

Министерство образования и науки Российской Федерации

Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

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ENGLISH FOR SOPHOMORES

Утверждено в качестве учебного пособия

Ученым советом Федерального государственного бюджетного
образовательного учреждения высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

Комсомольск-на-Амуре
2015

УДК 811.111(07)
ББК 81.2Англ-9
Ч-581

Рецензенты:

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Ч-581 English for sophomores : учеб. пособие / О. В. Чибисова. –
Комсомольск-на-Амуре : ФГБОУ ВПО «КнАГТУ», 2015. – 108 с.
ISBN 978-5-7765-1159-2

Учебное пособие содержит аутентичный материал по актуальным проблемам (тексты, газетные статьи и диалоги), задания для контроля понимания прочитанного и обсуждения в аудитории. Задания имеют коммуникативную направленность, ориентированы на развитие таких видов речевой деятельности, как чтение, говорение и письмо.

Предназначено для студентов 2-го курса, обучающихся по основной образовательной программе подготовки бакалавров по направлению «Лингвистика» и подготовки специалистов по специальности «Перевод и переводоведение» очной и заочной форм обучения.

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ISBN 978-5-7765-1159-2

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2015

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PREFACE

According to the federal state educational standard of higher education in the area of training 45.03.02 Linguistics (baccalaureate level) – Order of the Russian Ministry of Education and Science, August 7, 2014 №940 – the area of professional activity of bachelors includes linguistic education, cross-language communication, intercultural communication, theoretical and applied linguistics and new information technologies.

One of the objects of professional activity of applied bachelors is a consultative and communicative activity during business meetings, conferences, symposia, seminars with multiple working languages.

The proposed textbook is aimed at developing basic groups of intercultural skills, namely general training, sociolinguistic, strategic, metacognitive and compensatory skills. It is intended for the second-year students of linguistic institutes and faculties.

The textbook consists of four units, each of which is divided into several sections intended for receptive and productive learning. It involves students in active both pair and group work as the main activities in class. The predominant types of text are modern articles (authentic texts), which are most often used as a reference for discussion. The material used in exercises is taken from the authentic sites of VOA and BBC Programme Highlights.

The materials contain a sufficient amount of new vocabulary. Working with text assumes the fulfillment of all the stages of the work. The exercises are aimed at training the following types of reading skills: skimming (detection of the main topics / ideas of the text); scanning (search for specific information in the text); reading for detail (a detailed understanding of the text, not only at the level of content, but also the meaning). Section Language Focus contains exercises on the combination of words in a sentence, fix phrases, phrasal verbs, idioms.

Mastering the material contained in the textbook will promote the development of oral, writing, listening and reading skills in close connection with an introduction to the English-speaking culture.

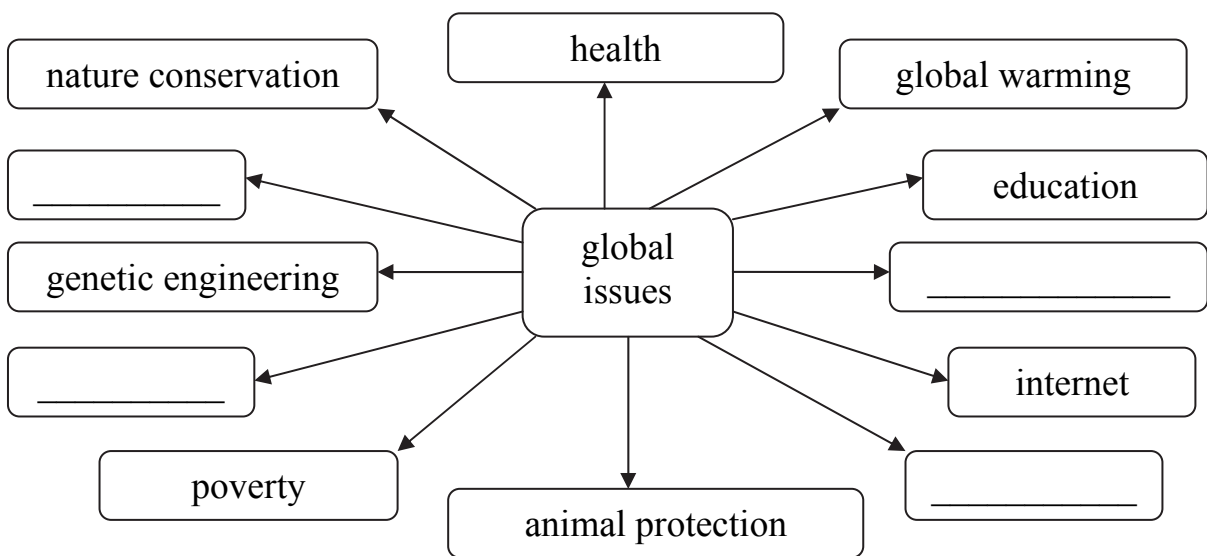
Completing tasks will also stimulate intellectual and emotional development of the student's individuality, develop their general competence. That will allow them to take possession of certain cognitive techniques for performing cognitive and communicative activities.

UNIT 1. SOCIAL PROBLEMS

Lead-in

1. *Work in pairs. Discuss these questions. Fill in the word-web.*

- Can you think of any other global issues?
- Which three issues are most important to you? Why?
- Which issues are important in your country at the moment?
- Do you know any stories in the news at the moment that are connected to these issues?



2. *Match the newspaper headlines 1 – 14 to the issue above.*

1. LA children who cannot read.
2. Police need more money to fight online crime.
3. Protesters destroy fields.
4. Brazil opens rainforest reserve.
5. European Parliament to vote on minimum wage.
6. New Aids Drug.
7. Temperatures reach record high.
8. Researchers find new flu virus.
9. Who will save the Javan rhinoceros?
10. Forest Fires in Southern France.
11. Computer virus shuts down government websites.
12. More teachers needed in Central city schools.
13. Scientists clone 12 sheep.
14. New Hostels for Homeless Men.

3. Listen to four conversations at a party. Which issues above are discussed?

4. Listen to the conversations again to check your answers. Complete the sentences with a word from the box.

global warming
newspapers

homeless
poor

internet
virus

junk
organic

Conversation 1

1. Mike has had a problem with a computer _____.
2. Bella thinks that the police should do more to stop _____ criminals.

Conversation 2

3. Mademoiselle Lajolie doesn't want to eat _____ food.
4. Patrick thinks that _____ food is a waste of money.

Conversation 3

5. Ruby thinks life is very hard for the _____.
6. Davina thinks that everyone should give money to the _____.

Conversation 4

7. Stuart doesn't care about _____.
8. Mary doesn't believe everything in the _____.

5. Which of the sentences in 4 are true for you?

6. Read the text and single out social problems which haven't been discussed before. Give your own examples on how a definite social problem of a person or a community may bear hard on the whole country or some countries.

Social problems influence every society, big and small, industrialized and developing because any members of an ordered community living densely will have conflicts which are virtually impossible to be avoided. Some prevalent social issues comprise the growing gap between the rich and the poor, pollution, domestic violence, unemployment, racism and sexism, urban decay, and many others. Other issues are the problems of massive poverty, lack of basic hygiene, food shortages, ethnic cleansing, spread of incurable diseases, and lack of education. Sometimes these problems are so closely interconnected that it is hard to address one of them without addressing another.

Moreover some social problems may affect not only those people, whom they directly touch, but the society or even the world at large. For instance, the spread of the Ebola virus from Central and West Africa has become a complex cause of numerous worldwide social problems. Similarly, sanctions, imposed on Russia by the United States and the European Union, have caused quite a significant damage to the Russian economy but at the same time they have an impact

on different spheres of life within these countries as well. It's also necessary to realize that social problems within one country deeply affect its cooperation with other countries, which can lead to global issues for years to come.

7. *Read the sentences and define what the speaker means.*

1. The knot has come undone.

а) Удар прошел мимо цели.

б) Проблема не решена.

в) Узел развязался.

2. He put his parents into a home.

а) Он похоронил своих родителей.

б) Он отправил родителей в дом престарелых.

в) Он перевез родителей жить к себе.

3. It is a going concern.

а) Эта проблема усугубляется.

б) Это очень актуальная тема.

в) Это действующее предприятие.

4. A good job he has made of it!

а) Сколько трудов, чтобы сделать из него человека!

б) Хорошеньких дел он натворил!

в) Он славно поработал!

5. We once had a key of the street for a night.

а) Однажды мы всю ночь решали транспортные проблемы.

б) Однажды мы остались на ночь без крова.

в) Однажды мы всю ночь были хозяевами улицы.

6. She was always on the alert for some new calamity.

а) Она всегда готова к новым бедам.

б) Её всегда предупреждают о грядущих катастрофах.

в) Она постоянно накликает на себя неприятности.

8. *Comment on the following.*

If in this wide world, teeming with abundant supplies for human want, to thousands of wretched creatures no choice is open, save between starvation and sin, may we not justly say that there is something utterly wrong in the system that permits such things to be?

Tennessee Claflin, U.S. journalist and social reform advocate

There's enough on this planet for everyone's needs but not for everyone's greed.

Mahatma Gandhi

Reading

1. *The article below is about poverty. Before reading, in pairs discuss the following questions.*

1. What countries suffer from poverty mostly?
2. Is poverty a big problem in your country?
3. What consequences does poverty bear?

2. *Scan the five readings and indicate which one or ones match the descriptions below.*

1. It shows that the poor have a small chance of wriggling out of a tight situation in which they are at the moment.

2. It is about the problems which young people with low resources may encounter during their training period.

3. It indicates that to be in need is to suffer a severe and detrimental lack of fundamental material and spiritual benefits.

4. It reveals the interconnection between low-income housing circumstances and a high incidence of brutal offence.

5. It states that poverty may affect people in any country no matter whether it is underdeveloped or industrialized.

1 What is poverty

Poverty is the shortage of common things such as food, clothing, shelter and safe drinking water, all of which determine our quality of life. It may also include the **lack** of access to opportunities such as education and employment which aid to escape from poverty and/or allow one to enjoy the respect of fellow citizens. According to Mollie Orshansky who developed the poverty measurements used by the U.S. government, “to be poor is to be **deprived** of those goods and services and pleasures which others around us take for granted.” Ongoing debates over causes, effects and best ways to measure poverty, directly influence the design and implementation of poverty-reduction programs and are therefore relevant to the fields of public administration and international development.

2 Levels of poverty

Although poverty is mainly considered to be undesirable due to the pain and suffering it may cause, in certain **spiritual** contexts “voluntary poverty,” involving the **renunciation** of material goods, is seen by some as virtuous. About 1/2 of the human population suffers from poverty. Poverty can be measured in terms of absolute or relative poverty. The World Bank defines extreme poverty as living on less than \$1 per day, and moderate poverty as less than \$2 a

day, estimating that in 2001, 1.1 billion people had consumption levels below \$1 a day and 2.7 billion lived on less than \$2 a day. Poverty may affect individuals or groups, and is not confined to the developing nations. Poverty in developed countries is manifest in a set of social problems including *homelessness* and the persistence of “ghetto” housing clusters.

3 Poverty and Health

Those living in poverty and lacking access to essential health services, suffering hunger or even *starvation* experience mental and physical health problems which make it harder for them to improve their situation. One third of deaths – some 18 million people a year or 50,000 per day – are due to poverty-related causes: in total 270 million people, most of them women and children, have died as a result of poverty since 1990. Those living in poverty suffer lower life expectancy. Every year nearly 11 million children living in poverty die before their fifth birthday. Those living in poverty often suffer from hunger: 800 million people go to bed hungry every night. Poverty increases the risk of homelessness. There are over 100 million street children worldwide. Increased risk of *drug abuse* may also be associated with poverty.

4 Poverty and Education

Research has found that there is a high risk of educational *underachievement* for children who are from low-income housing circumstances. This often is a process that begins in primary school for some less fortunate children. These children are at a higher risk than other children for retention in their grade, special placements during the school’s hours and even not completing their high school education. There are indeed many explanations for why students tend to *drop out* of school. For children with low resources, the risk factors are similar to excuses such as *juvenile* delinquency rates, higher levels of teenage pregnancy, and the economic dependency upon their low income parent or parents.

5 Poverty and Violence

Areas strongly affected by poverty tend to be more violent. In one survey, 67% of children from disadvantaged inner cities said they had witnessed a serious *assault*, and 33% reported witnessing a homicide. 51% of fifth graders from New Orleans (median income for a household: \$27,133) have been found to be victims of violence, compared to 32% in Washington, DC (*mean income* for a household: \$40,127).

3. *Answer the questions to get a deeper understanding of the reading.*

1. Why can the lack of access to education and employment be regarded as poverty? 2. In what part do you think the definition of poverty given by Mollie

Orshansky can be supposed incorrect? 3. How many people in the world live below the poverty line? 4. What represents the signs of poverty in industrialized countries? 5. What makes it harder for those living in poverty to improve their situation? 6. Can poverty be a cause of death? 7. What are the risk factors for children from disadvantaged families?

4. *Look through the text and determine whether the subsequent statements are correct or not. Rectify the incorrect statements and identify the information in the text that supports the correct ones.*

1. Poverty is the shortage of such things as water, food and clothing.
2. For some people poverty can be desirable.
3. Extreme poverty means living on less than \$2 a day.
4. Poor people can always rely on support of their neighbors.
5. Poor people can't achieve full education, because of their social status.
6. The level of violence in New Orleans and Washington, DC is the same.

5. *Explain the **italic** words.*

6. *Which word or expression in the text has the same or a similar meaning to each of the following meanings?*

Text 1: condition, realization, appropriate.

Text 2: chaste, clear or obvious, permanency.

Text 3: indispensable, meliorate, undergo.

Text 4: conservation, offence, distribution.

Text 5: aggressive, manslaughter, middle.

7. *What is meant by the underlined parts of the text?*

8. *Discuss which of these statements you agree with. Then answer the question: Whose responsibility is it to help the poor?*

1. The rich should help the poor as charity work is an integral component of Christian life. 2. The chief social obligation for helping the poor should be incurred by their own family as they know the true necessity. 3. It is the duty of the head of each household to concern himself with those members of his family that are in need. 4. Private charity organizations have special programs which are ministering efficaciously to the poor. 5. Church is funded through voluntary contributions for satisfying the needs of the destitute and penniless. 6. The civil government gets increasing power over people's lives through welfare programs. 7. Every person should stand on his own bottom as with good intentions the road to hell is paved.

Language Focus

Phrasal Verbs

1. *Read the sentences in order to understand the phrasal verbs in **bold**.*

1. Could you **call in** on the way to work and see how she is? 2. Now he's had central heating **put in**, the whole house is much warmer. 3. She seemed genuine and so we were **taken in** by her story. 4. My new job should **bring in** an extra forty pounds a week. 5. Unfortunately the tide **came in** faster than they had expected and they found they were trapped. 6. I'll tell her as soon as she **gets in** from work. 7. The thieves **broke in** through a bedroom window and stole all her jewels. 8. The work's got to be done so we need another typist to **fill in** while Laura's away.

2. *Complete the sentences with the correct form of the verbs given in the box and the particle **in**.*

| |
|---|
| get • come • bring • break • call • fill • put • take |
|---|

1. I seem to spend all my time _____ endless forms!
2. They were deep in conversation so I didn't like to _____.
3. The government managed to _____ again, but with a substantially reduced majority.
4. I've had to _____ most of my clothes since I lost weight.
5. They've _____ a new law making it illegal to shoot rare species of birds.
6. If the workers can't fix it, I'll _____ a technician.
7. We had to _____ a lot of overtime to get the job done.
8. My dad is repairing the roof to stop the rain from _____.

3. *Complete each of the groups of partnerships below with one of the phrasal verbs from 1 – 2. Make up the beginning of the sentences.*

1. as the conversation is getting boring.
..... and steal all the jewels from the showcase.
2. a registration card at the passport office.
..... while the boss is away in California.
3. a gas meter on a gas pipe in his flat.
..... a request for more paper.
4. from the circumnavigation.
..... at his first local government elections.

5. his full-dress suit as he has grown thin as years go by.
 many people because he's so plausible.
6. the doctor to listen to child's breathing.
 those machines to check for a fault.
7. a colleague from another department.
 a considerable amount of money each year.

Idioms

4. Match the idiomatic expressions 1 – 12 with the explanations a – l.

1. He didn't **set the world on fire** as a politician, but he made some contributions to peace processes. 2. When I arrived, they were **firing** insults **at** one another. 3. They say she **is a real ball of fire!** She has already displayed her wish to fly higher. 4. They **are all fired up** about the project. 5. Don't shout at children if they're crying, it just **adds fuel to the fire**. 6. While their mother was in hospital her sister **kept the home fires burning**. 7. The news she had won a beauty contest spread in the neighborhood **like a forest fire**. 8. The firm went bankrupt and the manager tried desperately **to pull something out of the fire**. 9. The sanitary department **built a fire under** the café proprietress and made her clean the place up. 10. In the result of this manoeuvre the unarmed civilians found themselves **between two fires** – partisans and state armed forces. 11. James **got fired** because his work wasn't good enough. 12. In the course of a peace process, **fighting fire with fire** is not an option.

- | | |
|------------------------------------|----------------------------------|
| a) be a very energetic person | g) make a situation more intense |
| b) save something from damage | h) lost one's job |
| c) be very enthusiastic | i) swiftly, fast |
| d) exchange very quickly | j) under attack from two sides |
| e) not be very successful | k) bring pressure upon somebody |
| f) use the same methods as enemies | l) keep the family |

5. Check the best response.

1. That Shelia really works hard.
 a) Yeah. She's a real peace keeper.
 b) Yeah. She's a real ball of fire.
2. I hoped to burn out, through Hella, my image of Giovanni ...
 a) I guess you tried to fight fire with fire.
 b) I guess you tried to pull Giovanni out of the fire.
3. Rita got fired yesterday.
 a) I know. That raises her status around here.
 b) I know. She was fighting a losing battle.

4. Maggie and Roy are all fired up about their new jobs.
 a) I hope they resolve their differences.
 b) I hope they both do well.
5. Did the crowd fire questions at the speaker?
 a) Exactly. They were all fired up about the subject.
 b) Exactly. They rushed for the exit like a forest fire.
6. That Karlo is always late to work.
 a) I know. He likes to fight fire with fire.
 b) I know. He's never going to set the world on fire.

Structure and Written Expression

6. *Each sentence is incomplete. Four phrases marked a), b), c), d) are given beneath. Choose the phrase which should complete the sentence.*

1. No one _____ projections of demographic shifts are reliable and will prove to be valid in the future.
 a) know how
 b) knows even
 c) knows whether
 d) know who
2. Maggie is one _____ in the kindergarten.
 a) of the happiest childs
 b) child who is the happy
 c) of the happiest child
 d) of the happiest children
3. To quit the cultivation of marijuana is very arduous because _____.
 a) it grows heedlessly
 b) of it's growth carelessly
 c) it grows with little care
 d) it doesn't much care to grow
4. The tenants of the terraced house were anxious about Peter because nobody was aware _____ he had left for.
 a) of where is the place
 b) where that place
 c) of the place where
 d) of being the place
5. Before the 1700s, when children worked together with adults, childhood _____ did not exist.
 a) as we know it
 b) as we have known
 c) is known as
 d) it is known
6. Pioneer men and women endured terrible hardships, and _____.
 a) so do their children
 b) neither did the children
 c) also the children
 d) so did their children
7. They are going to build a tunnel under this channel, but it _____ be an ill-conceived project.
 a) must
 b) can
 c) might
 d) should

8. *Some words and phrases in each sentence are marked by numbers (1), (2), (3), (4). Identify which of them should be corrected or rewritten.*

1. THE (1) governor HAS (2) not decided HOW TO DEAL WITH (3) the new problems ALREADY (4).

2. MANY OF (1) the PRESENT-DAY (2) social problems we ARE CONFRONTED (3) are the result of MISUNDERSTANDINGS (4).

3. The Board of Realtors doesn't have any INFORMATIONS (1) ABOUT (2) the INCREASE (3) IN RENT FOR (4) this area.

4. The official object TO (1) THEM (2) WEARING (3) dresses for the inaugural dance AT THE COUNTRY CLUB (4).

5. Underutilized species of fish HAS BEEN (1) proposed AS (2) a solution to the FAMINE (3) IN MANY (4) underdeveloped countries.

6. They asked me WHAT DID HAPPEN (1) LAST NIGHT (2), but I was UNABLE (3) TO TELL THEM (4).

7. Malnutrition is a MAJOR (1) cause of death in those COUNTRIES (2) where the cultivation of rice HAVE (3) been impeded by RECURRENT (4) drought.

Reading Comprehension and Vocabulary

9. *Each sentence has a highlighted part. Choose the one which would best keep the implication of the initial sentence.*

1. It is hard to make young people plan for their old age, because it appears very DISTANT to them.

- a) faraway b) fearful c) observable d) impossible

2. The Chinese people worship their ANCESTORS.

- a) gossips b) forefathers c) elders d) heirs

3. She didn't say much, but her tone of voice INSINUATED more.

- a) blamed b) suggested c) demanded d) intervened

4. Boy's Clubs do not DEPRIVE poor children of the opportunity to participate in sports.

- a) deny b) improvise c) retract d) dilute

5. What may be considered courteous in one culture may be interpreted as ARROGANT in another.

- a) clumsy b) surly c) sleazy d) flimsy

6. A feeling of sadness PERMEATED the atmosphere.

- a) quieted b) stilled c) pervaded d) stifled

7. A sharp decrease in the budget put 14% of the civil servants' jobs in JEOPARDY.

- a) review b) range c) danger d) perspective

Listening and Speaking

1. a) *You will hear a speaker talking about illiteracy. Before you listen, look at the following quotations. Which do you agree with more? Why?*

We must always be intolerant of ignorance but understanding of illiteracy.
(Maya Angelou, a Belgian journalist)

An investment in knowledge pays the best interest.
(Benjamin Franklin, an American philosopher and scientist)

b) *While listening to the recording, choose the best answer (A, B or C) for questions 1 – 7, according to what you hear.*

1. In industrialized western countries, such as the United States of America and the United Kingdom, approximately 20 % of the population ...

A are highly literate;

B are completely illiterate;

C have “low literacy levels”.

2. People can say that a person is “functionally literate” if he or she ...

A has the reading and writing skills;

B can read instructions, write a cheque, fill in a form;

C can read newspapers.

3. How will you feel if you can't read or write as well as you'd like to?

A ashamed or embarrassed;

B quite comfortable;

C isolated from society.

4. A hundred years ago you were considered to be literate if you could ...

A read an advertisement;

B sign your name to a piece of paper;

C spell your name to a policeman.

5. Rich and important people have always employed people ...

A to write things for them;

B to read newspapers for them;

C to dictate letters for them.

6. According to the statistics there are more illiterate ... in the world.

A women;

B men;

C children.

7. Illiterate people are more likely...

A to be very rude;

B to be happy in their family lives;

C to go to prison.

c) *Listen to the recording Rescuing Masai Girls From Early Marriage and make up 3 questions asking your group mates whether you've got the point. Let them affirm or correct your statement.*

Model 1: – Is it correct that Priscilla Nangurai tries to rescue Masai girls from early marriage?
– Yes, you are quite right. She not only tries to rescue Masai girls from early marriage but makes sure they get an education.

Model 2: – Is it correct that booking is when a man wants to marry a woman with the help of a dating service?
– I'm afraid that you have misunderstood the point. Booking is when a man wants to marry from a certain family.

d) *With a partner, discuss the following questions.*

1. What is illiteracy? How does it influence people's lives? 2. Is literacy important in modern society? 3. Do illiterate people meet more obstacles in their lives than literate ones? Why (not)? 4. Does range of illiterate people in your country high? 5. What ways do you suggest to solve the problem of illiteracy in your country?

2. a) *You will hear a part of radio programmer about fatness as a social problem. Before you listen, look at the gaps 1 – 8 to predict the missing word.*

b) *Now listen to the recording and complete the notes.*

1. When one person gains weight, _____ often gain weight, too. 2. Framingham Heart Study gathered health information about more than _____ people from nineteen seventy-one to two thousand three. 3. The Framingham study also provided information about _____ and events like marriages and deaths. 4. When a person becomes severely overweight, there is a _____ increased chance that one of their friends will be, too. 5. Nicholas Christakis of Harvard Medical School says fat people _____ fat friends. 6. The study found that the _____ is also an influence. 7. The study showed that physical closeness of family members and friends did _____ a person's risk. 8. James Fowler of the University of California at San Diego says a friend who lives a _____ away has as much influence as one in your neighborhood. 9. The researchers say more studies into the idea of socially spread obesity could provide new _____ fat. 10. Support groups are already an effective tool in dealing with other _____ problems, like alcohol dependence.

c) *Read the following information about anorexia and bulimia.*

Around 5% of young girls in Britain have anorexia. Around 90% of cases involve females. Over 25% of anorexics require hospitalization. Between 60,000 and 200,000 people in Britain are thought to have anorexia or bulimia – a tenth of them are men. Only around 60% of anorexics recover. One in 10 people suffering from anorexia die from the effects of starvation. 6% of women who develop anorexia or bulimia do so in their thirties: on average they suffer longer – 10 years compared with six years in younger women. Psychiatrists have singled out several characteristics which they say are typical of anorexics. These include a dominant, over-protective mother and a passive father, a tendency to perfectionism and a strong desire for order.

d) *In pairs, discuss what can make people flesh out or grow thin. Are these reasons more social or physiological? Why? Can you offer decisions of this problem? What can we change in our society to dispose it?*

3. a) *You will hear a recording about so-called “boomerang adults.” Before you listen, discuss the following questions together.*

1. Try to explain who “boomerang adults” are? Why do you think so?
2. Did you hear about such people in your country?
3. What are the main reasons that make people move back to their retired parents?
4. What are the advantages and disadvantages of living with parents and living alone?
5. Do you think parents should help grown children or children should help parents?

b) *Now listen to the recording. For questions 1 – 8, choose True or False.*

- | | <i>True</i> | <i>False</i> |
|--|--------------------------|--------------------------|
| 1. An estimated 20 million young-adult Americans who left home have moved back with Mom and Dad. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The reasons are laziness and unwillingness to do something themselves. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This process is called “Boomerang adults.” | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Their parents dream of the empty nest – quiet, unencumbered, free. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If you peek at the tennis courts, swimming pools, or exercise classes at America's 1,300 so-called “active adult” luxury retirement communities, you'll see just gray-haired men and women. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. <i>The New York Times</i> discovered that in many towns, once the old folks come up with the money to move into a | <input type="checkbox"/> | <input type="checkbox"/> |

pleasant condo community, younger relatives are not free to join them.

