the Curtiss Aeroplane Co.), Varney Air Lines, Western Air Express, Colonial Air Transport and Robertson Aircraft Corporation. National and Varney would later become important parts of United Air Lines (originally a joint venture of the Boeing Airplane Company and Pratt & Whitney). Western would merge with Transcontinental Air Transport (TAT), another Curtiss **subsidiary**, to form Transcontinental and Western Air (TWA). Robertson would become part of the Universal Aviation Corporation, which in turn would merge with Colonial, Southern Air Transport and others to form American Airways, **predecessor** of American Airlines.

Juan Trippe, one of the original partners in Colonial, later pioneered international air travel with Pan Am — a carrier he founded in 1927 to transport mail between fey West, Florida, and Havana, Cuba. Pitcairn Aviation, yet another Curtiss subsidiary that got its start transporting mail, would become Eastern Air Transport, predecessor of Eastern Air Lines.

Vocabulary


Match the given words in A with the appropriate nouns in B:

A	B
1) annually (adj)	a) offer of a particular amount of money for smth. which is for sale
2) intention (n)	b) yearly
3) feasibility (n)	c) purpose , smth. that you want and plan to do
4) bid (n)	d) practicability , possibility
5) merge (v)	e) precursor , forerunner
6) predecessor (n)	f) to combine or join together

 *Discussion*


Give your opinion on the problem, using the following questions:

1. What do you know about the first flight of the brothers Wright at Kitty Hawk? What feelings could they experience? Describe the first flight, as if you were Orville or Wilbur Wright or an observer.
2. You know already that Glenn Curtiss designed a plane that could take off and land on water. How is this branch of aircraft building developed?
3. Why was the commercial aviation very slow to catch on?
4. Describe the role of the WWI in the progress of aviation development.

 *Writing*

Write the answers to the following questions:


1. What had people flown in before the first plane was invented?
2. When was the first powered flight?
3. Who was Leon Delagrangé?
4. What did Thomas Benoist make?
5. What speed did the first military aircrafts reach?
6. When did the airmail appear?
7. What thing made it possible to fly the route at night?
8. How many letters did the Post Office deliver by the mid-1920s annually?

 *Creative Activity*

Imagine that:

1. One of you is a person to fly as a passenger. Leon Delagrangé is another one. Share your knowledge, emotions, experience, etc., concerning flights.

2. Both of you are the brothers Wright. Discuss the first flight and your projects.

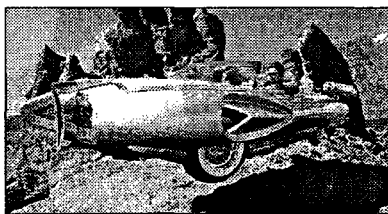
 *Reading II. I flew to Brazil by accident*

1. Read the text, which describes the humorous episode, happened to a young man before his wedding ceremony. Pay attention that the paragraphs of the text are given not in the right order. Correct the order of the events, which happened to the hero of the narration, while you are reading the text.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **to snooze, attendant, to dawn, horrified, to convince, to confess, furious**. Use them in active vocabulary while sharing your opinion on the problem of the text.

1. Settling into my seat on the airplane, I felt tired, ready for a drink and looking forward to getting home. As I sipped a gin and tonic and pushed my seat back, I remember thinking, «only a couple of hours and I'll be home».

2. After another drink, I snoozed, until I heard a flight attendant announce, «We will shortly be landing at Heathrow». «Better get my things together», I thought. And that was it. I honestly don't remember another thing, until I woke up again later on.



3. Slowly it began to dawn. I simply couldn't believe, what had happened to me and felt increasingly horrified. The plane have tanded at Heathrow, let off some passengers, taken on others and set off on the next part of its Journey. And I knew where that was to — Rio-de-Janeiro, in Brazil.

4. Not knowing, what else to do, I went to look for a flight attendant and told her, what had happened. I found out that we were several hours into the 11-hour flight to Brazil. The flight attendant thought it was very funny and told me not to worry. There wasn't much anyone could do, anyway.

5. The first thing I did was call to Georgina. She was furious because she had convinced herself that I'd been in a plane crash that she'd heard about on the news. Once I'd made the call, I decided it would be a shame to be in Rio and not see any of it. So, I slipped out of the airport and jumped into a passing taxi. It was surprisingly easy!

6. In the late afternoon, I headed back to the airport. I had to confess that I'd sneaked out. I, Nigel Hughes, was going to marry Georgina soon and I felt anxiety like a man before a jump. The

airline staff was not at all pleased and gave me an escort to watch my every move. However, I wasn't planning to go anywhere else - I wasn't going to miss that plane home.

7. Georgina recovered from the shock and was able to see the funny side of it, eventually. As for me, I still haven't, worked out how I slept through a whole landing and take-off.

Vocabulary

Match the given verbs with the appropriate nouns in B:

A	B
1) snooze (v)	a) servant or companion, steward, stewardess
2) attendant (n)	b) to acknowledge, admit
3) horrified (adj)	c) to persuade, make someone do or believe
4) convince (v)	d) to take a nap
5) confess (v)	e) appalled
6) furious (adj)	f) wild

Discussion

Try to guess, what facts could be missed in the text and try to add them. Keep the right order of events.

Writing

Make three lists of events, as if you were:

a) Nigel Hughes; b) Georgina; c) the flight attendant.

Creative Activity

Retell the story, as if you were: a) Georgina; b) the flight attendant; c) a passenger from the same plane. Add the necessary information.

Reading III. Air stewardess

1. Read the text about the profession of an air flight attendant. What do you know about it?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary; find appropriate synonyms and definitions: **benefit, stepping-stone, to straw, poise, false eyelashes, average age, to walk off, exactly alike, wig, wrinkle, rude, couch passenger.** Use them in active vocabulary while sharing your opinion on the problem of the text.

The majority of the stewardesses are from small towns. It's supposed to be one of the nicest professions for a woman — if she can't be a model or in the movies. All the great **benefits**: flying around the world and meeting all those people.

When people ask you what you're doing and you say «stewardess», you're really **proud**; you think it's great. It's like a **stepping-stone**. The first two months you started flying you had already been to London, Paris and Rome. But after you started working, it's not as glamorous as you thought it was going to be.

We had to go to stew school for five weeks. We'd go through a whole week of make-up and **poise**. You didn't like this. They make you feel like you've never been out in public. At one time, they wouldn't let us wear **false eyelashes** and false fingernails. Now it's required that you wear false nails. Everything is supposed to be becoming to the passenger.

You do meet a great number of movie stars and a lot of political people.

Only name people impress stewardesses. But a normal millionaire that you don't know doesn't make an impression on the passenger like Kennedy or movie stars or some political celebrities.

Stewardesses' **average age** is 26. But our supervisors tell us what kind of make-up to wear what kind of lipstick to wear, if our hair is not the right style for us, if we were not smiling enough. They even tell us how to act when you're on a pass. You're not supposed to **walk off** with a passenger, hand in hand.

They say you can spot a stewardess by the way she wears her make-up. At one time all had short hair and everybody had it cut in stew school **exactly alike**. At one time, they told us we couldn't wear anything one inch above the knees.

It's different now. **Wigs** used to be forbidden. Now it's the style. Now it's permissible for nice women to wear wigs, eyelashes and false fingernails.

The other day a stewardess had 55 minutes to serve 101 **couch passengers**, cocktail and full-meal service. You do it fast and terrible. You're very **rude**. You don't mean to be rude — you just don't have time to answer the questions. You smile and you just ignore them. You get three drink orders in a hurry. There has been many times

when you miss the glass pouring, and you pour it in the man's lap. You just don't say «I'm sorry». You give him a cloth and you keep going. That's the bad part of the job.

Doctors tell stewardesses they're going to get wrinkles all over their faces because they smile with their mouths and their eyes.

Vocabulary

Match the given verbs with the appropriate nouns in B:

A	B
1) benefit (n)	a) means of attaining smth, stage of achievement.
2) stepping-stone(n)	b) balance, support
3) poise (n)	c) crease, crinkle
4) exactly alike (adv)	d) false hair
5) wig (n)	e) advantage, profit
6) wrinkle (n)	f) angular, rough
7) rude (adj)	g) similar

Discussion

Answer the following questions:

- 1) Have you ever wanted to be a steward/stewardess? What attracts you in this profession?
- 2) Why is this profession supposed to be the nicest one for a woman?
- 3) What is the average age for a profession of a stewardess? Why?
- 4) What does «stepping-stone» mean? Is being a stewardess a «stepping-stone» profession for a woman?
- 5) What are the positive and negative sides of being a stewardess?
- 6) Do you like this profession?

Writing

Discuss the advantages and disadvantages, requirements (skills, personal characteristics, appearance, etc.) of the profession of a stewardess.

Creative Activity

Create a project: «Air traveling, its advantages and disadvantages».

Reading IV. Flying cars

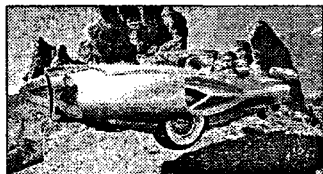
1. A magic universal flying car... The frustrated motorist's dream? Science fiction? An embodiment of engineering skills? Let's see how far the engineering thought may go.

2. Look up the following words and word combinations in bold type from the text, given below, in a monolingual dictionary; find appropriate synonyms and definitions: **success, frustrated, petrol, according to, conventional, vehicle, magic carpet, prototype, to remain, confident, violator, license, to come equipped, traffic, queue, impractical, mass-produced.** Use them in active vocabulary while sharing your opinion on the problem of the text.

A family car that flies is about to begin test flights in the United States.

If Canadian engineer Paul Moller's Sky car M400 is a **success**, the **frustrated** motorist's dream of beating traffic jams by taking to the skies will no longer be the stuff of science fiction.

The M400 is shaped like a Batmobile, slightly wider and higher than a normal family car. But it runs on ordinary **petrol**, **according to** a report in New Scientist magazine.



Earlier flying cars were simply **conventional vehicles** with wings bolted on top, which had to be dismantled before they could run on roads.

But the M400 operates with four pairs of engines, which power fans and provide the thrust that simply lifts the car into the air,

Once airborne, it should be able to achieve speeds of 600km an hour. «It really is a **magic carpet**' ride», says Mr. Moller.

Mr. Moller, a former engineering professor at the University of California at Davis, has been working on the technology for a flying car since 1963.

In 1989, he built a two-person **prototype**, which he has flown to an altitude of 20 meters.

As he has no license for the craft, the plane **remains** on the end of a wire tied to a crane. But he is **confident** that the car would fly well over longer distances.

His company, Moller International, has spent \$100m developing the flying car, which he calls a **violation**.

A computer will actually fly the M400, so no pilot's license will be necessary. «We want to be able to land in grandma's backyard at night, in thick fog, without hitting the clothes line», says Jack Allison, an engineer on the project.

However, if the computer or the engines fall, the vehicle does come **equipped** with two parachutes for emergency landings.

However, hovering along over **traffic queues** and touching down when the road is clear is still some way in the future, even if the M400 test-flights are a success.

The car would have to take-off from what Moller calls a vertiport.

Noise levels and safety risks make it **impractical** (friendly — unfriendly incorrect important ...) to take-off in the middle of the street, but he believes that in the future vertiports could be as common as corner shops.

The M400 will not be cheap. The first models will cost up to a \$1m, but Moller believes that a **mass-produced** model could cost as little as \$60,000.

And the flying car is not easy on petrol either. It does only 8 km per liter.

Vocabulary

Match the given verbs in A with the appropriate nouns in B:

A	B
1) success (n)	a) vehicle jams
2) frustrated (adj)	b) convinced
3) petrol (n)	c) useless, vain
4) according to (adv)	d) permission to drive
5) confident (adj)	e) completed
6) license (n)	f) luck
7) equipped (adj)	g) gas
8) traffic queue (adj+n)	h) due to
9) mass-produced (adj)	i) well-spread

Discussion

1. What does M400 look like? Take into account the description, given in the text of Reading IV, and try to present it in your group and discuss the given problem with your group mates.

2. So called «modern» transport needs much to be improved. Use your imagination and make a project on the problem of improving and modernization the state of things in municipal transport development.

3. Work in pairs. Imagine that Orville or Wilbur Wright and Paul Moller could meet each other. What would they talk about?

Writing

1. Look through the text of Reading IV again. What significant parts can you underline? Name these parts.

2. Answer the following questions:

- a) Why was the Sky car called a magic carpet?
- b) Are traffic jams a problem for the Sky car M400?
- c) Compare the size of M400 and of a common car.
- d) What petrol does the new invention need?
- e) What is speed characteristic of M400?
- f) What is the attitude towards M400?
- g) What is the price of a flying car developing process?
- h) Does anybody need a pilot license to drive M400?
- i) Why was M400 equipped with two parachutes?

Creative Activity

Imagine that you have a Sky car.

- a) What are you going to use it for?
- b) What are the advantages and disadvantages of the invention?
- c) How will people react?
- d) In what way would a Sky car invention change our life?

In your country

Find some information on the following problems:

- a) The state of things of Russian airplanes.
- b) Russian stewardesses.
- c) Russian airports.

This unit sayings

1. No pains – no gains.
2. A bad beginning makes a bad ending.
3. Make haste slowly.
4. Man proposes but God disposes.

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. Look at these two questions. What question is in **the Present Perfect Continuous**? What tense is the verb in another sentence?

- a) How long have you been passing your exam in physics?
- b) How many exams have you passed during this term?

Which question asks about the duration of the period of passing?

Which question asks about the number of exams, resulted in passing?

2. Complete these sentences with the **Present Perfect Simple or Continuous**.

- a) I _____ (draw) pictures since 16. I _____ (draw) three pictures today.
- b) I _____ (do) physics for five hours! I can't do anything else!
- c) I _____ (do) physics, so I can go to the cinema with my friend.

3. Put the verbs in brackets into the **Present Perfect Simple or Continuous**.

1. Mr. Johnson ... (work) in the same place for thirty-five years and he is not planning to retire yet.
2. Mary's hands are dirty because she ... (paint) the ceiling.
3. Robert ... (play) football so well, since he began to train regularly.
4. I am afraid we should drink tea because I ... (forget) to buy a coffee.

5. Peter ... (live) in our country for many years, but he still can't speak Russian.
6. Tourists ... (travel) for three days and they are tired.
7. I may go for a walk because, I ... (write) my composition.
8. I ... (get) a headache, because I ... (do) my homework since 11 a.m.
9. Students ... (pass) the exam for nearly three hours.
10. You ... (pass) your exam. Congratulations!

5. Choose the correct verb form in the Present Perfect Simple or the Present Perfect Continuous.

Dear Paul,

I am glad to hear that you are enjoying yourself in Australia. Things at home are the same as usual. Your father 1) ... (work) very hard for this month. Susan 2) ... (just/ pass) her driving test. Alex 3) ... (not/write) for weeks, probably, because he 4) ... (study) very hard for his exams since August. Uncle Tom 5) ... (build) a shed in the garden. I think it is rather comfortable. Mr. Brown 6) ... (not/help) the uncle. He 7) ... (visit) the doctor four times this month. The dog 8) ... (have) three puppies. Mrs. Smith 9) ... (not/open) her new shop yet. Tree decorators 10) ... (paint) it for weeks. I hope you enjoy your stay in Australia. 11) ... (you/see) the famous Opera House yet? Tina sends her love. Write me soon.

With love, Lucie

Before you start

You are going to read about love. Usually love is defined as a deep tender feeling of affection, attachment or devotion. What does this feeling mean for you? Can you explain what love means?



Reading I. What does a person mean, saying the following?

1. Read the following text about three definitions of the word «love». Choose one of them, that is closer to your understanding of this feeling, and explain your choice. Prove your point of view.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **tenderness, essential, sense, eagerness, desire, marvelous, patient, envious, to rejoice, to give up, to protect, absorbing, to cease.**



a) Love is an emotion in which **tenderness** is an **essential** part of it.

In love there is a **sense** of weakness, a **desire** to protect, and **eagerness** to do well and to give pleasure — if not **unselfishness**, at all events a **selfishness**, which **marvelously** conceals itself; it has in it certain **diffidence**.

b) Love is **patient** and kind; it is not jealous or **envious**, never boastful or proud. Love is not ill mannered or **selfish**, or easily angered. Love does not keep a record of wrongs; it does not delight in evil but **rejoices** with the truth. Love never gives up. It always protects. Always protects. Always trusts. Always hopes. Always perseveres. Love never fails...

c) Love is **absorbing**; it takes the lover out of himself; the most clear-sighted, though he may know, cannot realize that this love will **cease**; it gives body to what he/she knows is illusion, and knowing it is nothing else, he/she loves it better than reality. It makes a man/woman a little more than him/herself and at the same time a little less. He/she ceases to be himself. He/she is no longer an individual, but a thing, an instrument to some purpose foreign to his ego. Love is never quite devoid of sentimentality.

Vocabulary

Match a line A with a line in B:

A	B
1) tenderness (n)	k) strong desire
2) essential (adj)	l) amazing
3) sense (n)	m) self-control
4) eagerness (n)	n) feeling
5) desire (n)	o) showing envy
6) marvelous (adj)	p) meaningful, important
7) patience (n)	q) kind heart
8) envious (adj)	r) to surrender
9) give up (v)	s) to stop
10) cease (v)	t) wish

Discussion


Discuss the information, given in the text. Do you agree with all these definitions of love? Have you composed your own definition?

Writing

Write a composition on the problem: «What is love?» «Does such feeling as love exist?»

Creative Activity

Organize a round-table discussion on the given problem with your group mates, having two contrary groups with opposite opinions on love problem: «for» and «against».

 Reading II. Love

1. Read the text, written by Robert Love, which is called «Love». Try to find as many sentences, which express Bob's feelings towards Kristen, as you can.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: to drift apart, harsh word, to crack smb. up, no kidding, behaviour, warehouse, part time job, cruise, big sweat, to bug, to order, to guess, sundae, to dug, rage, to scoop, customer, furrowed.

What is up with Kristen? The facts are: we went out for nine months, and then we broke up. The sad truth is that we were actually just a kind of **drifted apart** couple, while she was away all summer. But there were no **harsh words**, no dramatic scenes. No big deal, I thought. So why does she have to turn the other way so obviously, when she sees me coming? And what does she whisper to her friends when I'm around that **cracks them up**? **No kidding**, I'm really looking for help here: What is up with that kind of **behaviour**?



Sometimes I think (like the typical guy that I am) that I understand girls. When Kris and I were going out, we were so close there seemed to be no air between us. If we had played tennis, we would have been a great doubles team- instant communication. Now she seems like... I was going to say another person, but it's much worse than that — it's like she's an alien or something.

Let me give you a good example. A few weeks ago, as my summer job at the office-supplies warehouse was winding down, I got another **part-time job** at the ice-cream place near here. Compared to the warehouse job, it's a **cruise**. Twenty hours a week, bright lights, no **big sweat**. But it just so happens that it's the same place Kris and I used to go to on a regular basis, sit and talk and hold hands.