7. Daughters and grandsons and nieces earn money at the gated retirement village.

8. Living with elderly parents or grandparents can put a damper on your love life.

c) *A Role-play: Work in groups of three. Lisa Rowe, aged 19, has just had a baby. At present she and the child are living with her parents. However, she has applied to the local council for a flat as the situation at home has become very difficult. Students A and B must present their ideas to the judge, who will make a decision. As a class compare the deals you made and decide who was the best lawyer!*

Student A

You are Lisa's lawyer. Your client was going to train to become a teacher until she got pregnant. The pregnancy was unplanned, but Lisa is very happy to be a mother. However, she is now unemployed, and doesn't want to continue living with her parents as they opposed the pregnancy and their house is too cramped. You want the council to provide a two-bedroom flat for Lisa. Make the best case you can to ensure Lisa gets a flat.

Student B

You are the council's lawyer. The council already has a long list of people waiting to be rehoused, and you believe that as Lisa is in secure accommodation at the moment, hers is not an urgent case. Put the council's view forward as best you can, inventing any other details you might need.

Student C

You are the judge who has been appointed to decide the case. Listen to both lawyers, ask any questions you need to, and allow them to question one another. Then make the decision as to whether Lisa will be rehoused.

d) *Discuss in groups.*

1. Where do you picture yourself living when you are 50, 70, or 90?
2. Would you like to live with your children and grandchildren? By yourself? With friends?
3. Would you like to live in an apartment in the city? A house in the country? In a retirement home?
4. How do you imagine yourself spending time – traveling, sleeping, writing, knitting ...?

Reading and Speaking

1. *This article is about one of the most serious social issues. Before you read, in groups, discuss the following questions.*

1. Why do children become orphans? 2. What do you know about their life in the orphanage? 3. Do you have any ideas how orphans can be offered care and attention needed for normal development?

2. *Read the article from The Moscow News and find out how this problem was solved in the children's community network "Kitezh". Are any of your ideas coincide with those of Dmitry Morozov?*

State orphanages in Russia are notorious for their lamentable conditions. As the situation crumbled after the collapse of the Soviet Union, Dmitry Morozov, then a radio journalist for Mayak, understood that something had to be done. So in 1992 he founded the children's community network "Kitezh". Based on the essence of the fairytale village, the community was built 300 km South West of Moscow in the Kaluga region. Here, orphans can grow up with loving foster families on 100 hectares of land donated by the local administration. "Only about five percent of children in state orphanages are true orphans," explained Yasin Omar, teacher of Kitezh's Fourth class and its art therapist. Figures show that of the million children in Russian state institutions, 95 percent are classified as "social orphans", which means that they have at least one living parent. Orion, a sister-village to Kitezh, was started in 2004, mainly by Kitezh graduates. The aim of these communities is to create a caring environment where children can learn and develop. "It is essential that children traumatized by abusive or alcoholic backgrounds be shown the positive aspects of life, restoring their faith in order and harmony," explained Francesca Hewitt, Moscow representative and fund raiser for Kitezh.

With shared responsibility of the children, no one adult is left to deal alone with orphans scarred by violent backgrounds. "Here everybody supports each other, each has a role." Every day foster parents, teachers and psychologists from the communities meet to discuss the progress of individual cases. "Many people would like to foster children", explained Omar. "But often they find it difficult to cope. They're not trained to look after traumatized children, who are not always as sweet and obedient as they had anticipated." At Kitezh, trained foster parents, psychologists and teachers all take on the responsibilities and support each other. "Three of our foster parents have won government awards for their work," said Hewitt. When children graduate from Kitezh, they are supported financially through university. The loving homes and stability

given in the community assure a greater chance of them continuing in higher education. Hewitt went on: "Not all the graduates are necessarily academic, so we provide for them as well." When young adults leave regular state institutions, they are often poorly prepared for life. With no sense of identity or roots, they are left to start a new life alone. Sixty percent of people that have been in orphanages are jobless and homeless, 40 percent turn to crime, prostitution or drugs. Only four percent actually go on to higher education.

The Kitezh non-commercial partnership of foster families has not only gained recognition locally, with the governor of the Kaluga regional government actively promoting foster care, but internationally. As well as sponsors from international companies in Russia, the Scotland-based Ecologia Youth Trust has helped greatly with financing and fund raising. "Basically, Kitezh and Orion can survive on help from the government," said Liza Hollingshead from the Ecologia Youth Trust, who has been a very active supporter of Kitezh. "The teachers and parents' pay are just enough to survive. But they need funding for building and training for foster parents."

Kitezh has become the first international associate member of the Charterhouse Group of Therapeutic Communities in the United Kingdom. This is quite a feat, considering Kitezh was built from nothing. Set on 100 hectares of fields, Kitezh now contains a dining room, a banya, a farm, houses, vegetable gardens, a school and a church. Since 1992 it has housed over 80 children and 12 families. Kitezh hopes to spread a network of therapeutic communities throughout Russia. To eventually replace current institutionalized care would be a breakthrough. These two therapeutic communities are a huge leap forward, demonstrating that their innovative method of rehabilitating orphans is successful.

3. Answer the following questions to the text.

1. Yasin Omar Hewitt spoke about individual foster families and foster parents in Kitezh. Which traits of character should have such foster parents?
2. How do you understand the term social orphans?
3. What ways does Kitezh offer to help orphans socialize? Compare with your own ideas.
4. Can you work in such centre? What kind of people should work there?
5. Is it difficult to work with orphans? Why?
6. How should we work with orphans? What should we do and what should not?

4. Every day foster parents, teachers and psychologists from the communities meet to discuss the progress of individual cases. Imagine that you are in the staff. Make a group of three, where the first person is a foster parent, the second one is a teacher, and the third one is a psychologist. You have met to discuss the progress of a boy who came to Kitezh from the family of habitual drunkards.

Use the following phrases:

Would you care to comment on that?
Aren't you losing sight of some facts?
I'm afraid I've put it clumsily.
It's hard to put it into words.
Let me be the judge of that.

It's for your information.
Let it be a challenge to you.
Do I make myself clear?
Would you mind explaining?
Let's go forward, shall we?

5. *Dmitry Morozov based Kitezh on the essence of a fairytale village. Do you think he succeeded in it? Think of the advantages and disadvantages of these children's community network. Make «for and against» speech.*

6. *Whatever good the orphanage can be, it can't replace a real family. Do you know any family with adopted children? Why is the issue of adoption so urgent in our country nowadays?*

7. *There was an open seminar in the Internet called "Adoption. Children for a billion of dollars". One of its participants expressed this point of view. Render it into English and comment on it.*

То, что россияне бессердечные и не любят детей – миф. В Москве сейчас примерно 150 000 семей, готовых усыновить ребенка, и 5500 детей, ждущих усыновления. Почему же усыновление идет единицами? Очень часто в органах опеки, даже в Москве, работают люди, которые часто не знают элементарных вещей. Когда усыновители к ним приходят, то могут услышать от них все, что угодно. Кроме того, у многих совершенно ложное представление о том, что это за дети, какие у них проблемы, не говоря уже о тех болезнях, которые могут оказаться в медицинской карте ребенка. Поэтому работники органов опеки могут легко убедить не брать ребенка, назвав страшное обозначение какой-нибудь легко излечимой болезни. Попытки официально усыновить ребенка через государственные структуры удаются редко – в основном усыновление происходит «по знакомству». Люди знакомятся с главными врачами дома ребенка, приезжают туда несколько раз, входят в контакт. С них, как правило, не берут никаких денег, а ребенка оформляют. То есть объемы усыновления существенным образом зависят от таких знакомств и поэтому незначительны. Нельзя сказать, что российские неправительственные организации настроены против иностранного усыновления, однако они постоянно сталкиваются с противодействием учреждений, которые завязаны в этой системе. Детей отбирают для иностранных агентств и не показывают отечественным усыновителям, потому что служащие системы рассчитывают на деньги. А люди, которые хотят взять детей, у нас есть.

8. *Based on the information express your attitude to the orphans' problem.*

English in Use

1. a) *Write each word in the correct line.*

| |
|--|
| survive • destruction • inconvenience • isolation • security independence • scared • creativity |
|--|

Positive words:

Negative words:

b) *Complete the conversation with the correct words from a.*

Ms. Monroe: I saw a news program showing the (1) _____ that is caused by wars.

Sam: I saw it too. People need to fight for their (2) _____, but too many of them lose their lives.

Ms. Monroe: We used to have such a sense of (3) _____ in this country.

Sam: That was because of our (4) _____. Most of us have never been close to a place where a war is going on.

Ms. Monroe: Right. For some Americans, distant wars were just an (5) _____.

Sam: But I can remember being (6) _____ when I was a kid. I was afraid someone might decide to drop an atom bomb on us.

Ms. Monroe: It's going to take a lot of (7) _____ to think of ways to avoid future wars.

Sam: Well, if we want to (8) _____ we're going to have to find alternatives to lighting nuclear war.

2. a) *Match the words given below with their explanations. You see new words which include 3 nouns, 3 adjectives and 3 verbs.*

- | | |
|--------------------|---|
| 1. a coercion | a) the whole nature or character of a particular person |
| 2. a personality | b) a person who doesn't take part in actual fighting |
| 3. a non-combatant | c) the act of coercing or fact of being coerced |
| 4. murky | d) concerning the family or private life |
| 5. domestic | e) causing much argument or disagreement |
| 6. controversial | f) dark and unpleasant, gloomy |
| 7. to perpetrate | g) to make something illegal that was previously legal |
| 8. to disregard | h) to do something wrong or criminal, be guilty of |
| 9. to delegitimize | i) to treat as unimportant or unworthy of notice |

b) *In the text find the synonyms of the following words in the box.*

| |
|---|
| solidarity • terror • murky • perpetrated • delegitimize antagonists • controversy • objectives • goal • coercion aspirations • domestic • definition • disregard • array |
|---|

Terrorism is the systematic use of *fear*, especially as a means of *compulsion*. At present, there is no internationally agreed *explanation* of terrorism. Common definitions of terrorism refer only to those acts which are intended to create fear, are *committed* for an ideological *purpose*, and deliberately target or *slight* the safety of non-combatants. Individual terrorists tend to be motivated by a desire for social *unity* with other members of their organization than by political platforms or strategic *aspirations*, which are often *obscure*. The concept of terrorism is itself controversial because it is often used by states to *make illegal* political *opponents*, and thus legitimize the state's own use of terror against them. Terrorism has been used by a broad *range* of political organizations in furthering their goals. The presence of non-state actors in widespread armed conflict has created *disagreement* regarding the use of the laws of war. While acts of terrorism are criminal acts as per *home* jurisprudence of almost all countries in the world, terrorism refers to a phenomenon including the actual acts, the perpetrators of acts of terrorism and their motives.

3. *Among the many problems which our society faces today, that of the homeless is one of the most tragic. Read the interview Mrs. Mary Graham, director of a charitable organisation, and find the answer to the question.*

1. Mrs. Graham, what sort of people are the homeless?
2. Is there any such thing as homeless children?
3. A lot of people say that the answer is just for the government to construct more accommodation. Is it as simple as that?
4. Finally, may I ask what your charity does to help the homeless?

A Well, certainly some form of government action is needed, but the present! government prefers private ownership to state-controlled housing. It's true that a scarcity of available property causes higher rents and poor conditions and I think the government should act to limit rents and enforce standards.

B All kinds really. People usually think of the homeless as scruffy and dirty but that's not the case at all. Some people have no home because they couldn't afford to repay the bank loan and their home was taken away from them. Others can't find a place to live without a job and can't find a job without a permanent address. Then there are those who simply can't face the responsibility of running a home, paying the bills and keeping it clean.

C Not as much as we'd like to, but of course our funds are limited by the contributions we receive, and not everyone can afford to be generous. We have some space at our headquarters for temporary stays and we're out every night dishing out something warm and filling, especially in the winter.

D Unfortunately, yes. You see, many landlords object to renting accommodation to families with children. To them children are invariably noisy little devils who are just a cause of damage. If the parents can't afford a hotel or guest house, the children end up with them off the streets.

4. *Underline the correct words/phrases. Then use the remaining words to make up sentences of your own. Use a dictionary to help you.*

Some people *jump up / jump off* violently when they hear the word "video games." There is a common *stigma / mistake* about how video games negatively affects the spirit of today's youth by rotting their brain and draining them of drive to do anything in life. Look around and see the hard-core video gamers that society *loathes / adore* so much: The isolate locked in his room playing an online games for hours *on end /at last*, the disconnected teen who trades a family trip for a day playing video games, and the introverted child who is able to play with his hand-held console but is unable to talk to anyone else. Some parents consider video games to be educational toys that could help their children grow and *develop / update* into fine adults. Some video games offer stories to tell, situations and problems that the gamer must *overcome / beat*. As parents, your children are *exposed to / come up* these situations, and their problem-solving skills are tested as they proceed along the story that these games offer. Of course, standard toys don't normally let you use big guns to kill the evil alien or hack and slash your way out of a dungeon. Video games are double-edged swords. Without any parental *guidance / manual* and involvement, they will definitely rot the brain of your child, especially if they play it in excess and disregard everything else in life. Make an effort to understand what they're playing and how the game works. With that said, all video games *offer /put forward* situations and problems to solve. As parents, it is your role to help your child understand these situations so that they can separate the fanciful situations of the game from the real-life lessons that they can bring with them as they grow up.

5. *In some lines of the text Family Values there is a mistake. Find the mistakes and rectify them.*

1. Conflicts around the world are kept tens of millions of young people
2. from going to school. Much have physical or emotional injuries that
3. make it hard or even impossible for them to learn. Pauline Rose documents
4. the situation in countries that have made the lest progress toward
5. the Millennium Development Goals which requires universal primary

6. education and equality of boys and girls in schooling by twenty-fifteen.
 7. She says, "In this thirty-five conflict-affected countries, we find twenty-
 8. eight million children's out of school." The Geneva Conventions bar the
 9. targeting of public places as schools and hospitals. Still in some cases,
 10. schools are targetted because they represent the government, in other
 11. cases, for religious or political reasons. Under international law, refugees
 12. are the only misplaced people with a guaranteed right to education, but
 13. that guarantee often means little. What if conflict states in sub-Saharan
 14. Africa moved just ten percent of its military spending to education?
 15. UNESCO says they could educate more then one-fourth of their out-of-
 16. school population. And in Pakistan, it speaks twenty percent of the mili-
 17. tary budget could provide primarily education for all children. But ex-
 18. perts say one country has been a real successful story. For years, Bot-
 19. swana has used its wealth from diamond exports for finance universal
 20. primary education and to creating a skills base for its growing economy.

6. Read the text and decide which answer (A, B, C or D) best completes each collocation or fixed phrase.

The number of 1) people has grown up steadily in recent years. In some Third World nations such as India, Nigeria, and South Africa, homelessness is 2), with millions of children living and working on streets. Homelessness has become a 3) in the countries of China, Thailand, Indonesia, and the Philippines despite their growing prosperity, mainly due to 4) workers who have trouble finding permanent homes. For people in Russia, especially the youth, alcoholism and substance abuse is a major cause and reason for becoming to be homeless. The United Nations, United Nations Centre for Human Settlements (UN-Habitat) wrote in its Global Report on Human Settlements in 1995: "Homelessness is a problem in developed as well as in developing countries. In London, for example, life 5) among the homeless is more than 25 years lower than the national 6), Poor urban housing 7) are a global problem, but conditions are worst in developing homes is Asia, Africa and Latin America. The threat of mass homelessness is greatest in those regions because that is where population is growing fastest.

- | | | | |
|------------------|---------------|---------------|---------------|
| 1. A: stray | B: hopeless | C: homeless | D: bloodless |
| 2. A: rampant | B: widespread | C: spacious | D: extensive |
| 3. A: hitch | B: trouble | C: hindrance | D: problem |
| 4. A: foreign | B: migrant | C: legal | D: native |
| 5. A: expectancy | B: length | C: level | D: period |
| 6. A: level | B: average | C: common | D: statistics |
| 7. A: lives | B: terms | C: conditions | D: ways |

7. Use a word given in the right column to form a part of speech that fits in the space.

| | |
|---|--|
| <p>Could young blood be the answer to (1) ____ death? It may sound like the story in a vampire movie but now there is (2) ____ research that supports the theory. U.S. scientists have (3) ____ the protein, called GDF11, in the blood in young mice that can (4) ____ some effects of aging in old mice. The same protein is present in human blood and might (5) ____ help us lead healthier lives. In one experiment, the scientists increased the levels of GDF11 in aging mice by (6) ____ connecting the blood flow systems of young mice to the old mice. Blood (7) ____ higher levels of GDF11 flowed among both groups. In (8) ____ experiment, they injected the protein into old mice. The old mice formed new blood vessels and the aging process changed (9) ____ in every tissue the researchers observed. So, this is great news for old mice, but what does it mean for us? There is growing hope GDF11 might someday repair and renew (10) ____ human hearts, improve memory power for Alzheimer's patients or (11) ____ movement for people with Parkinson's disease. But the protein is not a "fountain of youth." The aim of the research is not to (12) ____ life as much as to improve it. In other words, even if you did not live more years, at least you could remain healthier for the number of years you do live.</p> | <ol style="list-style-type: none"> 1. cheat 2. science 3. cover 4. do 5. event 6. surgeon 7. contain 8. other 9. direct 10. health 11. physic 12. long |
|---|--|

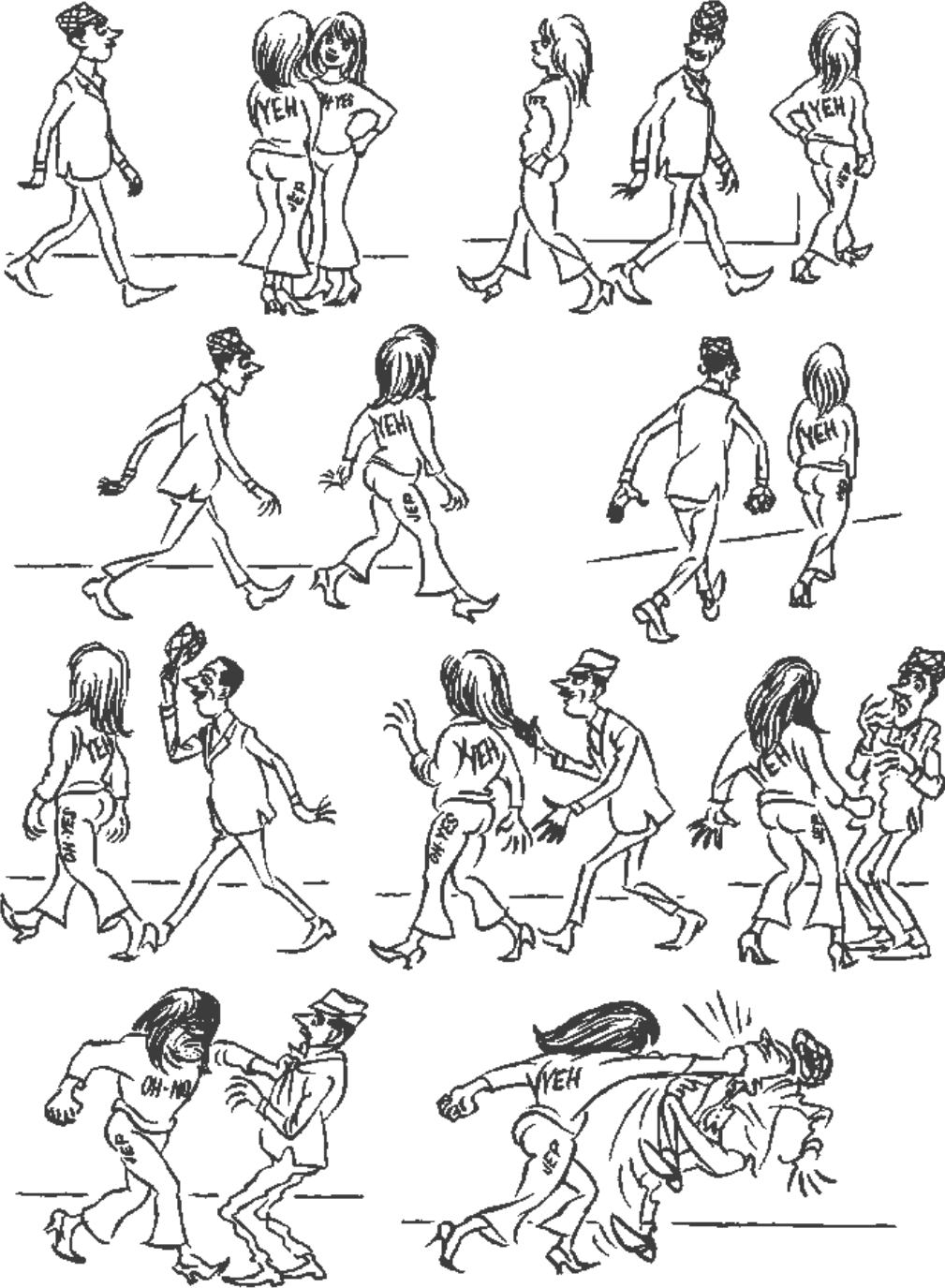
8. Fill in the gaps with one word.

Our planet is home to (1) ____ seven billion people. Since the 1990s, population experts have predicted the number (2) ____ grow to nine billion before it begins to slow (3) ____ and possibly decrease. But a new report predicts the world's population is likely (4) ____ increase to almost 11-billion by 2100. The new estimates make use (5) ____ government records and expert predictions about death rates, fertility rates and international migration, (6) ____ people moving across borders. Over the next 85 years, Africa may experience the largest increase in population (7) ____ about 3.5 billion to 5.1 billion people. (8) ____ the past, researchers thought population growth in Africa would be similar (9) ____ that of other areas, but those estimates were wrong. By 2050, (10) ____ population of Asia will reach five billion and North America, Europe, Latin America and the Caribbean area will (11) ____ a total population of below one billion. The relatively good news is (12) ____ the pressure of feeding the rising population is likely to be less (13) ____ might be expected. If you look back historically (14) ____ the last 50 years, certainly for the world as a whole and for many, most individual countries and regions, the increase (15) ____ food production has outpaced the increase of population.

9. Which social issue do these comics illustrate? Make up your own story using the following phrases:

be tired of solitude and loneliness
 make the acquaintance of somebody
 a sight for sore eyes
 follow somebody closely
 show great resolution/determination

touch one's hat to somebody
 like a bolt from the blue
 grab somebody by the lapels
 take a severe blow to the chin
 contact a dating agency



Videoclass and Writing

1. *Discuss in pairs.*

1. What do you know about the adoption of orphans?
2. What problems can you face when you adopt a child?
3. Should foster parents prepare themselves for the adoption? How and why?

2. *See the film and get ready to describe.*

1. the children's feelings when they understood that Russ and Valerye had forgotten about them.
2. the feelings of Russ and Valerye when they read Molly's letter.

3. *Answer the following questions.*

1. What is the main idea of the film?
2. What problems did the director of the film pose?
3. Is it important to have pets at home? Why?
4. Should we shout at the child if he/she makes something wrong?
5. How was Syracuses' attitude to children changing during the film?

4. *Fill in the information gap in with «if» clauses preserving the sequence of events in the film.*

1. If the head of the orphanage hadn't gone on vocation, his father would not have rented the children to a childless couple.
2. ...
- ... 9.
10. If this couple had not changed their attitude to the children, the siblings would have never known real parental love and care.

5. *Listen to the dialog again and restore the right order of the dialog. Explain the phrase "Sibling's bound. Is there anything mightier?"*

Kyle: All of us?

Brain: Guys, let's behave!

Kyle: And plus. We'll come to see you all the time.

Molly: I don't want to be adopted alone.

Kyle: What the hell is this?

Brain: Everything will be OK, Molly. It'll even be great. Or don't you to live in a real house with a real backyard?

Molly: That means we get stay together?

Brain: What does it really look like stupid? It's a drinking fountain. You know. I was thinking if we get these people to like us. I mean, really like us, maybe they'll keep us?