Last Friday night I'm working— they call me Bob the Scoop — when I see Kris walk in with the captain of the guys' swim team. My heart starts beating a little faster, and my mouth goes dry. Tommy's a great guy, but he's so sure of himself.

Anyway, so the two of them walk up the counter and give me a little «Hi, Bob» small talk and all. Then Kris says, matter-of-factly: «We'll have a rum-raisin and double-mocha-chip sundae with

chocolate sauce, no nuts and whipped cream». I'm sure my eyes were bugging. That's what we ordered when we came here as a couple. We'd sit on the bench outside if it was warm or take it to one of those little marble tables in the back of the store and look into each other's eyes while we worked our way from each end toward the middle of the sundae.

At that point, inside, my heart was breaking, but I forced myself to ask the question: «What will you have, Tom?»

«Uh, just give us two spoons, I guess», he said.

I grabbed the scoop and started to make the sundae, and my hand was shaking as I dug into the cardboard canisters of rock-hard ice cream. My face was suddenly so hot that I was relieved to feel the coldness rise out of the freezer and hit my cheeks. When the sundae was finally done, I pushed it across the counter and looked up. «Anything else, Kris?»

What I wanted to say was, «How cold do you want to make it, Kris?»

I'm happy to report that they took ice-cream out of the store and into the night while I turned to the next customer and tried not to show what I was feeling.

After that, I felt something coming over me. It was like a fever that spread outward from the pit of my stomach and made my arms and legs feel hot. It was a kind of rage that I hadn't felt since I was a little kid. It took the form of regret — regret that I didn't spit into the rum raisin when I was bent down and scooping it out of the canister.

«Are you feeling all right, young man?» The voice shook my vision back to the store. It was another customer, a nice lady with a furrowed brow, checking me out like I was sick. I said, «Yes, ma'am, I'm fine», but I thought to myself: «No, I do not feel fine. In fact, far from it, but what else could I feel? Did you see her? That girl who just left was the girl I loved».

Vocabulary

Match a line in A with a line B:

A	B
1) harsh words (adj + n)	a) a kind of coffee
2) crack up (v)	b) wrinkled
3) behaviour (n)	c) anger
4) part - time job (adj + n)	d) to understand, reckon
5) warehouse (n)	e) not full - day occupation
6) cruise (n)	f) to show surprise
7) matter - of - factly (adv)	g) supermarket
8) mocha (n)	h) a sort of ice-cream with fruits, nuts and syrup
9) sundae (n)	i) to search for
10) bug (v)	j) take out
11) guess (v)	k) to be apart
12) dug (v)	l) without emotions, seriously
13) rage (n)	m) rough expressions
14) furrowed (adj)	n) pleasant, wonderful time
15) scoop out (v)	o) hard labour
16) big sweat (adj + n)	p) acting in a particular way

Discussion

Work in pairs. Imagine that one of you is Bob, who is complaining to his friend, telling him about his love. His friend is a very kind person, who sympathizes Bob much and is eager to help him. Make up a dialogue, discussing the given problem.

Writing

1) Are the following sentences true (T) or false (F)? Correct the false ones.

- Kris and Bob went out for ten months and never broke up.
- Kris turns the other way each time she sees Bob coming.
- Bob isn't looking for any help.
- Sometimes Bob thinks that he understands girls.
- When Kris and Bob were going out, there always seemed to be a kind of air between them.
- Kris seems to be an alien towards Bob.

2) Finish the following sentences:

- Compared to the warehouse job, it's a...

- b) My heart starts beating a little faster and my mouth...
- c) That's what we ordered, when we came here as...
- d) I felt something, coming...
- e) The voice shook my vision back...

Creative Activity

You believe that love exists, don't you? Is real love eternal feeling? Find material on the problem, write a composition or prepare a report.

Reading III. Two funny stories about love

Of course, love is always connected with some misunderstanding, strange, curious, funny and, sometimes, may be sad situations. Read two stories about love. Do you find them funny? Imagine yourself in the situations, given below. What would you do? How would you react?

Text 1. What Won't Do

1. Read a girl's love story. Retell this story to your friend, as if you were Ruth's parent, complaining of your own daughter's and her friend's behaviour. Compare boys' and girls' points of view on bringing up a daughter. Are they the same or different?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: later, to insist, to serve, guard, to give up, pride.

Ruth was like a ray of sunshine in the house, good-natured and beautiful, always cheerful and smiling. She was very popular with boys.

One day she came up to her mother.

— I want to marry Harry, she said.

— No, said her mother, that won't do!

— Why not? Asked the girl, he's a doctor, that's a good profession.

— Yes, he's a doctor all right, but he doesn't come from a professional family. A fortnight later Ruth insisted:



— I want to marry Dick.
 — What! Again! — exclaimed her mother.
 — But why? He's a regular officer; he has made a good career in the army. He's so clever and kind!

— Oh, dear, that won't do either. You see, he doesn't serve with the **Guards**.

Ruth did not give up. A month later there was another candidate, a writer this time.

— Well, so he's a writer, said the mother, I like it, but tell me what sort of writer is he?

A novelist, a newspaper writer, a short story writer?

— No! — said Ruth with **pride**, none of those. He's a first class love letter writer!!!

Text 2. Why Was She Angry?

1. Read the following story about not a lucky situation in relations between a young man and a girl. In what way would you act, if you were a girl/a man, described in the given story? Was a girl really in love with the young man, in your opinion?

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **beautiful, fresh, price, to be angry.**



A young man was in love with a **beautiful** girl. One day she said to him: «It is my birthday tomorrow». «Oh», said the young man, «I'll send you **fresh** roses, one rose for each year of your life».

The same evening he went to a florist's. As he knew that the girl was twenty-two years old, he paid for twenty two roses and asked the florist to send them to the girl the next day.

The florist knew the young man well as he had often bought flowers in his shop before. When the young man left the shop, the florist thought:

«This young man is a very good customer. I think that my **price** was too high, I'll send him ten more roses».

He did so. The next morning thirty-two roses were sent to the girl. When the young man came to see her she didn't want to speak to him. And he never knew why she was so **angry** with him.

Vocabulary

Match a line A with a line in B:

A	B
1) later (adv)	a) nice, good-looking
2) insist (v)	b) not dried up
3) serve with the guards (v + n)	c) furious
4) give up (v)	d) to be in the Army
5) pride (n)	e) to urge with emphasis
6) beautiful (adj)	f) self - respect
7) fresh (adj)	g) cost
8) price (n)	h) after some period of time
9) angry (adj)	i) to give in

Discussion

Answer the following questions on text 2 of Reading III:

- Why did a young man want to send roses to the girl?
- How many roses did he want to send? Why?
- Where did he buy the roses?
- Why did the florist send ten more roses?
- What was the girl's reaction?

Writing

Put the sentences into the right order as they appear in text 1 of Reading III:

- A month later, there was another candidate, a writer this time.
- But what sort of writer is he?
- He's a first class love letter writer.
- «I want to marry Harry», she said.
- He doesn't come from a professional family.
- Ruth was very popular with boys.

Are these statements true (T) or false (F)? Correct the false ones.

- A young man was not in love with a beautiful girl.
- He didn't know that the girl was twenty-two years old.
- The florist knew the young man very well.
- The young man was not a very good customer.
- The next morning thirty two roses were sent to the girl.
- The girl wanted to speak to the man.

Creative Activity

Try to write a love story, real or imaginary one.

Reading IV. Love enthroned

1. Now read one more love story. It is a poem by Dante Gabriel Rossetty.

2. Look up the following words and word combinations from the text in bold type in a monolingual dictionary to find appropriate synonyms and definitions. Use them in active vocabulary while sharing your opinion on the problem of the unit: **power, fair, truth, hope, fame, youth loud, passionate, bower.**

I marked all kindred **Powers** the heart finds fair –
Truth, with awed lips, and **Hope**, with eyes up cast.
 And **Fame**, whose loud wings fan the ashen **Past**
 To signal fires. **Oblivion's** flight to scare;
 And **Youth**, with still some single golden hair
 Onto his shoulder clinging, since the last
 Embrace wherein two sweet arms held him fast;
 And **Life**, still writhing flowers for **Death** to wear.
Love throne was not with these, but far above
 All **passionate** wind of welcome and farewell
 He sat in breathless **bowers** they dream not of
 Though **Truth** foreknow **Love's** heart, and **Hope** foretell
 And **Fame** be for **Loves** sake desirable,
 And **Youth** be dear, and **Life** be sweet to **Love**.

Vocabulary

1. Fill each gap with one of these words, given in the box:

roses x4	die	heart
part		lie

I'm sending back your ...,
 Sending them back to
 I have these ... to cry!
 Now that you've told a ...?

I'm sending back your ...
 Now that we've had to
 Even a field of ... ,
 Can't mend my broken

2. Match a line in A with a line B:

A	B
1) power (n)	a) hug
2) hope(n)	b) expectation
3) passionate (adj)	c) glory, rumour
4) loud (adj)	d) not lie
5) truth (n)	e) ardent, fervent
6) embrace (n)	f) not quiet
7) fame (n)	g) energy

Discussion

1) Give your interpretation of the given verse. Do you find it funny, humorous, sad or serious? What is the main idea of it? What the author tried to reveal?

2) Try to give poetic translation of a love poem, you like most of all.

3) Learn any love poem, you like, by heart.

Writing

Have you ever written poems about love? Can you write your own love story poem? May be, you'll try to write a short one. You can use the following words: rose, nose, compose, impose, close. Have a competition with your group mates in writing.

Creative Activity

It goes without saying, that love is not only the most complicated, but also the most wonderful feeling, which is not easy to describe. In spite of the fact that it is very difficult, try to prepare a presentation on the following items:

1. Love of well-known personalities.
2. What is 'Love'? Does this feeling exist?
3. Love or arranged marriage? What would you choose?

In your country

Does love feeling differ in a certain country? Does relationship between people, loving each other, mean the same always and everywhere: in any time and place? On what does it depend? Is it possible to marry at sixteen in your country? And where is it possible and why?

This unit sayings

1. Love in a cottage
2. Love is blind, as well as hatred
3. Love will creep where it may not go

Find Russian equivalents and express your opinion on the proverbs. Make dialogues, using these expressions.

Grammar spot

1. *A is direct speech. B is reported speech. What are the tense changes from direct to reported speech?*

A. What does Andrew say?

- a) «I _____ Veronica very much».
- b) «We _____ six month ago».
- c) «I _____ in love before».
- d) «We _____ very happy».
- e) «I _____ her forever».
- f) «I _____ her this morning».

B. What did Andrew tell you?

- a) He told me/said that ... He loved Veronica very much.
- b) They had met six months ago.
- c) He had never been in love before.
- d) They were very happy.
- e) He would love her forever
- f) He had seen her that morning.

2. *How are say and tell used to introduce reported speech?*

3. *In reported statements the verb moves «one tense back».*

4. *Change direct speech to reported one.*

1. «When I get a job, I'll buy you a warm coat», said the boy's father.

2. «If you spill the milk, mere won't be for the cat», said my mother to me.
3. «When you come to see me on Sunday, I shall show you my new dress», she said to me.
4. «If Mary arrives before seven, bring her to our house for the evening», said Jane to Henry.
5. «When your turn comes, listen very carefully to what the doctor tells you», I said to my grandmother.
6. «If you are in a hurry, we shall make only the first experiment», — said the laboratory assistant to me.
7. «Did you play with your friends yesterday?» — mother asked me.
8. «What are you doing here?» — mother said to us.
9. «Don't wait until I come. As soon as you finish the exercises, begin playing volley-ball», said teacher to the pupils.
10. «As soon as Robert appears, ask him where he put the dictionary», said Mary to her mother.

5. Put the given questions into reported speech.

1. Have you found a book? (She asked me...)
2. Are there any more books here? (The man asked...)
3. Did she go shopping yesterday? (I wanted to know...)
4. Has she bought the dictionary? (He did not ask her...)
5. Does she know the name of the man? (I doubted...)
6. Have they sold the picture? (I did not know...)
7. Do they know anything about it? (I wondered...)
8. Has Jack given you his telephone number? (She asked me...)
9. Will he come back tomorrow? (I was not sure...)
10. Did Boris see the man yesterday? (I asked...)

6. Put reported speech into direct one.

1. The doctor asked a nurse if they had taken the sick man to hospital.
2. I asked my friend if he had a headache.
3. She wanted to know when he had fallen ill.
4. My parents wondered if he had taken his temperature.
5. I asked him if the doctor had given him some medicine.
6. My mother asked me if I was feeling better now.
7. I asked the man how long he had been in St. Petersburg.
8. We asked him if he was going to a health-resort.
9. They asked the girl if her father was still in Moscow.
10. She asked her son's girlfriend what kind of work her father did.

Word list

Abbreviations:

n-noun;

v-verb;

adj-adjective;

adv-adverb;

phr-phrase;

conj-conjunction;

prep-preposition;

pron-pronoun.

Unit 1

solution (n)	issue (n)
dare (v)	in vain (adv)
diffident (adj)	tax (n)
tension (n)	approximately (adv)
confident (adj)	council housing (adj+n)
presumptuous (adj)	accommodation (n)
demand (v)	abandon (v)
let one's hair down (v+phr)	banish (v)
effort (n)	proof (n)
flatterer (n)	hardhearted (adj)
time of decision-making (n+prep.phr.)	approve (v)
reap the fruits (v+n)	propose (v)
financial burden (adj+n)	swarm (v)
idling (n)	fed up (adj)
vivid (adj)	cardboard (n)
struggle (v)	dump (v)
maturity (n)	enormous (adj)
bosom friend (adj+n)	campus (n)
proper education (adj+n)	get rid of (v)
rebellious (adj)	tit (n)
treat (v)	pheasant (n)
fondness (n)	tadpole (n)
bear (v)	wallaby (n)
necessity (n)	observe (v)
ignorant (adj)	gradually (adv)
foremost (adv)	breed (v)
at a loss (adv)	hatch (v)
	pouch (n)

evolve (v)
 luminous (adj)
 lining (n)
 blame (v)
 doubt (v)
 make allowance (v+n)
 lie (v)
 haling (n)
 disaster (n)
 impostor (n)
 bear (v)

worn-out tools (adj+n)
 heap (n)
 pitch-and-toss (n)
 breathe a word (v+n)
 loss (n)
 force (v)
 sinew (n)
 virtue (n)
 common touch (adj+n)
 foe (n)

Unit 2

rude (adj)
 queue (n)
 rush hour (n)
 push forward (v+adv)
 accuse (v)
 insulate (v)
 traffic (n)
 fume (n)
 prevent (v)
 cruel (adj)
 percent (n)
 whereas (conj)
 household (n)
 widow (n)
 divorce (v)
 pattern (n)
 vary (v)
 belong (v)
 purpose (n)
 condition (n)
 bring up (children) (v)
 advertisement (n)
 baby-sitter (n)
 relieve (v)
 income (n)
 poverty (n)
 affect (v)
 steady (adj)
 graduate (from) (v) somewhere
 (pron.)
 establish (v)

pave (v)
 opportunity (n)
 vice (n)
 drug addiction (-phr)
 broadcast (v)
 lifeguard (n)
 gamble away (v+prep.)
 store clerk (adj+n)
 watchman (n)
 wage (n)
 salary (n)
 employee (n)
 rent (n)
 beg (v)
 failure (n)
 relative (n, adj.)
 competition (n)
 determined (adj)
 consider (v)
 economical (adj)
 self-assured (adj)
 assertive (adj)
 original (n)
 frank (adj)
 direct (adj)
 open (adj)
 broad-minded (adj)
 inquiring (adj)
 generous (adj)
 innocent (adj)
 ambitious (adj)

Unit 3

- lightning rod (adj+n)
lightning (n)
strike (v)
twice (adv)
hit (v)
thunder (n)
smell (v)
flash (n)
neighbour (n)
chimney (n)
bark (b)
miss (v)
hurt (v)
estimate (n)
glamour (n)
ingredient (n)
luxury (n)
succeed (v)
immaculately (adj)
quip (n)
fan (n)
horrifying (adj)
result (n)
rebelliousness (n)
villain (n)
escape (v)
dangerous (adj)
gun (n)
complete (adj)
appear (v)
a regular feature (v+n-phr)
gadget (n)
cunning (adj)
incredible invention (adj+n)
bullet-proof glass (adj+n)
smoke screen (n)
machine gun (n)
unwanted (adj)
ejector (n)
jet (n)
lend (v)
missile (n)
jet engine (n)
inviting cover (adj+n)
fantasy book (adj+n)
equal (v)
best-seller (adj+n)
magical (adj)
semi-human (adj)
guide (n)
fascinating (adj)
lead character (adj +n)
determined (adj)
upbringing (n)
tough-minded (adj)
statement (n)
advertisement (n)
tremendous (adj)
script (n)
fascinated (adj)
kindred (adj)
pigheaded (adj)
independent (adj)
drowning (n)
surgery (n)
merely (adv)
clairvoyant (adj)
tarot-card (n)
attain (v)
alter (v)
consciousness (n)
liberate (v)
roam (v)
predictive (adj)
seer (n)
code (v)
pursuit (v)
superstitious (n)
outmoded (adj)
utterly futile (adv+adj)
genuinely (adv)
pattern (n)

discern (v)	elation (n)
divinatory (adj)	eerie (adj)
gyration (n)	vulnerable (adj)
Stock Exchange (n-phr)	impose (v)
adept (adj)	boggle (n)
orthodox (adj)	rhythm (n)
to derive (v)	wrist (n)
reliable (adj)	measure (v)
confirm (v)	seagull (n)
add (v)	flap (v)
pastiche (n)	awhile (adv)
bun (n)	calmly (adv)
anxious (adj)	bloom (n)
transmit (v)	float (v)
stare (v)	straight (adj)
intently (adj)	pine-tree (adj+n)
bizarre (adj)	curve (n)
sigh (v)	complicated (adj)
frustration (n)	drum (n)
describe (v)	verse (n)
tile (n)	tiny particle (adj+n)
frantically (adv)	definite (adj)
sensation (n)	liquid (n)
delighted (adj)	remain (v)
fluffy (adj)	solve (v)
lean (v)	roar (v)
	bark (v)

Unit 4

pastime (n)	hamper (n)
chain-store (n-phr)	staff (n)
department store (n-phr)	supply (v)
franchise (n)	oblige (v)
retail outlet (n-phr)	gooseberry (n)
corner shop (n-phr)	skunk (n)
grocery (n)	be overcome with/by (v)
shopping mall (n-phr)	posted (adj)
wander (v)	attendant (n)
counter (n)	administer (v)
debit (v)	majority (n)
account (n)	distinguish (v)
afford (v)	promenade (n)

forerunner (n)
arcade (n)
ban (n)
plaque (n)
dedicate (v)
dedicated (adj)
spotter (n)
bargain (n)
antique (n)
jumble (n)
quirky (adj)
holly (adj)
peel (n)
grated (adj)
shredded (adj)
suet (n)
coarse (n)
barley meal (n-phr)
cod (n)
haddock (n)
plaice (n)
dip (v)
crisp (adj)
herring (n)
grill (v)
pickle (n)
sour (adj)
preserve (v)
composition (n)
tang (n)
chiefly (adv)
stir (v)
stock (n)

simmer (v)
strain (v)
sauce-boat (n-phr)
sherry (n)
oriental (adj)
femur (n)
pinpoint (v)
voyage (n)
swallow (n)
broth (n)
locust (n)
jerk (adj)
patty (n)
pitch (n)
pellet (n)
stiff (adj)
dissolve (v)
gentle (adj)
core (v)
pip (n)
flesh (adj)
raspberry (n)
cinnamon (n)
nutmeg (n)
hollowed (adj)
roll (n)
spice (adj)
sesame (n)
currant (n)
raisin (n)
score (v)
clove (n)
reduce (v)