Molly: O'key. I don't wanna go.

6. *Explain the following phrases from the video.*

Nice things happen to nice people.

The truth is that this magic is making people happy.

7. *Read the dialog. What does a family mean for these siblings? Explain your point of view.*

Вэллери: Можно войти?

Лэрри: Конечно можно, проходите.

Вэллери: Спасибо. Что вы здесь делаете? У нас наверху есть десерт. И, Лэрри, присоединяйся к нам. Мы настаиваем.

Брайен: Не обижайтесь, но мы не хотим есть с этими людьми.

Молли: Мы хотим быть в семье.

Лэрри: Молли, я же говорил тебе.

Вэллери: Нет, все в порядке. Лэрри, Молли права. Ты для них больше семья, чем мы. Мы не хотели обидеть вас, не хотели. Извините.

Русс: Знаете, а здесь намного уютнее. Можно присоединиться?

Лэрри: Конечно. Всем хватит. У моих кузенов сломалась машина.

Молли: Прошу.

Русс: Машина?

Лэрри: Да, что-то с выхлопом.

Молли: Не забудьте оставить индейки для мистера Твиксела.

8. *What valuable lesson got Russ and Valerye after these ten days? Prove your idea*

9. *Discuss the question in small groups and then present your idea "Can children give any valuable lessons to adults?"*

10. *Describe the characters of the main heroes using words and phrases given below.*

Virtuous characteristics:

| | | | |
|---------------|-------------|-------------|-------------|
| | generous | honest | devoted |
| amiable | considerate | just | loyal |
| good-natured | attentive | patient | courageous |
| kind | thoughtful | sympathetic | persevering |
| kind-hearted | earnest | cordial | sweet |
| communicative | calm | witty | gentle |
| sociable | quiet | benevolent | proud |

Evil characteristics:

| | | | |
|--------------|--------------|--------------|-------------|
| | indiscreet | indifferent | sulky |
| ill-natured | unscrupulous | dishonest | sullen |
| unkind | greedy | cruel | obstinate |
| hard-hearted | tactless | intolerant | coarse |
| reserved | insincere | conceited | rude |
| unsociable | hypocritical | self-willed | vain |
| hostile | false | presumptuous | impertinent |
| haughty | vulgar | deceitful | vengeful |
| arrogant | double-faced | harsh | |

11. *Write a review about 200 words in three paragraphs. Remember the rules of writing a review:*

1. The introduction should include: title, type of film, when made, stars, a director, and its popularity.
2. The main part consist of: where/when does the story take place, who are main characters, what like, what happens.
3. The conclusion: did you enjoy it very much (in parts, not at all), would you recommend it.

Some of these expressions might help:

... was directed by ... in years ago

...It is based on...

It is based on a book of the same name.

... tells the story of..., and as the story unfolds, we see.

It stars ... in the title role of the....

It takes place in ... in the 19...:s.

It is about A's relationship with....

In the end, B...

What we don't learn until the end is that...

In my opinion ... /I think that... /I would recommend.

What I liked best was (the way)...

What I didn't like was...

UNIT 2. MONEY MATTERS

Lead-in

1. a) *Listen to the song, define its main topic and fill in the gaps.*

I work all night, I work all day, to I have to pay, ain't it sad?
 And still there never seems to be left for me, that's too bad.
 In my dreams I have a plan if I can be
 I wouldn't have to work at all, I'd and have a ball ...
 So I must leave, I'll to Las Vegas or Monaco.
 And if I fortune, my life will never be the same ...

b) *Read the poem and explain what idea on money significance the author wanted to present.*

MONEY...

| | |
|--|--|
| <p>It can buy you a House, but not a Home, It can buy you a Bed, but not Sleep, It can buy you a Clock, but not Time, It can buy you a Book, but not Knowledge, It can buy you a Position, but not Respect, It can buy you Medicine, but not Health, It can buy you Blood, but not Life, It can buy you Sex, but not Love, So you see, money isn't everything.</p> | <p>The best things in life can't be bought, and often we destroy ourselves trying! I tell you all this because I am your Friend, And as your Friend I want to take away your needless pain and suffering... So send me all your money and I will suffer for you. A truer Friend than me you will never find. <i>Cash only, please...</i></p> |
|--|--|

2. *Do you think these two pieces express general attitude of people to money? Listen to the recording and find out.*

3. *Look at the list of words to do with money. Do you know what they mean? Match these phrases with a word to show who receives what.*

| |
|--|
| <p>expenses • allowance • wage • grant • subsidy the dole • fine • bribe • salary • pension • fee tip • pocket money • scholarship</p> |
|--|

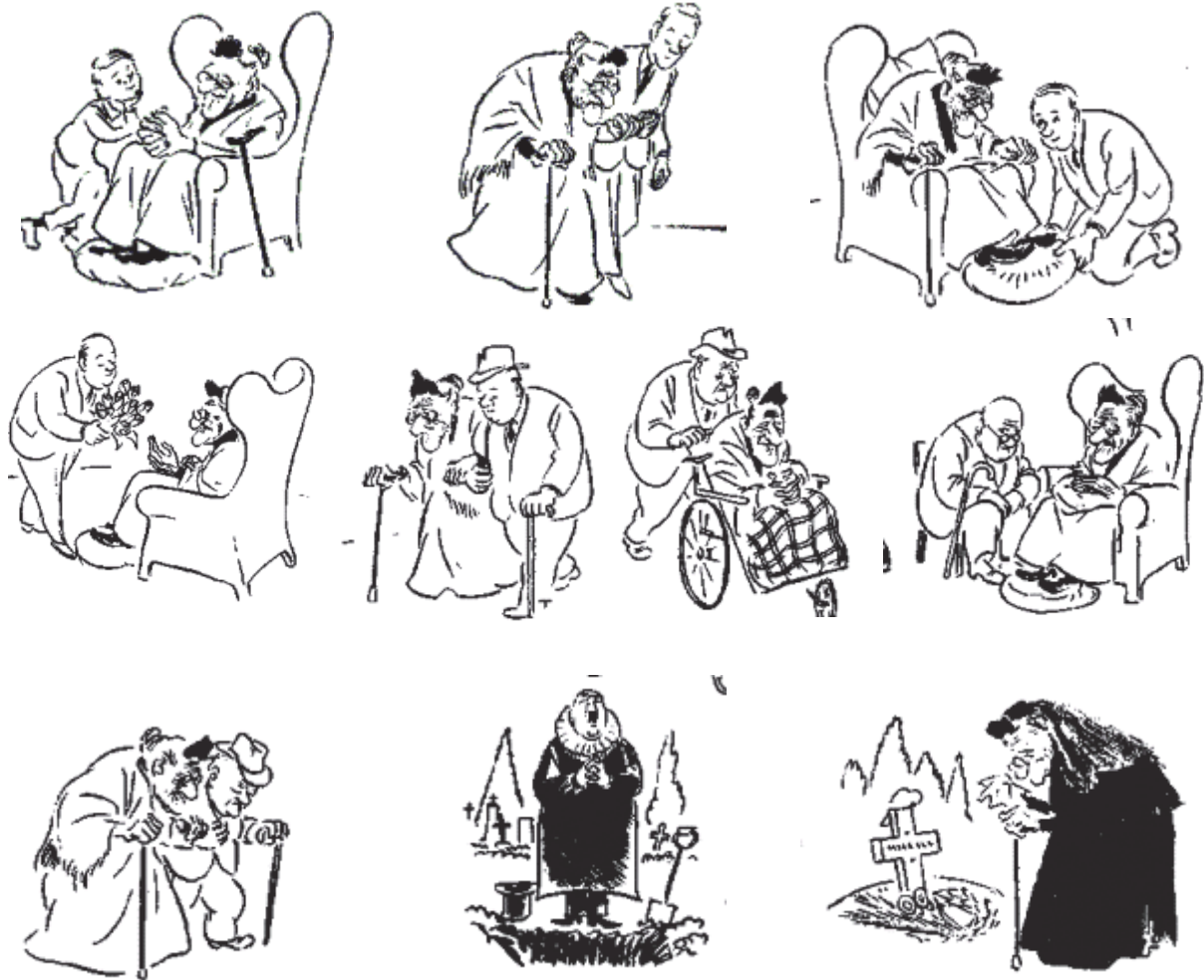
1. a child from its parents
 2. a lawyer from a client

8. a retired person
 9. a monthly-paid teacher

3. a waiter from a satisfied customer
4. a rich playboy from his parents
5. a businessman, to pay for meals
6. a farmer who has his costs paid
7. a driver for the wrong parking

10. a weekly-paid manual worker
11. an unemployed person
12. a corrupt politician for a favour
13. a student
14. a scientist for research

4. *There is one more way to get money. Make up your story based on the cartoon. You may also tell it from the point of view of a) the man; b) his aunt.*



5. *Match the parts of these sentences to form sayings about money. Explain the meaning of these proverbs in English. Find Russian equivalents if any.*

- | | |
|-------------------------|------------------------------------|
| 1. A fool and his money | a) and lose your friend. |
| 2. Money is the | b) the mare go. |
| 3. I wouldn't do it | c) you get monkeys. |
| 4. Lend your money | d) are soon parted. |
| 5. Money, like manure, | e) root of all evil. |
| 6. Money makes | f) master of another's purse. |
| 7. Love can do much; | g) does no good till it is spread. |

- | | |
|------------------------|-------------------------------|
| 8. A good payer is | h) can eat ice cream in hell. |
| 9. If you pay peanuts, | i) money can do all. |
| 10. He who has money | j) for love nor money. |

6. *These are English versions of Russian sayings about money. Can you recall them in Russian?*

1. Tell God the truth, but give the judge money. 2. The rich would have to eat money if the poor did not provide food. 3. When money speaks, the truth is silent. 4. A good merchant has neither money nor goods. 5. It is good to pay with other people's money. 6. Money is like down – one puff and it's gone. 7. Money is only good for a weekday, a holiday, and a rainy day. 8. No one is hanged who has money in his pocket. 9. Other people's money has sharp teeth. 10. An agreement is more valuable than money. 11. The bear dances but the tamer collects the money. 12. No money is taken for just looking at something.

7. *Read the story. Which proverb does it illustrate? Make your own story and let your group mates guess the proverb.*

Edgar stole some money, but the police caught him and put in prison. Then he discovered that one of his old friends was a member of jury at his trial. He managed to see his friend secretly one day and said to him, “Kelvin, I know I cannot hope to be found not guilty of taking the money. But I would be grateful to you if you could persuade the jury to add an imperative request for mercy to their statement that they consider me guilty.” “Well, Edgar,” answered Kelvin, “I shall try to do what I can for, but of course I cannot promise anything.” Edgar thanked his friend heartily for agreeing to help. The jury trial kept on, and finally it was the time for the jury to form their opinion whether Edgar was guilty or not. They had been arguing for six hours before they found Edgar guilty, but asked for leniency on the grounds of the defendant’s genuine repentance. Edgar was very pleased, and when Kelvin paid him a visit in prison, Edgar was profuse in his thanks. Then he asked Kelvin how he had contrived to make the members of the jury recommend Edgar to mercy. “Look here, old man,” Kelvin answered, “as I suspected, it was very difficult to persuade those eleven men, but I managed to cope with the task eventually by driving them to exhaustion. Can you imagine, those pigheads had all been determined to find you innocent!”

8. *Comment on the following:*

- “If you don't want to work, you have to work to earn enough money so that you won't have to work.” *George Jean Nathan*
- “Do not value money for any more nor any less than its worth; it is a good servant but a bad master.” *Alexandre Dumas*

Reading

1. *Work with a partner. What do you understand by globalization and consumerism? What are their pros and cons?*

2. *Are these sentences facts (F) or opinions (O)?*

1. There are severe environmental changes taking place in the world.
2. Globalization is synonymous with Americanization.
3. Only 20 % of the world's population lives in rich countries, but they consume 86 % of the world's resources.
4. The banks become richer when more people run into debt.
5. The United States is a target for the have-nots of globalization.
6. Debt repayments by underdeveloped nations are 9 times as much as the help they receive.
7. The global economy puts little value upon morality, it craves for profit.
8. Countries in the industrialized West exploit workers in poorer countries.

What is your reaction to the facts? Do you agree with the opinions? Compare your answers with the class.

3. *What do you understand by title of the article? Read the article. Which of the topics in 2 are mentioned?*

Eat → Sleep → Buy → Die

1 I want to talk about the economy

Not “the economy” we hear about endlessly in the news each day and in “politicians” speeches. I want to talk about the real economy, the one we live in day by day.

Most people aren't particularly interested in “the economy”. “Share prices are flying high, interest rates are soaring. The Dow Jones’ index closed sixty-three points down on 8472.35”. We hear this and subconsciously switch off.

Notice that 'the economy' is not the same as the economy. “The economy” is what men in suits play with to make vast personal wealth. The economy is where the rest of us live on a daily basis, earning our living, paying our taxes, and purchasing the necessities of life.

2 Something wrong

We are supposed to be benefiting from all the advantages of a prosperous society. So why do we feel drained and stressed? We have no time for anything other than work, which is ironic given the number of labour-saving devices in

our lives. The kids are always hassling for the latest electronic gadgets. Our towns become more and more congested, we poison our air and seas, and our food is full of chemicals.

There's something wrong here. If times were truly good, then you'd think we'd all feel optimistic about the future. Yet the majority of us are deeply worried. More than 90 per cent of us think we are too concerned about ourselves and not concerned enough about future generations.

3 Producing and consuming

The term “economic expansion” suggests something desirable and benevolent, but expansion simply means spending more money. More spending doesn't mean that life is getting better. We all know it often means the opposite – greed, deprivation, crime, poverty, pollution. More spending merely feeds our whole economic system, which is based on production and consumption. Unless money keeps circulating, the economy collapses. Airlines go bust, taking travel agents and plane manufacturers with them. If we don't keep consuming, then manufacturers and retailers go out of business. People don't buy houses, clothes, washing machines, cars. The whole system goes into stalemate.

4 Creating need

As a leading economist put it, consumer societies are “in need of need”. We don't need the things the economy produces as much as the economy needs our sense of need for these things. Why, in our supermarkets, do we have to choose from sixty different kinds of toilet paper and a hundred different breakfast cereals? Need is the miracle that keeps the engines of expansion turning relentlessly. In economics, there is no concept of enough, just a chronic yearning for more. It is a hunger that cannot be satiated.

There is so much craziness in the world. There is an American company that manufactures a range of food with a high fat content. This causes obesity and high blood pressure. By coincidence, the same company also makes products that help people who are trying to diet. Not only that, it even produces pills for those with high blood pressure.

Nearly all of my mail consists of bills (of course), banks trying to lend me money, catalogues trying to make me spend it, and charity appeals for the losers in this ecstasy of consumption – the homeless, the refugees, the exploited, the starving. Why is it possible to buy strawberries from Ecuador and green beans from Kenya when these countries can hardly feed their own people? It is because these are cash crops, and the countries need the money to service their debts. Notice that servicing a debt does not mean paying it off. It means just paying the interest. Western banks make vast profits from third world debt.

5 Making changes

How do we break the cycle? We need to become far more aware of the results of our actions. We buy clothes that are manufactured in sweat shops by virtual slaves in poor parts of the world. We create mountains of waste. We demand cheap food, mindless of the fact that it is totally devoid of taste and is produced using chemicals that poison the land. We insist on our right to drive our own car wherever we want to go.

The evil of the consumption culture is the way it makes us oblivious to the impact of our own behaviour. Our main problem is not that we don't know what to do about it. It is mustering the desire to do it.

4. *According to the article, are these statements true or false?*

1. "The economy" is not the same thing as the economy.
2. People feel optimistic because their lives are so prosperous.
3. The more we spend, the better life is.
4. If people stop spending, the economy collapses.
5. Companies respond to the needs of consumers.
6. It's good that we can buy cheap goods from around the world.
7. Many developing countries export food to pay back their debts.
8. We know how to solve some of these problems, but we don't want to do it.

5. *What do you understand by the words and phrases underlined in the text?*

6. *What are some of the examples of craziness in the world that Jonathan Rowe mentions? Can you add any more?*

7. *Is it economic colonization to sell Kentucky Fried Chicken to the world, or is it just giving people what they want?*

8. *What do you think are Jonathan Rowe's attitudes to the following? What are your attitudes?*

- multinational corporations
- anti-globalization protesters
- economists
- public transport
- pollution and the environment
- supermarkets
- Western banks
- companies who use cheap labour in poor countries

The writer holds strong views on this issue. Can you present some counter-arguments?

Multinational corporations keep prices down.

Language Focus

Phrasal Verbs

1. In the left-hand column there is a definition of a phrasal verb and in the right-hand column a sentence in which the verb is used. Match the columns.

- | A | B |
|--|---|
| 1. to go to bed | a) Just <i>hold on</i> a second while I get my breath back. |
| 2. to spread quickly (about news, information) | b) He asked them just to <i>drop around</i> on him at any time. |
| 3. to happen, esp. in a way which seems impossible to control | c) The prince <i>turned into</i> an ugly animal. |
| 4. to tell someone to wait for a short time | d) When you are next time in the neighborhood, please <i>call by</i> . |
| 5. to move one's hand or arm in order to touch, hold or pick up something | e) Gossips were <i>getting round</i> concerning their secret marriage. |
| 6. to visit someone without arranging a particular time | f) One could feel the rain if they <i>reached out</i> their hand. |
| 7. to stop and visit someone when you are near the place they live or work | g) He <i>was off</i> before his brother had a chance to ask for a loan. |
| 8. to alter or be altered radically in form, function, etc. | h) On the one night you managed to get out you insist on <i>turning in</i> early. |
| 9. to leave, to go away | i) The leader was charged with <i>putting</i> the men <i>up to</i> violence. |
| 10. to encourage someone to do something stupid or dangerous | j) How did genetic engineering <i>come about</i> ? |

2. Read the text and replace the underlined parts with the phrasal verbs from the list above to make sentences less formal. Restructure the sentences if necessary.

After his wife's death Cornelius Barrington, a retired entrepreneur worth millions, spent hours considering how to distribute his wealth, whom to make his main beneficiary. He decided to check how loyal and devoted to him his relatives, friends and employees were by declaring himself bankrupt. When 1) the news spread that Cornelius Barrington was facing bankruptcy the first 2) to visit him was his sister Margaret, who didn't even bother to phone.

"Where is your housekeeper?" she demanded when Cornelius opened the door.

"I'm afraid she has had to go. I can't afford to pay her. I'm lucky that Pauline still 3) comes here often after she's taken her girls to school. Says the house will alter radically into a pigsty if she doesn't".

Margaret interrupted him: "What I want to know is how it 4) happened? How did you manage to fritter away (waste) your entire fortune?"

"A few weeks after Millie died I invested a large sum of money in a company that specialized in supplying mining equipment to the Russians. And then I got sucked in whenever they needed further injection of cash."

"I wonder who 5) encouraged you to do such a stupid thing? You've always been so shrewd! Now you'll have to sell the house."

"I'm afraid everything in it will have to be sold to cover the debts."

6) "Just a minute," said Margaret, "are you saying everything is coming under the hammer?" Involuntarily she 7) moved her hand and touched the Persian chess set, which Cornelius was particularly fond of: "Are you selling it as well? I wonder what it is worth..."

"It's a worthless copy," Cornelius replied knowing only too well that it was a sixteenth-century masterpiece.

"Well", she hesitated, "I must 8) go now. Don't forget to let me know, Cornelius, if there is anything I can do to help."

"How kind of you, Margaret," he said suppressing a yawn which sounded more like a laugh. "It was a long day, and I think I'll 9) go to bed early."

(after "The Endgame" by Jeffrey Archer)

Idioms

3. Listen to the dialog and fill in the blanks with the missing idioms. Try to understand their meaning through the context.

Susan stays up all night thinking about her cookie business. In the morning, she discusses it with Bob. Bob agrees to work for her.

Bob: You're up _____ this morning, Susan.

Susan: I _____. I was awake all night thinking about the new business.

Bob: Running your own business is lots of work. Are you prepared to ___?

Susan: No. But I am prepared to hire *you* to run the business.

Bob: You want *me* to run a cookie business? _____!

Susan: Why not?

Bob: I _____ about making cookies. I don't even know how to turn the oven on!

Susan: I'll give you a _____.

Bob: Do I have to do the baking?

Susan: No. You'll just manage the business side.

Bob: _____, I have _____ about working for you.

Susan: I'll be nice. I promise you'll be a _____.

Bob: Okay. _____, boss!

4. *Look through the list of idioms to check if you are right.*

1. ***bright and early*** – early in the morning, at the crack of dawn
2. ***crash course*** – short and intensive instruction
3. ***Fat chance!*** – definitely not, never in a million years; no way!
4. ***(to) give it a shot*** – to try something, to give it a try; to try one's hand at something
5. ***happy camper [slang]*** – a happy person; a satisfied participant
6. ***(to have) mixed feelings*** – to feel positive about one aspect of something and negative about another
7. ***needless to say*** – obviously, it goes without saying
8. ***(to) not have a clue*** – to know nothing about
9. ***(to) not sleep a wink*** – to be awake all night
10. ***(to) work like a dog*** – to work very hard, to work one's tail off; to work like a horse; to work one's fingers to the bone

5. *Practice the idioms. Choose the correct answer.*

1. Rachel had a date on Friday night with an auto mechanic. He gave her a ... on changing her oil.

- a) crash course b) shot c) fat chance

2. I have ... about the president of our company. He's good with the clients, but he's nasty to his employees.

- a) no clue b) a fat chance c) mixed feelings

3. The boys at school are always laughing at Dana. Will she be invited to the school dance? ... !

- a) Fat chance b) Happy camper c) Needless to say

4. Larry became an investment banker after college, and now he

- a) has mixed feelings b) works like a dog c) doesn't sleep a wink

5. ... , you shouldn't have waited until Christmas Eve to do your shopping. The stores are going to be very crowded!

- a) Happy camper b) Give it a shot c) Needless to say

6. Bob talks about working at McDonald's, but the truth is he ... about making hamburgers.

- a) doesn't have a clue b) works like a dog c) has mixed feelings

7. Our flight leaves at 7:00 a.m. tomorrow, so we'll have to get up

- a) not sleep a wink b) bright and early c) needless to say

Use these idioms in your own dialogs.

Structure and Written Expression

6. Each sentence is incomplete. Four phrases marked a), b), c), d) are given beneath. Choose the phrase which should complete the sentence.

1. Last year was difficult for our agency because _____.
 - a) we had less money and volunteers than we had had the year before
 - b) we had less money and fewer volunteers than we had had before
 - c) the year before we hadn't had as few volunteers and money
 - d) we had fewer volunteers and money than in the year before
2. There has not been a great response to the sale, _____?
 - a) does there
 - b) hasn't here
 - c) hasn't it
 - d) has there
3. Producers frequently sacrifice quality _____.
 - a) and in this way they earn a paltry amount of profit
 - b) for gaining more quantities of money
 - c) in place of profit for earning more money
 - d) for a larger profit margin
4. The Board sent a notice to the shareholders which held _____.
 - a) a reminder that interest rates were to raise the month to follow
 - b) a remembrance that a rise of interest rates was the following month
 - c) to remember of the interest rates going up next month
 - d) a reminder that the interest rates would rise the following month.
5. Jane contributed thirty dollars, but she wishes she could contribute _____.
 - a) more thirty dollars
 - b) also the same amount
 - c) another thirty
 - d) one more thirty dollars
6. Valya's monthly income since she changed her job has _____.
 - a) nearly doubled
 - b) got almost two times bigger
 - c) just about flown up
 - d) grown by two times
7. The director of this organization must know _____.
 - a) money management, selling, and able to satisfy the stockholders
 - b) how manage money, sell his product, be able to satisfy stockholders
 - c) how to manage money, sell his product, and satisfy the stockholders
 - d) money management, selling, being able to satisfy the stockholders.

7. *Some words and phrases in each sentence are marked by numbers (1), (2), (3), (4). Identify which of them should be corrected or rewritten.*

1. THE COMPANY (1) representative sold TO THE MANAGER (2) a SEWING (3) machine FOR (4) forty dollars.

2. The PRICE (1) of crude oil used to be a GREAT (2) deal LOWER (3) than now, WASN'T IT (4)?

3. Mr. Peters used to THINKING (1) of HIMSELF (2) AS THE ONLY (3) president OF THE COMPANY (4).

4. A (1) FIVE-THOUSAND-DOLLARS (2) reward WAS OFFERED (3) FOR THE CAPTURE (4) of the escaped criminals.

5. The president refuses TO ACCEPT (1) EITHER (2) of the four NEW PROPOSALS (3) MADE BY (4) the contractors.

6. I CERTAINLY (1) appreciate HIM (2) TELLING (3) us about the delay in DELIVERING (4) the materials because we had planned to begin work tomorrow.