Unit 5

finish (v)
well-paid job (adj+n)
fight (v)
hope (v)
likely (adv)
suitable girl (adj+n)
inquiry (n)

encouraging (adj)
good catch (adj+n)
spark (n)
mental attraction (adj+n)
pinpoint (v)
after a while (adv-phr)
lasting (adj)

although (adv)	target (n)
best-selling (adj)	married (adj)
edition (n)	be on alert (adv-phr)
daily circulation (adj+n)	single-mindedness (n-phr)
launch (v)	misinterpret (v)
headquarter (n)	tough skin (adj+n)
entertainment (n)	a bit of humour (n-phr)
investigative (adj)	work hard (v+adv)
international issue (adj+n)	seize (v)
emphasis (n)	determination (n)
full-colour magazine (n-phr)	dedication (n)
on board rail magazine (n-phr)	waste time (v+n)
wire (n)	clock-watcher (n)

Unit 6

chart (n)	sneaking (adj)
cycle (n)	assert (v)
sign (n)	profound (adj)
order (v)	gratitude (n)
cautious (adj)	thankful (adj)
showy (adj)	magnificent (adj)
wise (adj)	systematic (adj)
gifted (adj)	stranger (n)
merry (adj)	approval (n)
faithful (adj)	sweetness (n)
proud (adj)	pleasurable (adj)
relate (v)	crossroad (n)
affect (v)	forgiveness (n)
earthquake (n)	inability (n)
reply (v)	satisfaction (n)
amount(n)	relationship (n)
exaggerated (adj)	hardship (n)
contempt (n)	rank (n)
disgust (n)	wizard (n)
out of date (adj)	fierce (adj)
mislead (v)	competitor (n)
for instance (adv)	unemployed (n)
ingenious (adj)	priority list (n-phr)
dexterous (adj)	particularly (adv)
estimable (adj)	deny (v)
furtive (adj)	consumption (v)
treacherous (adj)	conspicuous (adj)

butler (n)
apex (n)
vigour (n)
suggest (v)
estate (n)
skilled (adj)
cope with (v)

improve (v)
currently (adv)
solely (adv)
deteriorate (n)
maisonette (n)
aspiration (n)

Unit 7

leather (n)
sleazy (adj)
wet glove (adj+n)
impart (v)
titillating (v)
outrageous (adj)
lavish (adj)
approach (n)
irreverent (adj)
snakeskin pants (n-phr)
beyond (adv)
pounding (n)
involve (v)
intertwine (v)
boutique business (n-phr)
accessory, -ies (n)
fragrance (n)
financial brains (adj+n)
creative force (adj+n)
genteel (adj)
blessed (adj)
stardom (n)
adulation (n)
seedy (adj)
neglected (n)
resented (v)
ditch (n)
handout (n)
desperate (adj)
allege (v)
tacky (adj)
misery (n)
tremendous (adj)
resentment (n)

torture (v)
inconsistent (adj)
overwhelming (adj)
insignificant (adj)
postpone (v)
lament (v)
mop (n)
record-dealer (n)
encourage (v)
hide (v)
break up (v)
terrible loss (adj+n)
exciting (adj)
look forward (v)
offend (v)
perception (n)
clean-cut (adj)
split (v)
obvious (adj)
enchanter (n)
enthrall (v)
air force (n-phr)
beaky (adj)
value (n)
tension (n)
awkwardness (n)
domestic (adj)
row (n)
depict (v)
alien invasion (n-phr)
science fiction (n-phr)
hitchhike (v)
gem (n)
caper (n)
intact (adj)

Unit 8

adult (n)	suggest (v)
fit into society (v-phr)	bleach (n)
secondary school (n-phr)	detergent (n)
possibility (n)	doorstep (n)
surely (adv)	scared (adj)
widely known (adv+adj)	evict (v)
a little bit better (adv)	cautiously (adj)
percentage (n)	accommodation (n)
journalist (n)	grudgingly (adv)
fire-fighter (n)	overhear (v)
car salesperson (n)	survey (n)
cartoonist (n)	super-slim (n-phr)
hangover (n)	disorder (n)
experience (n)	adolescent (n)
get a headache (v-phr)	impact (n)
recovering (n)	identity (n)
relatively limited (adv+adj)	vulnerable (adj)
share smth with smb (v)	beanpole (n)
overlook (v)	underweight (n)
concern (v)	narrow trousers (adj+n)
conversation (n)	adopt (v)
contemporary (n)	be aware of (adj)
supposed (adj)	chiefly (adv)
go out (v)	eye shadow (n-phr)
out of order (adv)	amplification (n)
take liberties (v+n)	inevitable (adj)
for instance (adv)	anti-consumerist (n)
responsibility (adj)	sophisticated (adj)
fair (n)	left-wing (n)
frequently (adv)	assert (v)
discreet (adj)	solidarity (n)
degree (n)	knick-knack (n)
banned (adj)	adolescent years (n-phr)
unsupportive (adj)	complain (v)
slam (n)	rage (v)
pierce (v)	elated (adj)
threaten (n)	bewilderment (n)
appear (v)	fluctuate (v)
stuff clothes (n-phr)	unpredictability (n)
area (n)	invaded (adj)
divulge (v)	soothe (v)

subtly (adv)
readjust (v)
persist (v)

grudgingly (adv)
anorexia (n)

Unit 9

blossom (v)
vanish (v)
interference (n)
extreme urgency (adj+n)
by-product (n)
harmful substance (adj+n)
wasteland (n)
disaster (n)
fastest-spreading (adj)
disease (n)
fertilizer (n)
uninhabitable (adj)
energy consumption (n-phr)
ozone depletion (n-phr)
on the brink of (adv-phr)
extinction (n)
consequence (n)
exceptionally acute (adv+adj)
admissible level ()
blunder (n)
commit (v)
paramount (adj)
adverse effect (n-phr)
recent year (n-phr)
permafrost zone (n-phr)
pure (n)

crop (n)
coal (n)
vinegar (n)
endangered (adj)
extinct (adj)
garbage dump (n-phr)
poisonous chemicals (adj+n)
trap (v)
degree (n)
greenhouse (n)
effect (n)
fire extinguisher (n)
puff out (v)
renewable (adj)
leak (v)
soybean (n)
electric minivan (adj+n)
trash (n)
raw material ()
require (v)
at first glance (adv)
largely swallowed (adv+adj)
serious illnesses (adj+n)
avoid (v)
application (n)
gasp (v)

Unit 10

average (adj)
full-time job (adj+n)
jealous (adj)
pram (n)
fed up with (adj)
lack of time (n-phr)
juggle (v)
encouraged (adj)

suffragette (n)
suffragist's movement (adj+n)
eliminate (v)
promote (v)
outperforming (v)
undergraduate (n)
renowned (adj)
insurance (n)

rapidly (adv)	favourite (adj)
diminish (v)	conqueror (n)
prominent role (adj+n)	low-slung trousers (adj+n)
sacrosanct (adj)	floppy hat (adj+n)
significant advances (adj+n)	cleavage (n)
devolution (n)	buttock (n)
interact (v)	breast (n)
advisory (adj)	poke out (v)
ensure (v)	exposure (n)
stride(n)	midriff (n)
prejudice (n)	panties (n)
mechanically minded () likely to	buttock (n)
cry (v)	ankle (n)
breadwinner (n)	decency (n)
economic recession (adj+n)	naughtiness (n)
bluestocking (n)	underpants (n)
mainly (adv)	hint (v, n)
counterbalance (v)	consequently (adv)
profoundly (adv)	waistband (n)
influence (v)	belly (n)
incidentally (adv)	reveal (v)
mediocre painter (n-phr)	miniskirt (n)
vexed (adj)	floaty (adj)
inherit (v)	denim (n)
indisputable (adj)	button (n)

Unit 11

at one's disposal (adv-phr)	suitcase (n)
book a ticket (v+n))	voyage (n)
appointed (adj)	magnificent (adj)
cockpit (n)	seasickness (n)
recline (v)	whenever (adv)
crew (n)	schedule (n)
kitchenette (n)	sightseeing (n)
rear (adj)	hiking (n)
altitude (n)	destination (n)
due to (n)	passenger train (n-phr)
arrive in, at (v)	mail train (adj+phr)
advantage (n)	local train (adj+phr)
landscape (n)	attached (adj)
carriage (n)	distant place (adj+n)
berth (n)	sleeping compartment (adj+n)

reserved seat (adj+n)	quarrel (v)
travelling on business (n-phr)	enhance (v)
imagine (v)	surplus (adj)
floating log (adj+n)	merger (n)
ancient tomb (adj+n)	rivalry (n)
ocean-going liner (adj+n)	forefront (n)
river boat (n-phr)	plenty (n)
canoe (n)	to give a lift (v-phr)
vehicle (n)	status symbol (n-phr)
innumerable (adj)	traffic jam (n-phr)
attempt (n)	braze (v)
reach conclusion (v+n)	prevent (v)
internal combustion (adj+n)	highway (n)
proposition (n)	cruised in formation (adj+n)
establish (v)	justified (adj)
come to halt (v)	scruffy (adj)
civilian (n)	grease-covered (adj)
delivery (n)	chapter (n)
whilst (conj)	rumbling (adj)

Unit 12

pinch (v)	execution (n)
navy (n)	frightened (adj)
archer (v)	engaged (adj)
heated debate (adj+n)	reign (v)
learned thinker (adj+n)	burning desire (adj+n)
chancellor (n)	wander (v)
passion (n)	induce (v)
treasure (n)	carry on (v)
empty (adj)	obtain (v)
coin (n)	fleet (n)
capricious (adj)	pledge (v)
refuse (v)	jewel (n)
recognize (v)	vessel (n)
beheaded (adj) consequence (n)	grumble (v)
heir (n)	unceasingly (adv)
lady-in-waiting (n)	longed-for-land (adj-phr)
nevertheless (adv)	shore (n)
suspect (v)	sword (n)
have affairs (v+n)	possession (n)
hatred (adj)	greet (v)

maid (n)	proposal (n)
patron (n)	bow (n)
saint (adj)	quiver (n)
resistance (n)	split (v)
divine (n)	enrage (v)
dauphin (n)	revenge (v, n)
ally (n)	mount (v)
hopelessness (n)	tube (n)
convince (v)	believe (v)
troop (n)	slightly (adv)
miraculous (adj)	set foot (v-phr)
formidable (adj)	step (v)
flee (v)	spacecraft (n)
nobleman (n)	bulky (adj)
ennoble (v)	spectacularly (adv)
defiance (n)	origin (n)
seal (v)	remnant (n)
interrogation (n)	particle (n)
at the stake (adv)	earthquake (n)
innocent (adj)	speculate (v)
beatify (v)	starve (v)
canonize (v)	changeable (adj)
govern (v)	typhoon (n)
spirit (n)	whirlwind (v)
appoint (v)	existence (n)
treat (v)	interpretation (n)
unjustly (adv)	mysterious (adj)
obedience (n)	mountaineer (n)
absurd (n)	encounter (n)
consent (v, n)	footprint (n)

Unit 13

misery (n)	regularly (adv)
flee (v)	Genesis (n)
doomsday (n)	Survive (v)
predict (v)	still (adj)
flood (n)	rapid (adj)
survive (v)	insomnia (n)
slight (adj)	unconscious (adj)
disappointment (n)	avoid (v)
suspicious (adj)	mental (adj)
famine (n)	plenty (adv)

judgment (n)	capacity (n)
mood (n)	blossom (v, n)
perception (n)	glow (v)
crucial (adj)	guilt (n)
subsequent (adj)	rooster (n)
induce (v)	dwelling (n)
slumber (n)	subconscious (adj)
sedentary (adj)	promote (v)
chamomile (n)	inner (adj)
tranquil (n)	genuine (adj)

Unit 14

cap (v)	snooze (v)
glider (n)	attendant (n)
scheduled (adj)	horrified (adj)
undercarriage (n)	convince (v)
accommodated (v)	confess (v)
charge (v)	furious (adj)
headline event (n-phr)	dawn (v)
advent (n)	horrified (adj)
significantly (adv)	success (n)
demand (n, v)	frustrated (adj)
production effort (n-phr)	petrol (n)
dogfight (n)	according to (adv)
surplus (n)	confident (adj)
nonexistent (adj)	license (n)
salvation (n)	equipped (adj)
appropriate (v)	traffic queue (adj+n)
air route (n-phr)	mass-produced (adj)
span (v)	benefit (n)
deploy (v)	stepping-stone(n)
guidance system (adj+n)	poise (n)
extend (v)	exactly alike (adv)
prevailing (adj)	wig (n)
annually (adv)	wrinkle (n)
intention (n)	rude (adj)
feasibility (n)	prototype (n)
competitive bid (adj+n)	remain (v)
merge (v)	violator (n)
subsidiary (n, adj)	impractical (adj)
predecessor (n)	

Unit 15

tenderness (n)	fresh (adj)
essential (adj)	price (n)
sense (n)	angry (adj)
eagerness (n)	powers (n)
desire (n)	hope (n)
marvelous (adj)	truth (n)
patient (adj)	passionate (adj)
envious (adj)	bower (n)
rejoice (v)	harsh words (adj+n)
give up (v)	crack up (v)
protect (v)	behaviour (n)
cease (v)	part — time job (adj+n)
dug (v)	warehouse (n)
guess (v)	cruise (n)
sundae (n)	matter-of-factly (adv)
rage (n)	mocha (n)
customer (n)	bug (v)
furrowed (adj)	scoop out (v)
later (adv)	big sweat (adj+n)
insist (v)	loud (adj)
serve (v)	embrace (n)
pride (n)	fame (n)
beautiful (adj)	

Appendix I

IRREGULAR VERBS

Base form	Past Simple	Past Participle
Arise	Arose	Arisen
Be	Was/were	Been
Bear	Bore	Born
Become	Became	Become
Begin	Began	Begun
Bend	Bent	Bent
Bing	Bound	Bound
Bite	Bit	Bit
Bleed	Bled	Bled
Blow	Blew	Blown
Break	Broke	Broken
Breed	Bred	Bred
Bring	Brought	Brought
Build	Built	Built
Burn	Burnt	Burnt
Buy	Bought	Bought
Cast	Cast	Cast
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cost	Cost	Cost
Cut	Cut	Cut
Dig	Dug	Dug
Do	Did	Done
Draw	Drew	Drawn
Dream	Dreamt	Dreamt
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found

Base form	Past Simple	Past Participle
Flee	Fled	Fled
Fly	Flew	Flown
Forget	Forgot	Forgotten
Get	Got	Got
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Hang	Hung	Hung
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Understand	Understood	Understood
Wear	Wore	Worn
Weep	Wept	Wept
Win	Won	Won
Wind	Wound	Wound
Write	Wrote	Written

Appendix II

Word + preposition

Abbreviations:

smb = somebody, sth = something

- (to) break (smth) by (smth)
- according to (smb' point of view, smth)
- an advertisement for (smb, smth)
- to be afraid of (smb, smth)
- at the age of (seventeen)
- (to) agree with (smb, smth)
- (to) apply for (smth)
- (to) argue with (smb) about (smb, smth)
- (to) arrive at (the station) = at a place
- (to) arrive in (France) = in a country
- (to) ask for smth
- (to be) aware of (smth)
- (to) believe in (smb, smth)
- (to) belong to (smb, smth)
- (to be) bored with (smb, smth)
- (to go) by bus, train, car
- (to go) on foot
- in the (21st) century
- (to get) change for (a dollar)
- (to be) in charge of (smb, smth)
- on the coast
- (to come) from (Russia)
- (to) complain about (smb, smth)
- in (good) condition
- (to) deal with (smb, smth)
- (to have a) degree in (smth)
- (to) depend on (smb, smth)
- (to) develop into (smth)
- (to) die of (smth)
- (to be) different from/to (smb, smth)
- in the distance
- (to) dream about (smb, smth)
- (to be) fed up with (smb, smth)

- (to) fight against (smb, smth)
- (to) find out about (smb, smth)
- on a flight to (smth)
- (to live) on the (second) floor
- (to) forget about (smb, smth)
- (to be) full of (smth)
- (to) get on (well) with smb
- (to) go out with smb = be boyfriend and girlfriend
- (to be) good at smth
- (to be) on holiday
- (to be) at home
- (to) go home
- (to be) impressed by (smb, smth)
- (to be) interested in (smb, smth)
- (to have) an interview for (smth, smb)
- (to) invite smb to (a theatre) or for (lunch)
- (to) laugh at (smb, smth)
- (to) listen to (smb, smth)
- (to) look after (smb)
- (to) look at (smb, smth)
- (to) look for (smth, smb)
- (to) look forward to (smb, smth)
- (to be) in love with (smb)
- (to get/have) smth for (lunch/dinner).
- (to be) married to (smb)
- (to be) in a mess.
- in the north/south
- (to) operate on (smb)
- (to be) out of order.
- (to) pay (a certain sum of money) for (smth)
- (to) point (smth) at (smb, smth)
- (to) rely on (smb, smth)
- as a result of (smth)
- (to) search for (smb, smth)
- (to) sell (smth) for (smb)
- (to) share (smth) with (smb)
- (to be) similar to (smb, smth; smb's thing=It is similar to yours, etc.).
- (to) speak to (smb) about (smth)

(to) spend money on (smb, smth)
(to) steal (smth) from (smb)
A story about (smb, smth)
(to be) on strike for (smth)
(to) suffer from (smth, smb)
(to) talk to (smb) about (smb, smth)
(to) think about (smb, smth). (Who/What are you thinking about?)
(to) think of (smb, smth)
(to) throw (smth) at (smb, smth)
A ticket for (smth)
(to be) tired of (smb, smth)
(to get) in touch with (smb)
(to) wait for (smb, smth)
On the way to (smb, smth)
(to) work as (a builder)
(to) work for (an organization, an office staff, a person)
(to) worry about (smb, smth)
To write (smth) to (smb)

Prepositions in time expressions:

In

In the morning/afternoon/evening

January, etc.

Summer, etc.

1985

The 1920s

Two weeks

Two weeks' time

At

At five o'clock, etc

At midnight

At Christmas, Easter

At the weekend

At the moment

On

On Saturday, etc.

On Monday morning, etc.

On June 2, etc.

On Christmas Day

For

For six minutes, for a month, year, etc.