7. MANY (1) of the population in the RURAL AREAS (2) is COMPOSED (3) of manual LABORERS (4).

Reading Comprehension and Vocabulary

8. *Each sentence has a highlighted part. Choose the one which would best keep the implication of the initial sentence.*

1. The counterfeited bill was a good FACSIMILE of a real one.

- a) identification b) reproduction c) factorial d) similarity

2. After long New year holidays, normal services were RESUMED.

- a) responded b) resurfaced c) continued d) delayed

3. A MULTITUDE of children attended the performance of aerialists under the big top.

- a) small number b) huge crowd c) large herd d) select group

4. When she became head of a beauty parlour, her first ACCOMPLISHMENT was to improve client servicing.

- a) job b) achievement c) accumulation d) defeat

5. A cut in the budget put 10 percent of the state employees' jobs in JEOPARDY.

- a) range b) review c) perspective d) danger

6. Abraham found it unbearable to COPE WITH the loss of his fortune.

- a) think about b) deal with c) anticipate d) confirm

7. The quantity of UNEMPLOYED people in developing countries has substantially increased recently.

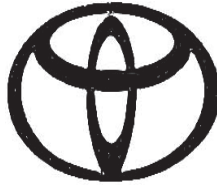
- a) working b) business c) jobless d) licensed

8. MIGRANT laborers have difficulty in getting permanent work.

- a) midget b) transient c) diligent d) unmotivated

Listening and Speaking

1. *Work with a partner. Look at the logos of some multinational companies. What is the name of each company? What does it produce or sell?*



2. *Discuss these questions.*

- Are these brand names well-known in your country?
- Have you ever bought or used any of their products?
- Do you buy particular brands of food or clothes? Why / Why not?
- What are brands for?

3. *Brainstorm for the names of the major industries in your country. Then talk about where they operate and say whether you believe the presence of the industries has made a positive contribution to the development of the region in which they are situated.*

4. *Learn these important words in preparation for the listening comprehension.*

proprietor = an owner of an unincorporated business enterprise;
liability = a financial obligation;
responsibility = ability to act alone or unaided, without supervision;
stock = the capital raised by a company through the issue of shares;
share = a portion of something owned or contributed by a person;
dividend = a distribution from the net profits of a company to its shareholders;
entity = a thing, esp. when considered as independent of other things.

5. *Listen to the recording and name the form of business.*

1. A company continues to exist despite changes in (or deaths among) its owners.

2. The responsibility of each shareholder is limited to the amount that they have contributed.

3. You are self-employed and fully responsible for all the aspects of the management of your business.

4. The profits are distributed to the members as dividends on their shareholding.

5. Companies can sell their shares to the general public (which they usually do through a stock exchange).

6. If owners are able to invest large amounts of capital, they run great risk of losing it all because they are personally liable for all the debts of their businesses.

7. It is a voluntary legal association of two or more people for the purpose of running a business.

8. The day-to-day management of the company is carried out by a board of directors.

6. *What makes for a successful business? Let's consider a simple establishment, like a cafe or a grocery store. Why do you frequent a certain cafe or grocery store, or even kiosk? Below are five things that can draw customers to a business. Rank them 1 through 5. Give a 1 to the quality that is most important to you as a consumer, and a 5 to the quality you find least important.*

business hours (e.g. open early or late, on Sundays, etc.)

convenient location

customer service

price of merchandise

quality of merchandise

When finished, get totals from the entire class. What qualities are most important? Did you think of additional qualities? Feel free to compare successful and non-successful stores and cafes near your house and university.

7. *Listen to the recording. What helps Susan set up in business?*

8. *Work in groups of 3 or 4. Elect a secretary. That person will record key notes for each of the eight questions below. These key notes are the main responses by various members of the group to the questions. These notes will help in summarizing the discussion to the entire class later. Take your time with these questions. They may offer lots to talk about.*

1. Do you think Americans care too much about business, about "making a buck?" Why or why not?

2. Do you think shop employees should stock and take inventory during business hours or when the shop is normally closed? Why? If you owned the shop, would you be worried about losing business by closing during the day?

3. How important do you think customer loyalty is to a business? Explain why or why not.

4. Should employees be loyal to their employers? For example, if you worked in a shop and there were no customers, what would you do? Read? Sleep? Sweep? Stock? What?

5. If employers pay their workers more, will they necessarily be more loyal and competent employees? Explain why or why not, and under what circumstances.

6. How do you feel when you enter, for instance, a shoe store, and a sales clerk approaches and says, "Can I help you find something?"

7. What are your impressions about how retail shops –grocery, clothing, etc.– have changed in the last ten years in Russia? Are the developments positive or negative or both? Explain.

8. Is money *king* in Russia today? What is the business culture? What is the business ethos? How is it different or similar to that of other countries?

9. *Work in a group. Your idea is to come up with an idea for a small business in your city or town. What could you do that would be successful: sell something, supply some small part to businesses or factories, provide some service? You decide. Be as specific as possible. Where would your location be? How would you get enough money to start up the business? How long would it be before you'd start making a profit? What pitfalls or obstacles do you foresee? Keep in mind the needs of your community and any competition that already might exist. When you've thought out your business make a presentation to the class. Using visuals would be great: Draw your business plan on the chalkboard or a big piece of paper. You may even have an idea for your logo or sign.*

10. *Below you'll find pairs of sentences. Put the word in the box into the proper blank, so that the two sentences are roughly synonymous.*

| |
|---|
| built-in • commodities • contract out • hands-on • tackle liability • omission • take measure of • nurture • prudent |
|---|

1. It pays to be careful. = It pays to be _____.
2. We hire someone outside our business. = We _____.
3. The structure was already there. = There was a _____ structure.
4. There were things we overlooked. = There were some _____.
5. He likes to do things himself. = He has a _____ approach.
6. A new business needs care and attention. = You must _____ a new business.
7. These are articles of trade. = These are _____.
8. Look carefully at the possibilities. = _____ all the possibilities.
9. It's a potential problem. = It's a _____.
10. They will take on any obstacle. = They will _____ any problems.

11. *Anyone thinking about starting a small business should consider many important things. As you listen to the instruction put the items of the plan in the correct order.*

1. WRITING A BUSINESS PLAN
2. COMPLYING WITH THE LAWS
3. DEFINING YOUR MARKET
4. FINANCING YOUR BUSINESS
5. FINDING PARTNERS

12. *Listen again for details and get ready to do task 13.*

13. *You have already created a plan for your small business. After having heard Phil Holland's instruction what have you learned? Get together with your group and discuss any modifications you would now make to your plan.*

14. *In your town or city, which business would be likely to succeed? Discuss and rank them in groups. Discuss why, why not, and where.*

- a) A fancy café with classy decor and expensive coffee drinks.
- b) A little Mexican restaurant with a real Mexican chef.
- c) An online tourist agency that offers guided tours of your town to visitors. (There is no actually office, only a web site)
- d) A telephone repair office: privately fixing telephones and phone lines.
- e) China Imports: a store selling various inexpensive goods from China.

15. *Would you like to consider your temperament, experience, and knowledge? You can do it by answering the following questionnaire "How do you rate as an entrepreneur?"*

1. Are you a self-starter?
 - a) I only make an effort when I want to.
 - b) If someone explains what to do, then I can continue from there.
 - c) I make my own decisions. I don't need anyone to tell me what to do.
2. How do you get on with other people?
 - a) I get on with almost everybody.
 - b) I have my own friends and I don't really need anyone else.
 - c) I don't really feel at home with other people.
3. Can you lead and motivate others?
 - a) Once something is moving I'll join in.
 - b) I'm good at giving orders when I know what to do.
 - c) I can persuade most people to follow me when I start something.

4. Can you take responsibility?
 - a) I like to take charge and to obtain results.
 - b) I'll take charge but I prefer someone else to be responsible.
 - c) Someone always wants to be the leader. Let them do the job.
5. Are you a good organizer?
 - a) I tend to get confused when unexpected problems arise.
 - b) I like to plan exactly what I'm going to do.
 - c) I just like to let things happen.
6. How good a worker are you?
 - a) I'm willing to work hard for something I really want.
 - b) I find my home environment more stimulating than work.
 - c) Regular work suits me but I don't like it to interfere with my private life.
7. Can you make decisions?
 - a) I am quite happy to execute other people's decisions.
 - b) I often make very quick decisions which usually work.
 - c) c. Before making a decision, I need time to think it over.
8. Do you enjoy taking risks?
 - a) I always evaluate the exact dangers of any situation.
 - b) I like the excitement of taking big risks.
 - c) For me safety is the most important thing.
9. Can you stay the course?
 - a) The biggest challenge for me is getting a project started.
 - b) If I decide to do something, nothing will stop me.
 - c) If something doesn't go right first time, I tend to lose interest.

Key to the questionnaire

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| A | 0 | 4 | 0 | 4 | 2 | 4 | 0 | 2 | 2 |
| B | 2 | 2 | 2 | 2 | 4 | 0 | 4 | 4 | 4 |
| C | 4 | 0 | 4 | 0 | 0 | 2 | 2 | 0 | 0 |

30 or above You definitely have the necessary qualities to become the director of a successful business. You have a strong sense of leadership, you can both organize and motivate and you know exactly where you and your team are going.

Between 29 and 14 You may need to think more carefully-before setting up your own business. Although you do have some of the essential skills for running business, you will, probably, not be able to deal with the pressures and strains that are a part of the job. You should perhaps consider taking some professional training or finding an associate who can compensate for some of your weaknesses.

Below 13 Managing your own business is not for you. You are better suited to an environment where you are not responsible for making decisions and taking risks. To operate successfully you need to follow well defined instructions and you prefer work that is both regular and predictable?"

Reading and Speaking

1. a) *Read and translate the following statements.*

- “Remember this – you can’t serve God *and* Money, but you can serve God *with* money.” – **Selwyn Hughes**, English pastor and author
- "Money is a great treasure that only increases as you give it away". – **Lord Francis Bacon** (1561-1626), English philosopher and scientist
- “The world asks, 'What does a man own?' Christ asks, 'How does he use it?' “ – **Andrew Murray** (1828-1917), South African evangelist and writer

b) *Is there anything in common in all this statements? What is the attitude of these people to charity? Which one do you like most and why?*

2. *Try to give your own definition of "charity" as you understand it.*

3. *Now read a reference from Wikipedia and say how charitable organizations differ from other businesses.*

A **charitable organization** (also known as a **charity**) is an organization with charitable purposes only. Trusts, foundations, unincorporated associations and in some jurisdictions specific types of companies, may be established for a charitable purpose or may acquire such purpose after establishment. Charities are all non-profit organizations, however, not all non-profit organizations are charities. Organizations that are only partly dedicated to charitable purposes are sometimes considered as, or treated as, charities, depending on specific regulations at a given jurisdiction. Some charitable organizations may be established by companies as part of tax planning and strategies.

Most charities rely on third party funds (donations, grants, government funding etc.) for their operations, though on some occasions second parties (service users for example) may make a financial contribution, however this is generally aimed to cover expenses that have not been funded by a third party, and thus remain not for profit and charitable in their nature. Like any business, modern charities have overheads such as salaries, insurances, rent and program expenses which require significant income. Consequently many charities (such as philanthropic trusts and foundations) exist purely to raise and distribute funds to other program-based charities. This allows both charities to focus on what they are good at, be that raising and managing money or delivering much needed programs of support. Such charitable foundations generally disperse funds through grants in one form or another.

Given the complexity of researching potential charitable grants, many smaller organizations turn to professional Grant writing services for assistance. Whilst these services operate on a fee for service basis, they allow smaller organizations to compete with larger organizations (who often have their own permanent grant search and writing program) by spreading the overheads associated with running a grant research and writing program across numerous smaller charities.

In many countries, the charity sector is quickly growing. According to the (US) Foundation Center, there are over 88,000 different trusts and foundations in the US alone. Charities often take over services that used to be provided by the state, such as health services or elderly care, when the state ceases to manage these services.

4. *Charity once meant love or affection, but in late twentieth century its meaning has been transformed. Read the text and find out what charity means for Oxfam. Get ready to answer the questions after the text.*



Oxfam International is a confederation of 13 organizations working with over 3,000 partners in more than 100 countries to find lasting solutions to poverty and injustice.

The Oxfam International Secretariat leads, facilitates and supports collaboration between the Oxfam affiliates to make bigger Oxfam Internationals impact on poverty and injustice through advocacy campaigns, development programs and emergency response.

Oxfam was originally founded in England in 1942 as the *Oxford Committee for Famine Relief* by a group of Quakers, social activists, and Oxford academics; this is now Oxfam Great Britain, still based in Oxford, UK. It was one of a number of local committees formed in support of the National Famine Relief Committee. Their mission was to persuade the UK government to allow food relief through the Allied blockade for the starving citizens of Nazi-occupied Greece. The first overseas Oxfam was founded in Canada in 1963.

Though Oxfam's initial concern was the provision of food to relieve famine, over the years Oxfam has developed strategies to combat the causes of famine. In addition to food and medicine Oxfam also provides tools to enable people to become self-supporting and opens markets of international trade where crafts and produce from poorer regions of the world can be sold at a fair price to benefit the producer.

Oxfam's program has three main points of focus: development work, which tries to lift communities out of poverty with long-term, sustainable solutions based on their needs; humanitarian work, assisting those immediately affected by conflict and natural disasters (which often leads in to longer-term

development work), especially in the field of water and sanitation; and lobbyist, advocacy and popular campaigning, trying to affect policy decisions on the causes of conflict at local, national, and international levels.

Oxfam works on trade justice, fair trade, education, debt and aid, livelihoods, health, HIV/AIDS, gender equality, conflict (campaigning for an international arms trade treaty) and natural disasters, democracy and human rights, and climate change.

Oxfam has a number of successful fund raising channels in addition to its shops. Over half a million people in the UK make a regular financial contribution towards its work, and vital funds are received from gifts left to the organization in people's wills. Many London Marathon competitors run to raise money for Oxfam, and Oxfam also receives funds in return for providing and organizing volunteer stewards at festivals such as Glastonbury. In conjunction with the Gurkha Welfare Trust, Oxfam also runs several Trail walker events in Hong Kong, Australia, New Zealand, the United Kingdom and Japan.

1. What does the abbreviation Oxfam stand for?
2. What was its initial concern?
3. What new strategies were developed to combat the causes of famine?
4. What are the three main points of Oxfam's program?
5. What other issues are in Oxfam's focus?
6. What are the channels of fund raising for the organization?
7. What is the number of countries embraced by Oxfam's charity?

5. *Work with another student and discuss these points. Then share your opinion with the rest of the group.*

1. Do voluntary organisations collecting money exist in your country? If so, which groups of people are they trying to help? Tick the categories below.

- | | | | |
|--------------------------|-------|------------------|-------|
| Sufferers from cancer | _____ | The blind | _____ |
| Other medical causes | _____ | The homeless | _____ |
| The aged | _____ | Children | _____ |
| The environment | _____ | The Third World | _____ |
| Animals | _____ | Religious groups | _____ |
| Poverty, general welfare | _____ | Others | _____ |

2. How do they collect the money? Tick the items.

- | | | | |
|----------------------|-------|------------------------------|-------|
| Calling at the house | _____ | Selling second-hand goods | _____ |
| Letters of appeal | _____ | Advertisements in newspapers | _____ |
| Street collection | _____ | Lotteries | _____ |
| TV programs | _____ | Other methods | _____ |

3. Which causes are you most likely to give to?
4. Which method of collecting money do you prefer?
5. Do you think it is the most effective method?

6. Complete the text, inserting the definite article 'the' in the spaces, only where it is essential. Do you agree with the point of view expressed in it?

Why should we have ____ (1) charities at all? In an age when people regard ____ (2) social benefits as a right, why should things as central to ____ (3) nation's life as ____ (4) education and ____ (5) health depend to any extent on ____ (6) charity? People expect ____ (7) state to provide. A recent survey showed that ____ (8) ninety per cent thought ____ (9) state, not ____ (10) charity, should look after those in ____ (11) need.

And ____ (12) random pattern of ____ (13) charity services shows ____ (14) charity alone could never replace ____ (15) state as provider. If ____ (16) Britain's welfare were entirely left to ____ (17) whims of charitable giving: ____ (18) country's animal pets would live like ____ (19) lords, while its mentally-ill people roamed ____ (20) streets.

According to ____ (21) experts, ____ (22) perfect charity from ____ (23) point of ____ (24) view of someone trying to raise money from ____ (25) legacies would be one for terminally ill donkeys adrift in a lifeboat, because ____ (26) nursing care, ____ (27) animals and ____ (28) lifeboats are ____ (29) three things that most interest ____ (30) people making ____ (31) today's wills.

Such eccentric patterns of ____ (32) giving would clearly make a very unreliable base for ____ (33) nation's welfare. But that does not mean there is not still an important place for ____ (34) charity in ____ (35) modern world. No bureaucrat will ever see ____ (36) need for a donkey sanctuary in Penge or a hospice for ____ (37) dying in Scunthorpe. But some local person surely will. And who would deny such people ____ (38) chance to do ____ (39) good to ____ (40) general public in their own way?

7. Discuss in groups the following items.

1. How do you feel when you see a beggar in the street? Do you always give money? How do you feel if you don't?
2. When charities ask you for money, which feelings are they appealing to?
3. Look at the chart below. Which categories would charities approach to get the most money?

rich neighbourhood ____
young ____
male ____
married ____
widow ____
under 50 ____
60 – 70 ____

poor neighbourhood ____
old ____
female ____
single ____
widower ____
50 – 60 ____
over 70 ____

8. a) *Work in small groups. You have been asked to organize a fund-raising event. Consider the points below.*

Who the money is going to

- Will it be a local charity?
- An international organization?
- Or maybe a country or group of people which is in particular need at the moment?
- Why have you decided to help this particular cause?

The kind of event you're going to organize

- Will it be a sponsored sports event?
 - If so, what kind of sport?
 - Or will it be some kind of cultural event?
 - Maybe a film show or a play or a concert. What will you do exactly?
- Why have you decided on this kind of event?

Who you're going to

- Are you going to invite any celebrities or local dignitaries?
- If yes, who? Why?

The practicalities

- Decide on the date, the time and the venue.

b) *Prepare to present your ideas to the class.*

a) Nominate a spokesperson.

b) Help the spokesperson to prepare a presentation following the structure given below:

1. Explain who you are raising the money for and why you chose this cause.
2. Explain what kind of event you're going to organize and why you chose this kind of event.
3. Explain the practicalities.
4. Invite your audience to be generous in their support and answer any questions they may have.

c) *Which group presented:*

- the most original fund-raising idea?
- the most practical fund-raising idea?

English in Use

1. Read the sentences to understand the phrasal verbs in **bold**. Then match each of the phrasal verbs with a word or expression from the box.

| |
|--|
| become • join • sell well • increase quickly • employ stop working • start • go out of business |
|--|

1. Before you **set up** a business, you need to think carefully about your product. 2. Often, as your business becomes successful, other businesses offer to **team up with** you. 3. Market research can tell you if the product will **catch on** or not. 4. The advantage of such an arrangement is that your business may **turn into** a big, powerful company. 5. The bigger your company is, the more workers you will have to **take on**. 6. Managing workers is not easy, especially if they favor strike action as opposed to negotiation and simply **walk out** in protest at some aspect of their working conditions. 7. If you succeed in establishing a good relationship with your workers, your business is likely to prosper, and your stock market value will **shoot up**. 8. Patience and good planning usually prevent a business from losing money and eventually having to **close down**.

2. Make a coherent report on a business by circling the correct expression.

1. Good management has meant a sharp (*increase / decrease*) in our profits this year. 2. The fact that we set ourselves (*crazy / realistic*) sales targets has contributed to this. 3. We also (*kept within our budget / overspent on our budget*). 4. In contrast to us, the Whopper Chocolate Company has (*made a huge profit / made a huge loss*). 5. They launched (*a vast selection / a limited number*) of new products, which simply confused potential customers. 6. As a result, their shareholders are (*delighted / furious*).

3. Read the text and decide which answer (A, B, C or D) best completes each collocation or fixed phrase.

Will China, India Become World's Largest Economies?

The economies of India and China could be larger than many people have thought. A new study from the World Bank now has some experts 1) that China will become the world's largest economy – by one measure – in 2014. The same study says that India's economy could 2) Japan's as the world's third largest. To get their results, the researchers used a different way to ascertain the size of a nation's economy. Usually economists 3) by a country's gross domestic product: the value of all goods and services it produces. But,

some say a 4) method called purchasing power parity, or PPP, is a better measure. It examines differences in the cost of living among nations. You take a basket of goods that we all buy, 5) milk, butter, sugar, going to the movie, price of a haircut, in different countries and they look at the cost of that in different countries. The gross domestic product measure uses market-based exchange rates to 6) economies. They are exchange rates paid by travelers and exporters. World Bank information shows that China's GDP was about eight trillion dollars in 2012. That was half the 7) of the 16-trillion-dollar US economy. However, the economies of China and India continue to grow at rates higher than most developed economies.

- | | | | |
|-----------------|----------------|---------------|------------------|
| 1. A: speaking | B: prefetching | C: predicting | D: divining |
| 2. A: pass | B: traverse | C: convey | D: transfer |
| 3. A: transduce | B: measure | C: fathom | D: judge |
| 4. A: other | B: additional | C: distinct | D: different |
| 5. A: involving | B: surrounding | C: including | D: comprehending |
| 6. A: level | B: equal | C: equalize | D: compare |
| 7. A: size | B: degree | C: extent | D: scale |

4. *Circle the adjective that does not collocate with the noun.*

1. a sharp, steady, marginal, delightful, dramatic *increase*
2. a family, dramatic, booming, successful *business*
3. a marginal, disappointing, encouraging, predictable *trend*
4. a parent, cousin, multinational, limited *company*
5. realistic, achievable, unrealistic, steep *targets*

5. *Read the sentences and define what the speaker means.*

1. His generosity is only a blind.
 - а) Его щедрость – только ширма.
 - б) Он щедр только по недомыслию.
 - в) Он просто ослепляет своей щедростью.
2. I know it to my cost.
 - а) Знаю, что придется платить.
 - б) Знаю это по своему горькому опыту.
 - в) Я оплатил эту информацию.
3. It is cheap as yachts go.
 - а) Яхты идут неважно.
 - б) Для яхты это недорого.
 - в) Ничего себе дешево!

4. She is the last person to help.
 а) Ей помогли последней.
 б) От неё меньше всего можно ожидать помощи.
 в) Ей меньше всего нужна помощь.
5. Good wine need no bush.
 а) Доброму вору все в пору.
 б) От добра добра не ищут.
 в) Хороший товар сам себя хвалит.
6. He did the job in spades.
 а) Он сделал все вручную.
 б) Он отлынивал от работы.
 в) Он отлично справлялся с работой.

6. Match a word-combination with its definition, and then fill in the gaps in the following sentences.

- | | |
|----------------------------------|--------------------------------------|
| 1. I'll bet you my bottom dollar | a) to marry a rich person |
| 2. made of money | b) a chance to earn money |
| 3. money talks | c) in my opinion, to my mind |
| 4. there is no money in it | d) to keep company with the rich |
| 5. down with your money | e) squander, waste money |
| 6. run for one's money | f) by my word and truth |
| 7. make the money fly | g) pay in cash |
| 8. be in money | h) you can get everything with money |
| 9. for my money | i) very rich, wealthy |
| 10. marry money | j) one can make money on it |

1. He took his note case from his dress coat pocket. Four hundred pounds, in fives and tens – the remainder of the proceeds of his half of Sleeve-links, sold last night, _____, to George Forsyte ... 2. His voice boomed out: “_____, Charley! And a smart man crawls before them that have got it!” The sheriff reached for his whiskey bottle. “Yes, sir! I’ve licked the right boots.” 3. He just sells balloons in the street now. I can’t bear to see him. Over by St. Paul’s he stands, and _____. 4. No, _____, I never despised you; if I had I shouldn’t love you now! 5. A good student _____ a teacher more than _____. 6. I sometimes think it is a shame for people _____ this way. 7. _____, Lieutenant, is not always roses and beauty. 8. She had given him nothing of her company for a long time past, not in fact, since she had _____. 9. They were rich and I was poor, so that it was no easy matter for me _____. 10. _____, every pleasure is transitory. We can’t eat long. When I say “we” my dear, I mean mankind in general.

7. Use a word given in the right column to form a part of speech that fits in the space.

The Great Depression in the United States, the worst and longest (1) _____ collapse in the history of the modern Industrial world, lasted from the end of 1929 until the early 1940s. Beginning in the United States, the depression spread to most of the world's industrial countries, which in the 20th century had become economically (2) _____ on one another. The Great Depression saw rapid declines in the production and sale of goods and a sudden, severe rise in (3) _____. Businesses and banks closed their doors, people lost their jobs, homes, and savings, and many depended on (4) _____ to (5) _____. In 1933, at the worst point in the depression, more than 15 million Americans – one-quarter of the nation's workforce – were unemployed. The depression was caused by a number of serious (6) _____ in the economy. Although the 1920s appeared on the surface to be a (7) _____ time, income was unevenly distributed. The wealthy made large profits, but more and more Americans spent more than they (8) _____, and farmers faced low prices and heavy debt. The lingering effects of World War I caused economic problems in many countries, as Europe struggled to pay war debts and reparations. These problems (9) _____ to the crisis that began the Great Depression: the (10) _____ U.S. stock market crash of 1929, which ruined thousands of investors and destroyed (11) _____ in the economy. Continuing throughout the 1930s, the depression ended in the United States only when (12) _____ spending for World War II began.