For a long time

For ages

Since

Since the 22nd of April, 1959

Since my last birthday, since June

Since I arrived

During

During the term/pair/exam/holidays/summer

While

While he was on holidays

While we were watching the film

While they were going to Paris

No preposition

This year, month, etc.

Next week, year, month, etc.

Last year, month, moment.

Today, yesterday, tomorrow, tonight

The day after tomorrow

Appendix III

Verb patterns

Verb + -ing	
like	
love	Swimming
enjoy	
finish	

Verb + ing or to +infinitive

begin	raining/to rain
continue	working/to
start	work

Verb + to + infinitive

agree	
choose	
decide	
expect	
forget	
help	to go
hope	
manage	to work
promise	
refuse	
try	
want	
would like	
would love	
would prefer	

Verb + sb + to + infinitive

advise		
ask		
encourage		
expect		to go
help	somebody	to study
invite		to come
tell		
want		

Verb + sb + infinitive (no to)

let		go
make	somebody	do

Note

Help can be used without **to**:

We helped do the washing up.

Have for obligation is followed by **to + infinitive**.

I have to pass an exam.

Notice the expression **take + a time + to + infinitive**

It takes half an hour to get to the university.

Used to for past habits is followed by the infinitive.

He **used to smoke** when he was fifteen.

Modal auxiliary verbs

can		
could		
shall		
should		go
might		arrive
must		
will		
would		
would		

Appendix IV

Answer key

Vocabulary Key

Unit 1 – This is your life

Vocabulary _____ p. 13

1) d; 2) a; 3) e; 4) b; 5) f; 6) a.

Vocabulary _____ p. 16

1) b; 2) a; 3) d; 4) c.

Vocabulary _____ p. 18

1) c; 2) f; 3) g; 4) a; 5) b; 6) h; 7) e; 8) d.

Vocabulary _____ p. 20

1) c; 2) e; 3) a; 4) d; 5) b.

Vocabulary _____ p. 25

1) c; 2) a; 3) d; 4) b.

Vocabulary _____ p. 28

1) f; 2) i; 3) b; 4) l; 5) a; 6) d; 7) j; 8) c; 9) k; 10) e; 11) h; 12) g.

Vocabulary _____ p. 33

1) e; 2) g; 3) h; 4) b; 5) d; 6) a; 7) c; 8) f.

Vocabulary _____ p. 35

1) k; 2) a; 3) d; 4) g; 5) h; 6) i; 7) b; 8) e; 9) m; 10) j; 11) n; 12) q;
13) f; 14) o; 15) p; 16) c; 17) l.

Unit 2 – Life styles

Vocabulary _____ p. 39

1) f; 2) h; 3) a; 4) j; 5) c; 6) i; 7) b; 8) d; 9) e; 10) g.

Vocabulary _____ p. 43

1) j; 2) p; 3) k; 4) g; 5) l; 6) o; 7) i; 8) r; 9) e; 10) d; 11) b; 12) h; 13)
c; 14) f; 15) a; 16) q; 17) m; 18) n.

Vocabulary _____ p. 46

1) e 2) j; 3) m; 4) g; 5) a; 6) l; 7) d; 8) b; 9) k; 10) c; 11) i; 12) f; 13) h.

Vocabulary _____ p. 49

1) e; 2) a; 3) i; 4) f; 5) h; 6) c; 7) k; 8) c; 9) g 10) d; 11) b.

Unit 3 – Fact and Fiction

Vocabulary _____ p. 54

a) d; 2) f; 3) a; 4) c; 5) e; 6) e; 7) b.

Vocabulary _____ p. 56

1) h; 2) g; 3) b; 4) f; 5) j; 6) a; 7) e; 8) d; 9) c; 10) i.

Vocabulary _____ p. 61

1) f; 2) e; 3) a; 4) g; 5) c; 6) d; 7) b; 8) h; 9) j 10) i.

Vocabulary _____ p. 63

1) c; 2) a; 3) h; 4) e; 5) f; 6) b; 7) d; 8) g.

Vocabulary _____ p. 66

1) d; 2) i; 3) h; 4) a; 5) j; 6) b; 7) g; 8) c; 9) f; 10) e.

Vocabulary _____ p. 69

1) j; 2) b; 3) g; 4) c; 5) a 6) e; 7) d; 8) f; 9) h; 10) k; 11) i.

Unit 4 – Food

Vocabulary _____ p. 73

1) f; 2) g; 3) c; 4) e; 5) a; 6) b; 7) d.

Vocabulary _____ p. 74

1) c; 2) a; 3) b.

Vocabulary _____ p. 75

1) h; 2) b; 3) e; 4) a; 5) c; 6) f; 7) d; 8) j; 9) k; 10) m; 11) i; 12) o;
13) q; 14) l; 15) p; 16) n; 17) g

Vocabulary _____ p. 76

1) c; 2) a; 3) b; 4) f; 5) e; 6) d.

Vocabulary _____ p. 79

1) n; 2) l; 3) g; 4) o; 5) a; 6) i; 7) k; 8) m; 9) c; 10) f; 11) j; 12) e; 13)
p; 14) r; 15) b; 16) h; 17) d; 18) q.

Vocabulary _____ p. 82

1) c; 2) g; 3) j; 4) a; 5) e; 6) d; 7) b; 8) i; 9) f; 10) h.

Vocabulary _____ p. 89

1) e; 2) a; 3) f; 4) b; 5) c; 6) d.

Vocabulary _____ p. 93

1) c; 2) f; 3) a; 4) b; 5) d; 6) e.

Unit 5 – Plans and Ambitions

Vocabulary _____ p. 97

1) c; 2) e; 3) d; 4) a; 5) b.

Vocabulary _____ p. 106

1) f; 2) a; 3) g; 4) c; 5) d; 6) e; 7) b.

Unit 6 – Your Lucky way to Success

Vocabulary _____ p. 113

1) e; 2) c; 3) b; 4) h; 5) f; 6) i; 7) g; 8) a; 9) d.

Vocabulary _____ p. 117

1) f; 2) h; 3) g; 4) e; 5) i; 6) c; 7) d; 8) a; 9) b.

Vocabulary _____ p. 122

1) d; 2) a; 3) g; 4) c; 5) f; 6) b; 7) e.

Vocabulary _____ p. 127

1) f; 2) h; 3) j; 4) i; 5) c; 6) b; 7) g; 8) d; 9) e; 10) a.

Unit 7 – Fame

Vocabulary _____ p. 131

1) c; 2) d; 3) a; 4) e; 5) f; 6) b.

Vocabulary _____ p. 135

1) e; 2) a; 3) h; 4) c; 5) b; 6) d; 7) g; 8) f.

Vocabulary _____ p. 140

1) c; 2) a; 3) f; 4) h; 5) e; 6) d; 7) b; 8) g.

Vocabulary _____ p. 143

1) b ; 2) e; 3) a; 4) c; 5) d; 6) g; 7) f.

Unit 8 – Teenagers' Life

Vocabulary _____ p. 149

1) c; 2) f; 3) e; 4) a; 5) b; 6) g; 7) d.

Vocabulary _____ p. 151

1) c; 2) e; 3) a; 4) b; 5) d.

Vocabulary _____ p. 153

1) c; 2) d; 3) a; 4) e; 5) b.

Vocabulary _____ p. 155

1) f; 2) b; 3) a; 4) e; 5) c; 6) d.

Vocabulary _____ p. 158

1) c; 2) d; 3) i; 4) a; 5) e; 6) h; 7) b; 8) f; 9) g.

Vocabulary _____ p. 160

1) d; 2) e; 3) b; 4) f; 5) a; 6) c.

Vocabulary _____ p. 163

1) f; 2) e; 3) a; 4) h; 5) c; 6) b; 7) d; 8) g.

Vocabulary _____ p. 168

1) i; 2) g; 3) l; 4) m; 5) h; 6) d; 7) a; 8) j; 9) k; 10) e; 11) n; 12) c;
13) f; 14) b.

Unit 9 – The World We Live in

Vocabulary _____ p. 174

1) f; 2) a; 3) g; 4) b; 5) c; 6) d; 7) e.

Vocabulary _____ p. 187

1) d; 2) f; 3) i; 4) a; 5) c; 6) g; 7) h; 8) b; 9) e.

Vocabulary _____ p. 191

1) d; 2) f; 3) b; 4) e; 5) c; 6) a.

Unit 10 – Women and Men

Vocabulary _____ p. 197

1) i; 2) f; 3) b; 4) g; 5) a; 6) e; 7) h; 8) d; 9) c; 10) j.

Vocabulary _____ p. 204

1) c; 2) f; 3) g; 4) e; 5) b; 6) d; 7) a.

Unit 11 – On the move

Vocabulary _____ p. 209

1) k; 2) g; 3) e; 4) j; 5) d; 6) i; 7) c; 8) f; 9) h; 10) a; 11) b.

Vocabulary _____ p. 211

1) e; 2) b; 3) d; 4) a; 5) c.

Vocabulary _____ p. 213

1) e; 2) c; 3) a; 4) b; 5) d; 6) f.

Vocabulary _____ p. 215

1) f; 2) b; 3) e; 4) h 5) g; 6) c; 7) d; 8) a.

Vocabulary _____ p. 217

1) d; 2) a; 3) b; 4) c.

Vocabulary _____ p. 220

1) h; 2) i; 3) f; 4) g; 5) b; 6) e; 7) c; 8) a; 9) d.

Vocabulary _____ p. 223

1) c; 2) e; 3) d; 4) a 5) b.

Unit 12 – History and Mystery

Vocabulary _____ p. 230

1) k; 2) h; 3) a; 4) d; 5) i; 6) g; 7) f; 8) j; 9) e; 10) c; 11) b.