1. economy
2. depend
3. employ
4. charitable
5. survival
6. weak
7. prosper
8. earn
9. contribute
10. catastrophe
11. confide
12. mass

8. Work with a partner. Choose between two and explain your choice.

In addition to (1) *strict* / *slack* legal measures, many governments (2) *undertake* / *take after* (3) *a number* / *the number* of physical measures to prevent the (4) *counterfeit* / *cheat* of money. In the United States both printed bills and struck coins have been given characteristic (5) *features* / *features* when closely examined, will prove the money to be (6) *fraudulent* / *genuine* or counterfeit. One of the more obvious (7) *qualities* / *quantities* of a counterfeit bill is the (8) *insufficient* / *poor* resolution of lines in engraving of the bill. The line-intaglio process used for the printing of bills produces a (9) *distinctive* / *vague* sharpness of fine lines and readily discernible differences in ink thickness. Genuine bills have another element that is difficult to (10) *imagine* / *imitate*: the use of a distinctive cotton and linen paper (11) *especially* / *specially* made for the government printing office and characterized by (12) *tiny* / *dwarfish* and red silk fibers.

A third feature of government-printed bills is a border design (13) *composed of / consisted from* a lacelike network of fine white lines created by a geometric lathe. (14) *Close / Near* examination of feature for (15) *clean/clear*, unbroken lines will aid in the detection of counterfeit money. The test of rubbing a bill on a piece of paper to (16) *prove / proof* its genuineness is not an accurate one, (17) *because/so* a genuine bill will (18) *give in / give off* ink as (19) *readily / merely* as a counterfeit. In the United States, coins generally are not counterfeited as often as are bills, (20) *partially / partly* because of their lesser (21) *value / price*. Another reason that coins are less often counterfeited is that, since 1965, the use of silver in coin production (10- and 25-cent pieces) was (22) *redacted / reduced* by 50 percent. Because counterfeit coins are usually cast (23) *not / rather* than struck, they exhibit a lack of definition, thin plating, and sometimes even tiny globules that (24) *indict / indicate* where the metal penetrated porous areas of the mold.

9. *In all lines of the text Show Young People the Value of Money there is a mistake. Find the mistakes and rectify them.*

1. Many children first learn the value of money by receiving a allow-
2. ance. The purpose is to let children to learn from experience at an age
3. when finance mistakes are not very costly. The amount of money that
4. parents give to their children to spend as they wish differ from family to
5. family. Timing is another consideration. Some children get a week al-
6. lowance, the others get a monthly one. In any case, parents should make
7. clear what, if something, the child is expected to pay for with the money.
8. At first, young children may spend all from their allowance soon after
9. they receive them. If they do this, they will learn the hard way that
10. spending must be doing within a budget. Parents are usually advised not
11. to offer more money untill the next allowance. The object is to show
12. young people that a budget demands choices among spending and sav-
13. ing. Older children may be responsibly enough to save money for larger
14. costs, as clothing or electronics. It is not a good idea to pay your child for
15. work around the home as this jobs are a normal part of family life. Pay-
16. ing children to doing extra work around the house, however, can be use-
17. ful. It can even provide an understanding of how does a business works.
18. Allowances give children a chance of experience the things they can do
19. with money. They can share it in the form of gives, spend it by buying
20. things or save and maybe evenly invest it.

10. *Fill in the gaps in the text How Gold Became the Gold Standard for Trade with a word from the box.*

value • money • standard • buying • trading • investors
exchange • currency • gold • inflation

The best example of something is often called the “gold standard.” It sets the (1) _____ against which other things are measured. In economics, the term describes how major (2) _____ nations once used gold to set (3) _____ values and exchange rates. Many nations continued to use the gold standard until the last century. In the United States, people could (4) _____ paper money for gold from the eighteen seventies until nineteen thirty-three. Then President Richard Nixon finally disconnected the dollar from the (5) _____ of gold in nineteen seventy-one. But in nineteen seventy eight, the International Monetary Fund ended an official gold price. Since that time, gold prices have grown. But the growth was uneven. Prices – uncorrected for (6) _____ – continue near record highs. Gold is trading above one thousand six hundred dollars an ounce. But people keep (7) _____. Some people are “gold bugs.” These are (8) _____ who say people should buy gold to protect against inflation. People have valued gold for thousands of years. The soft, dense metal polishes to a bright yellow shine and resists most chemical reactions. It makes a good material for (9) _____, political power – and, more recently, electrical power. If you own a device like a mobile phone or a computer, you might own a little (10) _____ in the wiring.

11. *In the United States, it is illegal for employers to raise some of these issues. Put the sentences in the correct order to make a coherent text. See how they compare to job interviews in your country.*

1. Finding a good job is difficult enough. 2. Naturally, future employers want to know how long you plan to be with them if you are hired. 3. Add to that the fact that employers may ask some very personal questions during a job interview. 4. The question, “How long have you been working?” may seem fine. 5. Of course, you do not have to answer any question that you feel is insulting or illegal. 6. Asking someone, “Are you married?” is a loaded question looking for more than what is simply asked. 7. But this question is all about age discrimination. 8. This, however, may cost you the job. 9. Sex questions are off limits because it is very easy for an interviewer to discriminate based on a person’s gender or sex. 10. It is also illegal for an interviewer to ask what year you completed high school or college or even your birthday. 11. But it is illegal not to hire someone because they have children or are planning on having a child in the future. 12. If you are a woman, you may be asked, “Are you comfortable managing a team of men?” 13. Any question related to your marital status is considered illegal. 14. It is easy enough to do the math. 15. It may lead to information about your sexual orientation – whether you are gay, straight or bisexual. 16. In the end it is a personal decision but always know your rights.

Writing

1. *Answer the questions.*

1. Have you ever written a sponsorship letter?
2. What parts do you think it should contain?

2. *Look through the form of fund-raising letter. Then decide:*

- a) *what kind of event this letter is devoted to;*
- b) *what parts a fund-raising letter should contain. Entitle each of the parts you have singled out.*

25 Tverskaya Street
Moscow 125512
Russia
May 15th, 2007

Mrs A.Arafel
Product Information Manager
McCraw-Hill Book Co
1221 Avenu of the Americas
New York, N.Y. 10020
USA

Dear _____,

I am writing to see if you and (name of company) would be interested in sponsoring a presentation for the members of the (name of organization). We would like to invite Susan Keane Baker, the author of *Managing Patient Expectations: The Art of Finding & Keeping Loyal Patients* to present a program on service quality.

The program would be (program title). Engaging in exercises, the participants will articulate techniques for improved listening skills, creating rapport, responding to patient or family complaints, and coping with difficult people and situations.

The program would be held on (date) at _____. Your generous sponsorship would be highlighted in announcements to our members, during the introduction at the event itself, and in an article about the workshop to be published in our newsletter afterwards. You and any other representatives of (name of company) would be most welcome to attend so that we could thank you personally for your support.

The estimated audience of _____ physicians, nurses, other support staff would benefit tremendously from your generosity. The cost to sponsor the educational program would be \$____. I would be most appreciative of a telephone call to let me know of your interest.

My telephone number is _____. I look forward to hearing from you. Thank you for considering this request.

Sincerely yours,

3. *Fill in the missing parts of the letter.*

4. *Using the tips for writing a fund-raising letter write your own letter. Remember that the letter is not necessary to have all mentioned parts and in most cases bears free character. Bee creative! Have fun!*

THE TIPS FOR WRITING A FUND-RAISING LETTER

For a good fund-raising letter in brief 6 sections, you should anticipate and answer the major questions that the sponsor will be asking as your letter proposal is read. Each sentence must carry a heavy load of information.

Part One: Summary Your objective is to summarize the entire proposal in one sentence. The critical elements of the sentence include: self-identification (your organizational name); uniqueness (your claim to fame); sponsor expectation (what you want them to do); budget request (how much money you want); and project benefit (major project outcomes).

Part Two: Sponsor Appeal Your objective is to explain why you are approaching this sponsor. Conduct background research on the sponsor to determine prior funding patterns, usually available in annual reports and tax records. Identify values that the sponsor seems to cherish as evidenced by their funding patterns, e.g. cutting-edge research, or low cost/high benefit projects.

Part Three: Problem Your objective is to briefly summarize the current problem. Focus the problem or need statement from the sponsor's perspective, not yours. Funding your project is not their end goal. You must show how funding your project can be a means for them to reach their end goal—their mission. Remember that a need is really a gap between what is and what ought to be. Document that gap with statistics, quotations, reasoning, or surveys and express it in human terms. Limit your documentation to brief but clear statements. Beware of the excessive use of statistics, which only confuses the reader.

Part Four: Solution Your objective is to describe your approach to the problem. Summarize the objectives that you will meet with your approach. Convey confidence that you can close the gap between what is and what ought to be.

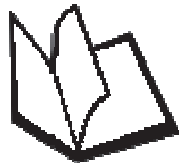
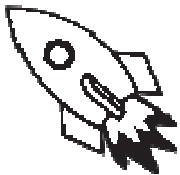
Part Five: Budget Your objective is to request a specific dollar amount in the proposal. Ask for a precise amount. Base your request on the review of tax records or other giving references so you are asking for a reasonable amount as viewed by the sponsor. Express your request in meaningful units, e.g., hours of instruction, numbers of students or healthy patients. If you plan to submit this or a similar proposal to other sponsors as well, mention this.

Part Six: Conclusion Your objective is to identify the desired action you wish the sponsor to take. Avoid the hackneyed "We'd be happy to talk with you further about this. Please call if you want more information". Identify a contact person for more details if requested. Have a "heavyweight" sign the letter.

UNIT 3. TECHNOLOGICAL PROGRESS

Lead-in

1. Describe what you see in the pictures. Now, in pairs, discuss approximately when each invention first appeared, what purpose(s) it fulfills (fulfilled), and the ways in which it changed the world.



2. Try to match each invention with the correct date.

a) 1973 b) 1824 c) 1938 d) 1902 e) 1952 f) 1976

1. Air conditioning was invented in Brooklyn, New York.
2. The first Apple computer was sold in California.
3. The first automated teller machine (ATM) was installed in New York.
4. The ballpoint pen was invented in Argentina.
5. The balloon was invented in London, England.
6. The bar code was first used in Philadelphia, Pennsylvania.

3. Write a list of four most important inventions in the past 100 years and discuss their benefits and any problems they have caused.

4. Read the following predictions made in the 1970s and, in pairs, discuss which, to your knowledge, have come true? Which are likely to come true?

For 1990 – 2000

- A road sign of the future is likely to read "No wheeled vehicles on the highway". Cars without wheels will float on air, bringing about the passing of the wheel. /Arthur C. Clarke, a writer of science fiction/
- "Slave robots are likely to appear. It also may be possible to devise a way for a disembodied brain to be kept alive so that it can give instruction to a robot which will act as its body".
- By 2000 it might be possible to inject new knowledge into the brain, and brain-computer links are likely to have been devised. /Desmond King-Hele, an authority on earth satellites/.

- If man has not found ways to deal with environmental problems such as water and air pollution by 1998, it will be too late. "The future is not determined and lies in our own hands." /Margaret Mead, an anthropologist/

- In the year 2000 people will throw out inexpensive appliances rather than repair them because repair and maintenance costs will have risen so much. /Herman Khan, an economist/

No Dates Given

- "The first intelligent computer will be the last machine man will need to make - and quite possible the last that he'll be permitted to make."

/ Arthur C. Clarke/

- Science will someday be able to preserve people after death.
- Brain transplants will probably never be possible.
- Science will be able to reprogram gametes by changing the composition of the nucleic acids that determine heredity, thus modifying the embryo at its start. /Jean Rostand, a biologist/

/ by David Wallechinsky and Irving Wallace/

5. Listen to part of a radio report about technology solutions. Match the country and the invention and say how people feel about them.

| | |
|----------|--------------------------------|
| Cambodia | a candle-making machine |
| Peru | a ceramic water purifier |
| Rwanda | a fuel efficient stove |
| Burundi | an open-source software laptop |

6. Now listen again and say how these low-tech innovations are meant to improve the lives of people in poor countries. Choose from this list. Add other reasons you've heard.

- require fewer resources
- are less expensive
- are easier to maintain
- have less of an impact on the environment

7. Comment on the following:

- Invention doesn't always come up roses. James Watt's steam engine generated an Industrial Revolution that gave us a democracy of possessions – and overpopulation, acid rain, disappearing forests, tattered ozone layer and Scud missiles.

- Medical miracles lengthen our lives and take national welfare provisions to the edge of crisis.

Reading

1. *This article is about high-tech innovations. Before you read, in groups, discuss what you think the idiomatic expressions in the box might mean. Then match each one with the **bolded** words in the statements.*

| |
|---|
| pursue a dream • turn one's back on • not look back follow in the footsteps of • be nothing short of |
|---|

1. I am planning to **do exactly the same as** my mother did.
2. After his initial success, he **never stopped and went on** to become a great scientist.
3. Although he was poor as a child, he **rejected the opportunity** to make a lot of money when he became an adult.
4. My dinner party **was a complete** failure. I burned almost everything.
5. Very often, we achieve great things if we **follow our purest ambitions**.

2. *Look through the text and decide if the following statements are True (T) or False (F). Correct the false statements and identify the information in the text that supports the true ones.*

1. By 1991, a lot of people in the world had access to the World Web.
2. Tim Berners-Lee followed in his parents' footsteps.
3. Tim was able to buy a 6800 microchip in the mid-1970s because microchips were no longer so expensive.
4. Tim strongly believed that only certain people should have access to the Web.
5. People all over the world are grateful to DNA research companies.
6. DNA research companies are greatly concerned for the patient's welfare.
7. Pharmaceutical companies might start to do what the research companies have been doing.
8. Monopolies on gene patents and on the drugs which act on the genes are a natural and logical development in medical research.

Patents and Profits

1. It is hard to believe that in 1991, what is now commonly known as "the Web" consisted of just twelve computer servers worldwide and barely five hundred in 1993. It is perhaps equally hard to believe that by the end of 1994, it consisted of ten thousand. Now affecting the lives of millions of people, the Web has revolutionized our world. That so many people have access to the most radical advance in information technology since the invention of the printing

press in the middle of the 15th century is largely due to the philanthropic attitude of one of its most enthusiastic and persevering pioneers.

2. Born in London in 1955, Tim Berners-Lee is a product of the computer age. His parents worked on the Ferranti 1, the world's first commercial computer, and as a child he spent hours with his father discussing ways of linking computers and enabling them to make connections between apparently unconnected facts. When cheap microchips became available in the mid-1970s, Berners-Lee bought a 6800 microchip and by the spring of 1976, had wired it up to a home-made monitor and produced his first PC. This achievement gave him the impetus to pursue his childhood dream of exploiting to the fullest the latent power of computers.

After designing software for his own and his company's purposes, Berners-Lee produced, in 1989, a radical proposal for storing, accessing, and updating information via computer networks. From then onwards and with the help of hypertext, invented by the American Ted Nelson thirty years earlier, he never looked back, going on to set up the first computer "server" in 1990. However, in contrast to other Internet whiz kids, Berners-Lee firmly turned his back on the opportunity to become a billionaire. Instead, when his bosses talked of charging for Web access, he insisted that it would limit its growth and create a World Wide Web elite.

3. Just as great advances have been made in Internet communication over the past few decades, similar strides have been made in medical science. Genetic research has developed DNA tests that assess, for example, a person's risk of developing certain types of cancer. One would expect companies dedicated to this kind of research to be extremely popular, but this is not the case. Unlike Berners-Lee, some pioneers in genetic testing have gotten greedy. They are insisting that the genes they have discovered are their private property and are trying to stop other institutions from using the tests unless they pay.

Critics of the research companies claim that they are looking to profit at patients' expense so and that the resulting monopolies created by such payment policies would allow the companies to charge unreasonable prices for their tests.

4. Perhaps the most worrying implication of all is that pharmaceutical companies might begin to follow in the footsteps of the genetic research companies. Already, drug companies have started applying for patents on genes and their functions. Some of the patents are so extensive that, if granted, they could prevent anyone else from touching those genes to create drugs that act on them, or even from testing the genes for mutations in a patient. Arguments that monopolies will not thrive seem to forget the potentially huge rewards on offer to a company that controls the diagnosis and treatment of a common disease.

As more patents become available, pharmaceutical companies may find it hard to resist the large amounts of money they can make by monopolizing them. This, many people argue, would be nothing short of disastrous for society.

3. *Answer the questions by interpreting the meaning of the text.*

1. Why did Tim Berners-Lee pursue his dream of establishing computer networks?
2. Why did he turn his back on becoming a billionaire?
3. What made it possible for Berners-Lee never to look back with respect to his research?
4. Why is it worrying that big pharmaceutical companies might follow in the footsteps of genetic research companies?

Vocabulary in context

4. a) Match the words from the text to their meaning.

- | | |
|-------------------|--|
| 1. printing press | a) say emphatically |
| 2. philanthropic | b) present, but not yet developed |
| 3. latent | c) control of an entire market by one company |
| 4. insist | d) related to medicines |
| 5. critics | e) genetic changes |
| 6. monopoly | f) exclusive, legal right to an invention or process |
| 7. implication | g) large machine for printing the written word |
| 8. pharmaceutical | h) suggestion, theoretical outcome |
| 9. patent | i) unselfish, looking to help other people |
| 10. mutations | j) people who find fault with something |

b) *Find a word or expression in the text that has the same or a similar meaning to each of the following meanings.*

Paragraph 1: extreme, the leader in a new area of knowledge, changed completely, hardly, determined.

Paragraph 2: energy, objective or intention, get ready or organize, suggested plan, connecting.

Paragraph 3: wanting more than is necessary, advances, exclusive right, try or plan to.

Paragraph 4: illness, allowed or permitted.

Text Analysis

5. *What does the writer mean by the underlined phrases? Discuss in pairs.*

Discussion

6. *Discuss which of the two innovations described in the text has contributed most to humankind. Give your reasons.*

Language Focus

Phrasal Verbs

1. *Read the sentences in order to understand the phrasal verbs in **bold**.*

1. Some governments **are looking into** ways of ensuring a fair deal both for the research companies and members of the public. 2. Research that is **carried out** in genetics has provided, over the past few decades, great advances in medical science. 3. **Working on** ways to control serious illnesses is the main objective of medical research. 4. Unfortunately, some medical research organizations have begun to **tighten up on** their permissions to share and use the results of their research. 5. Such positions could **lead to** serious problems for humankind. 6. The research companies could **put up** the cost of their vital knowledge. 7. If research companies continue to **engage in** these greedy policies, many lower income groups would be unable to afford access to the information they need. 8. It is important for members of the public to **speak out against** the unethical behavior of these medical research companies.

2. *Rewrite these sentences, replacing the phrasal verbs with the correct form of one of these synonyms.*

| |
|---|
| examine • pursue • limit • do increase • protest • study • cause |
|---|

3. *Work alone and complete these statements with true information. Then work with a partner and ask one another questions about your beliefs or positions. Tell the class what you learn about your partner.*

1. Our government should tighten up on _____.
2. I often speak out against _____.
3. We need to carry out more research into _____.
4. I can never understand why _____.
5. I personally would like to look into ways of _____.

4. *Circle the verb that does not collocate with the noun.*

1. do, carry out, make, perform *research*
2. have, realize, put, pursue *a dream*
3. cause, conduct, stand, carry out *a test*
4. examine, analyze, question, paint *the results*
5. develop, disprove, propose, dream *a theory*

Idioms

5. Match the idioms 1 – 7 with the correct definitions A – G.

1. My father got his fingers burnt setting up his own business and doesn't want to risk investing money again. 2. We need a keen, energetic young person with a good eye for detail to start work immediately as a trainee flower arranger. 3. We're looking for employees who land on their feet after facing a problem or challenge. 4. We managed to keep a stiff upper lip when the company announced that they would close down our office. 5. Wisdom from the mouth of babes. You're still wet behind the ears. 6. He's on the board of five companies, he likes to have a finger in every pie. 7. If you talk to the workers about the management's problems, your message will fall on deaf ears.

- a) to be lucky and get into a good situation after being in a difficult one
- b) to be completely ignored by the person who hears it
- c) to be a good judge of something
- d) to be involved in many activities
- e) immature or inexperienced; naive
- f) not to show that you are upset
- g) to suffer from a bad decision or a foolish action

6. Complete the sentences using these idioms.

1. It is always harder for an older worker to lose a job. The young generally ___ within a year or so but somebody over 50 may never work again. 2. Please to stop the council from building houses on vacant green sites ___ last week. 3. The business world is picking up the pace every day, and if you're in charge, you'll have to ___ and be on top of every situation. 4. 'Doctor, this is John Alexander. He just started work here...' He added facetiously. 'Still ___ from technology school, eh, John?' 5. If you love crystals and ___ exquisite and out of the world jewelry, then this is exactly the place to go to. 6. There are signs that some who invested in metropolitan apartment complexes, are already getting ___ because an oversupply of inner-city accommodation has driven prices down. 7. I know that you're really not guilty, so ___ before everybody.

Structure and Written Expression

7. Some words and phrases in each sentence are marked by numbers (1), (2), (3), (4). Identify which of them should be corrected or rewritten.

1. Attractiveness OF (1) automatic data processing HAVE GROWN (2) RAPIDLY (3) SINCE (4) the first computers came into service in the company.

2. At last Susan got used to COOKING (1) on a gas cooker AFTER HAVING (2) an electric ONE (3) FOR SUCH LONG (4).

3. How MUCH TIME (1) DID (2) Kate have to run the experiment before she got THE RESULTS (3) she HAD BEEN EXPECTED (4)?

4. This service technician KNOWS (1) how to change A PISTON RING (2) NOT TAKING (3) the whole engine APART (4).

5. No OTHER (1) characteristic is more essential FOR (2) a researcher to acquire THEN (3) to examine CAREFULLY (4).

6. The new modes of treatment CALLS (1) for WARMING UP (2) this liniment before APPLYING (3) IT to a tender spot (4).

7. Louis Braille worked out a form of communication that ENABLES (1) the blind TO READ (2) texts TO INCORPORATE (3) a sequence of dots perceptible BY (4) the finger tips.

8. It is KNOWN (1) that Einstein FELT (2) very BAD (3) about the usage of his ideas TO (4) the production of a mass destruction weapon.

8. *Each sentence is incomplete. Four phrases marked a), b), c), d) are given beneath. Choose the phrase which should complete the sentence.*

1. The fact that the exploration of outer space has grown greatly in the past forty years ____ our solar system.

- a) is a proof of us craving to know more of
- b) means that we are very avid to find out all we can about
- c) how we want learning more about
- d) is indicating our purpose to know much more about what is called

2. Commercial television stations are dissimilar to public ones ____.

- a) because they differently accept money and other sorts of shows
- b) since the latter receives money differently from the former
- c) for getting money and sorting programs in a different way
- d) in the spheres of programming and funding

3. The main problem in the erection of this building was ____.

a) they had removed windows but didn't have good air conditioners
b) that windows had been removed while air conditioning system had not been refined

c) conditioned by the fact that though they removed windows, they were not able to create an effective air conditioning system

d) as windows were removed, air conditioners didn't work good

4. In his autobiography, Adams attempted to show that his generation ____.

- a) did not know how to live in a technological society
- b) did not know living in a technological society
- c) was not knowing how live in a technological society
- d) had not known living in a technological society

5. ___ the best car to buy is a Mercedes Benz.
- Because of its durability and economy
 - Because it lasts a long time, and it is very economical
 - Because of its durability and it is economical
 - Because durably and economy wise it is better than all the others
6. Mrs. Adams is a famous physicist ____.
- as well as a very efficient teacher
 - and too a highly effective teacher
 - but she teaches very good furthermore
 - however she teaches very well also
7. Having been selected to represent the Association of American Engineers at the International Convention, ____.
- the members applauded him
 - he gave a short acceptance speech
 - a speech had to be given by him
 - the members congratulated him

Reading Comprehension and Vocabulary

9. *Each sentence has a highlighted part. Choose the one which would best keep the implication of the initial sentence.*

- EFFICIENT air service has been available through modern technology.
 - affluent
 - modern
 - inexpensive
 - effective
- A laser beam is used to PENETRATE even the hardest substances.
 - light up
 - repair
 - identify
 - pass through
- Microprocessors are programmed to complete DEFINED tasks.
 - specific
 - arduous
 - several
 - similar
- There is often a WORD LIST at the end of a technical book.
 - appendix
 - glossary
 - quiz
 - chart
- A jet engine starts going in the OPPOSITE direction during landing.
 - reverse
 - hesitate
 - explode
 - extinguish
- The professor's INTRODUCTORY remarks concerned the development of the laser beam.
 - preliminary
 - final
 - supplementary
 - interminable
- The recent medical breakthrough was the CULMINATION of many long years of experimentation.
 - result
 - climax
 - abyss
 - cultivation
- Brown genes are DOMINANT and blue ones are recessive.
 - controlling
 - dormant
 - docile
 - doleful

Listening and Speaking

1. Listen to a piece of a radio program in which the next new thing is spoken about. Before you listen, ask partner the questions below, and be prepared to retell his/her answers to the class.

1. Do you have a cell phone? If no, why?
2. How much time do you spend on your cell phone per day?
3. About how many calls do you receive or make?
4. Do you ever secretly send SMS messages during class time?
5. Does it bother you when other people's phones ring during class, or at the movies, or in the library?
6. Do you ever sneak off to another room or check your messages, for instance, if you were on a date with someone?
7. What do you think of the music that plays when a cell phone rings - cool or annoying or what?
8. Would it be hard to go through the day without your phone? Explain.

2. a) *Let's take the cell phone idea a little further by taking a classroom survey. First, work in groups of four. Each group will gather results for the following questions and organize them into percentages. The answers to the questions should be yes, no, or no opinion.*

1. Do you find people talking a lot on their phones a major irritation?
2. Should there be a law that prohibits people from talking on cell phones in public places: museums, movie theaters, and restaurants?
3. Are cell phones a safety hazard if used while driving?
4. Have cell phones made your life easier?
5. Would it be difficult for you to spend a day without your cell phone?

b) *Next, all groups will work together and combine results for the class.*

c) *And finally, what do class members think of the results?*

3. Listen to some predictions about technology usage in the upcoming years. Supply the missing words or numbers in the blanks.

- By 2010, (1) _____ shipment of new cell phones will reach just over 1 billion; (2) _____ percent of those will be video capable.
- By 2010, 228 billion images (still and moving pictures) will be (3) _____ by cell phone.
- That's more than will be taken by all other (4) _____ combined.

- By 2009, (5) _____ alone will have 116 million video-capable cell phones.
- By 2008, 125 million people will be watching (6) _____ television on cell phone handsets.
- (7) _____ of video on (8) _____ and PCs has grown from 900,000 streams and downloads in 2000 to 14.2 billion in 2004.
- Expectations are those numbers will (9) _____ and (10) _____ in the next two years.

4. *Listen again and do the following two tasks.*

a) *Look at the sentences in part b before you listen and guess what kind of information requires listening for.*

b) *Listen to the recording. Use a maximum of three words in each gap.*

1. In Japan and Korea mobile access to bandwidth was recognized as the _____ to the communications future.
2. In Korea, the number of people wishing to upgrade to 3G was about _____ in the first quarter of 2005.
3. The number of video-capable handsets in use in _____ passed the 1 million mark.
4. This adds up to an ongoing global explosion of access to news, _____ content in an unwired world.
5. Independent Television News in Great Britain beat its competition with coverage of a London fire provided by a _____.
6. At a Media Center conference in Los Angeles _____, they sketched out near-term plans for five channels of television for cell phone consumption.
7. All this adds up to the kind of omen a very smart man would warn about when he perceived a coming trend or event that _____.
8. In the near future mobile will become the primary personal _____.
9. The world will be made both “_____”, because of the access to “video of things which people haven’t seen before.”

5. *Discussion: About New Technologies.*

The general consensus among tech people is that we are just in the infancy of the computer age. Technology will advance ever more rapidly. What do you think? Is this scary or great? Would you like to receive visual messages in your glasses or on your eyelids? Should we stop or attempt to slow down the advance of technology? Discuss in groups. Take notes. Then report a summary of your group’s ideas – five major points – to share with the entire class.

Reading and Speaking

1. Listen to the recording, confirm or disprove the statements.

1. Barbara wanted to place the sideboard under the picture by the arm-chair. 2. Charles needed a screwdriver to tighten up the loose screws on the door hinges. 3. Barbara asked Charles to bring her tools and put them on the nice polish table. 4. Their cat was inside the house sleeping in the cupboard and gone to sleep. 5. Charles was full of energy and wanted to do something else.

2. Would it be better if the intelligent appliances did all kinds of repair in the house? Prove your answer.

3. Look at the pictures and name the following domestic appliances. What other domestic appliances do you know? What are their functions?



4. You may need some words and word-combinations for understanding the text you are going to read. Match the words and phrases with their definitions:

- | | |
|-----------------------------|---------------------------------|
| 1. touch-screen monitor | a) утечка газа |
| 2. consumers | b) оставить посылку / бандероль |
| 3. to be in total isolation | c) усиливать, улучшать |
| 4. device | d) искра |
| 5. to monitor the safety | e) монитор с сенсорным экраном |
| 6. gas leak | f) следить за безопасностью |
| 7. key fob | g) потребители |
| 8. to drop off parcels | h) быть в полной изоляции |
| 9. to enhance | i) устройство, приспособление |
| 10. spark | j) брелок для ключей |

5. Fill in the gaps in subsequent statements using the words from task 4.

1. A national _____ organization offers benefits, discounts, and programs for consumers and travelers.

2. An explosion early Wednesday, apparently caused by a _____, sheared off a section of an apartment building near Prospekt Mira, killing three people and injuring five, officials said.
3. Today there are a lot of mobile phones which are provided with modern _____.
4. _____ is an appliance through which users can control all home devices.
5. Computers control the domestic appliances; turn the heating on and off and _____ of our homes.
6. The wire gave an electrical _____ above me.
7. At the bank the local Network exists in _____ from other networks and internet.
8. They'll be keen to _____ their reputation abroad.
9. Because there was nobody at home, a postman couldn't _____.
10. Today with the help of a simple _____ you can turn off the security alarm, open the front door, and switch on the hallway light.

6. *Answer the following questions.*

1. What's your attitude to the intelligent domestic appliances?
2. How do you think the technological progress can be dangerous for our society? Why? Why not?
3. Must the technics be cleverer than people?
4. Which other functions would you add to some domestic appliances?

7. *Read the text and say what new you have learned about the intelligent appliances.*

Techno-Homes

The modern home contains a variety of systems, such as central heating, fire and security alarms, and devices, such as televisions and lights that usually exist in total isolation from each other. In the smart house, these systems and devices are able to pass information and commands between them so that, for example, the security alarm can turn the lights on or off.

Funded by the Utah State Centers of Excellence, Versatile Machine and Actuator Control technology allows users to control all home devices through a simple, easy-to-use touch-screen monitor, located anywhere.

Scientists believe, that within 2 to 3 years, consumers will be able to control a variety of home systems and appliances, including the washer, dryer, utilities, and sprinkler and security systems – all through one computer.

Over the last 15 years, computerized controls have become more and more common in our homes. Computers control our washing machines and microwaves, they turn our heating on and off, and they have provided new ways to monitor the safety and security of our homes.

The smart home looks at expanding the use of these computers into other parts of the home, creating a single network that can be easily and conveniently controlled. The use of computer controls removes the need to actually flick a switch or turn a knob to make something work and allows elements of the home to be controlled remotely by, or to respond automatically to, the people living in it. The smart home relies on a number of small computers distributed around the house that are either used to turn devices and appliances on and off or to send and receive information. These computers are linked together using either a dedicated cable or by sending a special signal through the mains electricity cables. The use of computer controls allows the home to be operated in a variety of ways. Some of these will be more appropriate to some people than others.

Below are a number of examples of the ways the home can operate:

- If you are late coming home one evening, you can call the house and get it to close the curtains as it gets dark.
- If you have been away from the house for some days and want to be sure the house is warm on your return, you can switch the central heating back on.
- This system can also be used to call you at work or on a mobile phone, if somebody rings the doorbell when you are not in the house.
- Friends can speak to you and find out when you will be back so they can arrange to visit again.
- Delivery people can be let into the hallway to drop off parcels. The security alarm will prevent them from going any farther into the house.
- The home security system can be enhanced because the security alarm is able to communicate with other devices in the home:
 - When leaving the house, a single signal from a key fob, similar to those used for car alarms, can turn on the security alarm, close any open windows, and make sure all the doors are locked.
 - When coming home, the same key fob can turn off the security alarm, open the front (or back) door, and switch on the hallway light.
 - If you are away from home for a few days, the security alarm can tell the curtains to open or close in the morning and evening and also turn some of the lights on and off during the night to make it look as if the house is still occupied.
 - If there is a gas leak, or if a ring on the cooker blows out, detectors in the house will identify this and turn the gas off at the mains. The house will sound an alarm to warn you of this and also disconnect the light switches, so that they cannot be used accidentally and cause a spark. In case of fire, the smoke and heat detectors in each room will activate the fire alarm.

The system can then do any or all of the following:

- Call the fire brigade or a care center, giving details of the alarm automatically.
- Flash all the lights in the house and sound a siren.
- Turn lights on, if it is dark, to guide you to the exits.

8. *Answer the questions.*

1. What systems and devices does the modern home contain?
2. How can the users control all home devices?
3. What is the scientists' opinion about the future of intelligent systems?
4. Which advantages of computerized control can you name?
5. Give the examples how the usage of computer control allows the home to be operated in a variety of ways.
6. How can the key fob be connected with the security system today?
7. Describe the actions of detectors in extreme situation at home.
8. Name other functions the security system can do.

9. *What do you think?*

1. Is the system of computerized control really important in our life?
2. Can you suppose that in the near future the intelligent techniques will conquer the world and people will become needless?
3. In which cases should people beware of the intelligent techniques?

10. *Read the options in the box below.*

1. Group them according to the rubrics. Add your own ideas.
2. Get ready to explain your point of view about the intelligent techniques.

| For | Against | Interesting points |
|-----|---------|--------------------|
| | | |

- a) The world's most powerful supercomputer can carry out 100 trillion operations per second, which some scientists believe could be approaching the processing power of human brain.
- b) The modern techniques make people's life easier.
- c) It's very good for a person to be excelled by the techniques.
- d) Technological progress is not as dangerous as many people think.
- e) Machines can now challenge humans on everything from chess to football to mixing music.
- f) The society should encourage the development of the intelligent techniques.

11. *Work in pairs. Imagine that you have an opportunity to get a super clever domestic appliance, what it should be and what functions would you like the appliance to do? Discuss your ideas in pairs and then speak about them in the class.*

English in Use

1. a) *Fill in the mind map.* Computers are used for...

b) *How has your life changed since you started using a PC? Would you rather have a computer or a person for company on a desert island?*

2. *Match the words and their definitions:*

- | | |
|---------------------|--|
| 1. access | a) a system that allows messages to be sent from one computer to another |
| 2. crash | b) the effect produced by using computer images to make places or situations look real when they are not |
| 3. database | c) programs that run a computer |
| 4. E-mail | d) the system that stores information for computer users around the world |
| 5. floppy disk | e) program secretly introduced into a computer, which makes copies of itself and often damages other programs |
| 6. hard disk | f) the electrical and mechanical parts of a computer system including the screen, the keyboard and the hard disk |
| 7. hardware | g) the combination of sound, graphics and video to present information on a computer |
| 8. laptop | h) a place on the Internet that gives you information about a particular subject or product |
| 9. multimedia | i) a computer small enough to be held on one's knees for use |
| 10. software | j) magnetic disk inside a computer that stores data and programs |
| 11. virtual reality | k) to find information, especially on a computer |
| 12. virus | l) a large amount of information stored in computer system |
| 13. web site | m) a small removable magnetic disc which is used to store data |
| 14. World Wide Web | n) a complete breakdown of a computer system or program |

3. *A computer quiz. Answer the questions. Use the glossary above.*

1. What computer system makes it possible to send letters very quickly?
2. What system allows computer users around the world to send and to obtain information?
3. What programs provide colourful pictures and sound?
4. What is the name of a computer-created "world", which seems almost completely real?
5. What is a special term, which means "to obtain stored information from a computer's memory"?
6. What do we call a disk on which a large quantity of information can be stored?
7. What do you call a sudden, unexpected computer

failure? 8. What is the term for the electrical or electronic components of a computer? 9. What do we call a large collection of data that is stored in a computer system? 10. What is the term for a set of instructions secretly put into a computer that destroys the information stored in it and stops it from working normally? 11. Where on the Internet can you look for information about products and services offered by a company or organisation? 12. What is WWW? 13. What store of information can you easily put into your pocket? 14. What do we call a set of computer programs to control the operation of a computer? 15. What kind of computer can you use on the plane?

4. *Decide which of the extracts A – H matches the gaps in the following text. Mind that there is an additional extract that doesn't belong to it. Think of another title for this text.*

A) The resources of the network can be shared with anyone logging on to, or accessing, the network.

B) Media companies use the Internet to broadcast video and audio, comprising live television and radio programs.

C) Internet is a computer-based worldwide information network.

D) From the late 1960s to the early 1990s, the Internet was a communication and research tool used almost exclusively for academic and military purposes.

E) Today individuals, companies, and institutions use the Internet in many ways.

F) Unlike traditional broadcasting media, such as radio and television, the Internet is a decentralized system.

G) The Internet grew tremendously during the latter half of 1990s.

H) Many objects on the web site can be drawn nearer to see the details.

Uses of the Internet

1 = C

The Internet is composed of a large number of smaller interconnected networks which may link thousands of computers, enabling them to share information with each other.

2

Every connected person can interact with anyone else on the Internet, can publish ideas, and sell products. It may have an equally dramatic impact on higher education as more universities offer Internet-based courses.

3

Other types of networks, called intranets, are closed to public use. They are the most common type of computer network used in organizations where it is important to restrict access to the information contained on the network.

4

Each year during that time period, more people used the Internet to access ever-increasing amounts of information.

5

This changed radically with the introduction of the World Wide Web in 1989. The difference between the Internet and the WWW is similar to the distinction between a computer and a multimedia program on it.

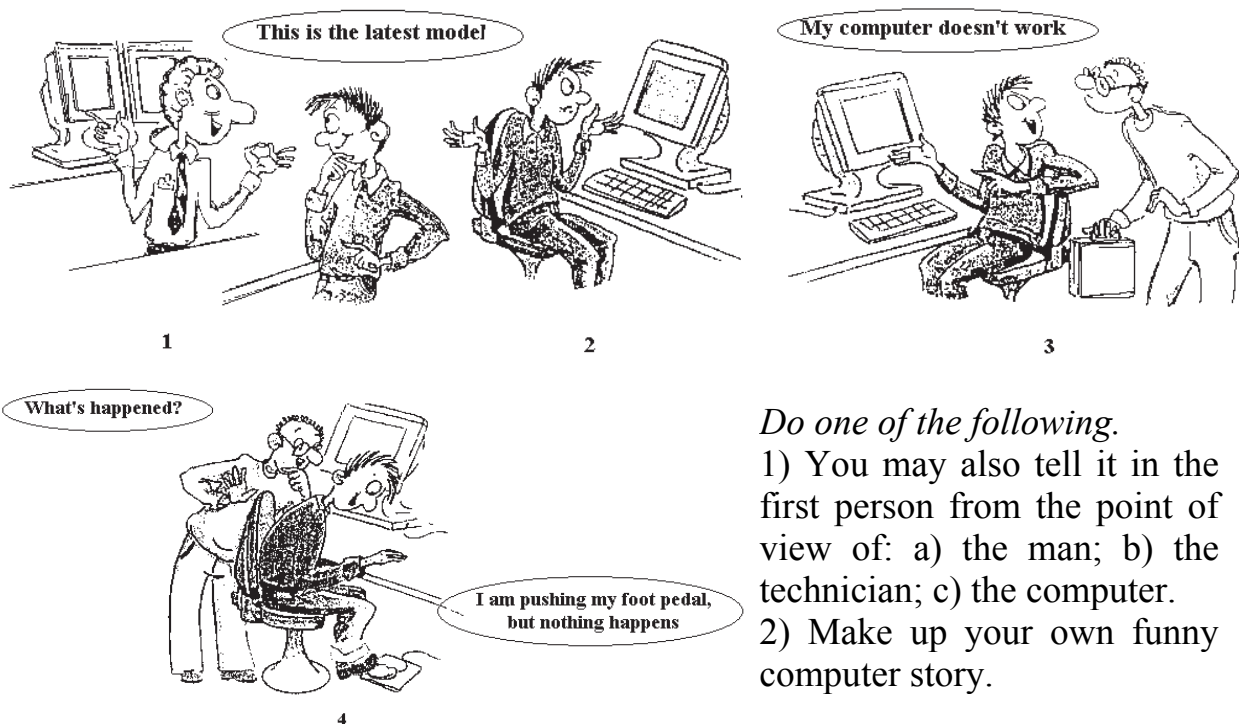
6

Businesses use the Internet to provide access to financial databases, to carry out electronic commerce, including advertising, selling, buying, distributing products, to convene voice and video conferencing.

7

They also offer online chat groups and online news and weather programs. Individuals use the Internet for communication, entertainment, finding information, buying and selling goods and services.

5. *Work in pairs. Tell a story based on the cartoon.*



Do one of the following.

- 1) You may also tell it in the first person from the point of view of: a) the man; b) the technician; c) the computer.
- 2) Make up your own funny computer story.

6. *It's interesting to know.*

Smiley is an emoticon that helps users convey their feelings in cyberspace. Many of the signs are simply absurd fun, verging on the unintelligible (For example, :-F *:o) +-? @= means "the user is a buck-toothed vampire with one tooth missing, is a clown, holds religious office, is pro-nuclear"). Here are some smileys.

| | | | |
|-------|--------------------------|------|------------------|
| : -) | classic smiley | ∕∕ | live and prosper |
| : -)) | very happy | : -# | is cross |
| : -] | incredibly happy | : - | indifferent |
| : -(| sadness |) | in love |
| : -< | depression | ; -) | wink |
| : -[| bored | < > | laughter |
| : -o | surprised | : -V | scream |
| 8-O | "Omigod!!" (Oh, my God!) | < | sighing |
| : ,-(| crying smiley | : -/ | skeptical |
| > :-(| annoyance | <jk> | just kidding |

You can also use acronyms in your SMS and e-mail messages. For example, a popular song goes: "I need some TLC (tender loving care) ASAP (as soon as possible)." Here are some more acronyms.

| | | | |
|-------------|----------------------------|-------------|--------------------|
| IMO | in my opinion | LY | love you |
| OTOH | on the other hand | NRN | no reply necessary |
| F2F | face to face | POV | point of view |
| FYI | for your information | GF | girlfriend |
| GOK | God only knows | HSIK | how should I know |
| FAQ | frequently asked questions | BTW | by the way |
| SYS | see you soon | RL | real life |
| BBL | be back later | TIA | thanks in advance |
| THX | thanks | CU | see you |
| TMI | too much information | PBEM | play by e-mail |

a) Using on-line smiley and acronym dictionaries, unscramble the following conversation.

Speaker 1: Hi! Long time no see. [] :*

Speaker 2: Hi, SO! x!

Speaker 1: I have news! ^_|^

Speaker 2: :-{

Speaker 1: :-D I gonna marr.

Speaker 2: :-o TFS. DIKH?

Speaker 1: :-/ dunno. He's FOAF.

Speaker 2: Who is he?

Speaker 1: Neither o:-) or >:-). Just gent.

Speaker 2: :-e pls WLTM him.

Speaker 1: :-\$ TTYL CYO.

Speaker 2: vgd =)

b) Imagine that you are in a chat room. Make up a dialog (not less than 7 remarks on each side) using as many smileys and acronyms as you can.

Writing

1. *Work with a partner. Listen to his/her answers. Afterwards you will report your partner's answers to the class.*

1. How much time do you spend on the Internet or on email? 2. Do you spend more time researching in the library or on the Internet? Why? 3. What are your favorite things to do on the Internet? 4. Have you ever visited a museum on the Internet? If so, describe it. 5. Do you think the Internet has or will have a positive effect on the relations of people from different countries? Why?

2. *Below you'll find pairs of sentences. Put the following words into the proper blank, so that the two sentences are roughly synonymous.*

| |
|---|
| atrophy • consequences • disseminate • emergent • gatekeepers pundit • tech-savvy • think tank • venerable • word of mouth |
|---|

1. Specialists met here to develop ideas. = Specialists gathered in a ___.
2. Journalists are watchman of the news. = Journalists are ___ of the news.
3. She's a political analyst. = She's a ___.
4. This journalism is beginning. = "We Media" is an ___ form of media.
5. Non-use made things fall apart. = Things began to ___.
6. There could be negative results. = There could be negative ___.
7. Journalism is an honoured trade. = Journalism is a ___ profession.
8. They have technical know-how. = They are ___.
9. The news spread from person to person. = The news spread by ___.
10. Anyone can spread info in the Web. = Anyone can ___ info via the Internet.

3. *Look at some un-words and do the tasks that follow:*

a) *deduce the meaning of the words from their synonyms and give their definitions in English:*

unbounded – unrestricted, illimitable, infinite, immeasurable;

unconventional – non-traditional, ingenuous, original, resourceful;

unpredictable – uncertain, sudden; obscure, unforeseen;

unprecedented – unparalleled, unexampled, unheard-of, novel.

b) *Read the collocations and translate them into Russian:*

1. **unbounded** capacity / energy / joy / universe / space / affection / enthusiasm / ambition;

2. **unconventional** oil / gas / warfare / energy / design / life / dress / genius / behaviour;

3. **unpredictable** results / weather / consequences / behaviour / conditions / failure / nature;

4. **unprecedented** step / expansion / situation / attack / change / problem / rate / violation.

c) *write a sentence which accurately reflects the meaning of the word. Groups will write the sentences on the board and compare. The class itself will be the judge of which sentences best describe the word's meaning.*

4. *The relationship between traditional media and the public is changing. A new process "We Media" allows the Web's social network to produce, analyze, and disseminate news and information to publics unbounded by geography. Read an article and say what new information you have obtained from it.*

Innovation in information technologies has thrust humankind into an era of democratic media in which almost everyone can have immediate access to news and information, and become creators and contributors in the journalistic enterprise. As a result, news now moves in unconventional ways with unpredictable consequences. How does a shared experience of digital media affect what we know and how we know it? How do the creators and keepers of stories behave when anyone can be a journalist, a publisher, or an archivist? What are the implications for our global society?

These questions are at the heart of "We Media," a phrase The Media Center coined four years ago to describe the emerging phenomenon of global access to content from infinite sources, content that empowers participation and civic engagement in the news and information that affect society.

Blogs are another expression. These online journals create and connect individuals and their ideas throughout the world. Sites such as *Global Voices* aggregate stories and perspectives from everyday people: citizen storytellers with authentic voices from unique circumstances and cultures. So compelling is their power that Internet sites such as <http://www.technorati.com> have been created to track more than 25 million blogs – about one-fourth of the e-journals in the blogosphere.

We Media also encompasses the ubiquity of personal media devices, stimulating the most powerful media connection – word of mouth. At the end of 2005, more than 2 billion people – almost one-third of the world's population – had a cell phone. Nearly 800 million new cell phones are sold each year throughout the world. By 2008, an estimated 600 million people will be able to capture events with sophisticated digital cameras, many as a capability of their cell phones. These devices create a "global content generation" that has the

unprecedented power to create, produce, share, and participate in life as it happens. Global networks allow people to post news, thoughts, ideas, and images anywhere, anytime.

The act of a citizen, or group of citizens, playing a role in the process of collecting, reporting, and disseminating news and information rivals edited institutions and the journalists who work for them. But the intent may be the same: providing independent, reliable, accurate, wide-ranging, and relevant information that a democracy requires. Once at the fringes of traditional journalism, We Media has become a phenomenon that cannot be ignored. Communities, businesses, government agencies, pundits, stand-alone journalists, columnists, journalism schools, and, yes, even news organizations, are getting into the act.

The venerable profession of journalism finds itself at a rare moment in history, when for the first time its hegemony as gatekeeper of the news is threatened by new technology and competitors and by the audience it serves.

5. Listen to the recording and state what new information about "We Media" you have heard.

6. In the former USSR news, books, films generally had to receive official sanction, and generally portrayed what the government wanted. The U.S. had many newspapers, each of which expressed its own opinion. However, that didn't mean they were objective. Is it easier to have one truth, a few versions of the truth, or an infinite number?

7. What other characteristics of mass media do you know? In what ways are they good or bad for the world? Divide the following statements in two columns. Support your choice with proofs.

| <i>positive influence</i> | <i>negative influence</i> |
|---------------------------|---------------------------|
|---------------------------|---------------------------|

1. Mass media hold an unbounded capacity to set a social issue for lots of people to assume and talk about. 2. There is an increasing violence and explicit sexual nature in many movies and television shows. 3. The majority of the population bypasses the possibility of media being misleading, false or even offensive. 4. Mass media set trends and spread them, they influence our way of thinking in an unpredictable way. 5. Advertising companies confuse people with their elusive ways of selling products. 6. A particular event may receive too much attention simply because of the lack of important news.

8. Write a 240-word essay in which you compare the advantages and disadvantages of We Media. Come to an opinion on the value of We Media.

UNIT 4. ENVIRONMENTAL ISSUES

Lead-in

1. *Nowadays weather behaves as if it likes to be talked about by supplying us with a range of surprises. Listen to people talking about weather conditions.*

a) *Look at TASK ONE below. In pairs, discuss what exactly the people mentioned in the task might talk about. Then complete the tasks that follow.*

TASK ONE

For questions 1 – 5, match the extracts as you hear them with the people.

- | | | | |
|----------------|---------------------|----------------|------------------|
| A a tour guide | B a football player | C a doctor | D a holidaymaker |
| E a gardener | F a mountaineer | G a politician | H a weatherman |

TASK TWO

Match the extracts with the descriptions of the speakers.