Vocabulary _____ p. 232

1) f; 2) d; 3) a; 4) b; 5) c; 6) e; 7) g.

Vocabulary _____ p. 234

1) d; 2) b; 3) g; 4) c; 5) e; 6) a; 7) f.

Vocabulary _____ p. 236

1) d; 2) g; 3) e; 4) f 5) a; 6) b; 7) c.

Vocabulary _____ p. 238

1) a; 2) h; 3) d; 4) g; 5) i; 6) b; 7) c; 8) e; 9) f.

Vocabulary _____ p. 241

1) o; 2) b; 3) c; 4) a; 5) n; 6) d; 7) e.

Vocabulary _____ p. 244

1) j; 2) b; 3) d; 4) a; 5) d; 6) h; 7) e; 8) i; 9) f; 10) g.

Unit 13 – Dreams and Reality

Vocabulary _____ p. 249

1) k; 2) d; 3) g; 4) a; 5) l; 6) j; 7) e; 8) h; 9) m; 10) b; 11) n;
12) c; 13) f; 14) i.

Vocabulary _____ p. 251

1) e; 2) a; 3) c; 4) b; 5) h; 6) g; 7) d; 8) f.

Vocabulary _____ p. 255

1) e; 2) d; 3) a; 4) b; 5) h; 6) f; 7) j; 8) g; 9) i; 10)h.

Vocabulary _____ p. 258

1) h; 2) e; 3) a; 4) d; 5) b; 6) g; 7) c; 8) f; 9) i.

Unit 14 – To fly or not to fly

Vocabulary _____	p. 263
1) e; 2) a; 3) c; 4) b; 5) d.	
Vocabulary _____	p. 264
1) a; 2) d; 3) e; 4) b; 5) c.	
Vocabulary _____	p. 265
1) d; 2) a; 3) b; 4) c.	
Vocabulary _____	p. 265
1) c; 2) a; 3) b; 4) d.	
Vocabulary _____	p. 266
1) b; 2) c; 3) d; 4) a; 5) f; 6) e.	
Vocabulary _____	p. 269
1) d; 2) a; 3) e; 4) c; 5) b; 6) f.	
Vocabulary _____	p. 271
1) e; 2) a; 3) b; 4) g; 5) d; 6) c; 7) f.	
Vocabulary _____	p. 273
1) f; 2) c; 3) g; 4) h; 5) b; 6) d; 7) e; 8) a; 9) i.	

Unit 15 – Love is ...

Vocabulary _____	p. 278
1) q; 2) p; 3) n; 4) k; 5) t; 6) l; 7) m; 8) o; 9) r; 10) s.	
Vocabulary _____	p. 281
1) m; 2) k; 3) p; 4) e; 5) g; 6) n; 7) l; 8) a; 9) h; 10) f; 11) d; 12) i; 13) c; 14) b; 15) j; 16) o.	
Vocabulary _____	p. 284
1) h; 2) e; 3) d; 4) i; 5) f; 6) a; 7) b; 8) g; 9) c.	
Vocabulary _____	p. 286
1) g; 2) b; 3) e; 4) f; 5) d; 6) a; 7) c.	

Grammar Spot Key**Unit 1 – This is your life** _____ p. 37

3. 1) j; 2) d; 3) l; 4) e; 5) g; 6) i; 7) c; 8) b; 9) a; 10) h; 11) m; 12) f;
13) k.

Unit 2 – Life styles _____ p. 52

5. 1) was; 2) are; 3) do not; 4) is writing; 5) are; 6) are you missing;
have; 7) do you come from; I am.

Unit 3 – Fact and Fiction _____ p. 71

4. 1) lived; 2) did; 3) gave; 4) did she begin; 5) was; 6) were;
7) did she get.

Unit 4 – Food _____ *p. 94*

3. 1) a; 2) the,-,-; 3) the,-; 4) -g-; 5) a,a; 6) the, the; 7) -.
 4. 1) some, much; 2) a few, any, a little; 3) a lot of; 4) few; 5) a lot of; 6) any, much.

Unit 5 – Plans and Ambitions _____ *p.110*

3. 1) smoking; 2) being lazy; studying; 3) to enter; 4) to visit;
 5) visiting; 6) having; 7) listening 8) travelling; 9) to go;
 10) staying; 11) climbing; bathing; pass; stay; to find; to go.

Unit 6 – Your Lucky way to Success _____ *p.129*

4. 1) the oldest; 2) more comfortable; cheaper; 3) more expensive;
 4) longer; easier; 5) the most beautiful; wonderful; 6) friendlier;
 7) warmer; 8) the most conservative; 9) worse; worse;
 10) the most boring; hardest.

Unit 7 – Fame _____ *p. 147*

5. 1) have driven; 2) saw; 3) hurt; 4) did not invited; did not come;
 5) has already passed, studied; 6) has told, I forgot; 7) cut; 8) went;
 9) wrote; 10) have you ever been; 11) started; 12) did not go;
 13) spoke; 14) opened; 15) have not seen.

Unit 8 – Teenagers' Life _____ *p. 170*

4. 1) were to meet; 2) has to go; have to; must finish; 3) is to stay;
 4) should attend; is to be held; 5) must work; 6) should not put;
 7) should call; 8) has to wear; 9) must sell; 10) are to know.
 5. 1) are to; 2) could; 3) should; 4) need; 5) could; 6) is to be;
 7) must; 8) are to; 9) may; 10) is to arrive.

Unit 9 – The World We Live in _____ *p. 192*

4. 1) are, I'll come; 2) ring, I'll tell; 3) doesn't work, we won't meet;
 4) live, I'll bathe; 5) give, I'll translate; 6) will melt, do not put;
 7) you'll never finish, stop; 8) does not pass, she'll not get;
 9) will be delighted, she has; 10) stop, you'll make ; 11) are not so careless, we'll save.

Unit 10 – Women and Men _____ *p. 205*

6. 1) cooking; 2) to swim; 3) shopping; 4) to work; 5) playing; 6) to collect.
 7. 1) -ed; 2) -ing; 3) -ed; 4) -ed; 5) -ing; 6) -ing; 7) -ed.
 8. 1) visiting; 2) to write; 3) smoking; 4) to look down; 5) to decide; 6) to pass; 7) to visit; 8) wearing; 9) listening.

Unit 11 – On the move _____ *p. 226*

5. 1) Today a student's book has been lost by me in the classroom. 2) Three of these exercises had to be done by me tomorrow. 3) Three-room apartment is sold by Tony in this part of the city. 4) An exam was passed by student of our group to this strict professor. 5) Our test will be checked tomorrow by our teacher. 6) Sue's report should be divided into three parts. 7) Pairs have to be attend by students in our university everyday except Sunday. 8) I'm sure I will be asked a question by professor at the lesson. 9) Plain's models were collected by Max two years ago. 10) A new film is being discussed by them now instead of doing their home assignment.

Unit 12 – History and Mystery _____ *p. 246*

3. 1) might not go (I don't think Jack' go); 2) Probably Kate's friend help; 3) might be; 4) might be; 5) Probably the conference is reserved; 6) might be busy; 7) Bill might not join; probably he is offended (I don't think Bill will join us).
4. 1) Tom might have done; 2) They might deny; 3) Kate might return; 4) He might permit; 5) We might hold; 6) They might miss; 7) Jane might arrive; 8) Kate might be doing; 9) Tim might be looking; 10) Alice might want.

Unit 13 – Dreams and Reality _____ *p. 259*

5. 1) give, will sell; 2) went, would lose; 3) worked, would finish; 4) will happen, blow; 5) ask, will she say; 6) were, would give; 7) will be, run; 8) will be, have; 9) learns, won't be afraid; 10) consider, will have to.
7. 1) would be able to go, finished ; 2) won't be able to give, get; 3) are late, will be stopped; 4) are not hurry up, will get cold; 5) saw, would give; 6) were, I wouldn't get; 7) reads, will spoil; 8) went, would believe; 9) growls, growls.

Unit 14 – To fly or not to fly _____ *p. 275*

3. 1) has been working; 2) has been painting; 3) has been playing; 4) have forgotten; 5) has lived; 6) have been travelling; 7) have written; 8) I have got, I have been doing; 9) have been passing; 10) have passed.
4. 1) has been working; 2) has just passed; 3) hasn't written, he has been studying; 5) has built; 6) has not helped; 7) has visited; 8) has had; 9) has not opened; 10) have been painting; 11) have seen.

Unit 15 – Love is... p. 287

1. A a) love; b) have met; c) have never been; d) are; e) (shall) will love; f) saw.

5.

- 1) She asked me if I had found a book.
- 2) The man asked if there were some more books.
- 3) I wanted to know if she had gone shopping the day before.
- 4) He did not ask her if she had bought the dictionary.
- 5) I doubted if she knew the name of the man.
- 6) I did not know if they had sold the picture.
- 7) I wondered if they knew something about it.
- 8) She asked me if Jack had given me his telephone number.
- 9) I was not sure if (whether) he would come back the next day.
- 10) I asked if Boris had seen the man the day before.

6.

- 1) The doctor asked a nurse, «Have you taken the sick man to hospital?»
- 2) I asked my friend, «Do you have a headache?»
- 3) She put a question, «When has he fallen ill?»
- 4) My parents wondered, «Has he taken his temperature?»
- 5) I asked him, «Has the doctor given you any medicine?»
- 6) My mother asked me, «Are you feeling better now?»
- 7) I asked the man, «How long have you been in Washington?»
- 8) We asked him, «Are you going to a health-resort?»
- 9) They asked the girl, «Are your father still in Madrid?»
- 10) She asked her son's girlfriend, «What kind of work do your father do?»

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