- | | |
|------------------------------|--|
| A aware of a kind of illness | E angry with the weather forecasters |
| B hoping for a good result | F wanting to avoid a dangerous situation |
| C frustrated with the delay | G planning practical precautions |
| D surprised by the weather | H enjoying the weather conditions |

2. *You will hear an interview with Dr. Clarke. Before listening:*

a) *Match the beginnings of the sentences with their endings.*

- | Beginning | Ending |
|---|--|
| 1. Global warming was the threat of the 1980s | A acting as insulators that prevent heat being radiated into space |
| 2. Naturally occurring gases float above us | B placing thermometers in buoys bobbing in the oceans |
| 3. The global climate is the result of | C to 0.3 degrees centigrade |
| 4. The earth's temperature | D but it seems to have fizzled out of people's minds |
| 5. An understanding of the oceans is | E separate out random changes in temperature |
| 6. We've measured ocean temperature by | F crucial to understanding how the global climate works |
| 7. We have to be able to | G web of influences |
| 8. It measures the temperature | H surges and subsides naturally |

b) *Complete the sentences using no more than three words.*

1. Scientists want to know whether global warming is caused ...1....
2. Insulation might cause the Earth ...2....
3. Adding ...3... to the atmosphere might have mutually exclusive effects.
4. The best way of detecting global temperature change is to ...4... as accurately as possible.
5. Understanding of global climate process is impossible without ...5....
6. Ocean temperature can be measured by placing thermometers in buoys and when ships draw water ...6....
7. The European along-track scanning radiometer ...7... above us.
8. An ...8... senses the earth's temperature with great accuracy.
9. The ATSR ...9... of data.
10. Its field of view has a width of ...10... km.

3. *We talk about weather so much that it's only natural that we draw on meteorological terms for general use. Define what the speaker means.*

1. You are a bag of wind.
 - a) Ты стоишь на сквозняке.
 - b) Ты болтаешь всякий вздор.
 - c) Ты несешься как угорелый.
2. All this is icing on the lake.
 - a) Все это очень поверхностно.
 - b) Все это делается за вознаграждение.
 - c) Озеро промерзло до самого дна.
3. We expect crimpy weather.
 - a) Мы выжидаем подходящий момент.
 - b) Мы ожидаем сильных морозов.
 - c) Погода будет переменной.
4. I'll take advantage of the rain.
 - a) Воспользуюсь тем, что дождь перестал, чтобы выйти.
 - b) Хорошо, что можно никуда не выходить из-за дождя.
 - c) Я уйду, и ничто меня не остановит.

4. *Comment on the following:*

- Enough is known about the science and environmental impacts of climate change for us to take actions to address its consequences.

American businessman

- It is possible to win nature submitting to its laws.

F. Bacon

Reading

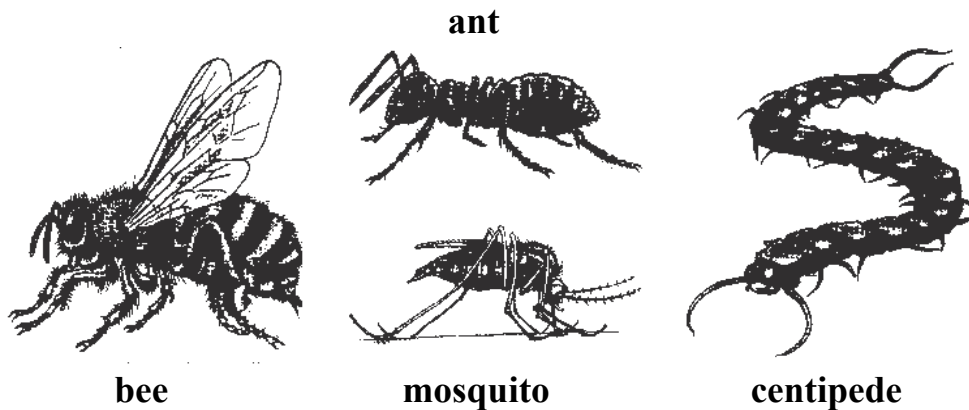
1. Which is the most difficult environment to live in – a desert, mountains, a rain forest, the polar regions? Why?

2. Prepare a description to be given orally of the kinds of conditions you would expect to experience in a jungle. Think about the climatic conditions, the vegetation, and the animal and insect life. Then decide which five of the items in the box you consider essential if you were going to spend a week in the jungle with a guide who knew the jungle well. Then join up with two other students and compare your choices. Try to agree about the items. With the whole class, agree on the five most popular items.

| |
|---|
| cell phone • personal stereo • hammock • insect repellent sleeping pills • cans of food • compass • sterilizing tablets box of matches • good book • torch • stomach medicine |
|---|

3. List at least five personal traits that you believe help people survive life's challenges and difficulties. How do these traits help people? Put a check (✓) against the traits that you yourself have and an (X) against the ones you don't have. Opposite to each item on the list, write examples of the kinds of things that are easy, difficult, or impossible for you to do as a result of the trait. Then work with a classmate you know well and talk to each other about the things in life you find easy, difficult, or impossible and explain how these are affected by your personal traits. Tell the class something new you have learned about your group mate.

4. You are going to read a passage about ways which help animals survive in the Sahara. With the class, brainstorm and list all the things you know about these insects and discuss their similarities and differences.



5. Read the text and determine whether the subsequent statements are correct or not. Rectify the incorrect statements and identify the information in the text that supports the correct ones.

1. Many kinds of animals and insects can survive in desert temperature at 70 °C. 2. Spiders and centipedes eat silver desert ants. 3. Unlike humans and insects, some bacteria can survive in temperature 1,000 °C. 4. Human legs work just as fast as the legs of the silver desert ant.

Feel the Heat

1. On a blisteringly sunny day in the Sahara, surface temperatures can peak above 70 °C. This is more than hot – the searing air makes breathing very difficult, and the sand is not only too hot to touch with naked skin, it can even burn. In this environment, most animals, including humans, would be dead in a matter of minutes, because anything warm-blooded falls prey to dehydration and thermal shock. Even camels can find the going very tough. But if you look closely, you will see tiny holes in the sand. When the sun is at its height, the toughest insects on earth emerge to forage for food in the sweltering surroundings usually for no more than a few minutes at a time.

2. This is the domain of the silver desert ant (*Cataglyphis bombycina*), one of the most resilient creatures on earth. It doesn't just survive in this heat; it positively thrives, using it as a defense against less hardy predators. To do this, the silver ant has evolved an extreme lifestyle with long periods of inactivity every day, combined with a frantic dash for food as the temperature rockets. Its sources of food are those killed or wounded by the heat – spiders, centipedes, and other insects. To collect their meat, the ants explode from their nest only when the temperature is unbearable for most other animals. Once they're on the surface, they swarm around for between eight and ten minutes looking for the remains of heat-struck victims. Once the temperature has climbed into the zone that not even they can survive, the ants scurry home, lugging any food back to the nest. As temperatures fall later on, cycle is repeated. And that's it – for an entire day.

3. It's a gruesome, edgy existence. But it's also a fine example of how evolutionary pressure can create adaptations that work successfully in an otherwise inhospitable place. An internal temperature of 50° C around the maximum possible for a complex active organism. Beyond this, the biochemical processes that make life possible start to fall apart. Respiration becomes difficult and oxygen can no longer be carried around the body effectively. The brain and nervous system also start to degrade. Bacteria rely on simpler processes, and some will still be going strong at 1,000 °C. But for insects and all other forms of life, nature has yet to find a way to cross the 50 °C limit.

4. So how can ants survive in ambient temperatures of 65 °C and more? To make life possible, desert ants rely on some ingenious evolutionary adaptations. The simplest are their long legs and small feet, allowing them to skip across the surface, reducing contact with the scorching sand and rock. A few millimeters above the earth, the temperature can be six to seven degrees cooler. Flat on the sand these ants wouldn't stand a chance. But by perching above it, they limit the amount of heat picked up from the ground. Any thermal input comes mostly from the surrounding air.

5. They also move fast. If you've ever stuck your hand out of the car window on a sweltering day, you'll know the strong flow of air can have an obvious cooling effect, even if the air itself is pretty warm. To make the most of air cooling and also to avoid predators, desert ants speed from place to place at more than one meter per second. At around half the speed of a walking human, this may not sound like much, but it's close to a record for insects. And it's worth remembering that while we can cover a lot of ground with a single stride, ant legs are much shorter and have to work a lot faster to keep up a comparable pace. If human legs worked that fast, we'd be approaching the sound barrier each time we stepped out through the front door!

6. *Complete the sentences with words from the text.*

1. In P1, line 1 *blistering* has a similar meaning to _____ in P1, line 2.
2. _____ in P1, line 5 means "become a victim of".
3. _____ in P1, line 5 – 6 means "heat-related" or "heat-induced".
4. _____ in P1, line 8 means "work hard to find something".
5. *Hardy* in P2, line 3 has a similar meaning to _____ in P2, line 2.
6. _____ in P2, line 11 means "run quickly in all directions".
7. *Fall apart* in P3, line 5 has a similar meaning to _____ in P3, line 7.

7. *Work in pairs to complete the missing headings and details in these outline notes.*

1. Conditions in the Sahara in which silver desert ants survive
 - a) _____ so it can burn naked skin
 - b) _____ so even camels find it hard to survive
2. Method _____
 - a) Look for _____
 - b) Rush back to the nest with food when _____
3. Reasons why most organisms die at internal temperatures of 50 °C
 - a) _____
 - b) _____

8. *With the class, discuss how desert ants survive in the Sahara. Then give other examples of adaptation of living beings to an environment.*

Language Focus

1. Match the following sentences with the colloquial expressions below. All the expressions have something to do with plants, flowers or trees.

- | | |
|----------------------------------|----------------------------------|
| a) up the garden path | f) bark up the wrong tree |
| b) between grass and hay | g) come up roses |
| c) the pick of the bunch | h) cut down the tall poppies |
| d) beat about the bush | i) nip in the bud |
| e) let the grass grow under feet | j) get to the root of the matter |

1. The repair service keeps promising to replace the water heater in my washing machine under warranty, but I tend to think they ...! 2. The detective is ... if he thinks Adam killed this man – he has weak eyesight! 3. Don't ..., John! Even if it's unpleasant, tell me clearly and directly what was decided after your job interview! 4. The headmaster was determined to It took him several days but he finally found the cause of lesson disruption. 5. When Harold returned home after his long voyage, he found his sister in that transition state – just ..., as one may say. 6. After several rounds lost through a knockout, in the end everything seemed to ... for the boxer. 7. The little girl wanted to become an actress, but her parents ... this dream 8. As soon as the Smiths received the permit, they started to build a new greenhouse. They never ...! 9. There were a lot of different, even exotic breeds of dog at the dog show in Khabarovsk, but a blue-eyed husky Volchek was 10. If you don't want to be at feud with all the employees in your organization, try to look modest – people have a propensity for

Idioms

2. Sometimes our behavior reminds that of an animal. How is a person acting if we say that he/she is ...

- | | |
|-------------------------------|--------------------------------|
| 1. ... playing ostrich? | 7. ... playing possum? |
| 2. ... playing chicken? | 8. ... playing the bear? |
| 3. ... playing the ass? | 9. ... playing the giddy goat? |
| 4. ... playing the monkey? | 10. ... playing the peacock? |
| 5. ... playing cat and mouse? | 11. ... playing the fox? |
| 6. ... playing the hog? | 12. ... play ducks and drakes? |

3. Now find the meaning of these idioms in the dictionary and establish in how many cases you were right.

4. Answer the questions by interpreting the meaning of the text Animal Idioms: Can you recollect any Russian idioms comparing people's behaviour with that of an animal? Are they similar or different?

The British is a nation of confessed animal lovers, so it is not surprising that they have borrowed a lot of their idioms from their four-legged friends. What is surprising is that so many of them are disparaging to the animals. A cat, in human terms, a spiteful woman; a dog is not a worthy man. And *a cat-and-dog life* is one of continual fights and dissension. Outside, in the farm yard, the pig is perhaps the most maligned. A neglected home is *a pig-sty* and if you live in a dirty, disorganized way *you pig it*. Horses are regarded in a slightly more flattering light. *A dark horse* is a person whose qualities are unknown, and information said to be *straight from the horse's mouth* is both reliable and worth having. *Flog a dead horse* and you are wasting your time on something that won't change, and if you *put the cart before the horse* you are doing things in the wrong order. *Make sheep's eye at someone* and you look at them in a foolish, amorous kind of way. But *beware the black sheep of the family* who will be disreputable. Sheep generally, though, are seen to be morally superior to goats. When we *separate the sheep from the goats* we decide which are the good and which are the wicked. A donkey is an idiot. *Donkey's years* are a very long time, and *donkey's work* the hardest. An ass is even sillier. Among the exotic beasts of the jungle the rhinoceros gains linguistic renown because of the thickness of his skin, an insensitive person being said *to have a hide like a rhino*. The crocodile, for some mystifying reason, supplies the name for a file of schoolchildren walking in pairs, while *crocodile tears* are hypocritical expressions of sorrow because these creatures were said to sit in the Nile weeping as they ate humans.

5. Take a look at the pictures and surmise the illustrated idioms which show both their literal and figurative meaning. Draw your own picture of any studied idiom and let your group mates guess the answer.



Structure and Written Expression

6. *Each sentence is incomplete. Four phrases marked a), b), c), d) are given beneath. Choose the phrase which should complete the sentence.*

1. While attempting to reach his home before the storm, _____.
 - a) the bicycle of John broke down
 - b) it happened that John's bike broke down
 - c) the storm caught John
 - d) John had an accident on his bicycle
2. The changes in this city have occurred _____.
 - a) with swiftness
 - b) rapidly
 - c) fastly
 - d) in rapid ways
3. The fox scampered away in terror _____.
 - a) when it perceived a stir among the shrubs
 - b) after the movement in the shrubs having been perceived
 - c) when he was heard moving inside the shrubs
 - d) when she heard something moved in the shrubs
4. Burrowing animals provide paths for water in soil, and so do the roots of plants _____.
 - a) decaying and they dying
 - b) when they die and decay
 - c) they die and decay
 - d) when they will die and decay
5. Oscillatona, one of the few plants that can move about, _____ a wavy, gliding motion.
 - a) having
 - b) has
 - c) being
 - d) with

7. *Some words and phrases in each sentence are marked by numbers (1), (2), (3), (4). Identify which of them should be corrected or rewritten.*

1. THERE WAS (1) A (2) very interesting news ON THE (3) radio this morning ABOUT (4) the earthquake in Italy.
2. The bridge WAS HITTING (1) by a large ship DURING (2) a SUD-DEN (3) storm LAST (4) week.
3. The fire began IN (1) the FIFTH (2) floor OF (3) the hotel, but it SOON SPREAD (4) to adjacent floors.

4. The pilot AND THE CREW (1) DIVIDED (2) the life preservers BETWEEN (3) the twenty FRANTIC PASSENGERS (4).

5. The plants that THEY (1) BELONG (2) to the family of ferns ARE (3) quite varied in THEIR (4) size and structure.

6. BECAUSE OF (1) the approaching storm, the wind began TO BLOW (2) HARD (3) and the sky became dark AS (4) evening.

7. Fertilizers ARE USED (1) PRIMARILY (2) to enrich THE SOIL (3) and INCREASING (4) yield.

8. If the ozone gases of the atmosphere DID NOT FILTER OUT (1) the ultraviolet rays of the sun, life, AS (2) we know IT (3), would not have evolved ON EARTH (4).

9. Air pollution, together WITH (1) littering, ARE (2) causing MANY (3) problems IN OUR LARGE (4), industrial cities today.

10. BECAUSE (1) of the severe snow storm and the road blocks, THE (2) air force DROPPED FOOD (3) and medical supplies CLOSE THE CITY (4).

11. BECAUSE (1) the TORRENTIAL (2) rains that had DEVASTATED (3) the area, the governor sent the National Guard to ASSIST (4) in the clean-up operation.

Reading Comprehension and Vocabulary

8. *Each sentence has a highlighted part. Choose the one which would best keep the implication of the initial sentence.*

1. The tornado caused IRREPARABLE damage to the Florida citrus crop.
a) irresolute b) irrecoverable c) irresponsible d) irregular

2. Before the earthquake hit the area, many minor TREMORS were felt.
a) spasms b) vibrations c) noises d) crumbings

3. VARIATIONS in the color of sea water from blue to green seem to be caused by high or low concentrations of salt.
a) Changes b) Descriptions c) Measures d) Clarity

4. Due to the efforts of conservationists and environmentalists, few people are UNAWARE of the problems of endangered species.
a) obstinate b) ignorant c) indifferent d) adjacent

5. Severe SNOWSTORMS cause power failures in the Northeast every winter.
a) tornadoes b) hurricanes c) blizzards d) earthquakes

6. NUMBING terror filled their brains as they witnessed the explosions.
a) torpid b) paralyzing c) tantalizing d) sentient

7. The number of insect species IS GREATER THAN that of all other animal species.
a) exceeds b) equals c) augments d) predicts

Listening and Speaking

1. Here is a short list of environmental or “green” issues. Which, in your opinion, is the most important? Explain your choice.

1. climate change – global warming
2. species in danger of extinction
3. destruction of the rain forest
4. pesticides and other pollution of food
5. noise
6. water pollution
7. overpopulation
8. shortage of natural resources
9. nuclear pollution

2. Match the attributes below with the nouns in the box. Which collocations depict danger to the environment? Which of them propose feasible methods to decide environmental issues?

thick • acid • solar • unleaded • endangered • sustainable
 greenhouse • carbon dioxide • environmental • conservation
 food • biodegradable • public • exhaust • electric • nuclear
 responsible • ozone • factory • soil

| | | | |
|------------------|----------------------|------------------|---------------------|
| 1. ... transport | 6. ... power | 11. ... effect | 16. ... species |
| 2. ... rain | 7. ... contamination | 12. ... energy | 17. ... layer |
| 3. ... emissions | 8. ... congestion | 13. ... attitude | 18. ... legislation |
| 4. ... awareness | 9. ... packaging | 14. ... cars | 19. ... gasoline |
| 5. ... parks | 10. ... fumes | 15. ... smog | 20. ... exhaustion |

3. Match the following pollution problems with their solutions. You can also suggest alternative solutions.

| Problems | Solutions |
|--|---|
| acid rain thick smog food contamination domestic sewage depletion of our natural resources road congestion soil exhaustion ugly surroundings general contamination harm to wildlife | natural pest control awareness of animals' rights unleaded gasoline recycling materials treatment facilities crop rotation factory legislation biodegradable packaging alternative energy sources public transport |

4. *Fill in the gaps in subsequent statements using the words from tasks 1 – 3.*

1. Heavy traffic leads to ..., which could be avoided by using ... and bicycles. 2. Global warming is considered to be the result of a strengthening of the ... which is caused by some gases such as ... and methane. 3. ... is caused mainly by pollution from factories, so the best solution to this problem is obviously 4. World Wildlife Fund is dedicated to ... protection that's why it is for creating ... in different countries. 5. Carelessly dropping litter gives rise to This can be eliminated by adopting a more 6. If people do not raise their ... and start recycling materials, the ... will become so severe that we will have nothing left. 7. Spraying crops with pesticides can result in This can be overcome by using 8. Many of our every-day products cause damage to the One way of counteracting this is to use 9. Producing vast amounts of rubbish brings about ... which can be reduced by using 10. The main cause of ... is the accumulation of pathogenic microorganisms. Control measures include ... and applying pesticides to the soil.

5. *You are going to listen to someone talking about coastal erosion. Read through the information you have to complete before listening.*

1. Distance lost by the O'Malleys ft.
2. The O'Malleys' potential loss of dollars.
3. Year when the Alford's problems began
4. Size of land which dropped into the sea in 1985 ft.
5. Cost of the Alford's moves \$.....
6. Countries suffering from erosion: US, Britain,
7. and the
8. Rate of the retreat in California: between and 2ft.
9. State which has shrunk by 300 sq. mi. since 1970
10. Better coastal management is advocated instates.

6. *The shortage of natural recourses makes people look for alternative energy sources: wind energy, solar energy, geothermal energy, biomass energy, ocean energy, and hydrogen energy. Think of the ways they are used or can be used in future.*

7. *One of the most widely used energy sources is solar energy. Listen to the text about a Solomobile and determine whether the statements below are true, false or not stated.*

1. The Solomobile uses another form of energy.
2. Traffic jams are caused by people going too slowly.
3. You'll have to pay for the energy the Solomobile uses.
4. At the moment, we don't have complete freedom to travel.

- 5. The Solomobile is designed for long journeys.
- 6. People of different ages will find the Solomobile useful.
- 7. The Solomobile doesn't need any brakes.

8. *Make a list of the advantages and disadvantages of incineration, land-filling and recycling. Do you think zero waste is achievable? What products are particularly bad for the environment?*

9. *Listen to the recording and answer the questions.*

- 1. What is the general idea of the text?
- 2. How is it connected with the issue under discussion?
- 3. What new knowledge have you derived from it?

10. *Listen to the recording again and make up 3 questions asking your group mates whether you've got the point. Let them affirm or correct you statement.*

Model 1: – Is it correct that plastic bags take hundreds of years to degrade in a landfill?
– Yes, you are quite right. Plastic is a very persistent pollutant.

Model 2: – Is it correct that washing plastic bags into storm drains can solve the problem of sea pollution?
– I'm afraid that you have misunderstood the point. Fish can mistake the bags for jellyfish and suffocate.

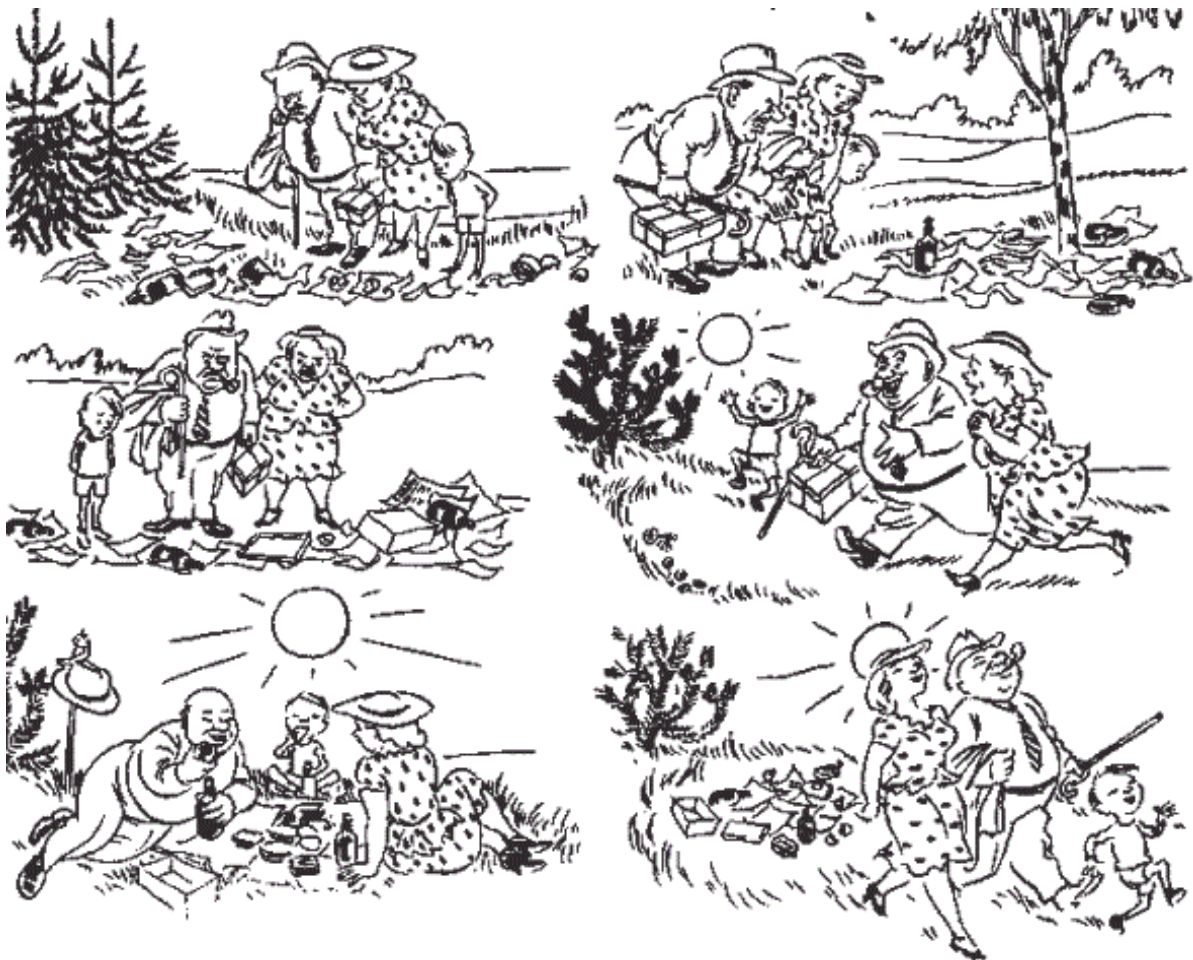
11. *Decide which of the extracts A-J matches the gaps in the following text. Mind that there are additional extracts that don't belong to it.*

In Britain, 28 million tons of household rubbish is generated each year, and the country is running out of holes in the ground (0) **J**. The government says that from now on, dumping waste should be a last resort that is reserved for things (1) And there are other possible solutions. Passing on the things we no longer need to somebody who does, is environmentally better than recycling, (2) – Clothes, newspapers and so on are relatively well-known candidates for recycling and re-use, but old electrical goods present more of a problem. While larger items, such as fridges and freezers, tend to have a value as scrap metal, many smaller things do not (3) Moreover, a company with computers it no longer needs finds it much easier than a householder to pass them on to another user, (4) Almost all dealers who buy old computers are keen to collect and deal with large quantities, (5) Another big problem is the growing mountain of unwanted mobile phones, estimated at up to 25 million in Britain alone. But

binning any mobile is a bad idea because the batteries count as “hazardous waste” (6) Some companies operate what’s called a “Take Back” scheme to help with this problem.

- A and then redistribute them to those in need.
- B but they're not the only ones.
- C but don't want to bother with single items.
- D and are simply buried.
- E because it uses less energy.
- F or get them recycled.
- G and will collect it from private homes.
- H and should be handled with care.
- I which can neither be recycled nor burned.
- J to put it all.

12. Look at the pictures drawn by a famous Danish cartoonist Herluf Bidstrup and make up a story about an environmental pollution.



13. In pairs discuss the following. Do you think a single person can make a change to the world? How can common people affect the environment?

Reading and Speaking

1. Look through the list of words denoting natural hazards. Work with another student to discuss this question: Have you ever experienced any natural disaster? If so, tell your partner what happened. If not, say which you'd least like to experience, and why.

Earthquake
Volcano

Bush fire
Drought

Tsunami
Landslide

Flood
Tropical cyclone

2. Experts grade natural hazards according to the factors listed below. Which two have the most severe impact to your mind? Which one has the least severe impact? Why?

| | | | | |
|-----------------|---|------------------|---|---------------|
| length of event | • | economic loss | • | area affected |
| social effect | • | long-term impact | • | loss of life |

3. Read the following descriptions and guess the disasters.

1. This year's crop has been lost. The land here is so dry now that farmers are unable to grow anything. All the waterholes have dried up and there are dead animals everywhere. 2. The water level has been rising steadily since the river burst its banks this morning and the area is now under two meters of water. 3. Along the path of the twister cars were lifted hundreds of meters into the air. One caravan ended up half a mile from where it had been. 4. Lava poured down the side of the mountain destroying everything in its path and the village is now buried under a carpet of ash. 5. The tremor, measuring 6 on the Richter scale, only lasted for four seconds but it was enough to cause large cracks in several roads. 6. A small fishing village was the worst hit. A thirty-meter wall of water swept up the beach destroying nearly thirty houses along the seafront. 7. Helicopters are spraying the blaze from the air, and fire crews are working round the clock to set up firebreaks to prevent it spreading further. 8. All the loose soil moved from the steep slope and hit the town at its bottom brining down buildings and harming people.

4. As the world's population grows, extreme weather affects more and more people. Scan the text *Scientists Predict More Severe Storms Worldwide* and make a list of measures that can be taken to reduce its aftermaths. Can you suggest any other measures?

Mark Jackson is a weather expert with NOAA. "Extreme weather is the norm across the globe. There are certain things such as heat waves, such as droughts, and in some parts of the globe heavy precipitation, that we are seeing

an increase in these events.” Glen MacDonald is a professor of geography at the University of California, Los Angeles. “Places which are dry are probably going to get dryer globally. Places which are already wet are probably going to get wetter. They’re going to get the precipitation we’re missing out on.” Scientists say reducing the production of greenhouse gases could help, but that takes time. A way of predicting weather for a period longer than 14 days could help reduce the costly effects of extreme weather. Mr. Jackson says it’s very possible and it’s something that can be a very powerful tool to help us better adapt and be prepared for these extreme events. But people must understand the seriousness of extreme weather, and take action when such weather is predicted. Improved forecast and longer warning times are of little value unless they are heeded.

5. You are going to read a text about the way people tried to fight one of the natural hazards – drought.

a) Read the title of the text and try to guess what they did.

b) Read the text and check if your guesses are right.

The Riddle of the Rainmaker

In two blazing hot years only two inches of rain had fallen on the parched earth around San Diego. By January of 1916, the city was on the brink of disaster for want of water. It had been three months since the last feeble shower. The reservoirs were virtually dry! Something had to be done, and done quickly. At the risk of being regarded as idiots, the beleaguered city council voted to employ the services of a professional rainmaker. They had been bombarded with proposals from one Charles Mallory Hatfield, a former sewing machine salesman who claimed he could induce rain, for a fee. He got the job. With Hatfield, the rains came COD.

He had noticed, he said, that during great battles clouds of cannon smoke rose into the skies and upset the balance of nature in the air. Once upset, clouds were formed and rain fell. For several years Hatfield had experimented on his father's farm in Kansas, setting up huge wooden tubs on towers from which clouds of chemical vapors drifted aloft. Rains came and Hatfield found there were those who would pay him for his services. For example, the farmers of the San Joaquin valley hired him year after year to provide them with bountiful rains. They paid him ten thousand dollars a year and were happy with the results. The miners of Dawson City, Alaska, paid him \$21,000 to torment the skies into providing water for their dry sluice boxes; and his efforts were followed by four inches of rain.

So, when San Diego finally turned to him in its hour of trial in January of 1916, it was not dealing with an unknown. On the day they hired him, he was dismantling his towers in a valley in northern California where eighteen inches of rain had followed his efforts to “upset the balance of nature.”

San Diego's main source of supply was Lake Morena, a man-made reservoir which had never been more than one-third full in its twenty years' existence. When Hatfield arrived on the scene, the lake level was below the danger point... a hot, stinking mud-hole and no more. He had made the city two offers: one thousand dollars an inch for each inch of rain that followed his efforts; or for ten thousand dollars, he would fill the lake that had never been filled. For several days the city council stalled, vainly hoping that nature would provide the water and get them out of their predicament. But when the fourth day dawned as hot and cloudless as its predecessors, they hired Hatfield; and he put the workmen to setting up his tall wooden towers.

Within twenty-four hours after those towers began sending their evil smelling vapors into the skies, rain began to fall. Crowds stood in the streets to cheer Hatfield. Farmers drove in the rain to the edge of Lake Morena to shake his hand. But the rejoicing didn't last long. On the third consecutive day of rain, the San Diego Exposition was washed out; the Tia Juana race track was flooded.

The city council called Hatfield to see if he couldn't taper off the torrents. On the following day, sixteen dogs drowned in the city pound; ranchers were being rescued in lifeboats; and the weatherman admitted that for the first time in the history of the city he was unable to make a forecast. Telegraph and telephone lines were down ... railroad bridges were swept away ... and still the rains came. Otay and Sweetwater reservoirs filled ... overflowed ... and finally burst their earthen dams and thundered down the valley... a fifty-foot wall of water that carried fifty persons to their deaths. Troops were called in for emergency duty. Lake Morena filled and overflowed for the first time in its history... just as Hatfield had predicted.

Then he turned off his towers and went to collect his money. The city, busy digging out of the flood, refused to pay him, and years later his lawsuit was finally dismissed. Scientists declared that he was a fraud and that his method was worthless and ineffective. But before Hatfield died in 1958, he lived to see scientists making rain by sending chemical vapors into the air, just as he had done forty years before.

6. *Retell the story in the first person from the point of view of a) Hatfield; b) one of the members of the city council; c) one of the citizens.*

7. *Give utterance to your point of view on the situation when international organizations or private groups from one country try to help another country to overcome aftermaths of disaster.*

a) *Make up a plan of your utterance.*

b) *Get ready to speak in front of your group mates.*

English in Use

1. a) *Match the words given below with their definitions.*

| | | | |
|-----|---------------|----|--|
| 1. | disturbance | a) | a film of oil floating on an expanse of water |
| 2. | waste | b) | a container of bottles collected for recycling |
| 3. | deforestation | c) | the emission of ionizing particles |
| 4. | oil slick | d) | things which we throw away |
| 5. | bottle bank | e) | paper, tins and bottles people drop |
| 6. | rubbish | f) | throwing things away unnecessarily |
| 7. | shortage | g) | a person or thing that causes problems |
| 8. | radioactivity | h) | the interruption of a settled condition |
| 9. | offender | i) | not having enough of something |
| 10. | litter | j) | the process of destroying a forest |

b) *Fill in these words in the text.*

1. In an increasing number of areas there are ... where the public can deposit used glass containers. 2. In megalopolises transport is one of the main ... in noise pollution. 3. Various methods are used to store radioactive wastes depending primarily upon their physical form and 4. In dealing with ... at sea the main treatment method is to spray dispersant from aircraft. 5. Control measures are aimed at minimizing noise ... from aircraft and motor vehicles. 6. ... of sufficiently low radioactivity are dispersed safely direct to the environment. 7. Today, a ... of vitamins is still observed in developing countries or in countries with limited nutrition. 8. It is commonly agreed that the amount of ... which is created by people today is a global problem. 9. Environmentalists believe that ... leads to many negative consequences for the earth as forest is an important part of ecological balance. 10. People should always clear up after a picnic and never leave ... lying in a public place.

2. *Choose some of the words; write a definition and a sample sentence with a gap. Test other students.*

3. *Both options make sense. Underline the one which forms a common collocation.*

1. Do you mind closing the window? There's a bit of a current / draught.
2. I'm drenched to the skin; I've got caught in a downpour / torrent. 3. Through his binoculars the zoologist watched a lion stalking its food / prey. 4. Scientists say that many species of wildlife could become extinct / defunct if left unprotected. 5. Don't be afraid to be photographed with this monkey, my darling; it's

quite tame / trained. 6. Russia has many natural resources / sources, from gas and oil to diamonds, gold and uranium. 7. Angela is very much into environmental facts / issues at the moment as she is working on her term paper. 8. Can you see that unusual dog across the street? I wonder, what breed / race is it? 9. It is also the fact that in a school / pack the fish use eyesight, and at dusk it takes them more time than during the day. 10. Selecting any brand / sort of car on Acars, you will get full details about it. 11. Wildlife enthusiasts called for the area to be made a nature reserve to protect the rare species / sort of butterfly.

4. *Read the text and decide which answer (A, B, C or D) best completes each collocation or fixed phrase.*

Electric vehicles can be less green than classic fuel cars

A Norwegian University of Science and Technology study found electric vehicles have a potential for higher eco-toxicity and greenhouse (1) ... than conventional cars. The study includes an examination of the electric car's life cycle as a (2) ... rather than a study of the electric car's environmental impact during the use phase. The researchers conducted a comparison of the environmental impact of electric cars in view of different ratios of green-to-fuel electricity energy (3) In the case of mostly coal- or oil-based electricity supply, electric cars are disadvantageous (4) ... to classic diesel cars with the greenhouse effect impact being up to two times larger. The researchers found that in Europe, electric cars pose a 10% to 24% decrease in global warming potential relative to (5) diesel or gasoline vehicles. The researchers (6) ... improving eco-friendliness of electric vehicles by reducing vehicle production supply chain impacts and promoting clean electricity sources in (7) ... making regarding electricity infrastructure and using the electric cars for a longer time, so that the use phase plays a more important role in the electric vehicle life cycle.

- | | | | |
|----------------|-----------------|--------------|--------------|
| 1. A collision | B impact | C impulse | D clash |
| 2. A entire | B result | C whole | D total |
| 3. A sources | B resources | C reserve | D provision |
| 4. A opposed | B liken | C compared | D correspond |
| 5. A standard | B conventional | C classical | D normal |
| 6. A afford | B offer | C invite | D suggest |
| 7. A decision | B determination | C conclusion | D resolution |

5. *Decide which of the extracts A – H matches the gaps in the following text. Mind that there is an additional extract that doesn't belong to it. Think of a title for this text.*

A) University of Edinburgh researchers blamed a huge rock from space – a 10-kilometer-wide asteroid – for the dinosaurs' ceasing to exist.

B) But some plants and animals did survive through the period of dinosaur extinction.

C) Dinosaurs last lived on Earth about 65 million years ago.

D) The bird ancestor started exploring a new kind of lifestyle which involved smaller body size and greater agility.

E) And over time, the fast-evolving group became birds.

F) The scientists proposed that if the asteroid had struck the Earth a few million years earlier, the dinosaurs might have been better able to survive.

G) About 10,000 species of birds now live on the planet.

H) It shows how large cold-blooded, meat-eating animals may have developed into small, warm-blooded birds.

1 = C

Improved tools and records of fossil remains have led some experts to agree about the causes of disappearance of these ancient creatures.

2

This rocky object was responsible for environmental damage worldwide causing tsunami waves, earthquakes, wildfires, and sudden temperature changes.

3

By the time the asteroid struck, dinosaurs' populations had grown and then decreased in number over 150 million years.

4

Another study looks at one group of dinosaurs, Tyrannosaurus Rex, that lived through the disasters.

5

One group of dinosaurs was evolving, changing four times as fast as all the other dinosaurs living during that period.

6

The scientists say that during that time, each generation got smaller and smaller and by the time the asteroid hit, the earliest birds had been living for about 100 million years.

7

And that, in turn, would have made way for changes in their body structure like the addition of wings and flight feathers.

6. In most lines of the following text there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 1 – 17, find this word. Some lines are correct. The exercise begins with two examples.

The Healing Power of Herbs

0 Although herbs are generally thought of as the mild, inexpensive *the*
00 remedies against minor ailments such as sore throats and coughs, *√*
1 some doctors are now believe they can also be powerful treat-
2 ments for more serious illnesses. Herbs may take a bit longer to
3 work, and the effects may be little less dramatic at the outset, but
4 they can be just as potent as conventional drugs. For patients who
5 have had the bad side effects with drugs, herbs become very at-
6 tractive. Experts say, however, that not all herbal medicines are
7 risk-free. They may not have be subject to the same safety stand-
8 ards as conventional drugs are. When they taken in high doses,
9 some herbs can even have dangerous consequences. There are no
10 statistics about the number of doctors who prescribe of herbal
11 remedies, but they are in the minority. That means some consum-
12 ers are often on their own and unfortunately, misinformation
13 abounds. Manufacturers are allowed to make out health claims for
14 their herbal products whether these have been proven or not.
15 Many have not been subject to scientific scrutiny, though there is
16 a reliable data about the safety and efficacy of herbal medicine,
17 more largely as a result of research carried out by European scien-
tists.

7. *Read the text Solar Storm and make the quiz after it.*

Powerful winds from the sun affect the earth's atmosphere. These solar winds cause the beautiful aurora borealis, also known as the northern lights. These winds are also responsible for many of the power outages that affect modern electrical systems. The Weather Prediction Center provides continually up-to-date forecasts to power companies, government agencies, the satellite industry and airline companies.

The normal solar forecast is hot, sunny and worry-free. But sometimes satellites near the sun observe huge orange geysers. These explosions can produce magnetized winds, which continue into space. A solar storm generally takes at least half a day to reach the earth. So at first the Prediction Center describes the solar activity as a "watch."

So a geomagnetic storm watch is somewhat like a hurricane watch when there's hurricane sitting off shore of Miami and it's a couple of days out. In the final hour of its trip to earth, the storm passes a special satellite orbiting our planet which provides new clues about the power and size of the storm. Most storms are uneventful. For larger storms, electric companies can direct power away from sensitive equipment and intense geomagnetic activity. But short-term

outages are still possible. That is why hospitals, airports and other emergency centers are urged to keep back-up power generating equipment. But predictions might not help us through a super solar storm. For example, the 1859 Carrington Event created aurora lights that were seen all over the world and affected telegraphs.

During most storms, technicians could study individual pieces of equipment to reduce the chance that they will be damaged. But if a Carrington-sized event hit today, it could affect a very large area. During a big storm, current loads would fluctuate destroying many transformers. Engineers are developing a transformer that could replace damaged equipment in days, not months. And modern grounding systems can protect equipment. But these steps will cost time and money. So what if the Space Weather Prediction Center found a strong likelihood of another Carrington Event? There is one more back-up plan. Turning the power grid off would certainly protect it from a geomagnetic disturbance, but the socioeconomic impacts of de-energizing the power grid are so huge, it would be very difficult for somebody to actually make that decision.

1. The main theme of the story is ...
 - a) how solar storms cause the northern lights
 - b) how solar storms affect the electric grid
 - c) what experts learned from the Carrington Event
2. A speaker in the story compares which two events?
 - a) magnetic fields and orange geysers
 - b) geomagnetic storms and hurricanes
 - c) hurricanes and aurora borealis
3. How can power companies protect the electrical grid during solar storms?
 - a) convince hospitals to cut off back-up generators
 - b) repair damaged high voltage transformers
 - c) send power away from sensitive equipment
4. Which of the following is true about the Carrington Event?
 - a) it lit up the sky all around the earth
 - b) it interrupted telephone systems
 - c) it made solar events easier to predict
5. What would be a consequence of shutting down the power grid during a solar storm?
 - a) sensitive transformers would be destroyed
 - b) modern grounding systems would protect equipment
 - c) society and the economy would be impacted

8. For questions 1 – 10, read the text *How to Protect Yourself and Others in Extreme Heat*. Use the words to the right of the text to form one word that fits in the same numbered space in the text.

| | |
|---|--|
| <p>Doctors say people can do many things to protect themselves from the dangers of extreme heat. Stay out of the sun, if possible. Drink lots of cool water. Make sure the clothing is loose, (1) ... freedom of movement. The most-common health problem (2) ... to hot weather is heat stress. Most people suffer muscle pain which is a warning that the body is becoming too hot. Doctors say those suffering muscle pain should stop all (3) ... and not to return to it for a few hours. Hot weather is (4) ... for people who weigh too much, for people who drink alcohol, and for people who take medicine for high blood pressure, poor blood circulation, (5) ... or depression. (6) ...heat stress can lead to a more serious problem called heat exhaustion. A person suffering from it loses too much water through (7) He or she will feel weak and extremely tired. They may have trouble walking (8) Heat exhaustion may also produce a fast heartbeat, breathing problems and pain in the head, chest or stomach. Doctors say (9) ... with such problems need to rest quietly in a cool place and drink plenty of water. Heat exhaustion can lead to heat stroke which is the most serious (10) ... connected with weather. It results when the body is not able to control its temperature.</p> | <ol style="list-style-type: none"> 1. permit 2. link 3. active 4. danger 5. nerve 6. treat 7. perspire 8. norm 9. person 10. order |
|---|--|

9. You'll hear a lecture being given to a group of parents. Before listening read the following sentence and try predicting what is going to be said.

1. Children head for the water.
2. Prevention is better than cure.
3. Babies can be taken there at the age of three months.
4. Get them used to it so that they're afraid of it.
5. There should be a supervising adult.
6. Let him or her wear armbands.
7. The child is not tempted to remove them.
8. They can drift out to sea very easily.
9. The red flag means danger.
10. Children have drowned in 2 centimeters of water.
11. Safety is really just a matter of common sense.

10. Now listen to the record and find out how close you were to the contents of the lecture.

Writing

1. Study the following list and add the missing information.

1. Make a list of the points *for* and *against* before you start to write.

2. Never write an argument *for* or *against* without

3. Start each paragraph with a key sentence which

4. Do not use short forms or strong personal expressions in essays.

I think or *I believe* should only be used in the final paragraph where you can give your opinion.

5. Make use of suitable connectives:

To introduce points: *Firstly* /...../.....; *One advantage of ... is; One disadvantage of ... is,..... etc.*

To add more points: *Secondly*.....,*a further advantage of ... is, etc.*

To make contrasting points: *However* /...../...../...../ *Conversely, etc.*

To conclude: *To sum up, /...../...../..... .*

To express opinion: *In my opinion, I got a strong impression.*

To present the other side of the argument: *Contrary to what most people believe.*

2. Read through the arguments and match each argument with its corresponding justification. Then say which are in favour of and which are against using mobile phones.

| Arguments | Justification |
|--|---|
| 1. Using mobile phones can be dangerous. | a) If you find yourself in a dangerous situation, you can call for help no matter where you are. |
| 2. Mobile phones are very useful for people who are often on the move. | b) Talking on a mobile phone while driving reduces concentration by up to 30 % and so greatly increases the chances of causing an accident. |
| 3. Some people claim that owning a mobile phone is a waste of money. | c) They can easily be contacted no matter where they are. |
| 4. Having a mobile phone increases your personal security. | d) The basic charge for the service is much higher than for a normal telephone, and the calls are extremely expensive. |

3. Read the quotations and the paragraphs below, and then decide which quotation should be included in each paragraph.

Quotations

- a) Without the past the pursued future has no meaning.
- b) Advertising is the art of making whole lies out of half-truths.
- c) Prisons as they are do not teach a person to live in society – they teach him to live in prison.
- d) The scientists split the atom; now the atom is splitting us.

1. One thing that counts against advertising is the fact that it plays a far larger role than it should in society today and often deliberately misinforms the public about the product being promoted. As Edgar A. Shoaff said,

2. Although technology has made our lives easier in many ways, it has also created new problems for mankind. As Quentin Reynolds said, But while it has created problems, we should think carefully before dismissing its many benefits.

3. It has been said by Lured Eiseley, an American anthropologist, that, and in today's world this is truer than ever. All too often, history seems to repeat itself, something that could be avoided if we were to pay more attention to the past.

4. To conclude, it is dear that a long-term solution to the problem is to discourage young people from becoming criminals rather than to punish them afterwards. As Akin Bartholomew once said

4. Match the quotations with the composition topics.

Quotations

- 1. “It is only when they go wrong that machines remind you how powerful they are.” (Give James)
- 2. “A man travels the world in search of what he needs and returns home to find it.” (George Moore)
- 3. “All men are creative, but few are artists.” (Paul Goodman)
- 4. “The car has become an article of dress without which we feel uncertain, unclad and incomplete.” (Marshall McLuhan)

Topics

- a) What are the advantages and disadvantages of owning a car?
- b) Travelling has both advantages and disadvantages. Discuss.
- c) What are pros and cons of the increasing use of technology?
- d) Discuss the advantages and disadvantages of being a professional artist.

5. *Read the following paragraphs and decide which can serve as introduction or conclusion to the topics in 4.*

1. The daily avalanche of technological innovations that make our lives easier and at the same time more complicated puts most people in a vexed mood – like the depressive who gets time out from his clinic and goes to the beach for a few days. He sends his psychiatrist a postcard. The message he writes might well have come from any of us, a reflection of technology's effect on our lives: “Having a wonderful time. Why?”

2. If we didn't take a chance at all, then there could be no new technologies of any kind, or any applied science; and that, taken all in all, would be a bad thing. But we should always bear in mind how vast is the scope of our ignorance; that there is always a chance of disaster that may be quite different in kind from anything can yet be conceived, and far bigger.

3. Is there really an energy crisis? Or do we depend too much on a single form of energy? During recent generations, the world depended mostly on hydroelectric power. Governments built dams across rivers, forming large lakes and putting thousands of acres of land under water. The water flowing over the dams turned turbines to generate electricity. Today giant power lines carry electricity to distant cities. Some scientists say that these power lines are dangerous because of the electromagnetic fields they produce. More and more people object to hydroelectric power because it seriously changes the balance of nature.

4. People for the Ethical Treatment of Animals (PETA), with more than a million members and supporters, is the largest animal rights organization in the world. Founded in 1960, PETA is dedicated to establishing and protecting the rights of all animals. PETA operates under the simple principle that animals are not ours to eat, wear, experiment on, or use for entertainment. PETA focuses its attention on the four areas in which the largest numbers of animals suffer the most intensely for the longest periods of time: on factory farms, in laboratories, in the clothing trade, and in the entertainment industry. They also work on a variety of other issues, including the cruel killing of beavers, birds and other “pests” and the abuse of backyard dogs.

6. *Write an essay (200 – 250 words) on one of these topics. Decide first which is argumentative and which is expressing opinion.*

1. Technological innovations: pros and cons.
2. Do animals have any rights? If not, should they be given any?
3. The world would be a better place to live in if scientific and technological endeavor slowed down.
4. “Man has lost the capacity to foresee and forestall. He will end up by destroying the planet.” Albert Schweitzer.
5. Cars are the greatest danger to human life today.
6. What was better in the past?

CONCLUSION

Discipline “Practical Course of oral and written speech” is directed at the formation of the following competencies in applied bachelors:

GPC¹-3: possessing the system of linguistic knowledge, including the knowledge of basic phonetic, lexical, grammatical, word-building phenomena and laws of target foreign language functioning, its functional variants;

GPC-4: possessing ethical and moral standards of conduct adopted by other cultures; willingness to use models of social situations, typical scenarios of interaction between participants of cultural communication;

GPC-6: possessing main ways of expressing semantic, communicative and structural continuity between the parts of utterance – compositional elements of the text (introduction, main part, and conclusion), supra-phrasal entities, sentences;

GPC-7: ability to freely express their thoughts adequately using a variety of linguistic resources in order to allocate the relevant information;

GPC-8: possessing formal, neutral and informal communication registers of communication;

GPC-10: ability to use the etiquette formula in oral and written communication;

PC²-16: possessing the necessary interactional and contextual knowledge for overcoming the influence of stereotypes and adapting to changing conditions during the contacts with different cultures;

GPC-2: ability to see the interdisciplinary connections of disciplines, understand their significance for future career.

The above-mentioned competences can be guidelines to those students who are willing to critically evaluate their strengths and weaknesses; identify ways and choose the means of self-development.

¹ General professional competence

² Professional competence

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Учебное издание

Чибисова Ольга Владимировна

ENGLISH FOR SOPHOMORES

Учебное пособие

Научный редактор – доктор филологических наук,
профессор А. А. Шунейко

Редактор Е. В. Назаренко

Подписано в печать 13.03.2015.

Формат 60 × 84 1/16. Бумага 80 г/м². Ризограф EZ570E.
Усл. печ. л. 6,51. Уч.-изд. л. 6,34. Тираж 50 экз. Заказ 26879.

Редакционно-издательский отдел
Федерального государственного бюджетного образовательного
учреждения высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»
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учреждения высшего профессионального образования
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